

WORKSHEETS SUMMARY

SUBJECT	TITLE	ACTIVITY SUMMARY
INTRODUCTORY SESSION	GETTING TO KNOW YOU	Get to know your partners through questionnaires and games.
2ND SESSION	TECHNOLOGY IN OUR LIVES	Exploring the different uses of technology in our lives.
GENERAL ICT SKILLS PEACH	SCHOOL TRIP	Students plan an imaginary school trip
ENGLISH CREAM	PERSONALITY POSTERS	Pupils create rhyming lines using their names and their personality traits.
ENGLISH CREAM	PROVERBS	Pupils think about different proverbs and create a poster depicting one.
ENGLISH CREAM	STORY WRITING	Pupils write stories.
ART & DESIGN PINK	DIGITISING MYSELF	Pupils explore their self image using ICT.
ART & DESIGN PINK	CLOSE UP	Using a digital camera, pupils create abstract images.
GEOGRAPHY GREEN	MOUNTAINS AROUND THE WORLD	Pupils think about and explore different mountain ranges which could be holiday destinations.
GEOGRAPHY GREEN	WHAT'S IN THE NEWS?	Pupils think about different environmental issues and how they can help.
HISTORY ORANGE	TIME LINE	Pupils create a time-line of a period in history.
HISTORY ORANGE	INTERVIEWING THE DEAD	Pupils conduct online interviews with people from history.
SCIENCE BLUE	A PLANETARY DATABASE	Pupils research planets on the internet and display the results in a table/spreadsheet.



1ST SESSION

NICE TO MEET YOU!

GETTING TO KNOW YOU

ICT RESOURCES NEEDED

Computers
Word processing or spreadsheet software
YOU ALSO NEED ADDITIONAL SHEETS F1 & F2 FOR THIS ACTIVITY

ACTIVITY OBJECTIVES

- To get to know your IT Partner/s.
- To get to know the other children in the group
- To get to know the other volunteers.

ACTIVITY DESCRIPTION

You will spend some time finding out about your partner/s and then finding out about the other children and volunteers in the group. You will then make a record of everyone's name.



Spend some time with your IT Partner/s filling in your questionnaires (see additional sheets F1 and F2) about each other. There is space on the back of your questionnaire for you to add your own questions .



After 5 minutes, everyone get together as a group and go around introducing your partners and them introducing you to the group. Say their name and a bit about what you have found out about them.

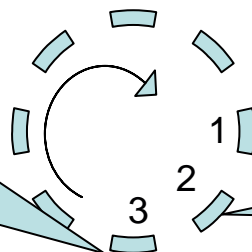


To help everyone remember each others names, you could play this **'Name Game'**. In a circle, one person begins by saying their name and something they like which begins with the same letter as their name. The 2nd person then introduces themselves in the same way, but repeats the 1st person's name and what they like. This continues around the circle until the last person has to introduce themselves, and then everyone else in the group!(see diagram).



Create a table, in a word processing or spreadsheet package, which lists everyone's names, and either one interesting thing about them, or the thing they liked which began with the same letter as their name.

My name is Joseph and I like Jam, this is Shepa and she likes Sunshine and that is Melanie and she likes Mountains.



My name is Melanie and I like Mountains

My name is Shepa and I like Sunshine. This is Melanie and she likes Mountains



2ND SESSION



TECHNOLOGY IN OUR LIVES

ICT RESOURCES NEEDED

Computers
Word processing or spreadsheet software

ACTIVITY OBJECTIVES

- To encourage children to think laterally about how technology is used today, not just in PCs, but in different places
- To give students a broader base to their IT knowledge
- To make pupils consider the health and safety risks of using ICT

ACTIVITY DESCRIPTION

You will discuss with your partner/s the different uses of technology and computers in our everyday lives. You will create a simple brainstorm diagram and use this to start showing students the tools available on the toolbar.



Have a chat with your Partner/s about technology in our lives.



Use the worksheet provided to help you think about different computer uses in everyday life.



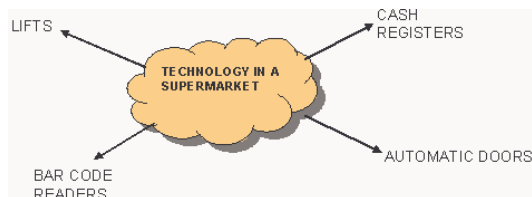
Draw a spider diagram brainstorming uses of technology in a particular place, for example, their school.



Use the toolbar to jazz up your diagram. Make the writing bold, the boxes different colours, the writing different sizes, use spell check etc.



Talk to your partner/s about the health and safety issues involved in using technology safely. Talk to them about the issues raised on sheet F4 about using the internet safely.





GENERAL ICT SKILLS



SCHOOL TRIP

ICT RESOURCES NEEDED	ACTIVITY OBJECTIVES
Computers Internet Word processing package Spreadsheets Presentation package	<ul style="list-style-type: none"> • Pupils research activities on the internet • Pupils think about other's preferences and pleasing the majority • Pupils think about the logistics of planning a trip • Pupils practise using different computer applications.

ACTIVITY DESCRIPTION

Pupils research and plan a school trip for their class. They have to think about majority preference and the logistics of the trip, such as cost and travel arrangements. They write a hypothetical letter to parents telling them about the trip, and create a poster to advertise it to the children in their class.



Talk to your partner/s about possible venues for a school trip. Get them to think about their curriculum and how trips would fit in with their learning.



Research possible trips on the internet. Some suggestions and websites are given below. Get your partner/s to choose two possible locations.



Help your partner/s to create a questionnaire detailing the two trip options. Get them to ask the other children in their class to vote on which trip they would prefer. Encourage them to also ask their teacher which trip they think would be better.



Analyse the questionnaire responses, show students how to create a pie chart of responses. Make a final decision on where the trip will be to. Ask your partner/s to think about the best way of getting to the destination. Find maps on the internet and a suitable means of transport.



Work out the cost of the trip, with transport and entrance (if applicable) on a spreadsheet. You could investigate different means of transport, for example, tube, bus, coach hire, and calculate which would be cheapest. Work out the price per head.



Help students to write a letter to parents telling them about the trip, and create a poster advertising the trip to the other students.

Warwick Castle	www.warwick-castle.co.uk/
Madame Tussauds	www.madame-tussauds.co.uk/
London Dungeons	www.thedungeons.com/
Legoland	www.lego.com/legoland/windsor/

ICT BENEFITS



Pupils use the internet to investigate possible places to go on a school trip. They use the internet to investigate how to get there, prices, routes and other logistical information.



Pupils use spreadsheets, produce graphs, use word processing and presentation software.



Pupils learn to lift images from the internet to advertise their school trip.

ICT CURRICULUM TARGETS:

IT teaching should offer opportunities for children to:

- develop IT capability, including their knowledge and understanding of the importance of information and of how to select and prepare it.
- develop their skills in using hardware and software to manipulate information in their processes of problem solving, recording and expressive work.

Children should acquire and develop the skills associated with using ICT to:

- pass on ideas by communicating, presenting and exchanging information
 - find things out and handle information
- make things happen by controlling and monitoring events
- try things out by modeling real and imaginary situations.



ENGLISH

Name

PERSONALITY POSTERS

ICT RESOURCES NEEDED

Computers
Presentation software

ACTIVITY OBJECTIVES

- To get to know a little bit more about each other
- To think about different types of poetry
- To create a poster which tells people about themselves.

ACTIVITY DESCRIPTION

Pupils create a poster which represents their personality.



In a presentation package, get your partner to write their name down one side of the page.



Ask your partner/s to think about what personality traits they have that begin with the same letters as each letter of their name. Help them to put their ideas together in to a poem, each line of which beginning with a different letter of their name. Talk to them about different types of poem, and what sort of rhyme scheme they want their poem to have, if any.



Decorate the poster, and if you have any time left, ask them to make one for you!



If the school has a spare notice board, why not create a display of your posters!

B right and bubbly

R eally smart

I am

A lways lovely but

N ot very good at art!

S hort but fun

A lways on the run

I love to play

M aking clay

A nd singing all the time

ICT BENEFITS



Pupils will learn many useful skills for using presenting software.



Pupils develop confidence in using presentation programmes for creating attractive displays.

ENGLISH CURRICULUM TARGETS:

En2

4 b: identify different ways of constructing sentences and their effects

En3

3 Pupils should be taught to use punctuation marks correctly in their writing, including full stops, question and exclamation marks, commas, inverted commas, and apostrophes to mark possession and omission.

4 c: to analyse words into syllables and other known words
to apply knowledge of spelling conventions

4 d: to use knowledge of common letter strings, visual patterns and analogies

12 The range of forms of writing should include narratives, poems, playscripts, reports, explanations, opinions, instructions, reviews, commentaries.



ENGLISH



STORY WRITING

ICT RESOURCES NEEDED

Computers
 Word processing package
 Presentation software
 Spreadsheet software

TRY TO BRING IN SOME BOOKS FOR DIFFERENT AGES.

ACTIVITY OBJECTIVES

- To write a story for a particular age range.
- To encourage students to think about the different factors involved in reaching different audiences.
- To teach students about researching views and making decisions based on the results.

ACTIVITY DESCRIPTION

Pupils think about books which appeal to different ages and why. They conduct research to find out more information, and then write either a whole story, or a part of a story, for a particular age range.



Discuss with your partner what the differences are between books written for different ages. If you can, take some books to the session with you to use to make comparisons. Think about the cover, the title, the pictures, the topics covered, the language itself, the humour, the pace and so on.



Create a table showing some of the differences you and your partner/s discovered between the different books.



Tell your partner/s that you they are going to write a story, or part of a story, for a specific age group. Ask them to think about which age group they would like to write something for.



Design a questionnaire with your partner to get feedback about the type of books the age range they have chosen like to read. Print off the questionnaire, and talk about who you could ask to fill it out. For homework, ask the children to try to get a few people to fill in some questionnaires.



Help pupils to analyse their questionnaire responses. If they have any quantitative answers, show them how to display their answers graphically.



Help the children compose a draft version of their story (or chapter of a story) in a presentation package. Show your partner/s how to re read and edit their work, with their target group always in mind.



Design a front cover for your story.



Print the cover and story off.

ICT BENEFITS



Pupils work in word processing, presentation and spreadsheet design packages, developing skills and confidence.



Pupils learn how to design questionnaires, input data, create graphs and design targeted presentations.

CURRICULUM TARGETS:

En1

1b: Gain and maintain the interest and response of different audiences [for example, by exaggeration, humour, varying pace and using persuasive language to achieve particular effects].

1d: Show clear shape and organisation with an introduction and an ending.

En2

5b: how choice of form, layout and presentation contribute to effect (for example, font, caption, illustration in printed text, sequencing, framing, soundtrack in moving image text)

En3

1c: Pupils should be taught to use language and style that are appropriate to the reader

2. To develop their writing on paper and on screen, pupils should be taught to:

- a. plan - note and develop initial ideas
- b. draft - develop ideas from the plan into structured written text
- c. revise - change and improve the draft
- d. proofread - check the draft for spelling and punctuation errors, omissions and repetitions

e. present - prepare a neat, correct and clear final copy

3. Pupils should be taught to use punctuation marks correctly in their writing, including full stops, question and exclamation marks, commas, inverted commas, and apostrophes to mark possession and omission.

8. Breadth of study

a. to imagine and explore feelings and ideas, focusing on creative uses of language and how to interest the reader

b. to inform and explain, focusing on the subject matter and how to convey it in sufficient detail for the reader



ENGLISH

Fools rush in



Where Angels fear to Tread

PROVERBS

ICT RESOURCES NEEDED

Computers
Presentation software

**ADDITIONAL INFORMATION SHEET E3
WILL HELP WITH THIS ACTIVITY.**

ACTIVITY OBJECTIVES

- To learn about proverbs and their benefit to us.
- To create a poster of a proverb.

ACTIVITY DESCRIPTION

To think about proverbs and their meanings. To create a poster of a proverb and decorate it appropriately.



Ask your partner/s if they know what a proverb is. Have a look at some of the proverbs on sheet E3. Discuss with your partner/s what the proverbs could mean. Ask them if they know any more proverbs.



Ask students to chose a proverb that they like. Tell them you are going to create a poster displaying this proverb using a presentation package. Talk to them about how their poster could look and ideas they have, before you begin on the computers.



Get the students to type their proverb and decorate the poster with appropriate pictures. Add some moving animation to the posters.



If the school has a spare notice board, why not create a display of your posters!

“Too many cooks spoil the broth”

ICT BENEFITS



Pupils will learn many useful skills for using presenting software.



Pupils develop confidence in using presentation programmes for creating attractive displays.



Pupils use moving image text to support their study of how words, images and sounds are combined to convey meaning and emotion.

ENGLISH CURRICULUM TARGETS:

En1

2d: identify features of language used for a specific purpose [for example, to persuade, instruct or entertain]

En2

2b: Pupils should be taught to look for meaning beyond the literal

3d: draw on different features of texts, including print, sound and image, to obtain meaning

4a: recognise the choice, use and effect of figurative language, vocabulary and patterns of language

5b: identify words associated with reason, persuasion, argument, explanation, instruction and description

5f: evaluate different formats, layouts and presentational devices [for example, tables, bullet points, icons]

8e: Be aware of texts drawn from a variety of cultures and traditions - myths, legends and traditional stories

En3

2b: Assemble and develop ideas on paper and on screen

PROVERBS

A good beginning makes a good ending.

A joy that's shared is a joy made double.

Some men go through a forest and see no firewood.

Experience is the father of wisdom.

The grand essentials in this life are something to do, something to love,
and something to hope for.

From a little spark may burst a mighty flame.

The wise man has long ears, big eyes and a short tongue.

A good laugh is sunshine in a house.

Think not those faithful who praise all thy words and actions, but those
who kindly reprove thy faults.

Do not choose for anyone what you do not choose for yourself.

If a man could have half his wishes, he would double his troubles.

Everyone loves the tree that gives him shelter.

The sky is of the same color wherever you go.

He is lifeless who is faultless.

Joy and sorrow are next door neighbours.

Love looks not with the eyes, but with the heart.

Poverty does not destroy virtue nor wealth bestow it.

Facts do not cease to exist because they are ignored.

Good manners are made up of petty sacrifices.

It is the quality of a fool to perceive the faults of others and to forget his
own.

A barking dog is often more useful than a sleeping lion.

The mouse that has but one hole is soon caught.

Much does he gain who learns when he loses.

Who seeks a quarrel, finds it near at hand.

He who sings frightens away his ills

.Any plan is bad which is not susceptible to change.

The remedy for injuries is not to remember them.

A friend in need is a friend indeed.

Too many cooks spoil the broth.

Kill two birds with one stone.

An apple a day keeps the doctor away.

Look after your pennies, and the pounds will look after themselves.

Spread your wings and you will see how far you can fly.



GEOGRAPHY



MOUNTAINS AROUND THE WORLD

ICT RESOURCES NEEDED

Computers
The internet
Presentation software.

•ACTIVITY OBJECTIVES

- To collect and record evidence.
- To communicate in ways appropriate to the task and audience.
- To use secondary sources of information.
- To describe what places are like.
- To know the location of places studied and describe where they are.
- To study places in different parts of the world that share similar physical environments.

ACTIVITY DESCRIPTION

Pupils investigate environments in the UK, Europe and the rest of the world that share similar physical attributes.



Discuss mountain environments with your partner/s, think about what they are like and where they are found.



Teach your partner/s how to use internet search engines (under supervision) to find other websites that display information about different mountain localities.



Explain to your partner/s that you are going to create a presentation (using presentation software) to persuade people to visit a mountain environment. Ask them to choose a locality, for example, the Rockies, the French Alps or the Lake District as their subject. Now get them to find information and pictures to represent their chosen locality, answering the following questions:

What is the place called? What is it like? Where in the world is it?
What is on offer for visitors? What is the weather like there?

To direct their research, pupils could also use non-fiction books, atlases and travel brochures.



Help the pupils to develop a storyboard of six slides. Encourage them to write in a persuasive style.

ICT BENEFITS



The internet provides the pupils with access to a wide range of information about different mountain localities around the world. It also enables them to find answers to geographical questions about these localities. This helps to enhance their understanding of places in the wider world and gives them the opportunity to discuss how other people are using ICT in order to promote their town or village.



Pupils are able to evaluate different websites in terms of their attractiveness and ease of use.



Pupils have to select relevant information to use in a focused way. They have to consider their audience and the purpose of their presentation from the outset.



The presentation software gives the pupils an opportunity to present their work in a professional way using text, image and sound.

CURRICULUM TARGETS:

- 1 a: ask geographical questions [for example, 'What is this landscape like?', 'What do I think about it?']
- 2 c: to use atlases and globes, and maps and plans at a range of scales [for example, using contents, keys, grids]
- 3 a: to identify and describe what places are like [for example, in terms of weather, jobs]
- 3 c: to describe where places are [for example, in which region/country the places are, whether they are near rivers or hills, what the nearest towns or cities are]
- 3d: to explain why places are like they are (for example, in terms of weather conditions, local resources, historical development)
- 3f: to describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world (for example, comparing a village with a part of a city in the same country).



GEOGRAPHY



WHAT'S IN THE NEWS?

ICT RESOURCES NEEDED	ACTIVITY OBJECTIVES
Computers The internet Digital camera Presentation package and/or word processing package.	<ul style="list-style-type: none"> • To think about current news issues concerning the environment • To investigate environmental issues in their school • To think about ways in which these issues could be resolved

ACTIVITY DESCRIPTION

Pupils conduct a project on environmental issues. They investigate current issues in the news, and issues closer to home. They think about how they could encourage people to help prevent these problems and produce something on the computers to raise awareness.



Look at an online newspaper with your partner/s, and websites about current environmental issues, e.g. www.guardian.co.uk
www.thesun.co.uk
www.telegraph.co.uk
www.newsnow.co.uk/newsfeed/?name=London
www.environment-agency.gov.uk.

Ask them to look for articles concerning the environment (e.g. pollution, flooding, earthquakes, graffiti, temperatures).



Ask your partner/s to think about environmental issues that affect them at school. Use a digital camera to get photographic evidence of the problems or causes (for example, littering, graffiti, people using CFC sprays).



Talk to the children about how they could try to help prevent environmental damage. How could they communicate this to people?



Using the students ideas, design a presentation / poster / complaints letter / campaign, making people aware of environmental damage and how to help prevent it. Use the internet as and when you need to, to get information for the project.

ICT BENEFITS



Pupils will use the internet to research and enhance their projects.



Pupils will learn many useful skills for using presenting software.



Pupils develop confidence in using presentation programmes for creating attractive displays.

CURRICULUM TARGETS:

1b: collect and record evidence [for example, by carrying out a survey of shop functions and showing them on a graph]

1e: communicate in ways appropriate to the task and audience (for example, by writing to a newspaper about a local issue)

2 d: to use secondary sources of information, including aerial photographs [for example, stories, information texts, the internet, satellite images, photographs, videos]

2f: to use ICT to help in geographical investigations

4 b: recognise some physical and human processes [for example, river erosion, a factory closure] and explain how these can cause changes in places and environments.

5 a: recognise how people can improve the environment [for example, by reclaiming derelict land] or damage it [for example, by polluting a river] , and how decisions about places and environments affect the future quality of people's lives

5 b: recognise how and why people may seek to manage environments sustainably, and to identify opportunities for their own involvement [for example, taking part in a local conservation project] .



HISTORY



INTERVIEWING THE DEAD

ICT RESOURCES NEEDED

Computers
 The internet
CHECK THE SCHOOL HAS ACCESS TO WWW.ACTIVEHISTORY.CO.UK
 Word publishing software
 Presentation software

ACTIVITY OBJECTIVES

- To learn about a famous man from history by interviewing them online
- To think about important historical issues.
- To practice journalism skills and computer presentation skills by writing an article about the interview

ACTIVITY DESCRIPTION

Pupils become journalists with a difference and interview someone who is dead! Pupils have to think about the issues concerning people at the time and ask questions accordingly. They then write up the interview as a newspaper article.



Have a look at website www.activehistory.co.uk/head2head. It offers you the chance to interview Henry VIII, Adolf Hitler or Martin Luther King. Ask the students what they know about each man, and then ask them to decide which one they would like to interview.



In a word document, help the students to type some questions they would like to ask them. Get them to think about issues of the time, and encourage them to ask broad questions, for example, 'Do you like sport?' rather than 'Do you play football?'. See table below for topic suggestions for each era. (If student/s are struggling to come up with questions, you can use the dropdown suggestion menus on the interview pages.)



Show students how to copy and paste their questions across to the internet and bring the answers back to the word document.



Either in a word document or using presentation software, help your partner/s write an article about their interview. Encourage them to make the interview fun to read, with phrases such as 'Henry VIII responded angrily to my question and told me...' and such like.



Print the article. Ask the school if you can display them on a notice board.

HENRY VIII

Wives and children
 Hobbies
 Wars of the Roses

ADOLF HITLER

Rise to power
 Nazi Germany
 His death

MARTIN LUTHER KING

Religion
 Vietnam War
 Race

ICT BENEFITS



Pupils use the internet to conduct interviews with people from history.



Pupils use word processing and presentation software.



Pupils learn to copy and paste from a word document to the internet.



Some of the answers provided by Henry VIII are deliberately worded to create bias. This allows pupils to consider the reliability of historical sources. They are able to check answers against other sources and refer to their own knowledge of the period. The exercise makes pupils aware that ICT is fallible, especially as sometimes they will have to rephrase some of their questions in order to get a response.

CURRICULUM TARGETS:

1 a: Pupils should be taught to place events, people and changes into correct periods of time

2 Pupils should be taught:

a: about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past

b: about the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world

c: to identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied

3 Pupils should be taught to recognise that the past is represented and interpreted in different ways, and to give reasons for this.

4 Pupils should be taught:

a: how to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT-based sources [for example, documents, printed sources, CD-ROMS, databases, pictures and photographs, music, artifacts, historic buildings and visits to museums, galleries and sites]

b: to ask and answer questions, and to select and record information relevant to the focus of the enquiry.

5 c: Pupils should be taught to communicate their knowledge and understanding of history in a variety of ways [for example, drawing, writing, by using ICT] .



HISTORY

TIME LINE



ICT RESOURCES NEEDED	ACTIVITY OBJECTIVES
Computers The internet *CHECK THE SCHOOL HAS ACCESS TO THE WEBSITES LISTED BELOW* Presentation software	<ul style="list-style-type: none"> •To think about important historical events during a period in history. • To represent a period in history using computers.

ACTIVITY DESCRIPTION

Pupils use their current knowledge, and information found on the internet to create a time-line of an era in history.



Talk to your partner/s about history and what they have been learning in class, and in previous years. Ask them if any particular era of history interests them.



Tell them that you are going to construct a timeline of a period in history, and on it you will show important events and important people. Ask them to choose what period in history they would like to think about.



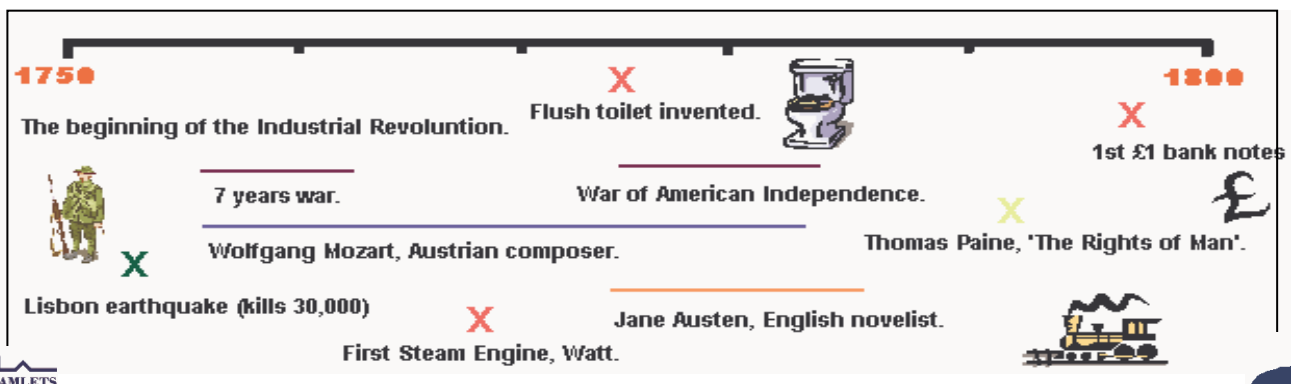
Research their chosen era on the internet. Have a look at these websites:
www.sbrowning.com/whowhatwhen/index.php
www.bbc.co.uk/history/timelines/



Create a timeline using presentation software. Include important people from areas such as literature, music, science, politics. Include important events, for example, in the sporting world, or dates of book publications, or inventions and such like.



Show pupils how to add pictures as well as text to create an interesting presentation.



ICT BENEFITS



Pupils use the internet to investigate a period in history.



Pupils use presentation software.



Pupils learn to insert lines, text and pictures relevant to the information given.

CURRICULUM TARGETS:

1 a: Pupils should be taught to place events, people and changes into correct periods of time

b: use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade.

2 Pupils should be taught:

a: about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past

d: to describe and make links between the main events, situations and changes within and across the different periods and societies studied.

4 Pupils should be taught:

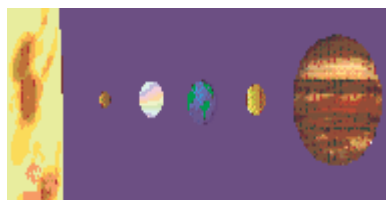
a: how to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT-based sources [for example, documents, printed sources, CD-ROMS, databases, pictures and photographs, music, artifacts, historic buildings and visits to museums, galleries and sites]

b: to ask and answer questions, and to select and record information relevant to the focus of the enquiry.

5 Pupils should be taught to:

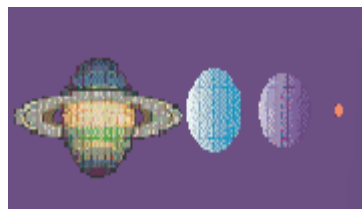
a: recall, select and organise historical information

b: use dates and historical vocabulary to describe the periods studied.



SCIENCE

PLANETARY DATABASE



ICT RESOURCES NEEDED

Computers
Internet
A Database package
(or Spreadsheets)

ACTIVITY OBJECTIVES

- Pupils research planetary information on the internet
- Pupils create a user friendly way of displaying this information on computer.

ACTIVITY DESCRIPTION

Children investigate the planets and display their information on computer. If the school has database software, this is a useful activity to show students how to create a simple database.



Ask your partner/s what they already know about the planets. Tell them you are going to conduct an investigation, using the internet and a database or spreadsheet package, to show people some useful information about the planets.



Using a search engine of some kind, show the pupils how to search for information about the planets. Have a look at some different websites (there are some suggestions below if you are stuck) and talk about which websites are better and why. Look out for anomalies in data and ask students how this could be. Encourage them to understand that not all information posted on the world wide web is necessarily 100% true.



Using a database creation tool, or spreadsheet software if the computers can't create databases, design a format in which you can present different facts about the planets. Help your partner/s to choose which information they think should be displayed in the database / on the spreadsheet and then transfer information across from the internet.



You could show your partner/s how to create a few graphs to represent the data that you've found.

www.nineplanets.org	pds.jpl.nasa.gov/planets
www.enchantedlearning.com/subjects/astronomy/planets	www.the-solar-system.net
www.nasm.si.edu/etp	www.solarviews.com/eng

ICT BENEFITS



Pupils use the internet to investigate information about planets. They learn to distinguish between a good and a bad website and why.



Pupils begin to see that all information stored on the World Wide Web isn't necessarily factual.



Pupils learn to create a simple database, or use a spreadsheet, to display planetary data.

CURRICULUM TARGETS:

ICT

1 Pupils should be taught:

- a: to talk about what information they need and how they can find and use it [for example, searching the internet or a CD-ROM, using printed material, asking people]
 - b: how to prepare information for development using ICT, including selecting suitable sources, finding information, classifying it and checking it for accuracy [for example, finding information from books or newspapers, creating a class database, classifying by characteristics and purposes, checking the spelling of names is consistent]
- 5 During key stage 2, pupils should be taught Knowledge, skills and understanding through:
- a: working with a range of information to consider its characteristics and purposes

SCIENCE

Pupils should be taught:

- 2 f: to make systematic observations and measurements, including the use of ICT for data logging
 - h: use a wide range of methods, including diagrams, drawings, tables, bar charts, line graphs and ICT, to communicate data in an appropriate and systematic manner
 - i: make comparisons and identify simple patterns or associations in their own observations and measurements or other data
- 1 c: pupils should be taught knowledge, understanding and skills through using a range of sources of information and data, including ICT-based sources



ART AND DESIGN



CLOSE UP

ICT RESOURCES NEEDED

Computers
A digital camera

ACTIVITY OBJECTIVES

- To use a digital camera as a means of focusing in on an object and taking abstract photos.
- To develop their skills in using a graphics package as a tool for communicating.

ACTIVITY DESCRIPTION

This introduces pupils to the idea of abstracting an image by using a digital camera to focus closely on part of an object, rather than the whole, before taking a photograph.



Look on the internet (using, for example, an image search on Google) for details about the work of artist Georgia O'Keefe.



Discuss with your partner the effect Georgia causes by focusing very closely on plants.



Using a digital camera, explore how you can take photographs of plants or objects very close up. Show your partner how to adjust the focus and positioning of the camera to capture their close-ups.



Download your pictures on to the computers.



If the school has any free space on a notice board, you could get the children to print out their images and pin them up!

ICT BENEFITS



Pupils can learn different uses of digital cameras, and how to download images on to a PC.



Pupils learn about the concept of an abstract image and how these can be achieved using modern technology.



Pupils can see how ICT can be used instead of paper and pens, when creating art.

ART AND DESIGN CURRICULUM TARGETS:

3a: Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.

4 c: the roles and purposes of artists, craftspeople and designers working in different times and cultures [for example, Western Europe and the wider world] .

5c: Use a range of materials and processes, including ICT [for example, painting, collage, print making, digital media, textiles, sculpture].



ART AND DESIGN



DIGITISING MYSELF

ICT RESOURCES NEEDED

Computers
 A digital camera
 A scanner
 Image-editing software
 The internet

ACTIVITY OBJECTIVES

- To explore images of self through ICT
- To combine different images meaningfully to create an overall impact

ACTIVITY DESCRIPTION

In this activity the pupils work with image-editing software to explore their own self-image.



Explain to your partner/s that they are going to create a poster which expresses themselves through art, design and ICT. Tell them to have a think about what sort of personality traits they want to portray in their poster.



Take a photo of your partner/s. Encourage them to think about how they want to look in the picture and what side of them they wish to show. E.g their fragile side, their fun side, their strong side etc. Show them how to download their photos onto the computer.



Show the students how to manipulate images in image-editing software. Show them how to build up an image using layers and transparency, and how compositions can be developed by trying out different combinations of layers and different ranges of effects.



Experiment with shadow, lighting and proportion effects to help the pupils express how they feel through the photograph, for example, happiness due to good results, frustration due to a broken bone etc.



You could look on the internet for additional images to help the child express things about themselves, for example, a favourite pop band.



When finished, show your partner how to print the images and encourage them to take them home to show their families.

ICT BENEFITS



Using ICT, pupils are able to experiment freely and manipulate images easily, secure in the knowledge that they could revert to a previous stage in their work if they needed to.



Pupils are able to express their feelings and ideas about themselves.



Pupils develop their understanding of how changes in colour can alter the mood of an image.



The use of layers enables the pupils to experiment freely and quickly with their compositions on screen. They are able to experiment with different approaches to the same objective, giving them the confidence to take risks.



The pupils learn useful ICT processes that they could transfer to work in other applications (such as selecting, copying, cutting, pasting, resizing and using 'save as' to record work at different stages).

CURRICULUM TARGETS:

1c: Collect visual and other information [for example, images, materials] to help them develop their ideas.

5c: Use a range of materials and processes, including ICT [for example, painting, collage, print making, digital media, textiles, sculpture].

4a: Visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space, and how these elements can be combined and organised for different purposes.