MARINA INTERNATIONAL SCHOOL

ICT SCHEME OF WORK

YEAR 1 - TERM 1

WEEK	TOPIC	TOPIC DETAILS
1.1	What is a machine	Machine learners to differentiate between machines and non-machines. Different types of machines and their uses
2.1	What is computer	Computer as a machine Things you can do with the computer Learners define a computer
3.1	Parts of the Computer	Learners identify the part of the computer • Monitor • CPU
4.1	Parts of the Computer	• Keyboard • Mouse
5.1	Parts of the Computer	• Printer • Speakers
6.1	Parts of the computer and their uses	Learners will learn the basic parts of computer and their uses Uses of the: Keyboard Mouse CPU Monitor Printer Speakers

WEEK	TOPIC	TOPIC DETAILS
7.1	Computer Mouse	Parts of the Mouse and their uses • Left Button • Right Button • Scroll Wheel
8.1	Keys on the Keyboard	Learner identifies the different keys on the keyboard and their uses Letter keys Number keys
9.1	Keys on the Keyboard	Arrow keys Space bar
10.1	Keys on the Keyboard	Enter key Caps lock Backspace
11.1	Keys on the Keyboard	Delete Shift keys
12.1	Mouse Skills	Learner will use Computer games to build their mouse skill
13.1	Mouse Skills	Practice how to use the left button, single click and double click

ICT SCHEME OF WORK

YEAR 1 - TERM 2

WEEK	TOPIC	TOPIC DETAILS
1.1	What is a machine	Machine learners to differentiate between machines and non-machines. Different types of machines and their uses
2.1	Parts of the Computer	Learners identify the part of the computer • Monitor • CPU
3.1	Parts of the Computer	• Keyboard • Mouse
4.1	Parts of the computer and their uses	Learners will learn the basic parts of the computer and their uses Uses of the: Keyboard Mouse CPU Monitor Printer Speakers
5.1	Do's and Don't for healthy use of computers.	Discuss how to use the computer. What is accepted and what is not accepted.
6.1	Week 6 To 11 - Typing Tutorial	Learners will continue to practice typing using the Mavis Beacon software to practice typing.

ICT SCHEME OF WORK

YEAR 1 - TERM 3

WEEK	TOPIC	TOPIC DETAILS
1.1	Know Your Computer	Introduction to computers If this is the first module that learners have studied, then it is important to identify their prior knowledge, understanding and skills about the use of computers. It will also be important to explain the school's rules and policies about computer use. As a class, discuss the differences between using a computer at home and at school, focusing on what learners like doing with computers at home, and what programs they've enjoyed using at school; be aware that not all learners will have computers at home. If learners have little or no experience of computers, ask them what they think they might be used for. Lead a brief demonstration of the main components of the computers that the learners will be using. Concentrate on the input and display devices as these will be most immediately relevant to the learners. If there is time, also demonstrate how these are implemented in desktop, laptops, tablets and smartphones. Again, concentrate on the basic level implementation that learners will need for the following activities, i.e. use of the mouse. Demonstrate how to sit correctly when using a computer. Explain the importance of taking breaks to rest hands and eyes.
2.1	Enter simple words, using keyboard or other input device	Introduction to text processing software The following activities will introduce learners to the use of both the keyboard and the mouse as tools for creating text documents.
3.1	Enter simple words, using keyboard or other input device	Using a prepared short text document, demonstrate how the mouse controls the on-screen pointer and how clicking the mouse allows new text to be entered at chosen point. Allow learners time to practice doing this for themselves.

WEEK	TOPIC	TOPIC DETAILS
4.1	Enter simple words, using keyboard or other input device	Demonstrate how text is entered into a document by typing a well-known word onto a blank document. Then allow the learners to practice this in order to answer the following question: - How many times can your name be written across a page with no spaces?
5.1	Enter simple words, using keyboard or other input device	Learners should only be using the appropriate letter keys when doing this and should not be introducing additional punctuation such as spaces or capital letters.
6.1	Enter simple words, using keyboard or other input device	Demonstrate the use of the space bar by writing a short sentence. Allow the learners to practice this in order to answer the following question: – How many times can your name be written across a page with a space between each occurrence?
7.1	Enter simple words, using keyboard or other input device	Explain the function of both the 'shift' and 'backspace' keys and demonstrate these by introducing an upper-case letter to the sentence that you typed previously. Allow the learners to practice with these keys by adding an uppercase letter at the beginning of each occurrence of their name in their current document.
8.1	Enter simple words, using keyboard or other input device	Explain the function of the 'enter' key and demonstrate how this will allow learners to continue their text on a new line. Allow learners to practice this by typing repetitions of a friend's name, with spaces and capital letters, on the line beneath their own name in their current document.

WEEK	TOPIC	TOPIC DETAILS
9.1	Enter simple words, using keyboard or other input device	Explain the function of the 'caps lock' key and demonstrate its use by pressing 'enter' on the demonstration document, pressing 'caps lock' and typing new text. Make sure that learners can see that you are only pressing the appropriate letter key as you type.
10.1	Enter simple words, using keyboard or other input device	Allow learners to practice using the 'caps lock' key by giving the following instruction: – On the line underneath your friend's name, see how many times you can write your name in just capital letters
11.1	Enter simple words, using keyboard or other input device	Learners should now be given the opportunity to practice of these skills by completing a series of simple exercises, such as: – Inserting the missing words into a well-known poem or rhyme on a document that has been prepared for them.
12.1	Enter simple words, using keyboard or other input device	– Writing a list with a new word on each line, for example their friends' names or a shopping list, and by using upper case letters for alternate lines on their list. Circulate the room whilst the learners complete these exercises to ask questions or offer support as appropriate. Encourage learners to discuss their work and to have it checked by a partner.
13.1	Typing Tutorials with Mavis Beacon	Learners will use the software to practice more typing skills.