MARINA INTERNATIONAL SCHOOL

ICT SCHEME OF WORK

YEAR 3 - TERM 1

WEEK	TOPIC	TOPIC DETAILS
1.1	Creating folder	How to create and name a folder How to delete a folder How to save to a folder
2.1	Create and edit a text document	Reminder of word processing software The following activities ask learners to demonstrate their prior learning. If gaps in knowledge and understanding are identified, then these should be addressed during the module. Ask selected learners to demonstrate the main features of the word processing software. Learners should be asked, in turn, to demonstrate the following: - opening a saved document - manually editing a piece of text - making the text bold - italicising the text - underlining the text
3.1	Create and edit a text document	Editing the features of a text document In the following activities, learners will discover how to use the features of the selected text processing software to amend text so that it fits various criteria. Demonstrate how to create a new document using either the 'new' or 'blank' document tools. Ask learners to open up a new blank document at their own work stations. Encourage learners to save their new documents before they add or edit any text, so that work is not lost if there are any software or hardware issues. Explain that it is good practice to regularly save work in progress.
4.1	Edit text for a specific audience	Using a prepared document, demonstrate how to change the way that a font looks by using the relevant features of the word processing software. Changes that can be made include: - using Copy and Paste - using Cut and Paste

WEEK	TOPIC	TOPIC DETAILS
5.1	Edit text for a specific audience	- changing the font - changing the colour of the text - changing the size of the text. - bullets and numbering - line spacing
6.1	Edit text for a specific audience	- text alignment - page numbering - page borders
7.1	Refine and organise the layout of a document for a specific audience	When demonstrating this, include some extreme styles that would not look good in a finished document. Ask learners to identify the inappropriate styles that are introduced as the changes are made to the document. Once an issue has been identified, demonstrate how to use the undo and redo tools to roll back formatting to the most recent version.
8.1	Evaluate a finished document	Ask learners to type in the text of a poem, a song, a short story or a sequence of instructions. When doing this, they should use a variety of text formatting options to respond to criteria such as: - make your text look as interesting as possible - make your text fill the page - make your text as small as possible - make your text as colourful as possible - make your text fit with the story. For example, the word 'tiger' could be formatted to be bold and orange and the word 'jungle' could be formatted to be a larger text size and green. Ask learners to work in small groups to evaluate each other's work. They should identify what works well and what works less well based upon each of the criteria that they were given.
9.1	Add images or other objects to a document	Demonstrate how to insert images into a document. Select the images either from Clipart or a saved location, such as a shared drive or images folder. Demonstrate how to resize images in a document, encouraging the use of the corner handles to maintain the correct aspect ratio. Demonstrate what will happen to the quality of the image if it is 'stretched' too far.
10.1	Add images or other objects to a document	Ask learners to work in pairs to design and create a poster to convey one of the following messages: - safety at the swimming pool - to advertise the school canteen - to encourage recycling - to highlight the rules about how to use computers safely either from an e-Safety or physical safety perspective.

WEEK	TOPIC	TOPIC DETAILS
11.1	Add images or other objects to a document	The class should comment on each other's work, using either printed versions or on screen, and offer constructive ideas about how each poster could be improved. Each pair should make notes about the feedback that they receive so that they can act upon it when refining their design. Each pair of learners should then produce a final draft of their poster and present this to the class and explain why they chose to include particular design features, for example 'we chose blue text because it makes you think of water'. They should also explain the changes that they made as a response to the earlier feedback. Each pair should also save the second version of their poster with an appropriate file name, perhaps including the number 2 or the word 'final'.

ICT SCHEME OF WORK

YEAR 3 - TERM 2

WEEK	TOPIC	TOPIC DETAILS
1.1	Know Your Computer	Definition of a computer Definition of Hardware and software
2.1	Know Your Computer	Definition of Hardware and software Examples of Hardware and software
3.1	Know Your Computer	Difference between hardware and software Types of software
4.1	Create repeating patterns, using stamps and/or copy tools	Working with graphics software The following activities ask learners to demonstrate their prior learning from the Initial Steps module: Starting Images. If gaps in knowledge and understanding are identified, then these should be addressed these during the module.
5.1	Create repeating patterns, using stamps and/or copy tools	Ask selected learners to demonstrate the main features of the graphics software. Learners should be asked, in turn, to demonstrate the following: – how to load an image – how to paste a copied image – how to use the different tools to create patterns – how to use the 'save as' command. Demonstrate any features of the graphics software that learners cannot identify or recall.

WEEK	TOPIC	TOPIC DETAILS
6.1	Select appropriate objects, copy and resize them	Demonstrate any features of the graphics software that learners cannot identify or recall. Demonstrate how to copy part of an image and paste it into a new document and how to copy an image from one application to another. Learners should work individually to practise using the software by filling a blank page by repeating copies of a small image of an animal, person, classroom object or similar. The image they use should be copied from another document or from another application. When pasting the images, they should work out the best way to place them accurately.
7.1	Select appropriate objects, copy and resize them	Learners should work individually to practise using the software by filling a blank page by repeating copies of a small image of an animal, person, classroom object or similar. The image they use should be copied from another document or from another application. When pasting the images, they should work out the best way to place them accurately.
8.1	Select appropriate objects, copy and resize them	Learners should then change their arrangements by 'flipping' some of the images in their pattern. They should think about which ones they want to flip in order to create a visually attractive piece of work, for example should they 'flip' alternate rows or alternate occurrences of their repeated image? Ask the learners to experiment with the colours in their pattern and to change the size of some of the individual objects to create a new pattern
9.1	Create repeating patterns, using stamps and/or copy tools	Designing and creating either a book cover or greetings card In the following activities, learners will apply the skills that they have acquired earlier in the module to design either the front cover of a storybook or a greetings card.
10.1	Create repeating patterns, using stamps and/or copy tools	Show the learners a range of different story book covers and greetings cards and discuss various features by asking questions such as: – What makes each design suitable for its purpose? – What is noticeable about the border in terms of its size, design and purpose? – What is noticeable about any images that have been included? – Is the amount, font size and placement of any text effective?
11.1	Create repeating patterns, using stamps and/or copy tools	Learners should reflect on this discussion and design either a cover for their favourite book or for a greetings card for a family member. Their design could include: – a patterned border – at least one picture – appropriate text.

WEEK	TOPIC	TOPIC DETAILS
12.1	Create repeating patterns, using stamps and/or copy tools	Learners should reflect on this discussion and design either a cover for their favourite book or for a greetings card for a family member. Their design could include: – a patterned border – at least one picture – appropriate text.
13.1	Create repeating patterns, using stamps and/or copy tools	Learners may wish to make changes to the first version of their work and, if they do so, they should save each new version separately and include appropriate version numbers in the filename. Learners will then present their design to the class and will explain which combination of the software tools they have used to create it. The class should give feedback to each other which includes constructive suggestions for improvements. Each learner will then refine their work based on the feedback that they have received from the group. They should also reflect upon their personal evaluation of their own work when doing this.

ICT SCHEME OF WORK
YEAR 3 - TERM 3

WEEK	TOPIC	TOPIC DETAILS
1.1	Enter labels and numbers into a spreadsheet	Introduction to spreadsheets In this set of activities, learners are introduced to spreadsheets and begin to understand basic information about their layout. Introduce the module by explaining the important role that spreadsheets play, particularly for businesses of all sizes, in storing and presenting data. It can also be explained, at a level that is appropriate to the age of the learners, that the data that is stored in a spreadsheet can then be used to help businesses to plan and to identify risks and opportunities.
2.1	Enter labels and numbers into a spreadsheet	Demonstrate the key features and the terminology used in spreadsheets. For example, introduce the following terms and demonstrate their meaning to learners: - cell - active cell - row - column.
3.1	Enter labels and numbers into a spreadsheet	Allow learners to familiarise themselves with the layout of a spreadsheet and with cell references by doing the following activities: - Read out a cell reference and a digit and ask learners to type the digit into the cell. Repeat this ten times, using different cell references and different digits, and pause for a shorter period of time between each instruction after the first five have been accomplished. Ask learners to work in pairs to check each other's work and to discuss how they each approached finding the correct cell. This activity can be extended if required.

WEEK	TOPIC	TOPIC DETAILS
4.1	Enter labels and numbers into a spreadsheet	- Ask the class a series of questions, for example: • What is the last row on the sheet? • What is the last column? • What happens to the column title after column 'z'? Ask learners to play a game of 'Battleships' in pairs. Set the cell boundaries for the game, for example A20:H20, and demonstrate this area to the learners before they begin. Each learner should then pick three cells and write down the references. In their pairs, learners then take it in turns to call out cell references until all three cells have been hit. End this set of activities by asking if any learners have discovered a quick way to get to a particular cell, other than scrolling. If any learners mention the navigation box, ask them to demonstrate it to the class but, if not, demonstrate it and allow learners to practise using it.
5.1	Enter and copy simple formulas	Explain to role of the '=' symbol in a spreadsheet cell. Demonstrate how to use formulae to add, subtract, multiply and divide in a spreadsheet. Ensure that learners are able to recognise the need to press 'enter' to complete the cell, rather than simply exiting the cell by clicking on another. Also explain that, whilst the cell will only display the answer, the function that was used can be seen in the function box at the top of the sheet.
6.1	Enter and copy simple formulas	Learners should create a spreadsheet to answer 10 addition questions. They should add each calculation to the same column underneath each other. In the next available column, learners should answer 10 subtraction questions. In the next available column, learners should answer 10 multiplication questions.
7.1	Enter and copy simple formulas	In the next available column, learners should answer 10 division questions. Learners should finalise their spreadsheet by adding a title and column labels. They should then save their spreadsheet, using an appropriate filename.
8.1	Use a spreadsheet to answer a modelled scenario ('what if')	Demonstrate how to enter numbers with decimal places, for example in relation to recording currency and measurements. Learners should create a simple spreadsheet to work out the cost of different quantities of an item, for example a pen. They should use 3 columns for this, one for quantity, one for the per item cost and the third column within which the total cost will be calculated. They should add appropriate titles to reflect this to each column on the top row.

WEEK	TOPIC	TOPIC DETAILS
9.1	Use a spreadsheet to answer a modelled scenario ('what if')	For example, if each pen costs 15p, then the second row will be: 1 0.15 =A2*B2 Demonstrate how the function that is used in the third column can be copied and pasted into other cells. Learners should then use the copy formula function to fill in prices for all quantities of pens up to 100. Learners can check the accuracy of their spreadsheet by working in pairs to ask each other questions, such as: - How much do 37 pens cost? Where their answers disagree, they should check the correct answer on a calculator. Allow learners opportunity to practise this by using other scenarios and other measurements, such as distance
10.1	Enter and copy simple formulas	Introducing the 'SUM' function and changing the format of cells In the following activities, learners will discover how to change the size and colour of cells. They will then use the 'SUM' function and the 'show formula' function.
11.1	Formatting Cell	Demonstrate how to change the format of cells in the spreadsheet by making changes such as: - changing the height of rows - changing the width of columns - changing the colour of cells - changing the colour of the text within a cell. Learners should use cell formatting to change the way their shopping list looks, for example by adding colour to cells or by changing the text colour. They could do this to highlight some items that are 'essential' for this shopping trip.
12.1	Create a graph	Learners should collaborate to produce a set of class data. Ideas of data that could collected from each learner include: - their birth month - their height - their favourite lesson - their favourite sport.
13.1	Modify data	Learners should work in pairs to enter the collected data onto a spreadsheet and add appropriate headings. In their pairs, learners should use the spreadsheet to create a graph that is suited to their results. Remind learners that they learned how to produce graphs in the Initial Steps module, 'Starting Graphs' and ask them to seek help from their classmates if they require any reminders. In their pairs, learners discuss their results and draw some simple conclusions, such as 'x is the most popular'.