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Introduction



ICT and the Primary Curriculum

Today children will arrive at school with an extensive knowledge of ICT and its capabilities. They have a knowledge and understanding that can sometimes be beyond some adults. The aim in school today is to harness their experiences and use them to enhance their learning in school.

ICT today is one of the best and fastest growing tools available for learning. It helps to:

- Make difficult and abstract concepts easier to explore
- Make learners partners in their formal learning
- Motivate learners and keep them engaged in learning
- Open up dialogue with parents and extend learning
- Personalise learning and give learners a voice
- Raise standards
- Reach the hard-to-reach
- Save you time and be more efficient.

In order for children to use and apply their ICT knowledge and understanding confidently and competently in their learning and everyday contexts, exciting and stimulating lessons must be provided.

ICT is no longer viewed as a separate curriculum subject but, permeates all the other subjects. The children should be provided with stimulating activities that allows them to explore and become familiar with the technology resources available in the school, across a wide range of different subject areas.

About the series

The 'Using Stories to teach ICT' series of books demonstrates how ICT skills can be taught and extended while linking to a wide variety of other subject areas. There are four books in the series – two at Key Stage 1 and two at Key Stage 2.

They offer a structured approach with the non-specialist in mind and provide detailed lesson plans to teach specific ICT skills while linking to other areas of the curriculum. Each book contains ideas for communication, modelling, presentation, databases and control.

The aim is for ICT to be presented in a format that shows how information technology is used in our

everyday lives. The imaginary situations portrayed in the stories act as a stimulus for the children's own investigations and creative work. The ideas in this series can be adapted to teach all areas of the curriculum.

Format of the books

Each book contains six stories that require the children to use and extend different ICT skills. Each story is accompanied by teachers' notes containing four separate lessons that can be used in conjunction with the story. Every lesson plan has a corresponding activity sheet.

The teachers' notes are broken down into the learning objective and the curriculum links with some suggestions for the type of hardware and software that will need to be made available. The activities have been sub-divided into:

- Resources – this is a list of what you will need to do the lesson
- Introduction – ideas to introduce the activities, with key questions and discussion points to reinforce the concepts and vocabulary required for the lesson
- Main activity – ideas for grouping and using the activity sheets
- Plenary – an opportunity to review and discuss the learning outcomes so children reflect on what they have learnt
- Extension – further ideas to extend their skills and technological knowledge.

The activity sheets can be found at the end of each chapter.

About the stories

The stories are designed to be a springboard to develop ICT within the classroom throughout a wide range of subjects due to the broad selection of cross-curricular links.

At Key Stage 1 the stories have been designed to be read aloud to the class rather than for the children to read themselves. If possible enlarge copies of the story or project it on to a whiteboard so the children are able to see the illustrations and may even be able to follow along as you read it aloud to the class. As the children get older and their vocabulary improves encourage the children to read the stories aloud to each other. There is a lot of scope for initiating discussion about

Playground Proposal – teachers' notes

Learning Objective

To create a representation or model of a situation.

Curriculum Links

Design & Technology

- Observe explore and generate ideas
- Engage safely in practical investigations
- Communicate and model to explain and develop ideas
- Find out how technology is used in everyday life.

Modelling is where the children build a representation of something in the 'real world' to give them an opportunity to explore ideas and how they might work. This process is the first step of building or creating artefacts. Many adventure games can be used as examples of modelling, as the children can explore the different options and their outcomes. But, the children need to understand that a model is a simplified version of the real thing.

Models can be produced by the children on the computer using software packages such as Paint or the Interactive Whiteboard notebook. Such programs provide the children with opportunities to investigate, 'what would it be like if...'

Using the story 'Playground Proposal' the children are encouraged to explore playgrounds, copy and save images and formulate designs for their own playgrounds. The activities provided to support this story take you through the various stages to help the children assimilate their ideas while developing a range of ICT skills.

Activity One – Playground Visit



"How to use a digital camera."

"Photographs that are centered and in focus."



"We need good realistic pictures to create our representations of a playground."

Resources

- 'Playground Visit' activity sheet
- Digital cameras
- Data projector
- Laptop
- Computers
- Satellite image program, such as Google Earth (or similar)
- Microsoft PowerPoint or other multimedia presentation package.

Introduction

Read the story, 'Playground Proposal', to the class. Talk about the characters. Ask the children why Kristy, Jez and Dan were upset? Ask the children what playgrounds they have been to. What did they like about them? Would they be upset if their local playground was knocked down? Why or why not?

Use satellite image programs to look at playgrounds in the area. It is wise to have checked this out before the

lesson begins so you are prepared and do not waste time during the lesson searching for them. Display the playgrounds with a data projector and discuss the main features.

Ask the children to identify some of the playground features mentioned in the story. Point out there is a variation in the type of equipment in playgrounds. Ask the children what age groups they think the equipment in the parks you have shown them is suitable for and why they think this.

Main Activity

Organise a visit to a local playground so the children can investigate the play equipment first hand.

Use the 'Playground Visit' activity sheet to focus the children's attention. Ask the children to group the playground equipment into types used for climbing, swinging, sliding and rocking.

Encourage the children to notice things in the park which are not play equipment but are still important features of a playground such as the fences, dustbins, benches, woodchip, rubber flooring, etc. Ask the children why it is important to have these things.

Split the class into groups and let them take pictures of the equipment using a digital camera. Explain the pictures they take are going to be used back in the classroom. Back in the classroom load their pictures onto the computer.

Each group can make presentations of what they saw at the playground using programs like PowerPoint. The children can sequence their photos and talk about them. Encourage the children to give opinions on what they saw. Demonstrate how to crop their photos to make the playground equipment more central. It may be necessary to limit the amount of slides to about four to six.

Plenary

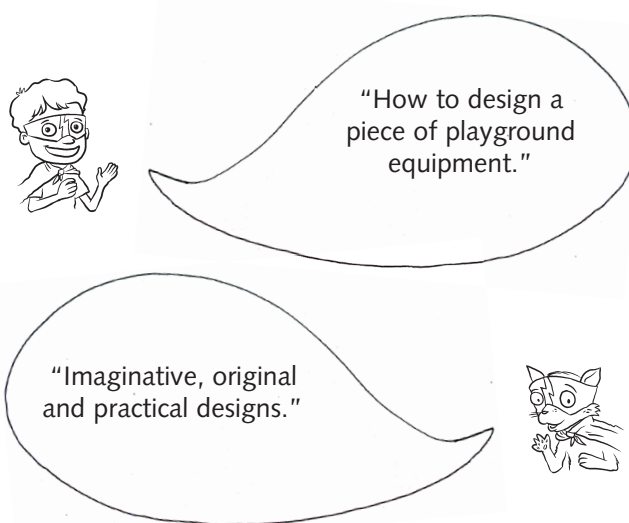
Let each group show their presentation to the class or a school assembly. Provide opportunities for their peers to comment on the PowerPoint presentations. Ask:

- What went well?
- How could they make them better?

Extension

Encourage the children to add sentences to their presentations to add more information. Allow time for the children to practice cropping the photos.

Activity Two – Play Equipment Design



Resources

- 'Play Equipment Design' activity sheet
- Data projector
- Laptop
- Photos taken at the playground visit
- Computers.

Introduction

Ensure the photos taken of the playground equipment during their visit are loaded onto the computers before you begin the lesson. Use a data projector to show these images to the class.

Discuss why we have playgrounds. Explain it is important for children to have a safe, designated area to play.

Ask the children to identify what play equipment they like and dislike and encourage them to give reasons for why they like or dislike them. Ask them to suggest ways of making them better.

“There’s a big sign over here,” Dan yelled and ran over to the large poster fastened to the fence.

Kristy and her Mum followed him.

“P-L-A-Y-G-R-O-U-N-D P-R-O-P-O-S-A-L,” Kristy sounded out the letters in the title on the poster. “What’s a proposal?” Kristy asked.

“It’s where you put forward your ideas of what you would like,” Mum told her.

“Read out the rest,” said Dan.

Mum read out the poster:

PLAYGROUND **PROPOSAL**

The current playground is being demolished for health and safety reasons and a new, bigger and better playground will replace it.

The local council are inviting all the children in the area to send in their own playground proposals. A panel of judges will look at all the proposals and choose the best design to build and replace the old park. The winning entry should provide a safe and creative play area suitable for all the neighbourhood’s children.

More details can be found in your local newspaper.

“So we can tell the council what play equipment we would like in the park?” Kristy said.

“Yes that’s what it says,” said Mum.

“Can anyone enter?” Dan asked.

“Yes, I think so,” Mum said. “The winning entry is going to be built right here.”

Kristy beamed. “I’ve got loads of ideas. I’m going to think of equipment that can be used in lots of different ways. Mum, when we get home I’m going to get started straight away on my playground proposal?”

“I’ve got some great ideas too,” said Dan. “This is going to be real cool!”

“I’m going to have things that are safe for little ones like Jez to play on and other stuff which is fun for us older kids, so we can invent our own games and climb and hide,” Kristy said.

“Yeah! We should have a giant wall to climb, moving stepping stones, a bigger slide and a giant fire engine.”

“A fire engine?” Kristy asked.

“Yes, so I can pretend I am a fireman putting out fires and saving people from tall buildings,” said Dan.

“Those are all good ideas,” Mum said. “But, don’t forget to add somewhere for all the Mum’s and Dad’s to sit while their children are playing.”



Kristy skipped as she talked. "We could have some benches and picnic tables and if people are going to have picnics at the park we will need to have some dustbins for all the rubbish."

"And a fence so the little ones don't wander off," Dan said.

When Kristy and Dan got back to the house they searched on the Internet for some pictures of playground equipment. Kristy saved them into a Word document.

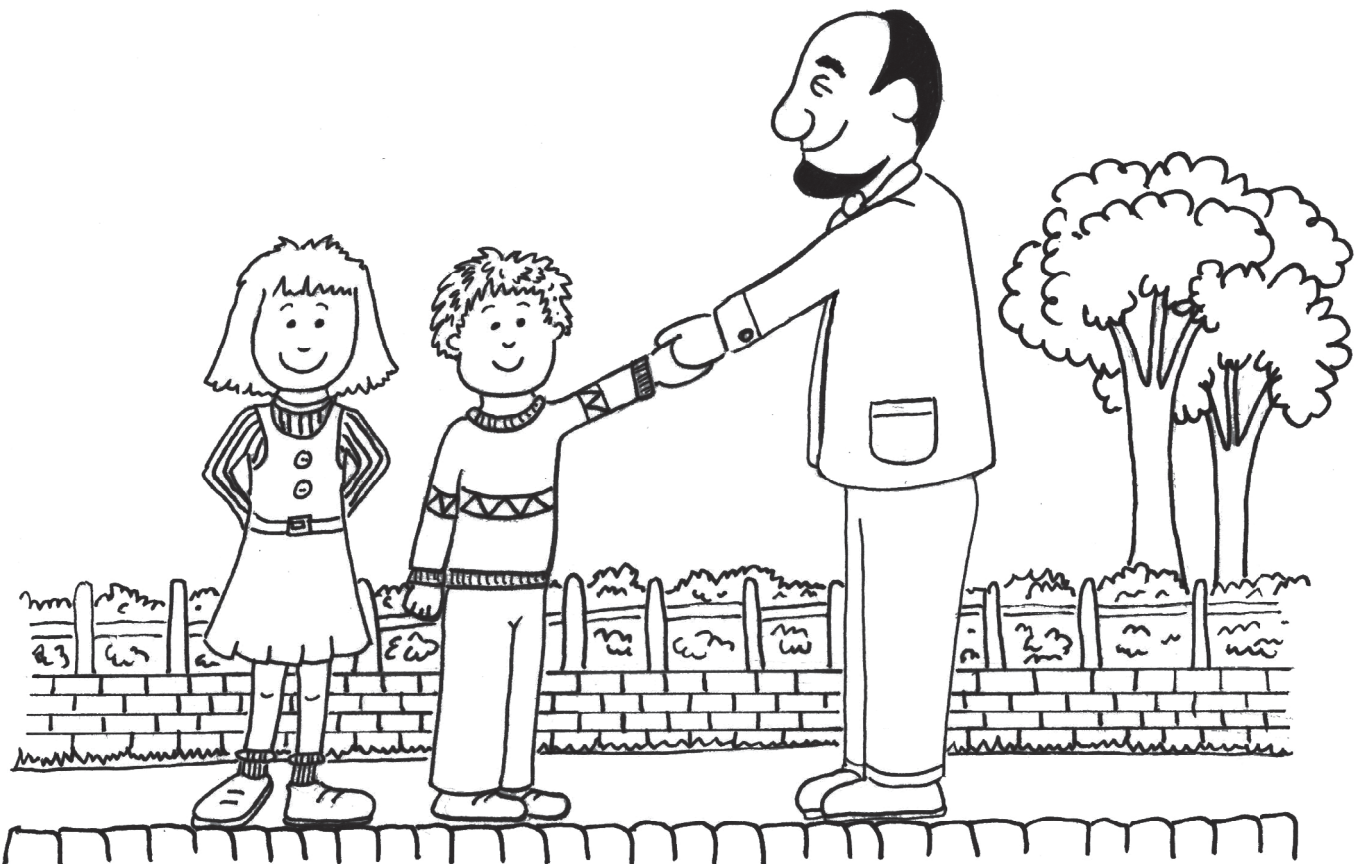
"We need to show the people who are judging the competition exactly what the playground should look like," said Kristy.

Dan and Kristy both got busy with their design. Mum looked up in the local paper

when the entries had to be in by and the address where they had to send them. She found out she could email the proposals direct to the council. So as soon as Kristy and Dan had finished their designs she emailed them.

A few weeks later Kristy's Mum got an email back saying that they liked Kristy's and Dan's design and they were going to use some of their ideas in the new playground. Kristy and Dan were invited to an award ceremony where the Mayor shook their hands and they had to tell the council about their ideas. They had their photo taken and it was put in the newspaper with the other children whose designs were going to be used.

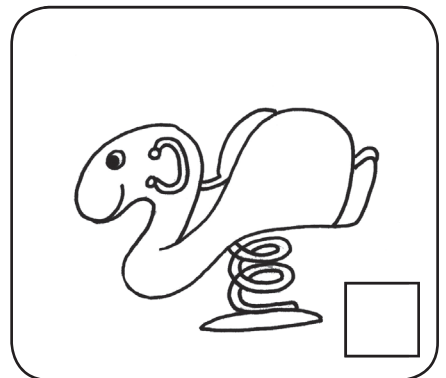
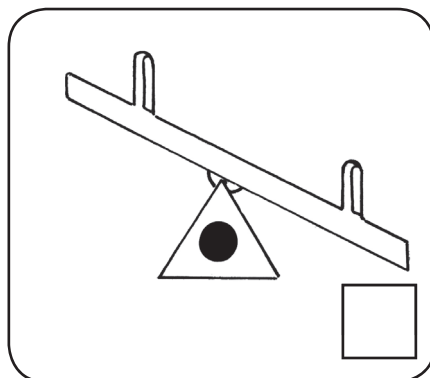
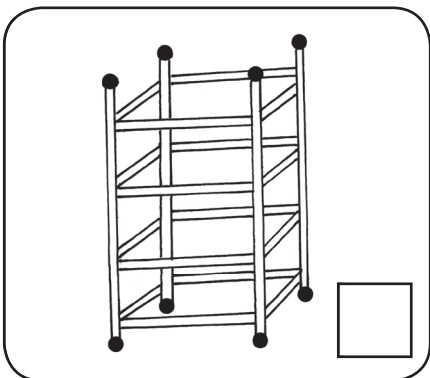
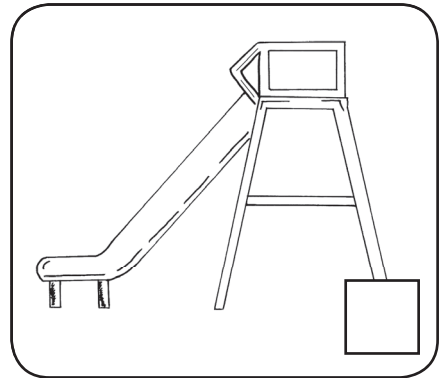
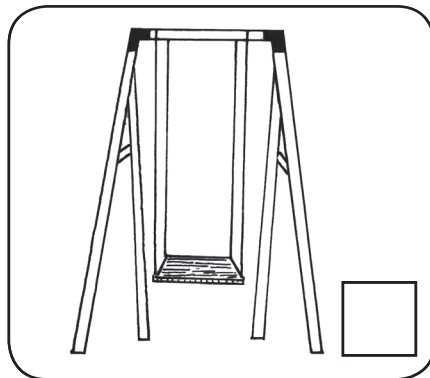
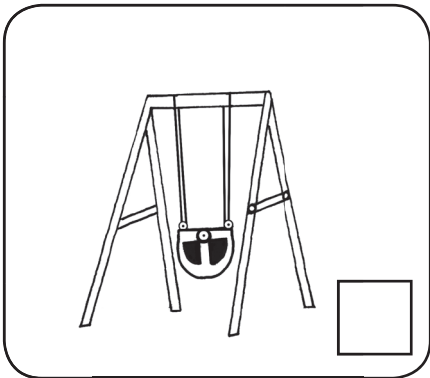
The End



Playground Visit

Name: _____

- Visit your local playground. What do you see?



- Which things do you like? _____

- What things are in the park but you can't play on them? _____

- What things can't you see which you would like in your local park?
