Contents

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 allow 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 whilst 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 whilst 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.

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 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 a discussion about the wide range of technology used in our everyday

lives and for extending from the given lesson ideas to your own ICT based projects.

Using the lesson plans

Within the planning we have added reference statements headed WALT, WILF and TIB as these or similar systems are often used to ensure lessons are focused, objective led and in context for the learner. They help summarise the purpose of the lesson, what is required of the children in order for them to successfully learn that lesson and why what they are learning is important.

WALT stands for "We Are Learning Today"

WILF stands for "What I'm Looking For"

TIB stands for "This Is Because"

Curriculum Overview

This chart gives an overview of the ICT covered by each story and the cross-curricular links covered by the activities over all four books in the *Using Story to Teach ICT* series. The relevant information for this book, aged 6-7, is shaded.

Book	Story	ICT	Cross-curricular link
Ages 5-6	Playground Proposal	Modelling	Design & Technology
	Football Crazy	Word Banks	Geography
	Song Quest	Presenting Information	Music
	The Cycle of Life	Labelling and Classifying	Science
	In the Garden	Pictograms	Mathematics
	How Does this Work?	Instructions	Literacy
Ages 6-7	The Pen Friend Diaries	Communicating Information	Literacy
	Celebrations	Communicate Ideas	RE
	Why do we Remember?	Finding Information	History
	Robot Postman	Routes	Geography
	Magic Carpet	Creating Pictures	Art
	Ice Cream Parlour Break-in	Questions and Answers	Mathematics/Science
Ages 7-9	School Play	Combining Text and Graphics	Literacy
	Jack and the Beanstalk	Manipulating Sound	Music
	Tiger Adventure	Databases	Geography/Mathematics
	It's Not Right!	Email	PSHE/Citizenship
	Mosaic	Repeating Patterns	Art/History
	Labyrinth	Simulations	Mathematics
Ages 9-11	Interior Designer	Graphical Modelling	Art
	Victorian Childhood	Complex Searches	Mathematics /History
	Surprise Party	Spreadsheets	Mathematics
	The Fairground	Control and Monitoring	Design & Technology
	Save the Polar Bear	Monitoring Environment	Literacy
	Security Alert	Multimedia Presentation	Design & Technology

The Pen Friend Diaries – teachers' notes

**Learning Objective**
To communicate information using text

Curriculum Links
Literacy

- Communicate with known audiences using ICT
- Gain a greater understanding of the keyboard in order to type accurately
- Use word processors to enhance the presentation of their writing.

It would be useful to link with another school or class before you undertake these activities so the children have a specific audience in mind for their letters and not an imaginary friend. Their letters could be sent by you as the teacher as attachments to an email, or printed and posted. Remember, the aim is to concentrate on word processing skills and not to teach them how to use email at this stage.

Activity One – Letters

"How to correct and improve our work using ICT."

"Good use of capital letters and correct spelling."
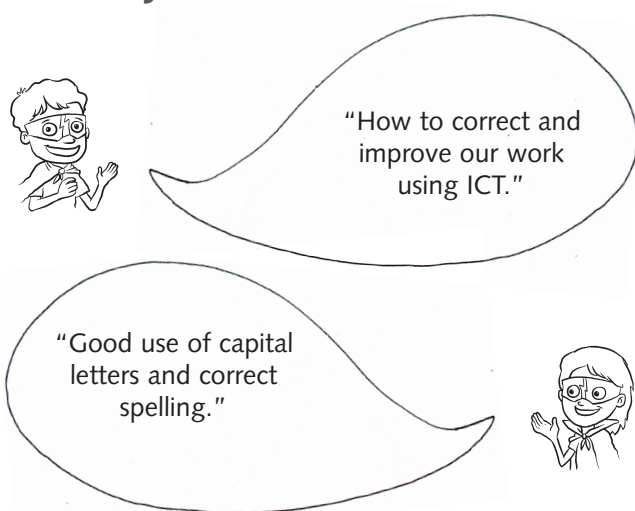
Resources
- 'Letters' activity sheet
- 'Pen Friend Diaries' story
- Word Processing program such as Word
- Computers
- Printer
- Digital projector
- Interactive Whiteboard
- Scanner
- Link with another school or class
- Email facilities or envelope and stamp
- Laptop.

Introduction
Read the 'Pen Friend Diaries' story. Tell the children they are examples of letters created by older children using a word processor. Ask how it is different from handwritten work. Ask which is easier to read. Point out there is less likely to be any spelling mistakes.

Re-read the part of the letter where Robert explains to Josie that the teacher, Mrs Talbot, says he can check his spelling using the computer. How would they do this? Explain misspelt words will be underlined in red. Demonstrate how to check for spelling mistakes. Explain that, when they have changed the spelling, the corrections can not be seen. Show the class how to use the backspace and delete keys to correct mistakes as they type. Ask for volunteers to enter and correct text to reinforce how they check and change spelling mistakes.

Remind the children how to use the spacebar to create a space between words and how to use the shift key to make a capital letter. Identify where the return/enter key has been used to make new paragraphs in Robert's and Josie's letters.

Main Activity
Read the letters again. Identify what sort of things the two children tell each other. List their ideas.

Explain they are going to write their own letters to children in another school. Refer them to the list they made of things they could include in their letter.
Try to include:

- Name
- Age
- The town, city or village they live in
- Things they are going to do that week
- What they would like to do in the future
- Things that have happened to them
- Things they have done recently.

Identify examples from the letters.

Tell them they are going to write their letters in rough first on the 'Letters' activity sheet. This will prevent them sitting in front of the computer and not knowing what to write. Remind them they can correct their work be using the delete and the backspace keys.

Remind the children to save a copy of their letters. They could also print out their letter and paste them onto another copy of the 'Letters' activity sheet.

Ask the children to print out their letters and suggest they make their own Pen Friend Diary containing a copy of their own letter and copies of the letters they are sent from the other school as a record of their communication.

Plenary

Project some of the children's letters on to the whiteboard. Point out good use of the spacebar and Capital letters. Remind the children they need to use a spacebar to make a space between words and they need to hold the shift key to make the letter a capital one. Ask which key they need to use to start a new paragraph. Reinforce it is the return/enter key.

Extension

Split the children into small groups and ask them to write a reply to Josie's last letter as if they were Robert. Use hot seating and other drama techniques to encourage the children to write in the role of Robert. When they have drafted their letters they could type up their replies in Word.

Activity Two – Word Processor Checklist

"The different functions available in word processors."

"We need to use word processors to communicate meaning in everyday life."

Resources

- 'Checklist' activity sheet
- 'Pen Friend Diaries' story
- Computers
- Digital projector
- Interactive Whiteboard
- Laptop
- Word processor like Word.

Introduction

Project one of the letters from the 'Pen Friend Diaries' onto the whiteboard. Discuss the presentation of the letter. Ask how they could change the way the letter looks.

Show the class the different functions available in word to enlarge text, make bold, italic and underline, change the colour, size and font style. Write a sentence and demonstrate these different functions. Ask for volunteers to make changes to a sentence on the screen. Ask the class what the child had to do to achieve this effect.

Main Activity

Ask the children to use the saved copy of their letter and change how it looks. Ask them to experiment using the different skills.

Tell the children when they have finished they should save the new letter under a different file name, using the 'Save as' function. Print a copy for display or to go in their own Pen Friend Dairy.

Plenary

Using the 'Checklist' activity sheet ask the children to work with a partner and discuss how to perform the different tasks. Encourage them to discuss with their partner what changes they made to the format of their letter and how they achieved this.

Ask them to explain what the specified keys on the keyboard do. Each child should then complete their own checklist as a record of what they can do.

Extension

Discuss how labels describe what things are. Ask the class to brainstorm in order to choose objects in the classroom that could be labelled. Ask the children to take it in turns to type a label in a suitably large font size that it can be seen from a distance. Ask them to correct any mistakes as they type using the delete and the backspace keys.

Activity Three – Digital Cameras

"How to use a digital camera and photographic software."

"Photographs that have been uploaded and saved correctly."

Resources

- Digital cameras
- 'Digital camera' activity sheet
- 'Pen Friend Diaries' story
- Connection lead
- Computer
- Printer
- Digital projector
- Interactive Whiteboard
- Scanner
- Laptop
- Photographic software such as Photoshop Elements
- Drawing program such as Paint.

Introduction

Read the 'Pen Friend Diaries' story to the class. Point out that Josie and Robert sent each other photos of themselves so they would know what each other looked like. Ask how would they have taken their photograph? Explain they would have probably used a digital camera but, take on other ideas, such as used a webcam photo shot.

Scan the 'Digital Camera' activity sheet into the computer and project onto an interactive whiteboard. Point out the different parts of the digital camera. Read the words in the word bank. Ask the children to identify the different parts of the camera and explain their function.

Ask for volunteers to come to the front of the class and label the camera using the word bank to help them. The children could then complete their own version of the 'Digital Camera' activity sheet. This could either be achieved by giving them a photocopy or loading the scanned version into a program such as Paint and letting them type their labels onto the screen.

Main Activity

Show the children how to take, upload and save a photograph on the computer.

Split the class into small groups of approximately four children and ask them to take a photograph of each person in their group. The children can then upload these photos into the computer, choose which one they like best and save it.

Demonstrate how to reduce the size of their photographs. Ask them to reduce the size of one of their photographs and save it with a different file name, using the 'Save as' function.

Plenary

Ask the children to print out a small, passport sized photograph of themselves. Ensure every child prints at least one photograph of themselves using the print function in the photographic software being used.

Stick their photograph onto card, laminate and use to label their pegs, desks or draws.

Extension

Some children may be able to add their photograph to their letter in Word before it is emailed or posted. Or if you prefer it could be printed separately and stapled to their letter to post.

Activity Four – Speech Bubbles

"We are learning to create sentences using a word processor."

"Good use of the space bar, return key and the shift key to make capital letters."

"Using word processors is a skill for life."

Resources
- 'Pen Friend Diaries' story
- 'Speech Bubbles' activity sheet
- Computer
- Printer
- Digital projector
- Interactive Whiteboard
- Laptop
- Scanner
- Drawing software such as Paint.

Introduction
Scan the 'Speech Bubbles' activity sheet into the computer and project onto an Interactive Whiteboard. Explain to the children the illustrations show a picture of Robert and his teacher Mrs Talbot. Discuss how speech bubbles can be used to illustrate direct speech.

Read the 'Pen Friend Diary' story to the class. Ask them what the teacher could be saying to Robert. What do you think Robert's reply might be?

Main Activity
Split the class into pairs. Give each pair a copy of the 'Speech Bubbles' activity sheet. Ask the children to discuss what is being said. Remind them to use the space bar to create spaces between words and the shift key to make a capital letter.

The children could then either use a word processor to type the speech, print it and stick it onto photocopies of the activity sheet or you could load the 'Speech Bubbles' activity sheet into a drawing program software such as Paint and ask the children to type directly into the speech bubbles, save their work and print out a copy each.

Plenary
Ask for volunteers to share what they have written in the speech bubbles.

Extension
Ask the children to draw pictures and write their own speech bubbles of what Robert might say to Josie and vice versa if they ever met in person. This could be done using a drawing program such as Paint.

Hello,

Mrs Talbot says I have to write you a letter, whether I like it or not, because we're going to be pen-friends.

I am seven years old and I like playing football, watching TV and playing on my X-box. What do you like doing?

When I leave school I am going to be an explorer and travel the world. At the moment I live in Croydon. I ride my bike to school every day. The roads here are very busy.

We have to type our letters out on the computer and print them out before we send them. Mrs Talbot says this is good because I can get the computer to fix all my spelling mistakes.

Next week we are going on a school trip to the South Wales for the day. I am really looking forward to it.

From Robert

Dear Robert,

Thank you for your letter. I hope you had a good time on your school trip to South Wales. We went on our school trip to the butterfly house.

I do not need to use the computer to help me with my spelling as I am the best speller in the class. I can spell really long words like imaginary and rhinoceros.

My school is in the Yorkshire Dales. I live on a farm. We keep pigs and chickens and I have my own horse called Daisy. I ride and groom Daisy every day. When I leave school I want to be a writer and also help on the farm.

Please can you send me a photo of yourself so I can see what you look like? This is a photo of me and my horse, Daisy.

Best wishes,
Josie
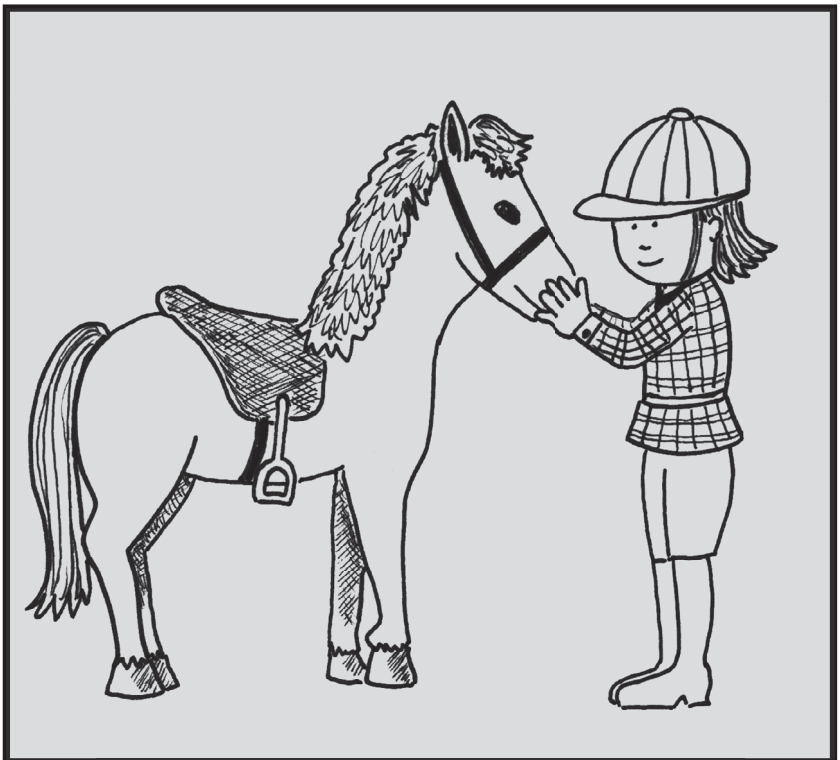
Hi Josie,

I told Mrs Talbot I didn't want to write to a girl but, she said I had to.

I like your horse. I have never been near a horse let alone ride one. I reckon it is very different from riding my bike. I haven't seen a real pig before either, except on the telly. There were lots of sheep in South Wales though. We could see them from the bus.

The school trip was brilliant. I had never been to the sea before. It was colder than I was expecting. I liked climbing on the rocks. Mrs Talbot got all stressed because she thought we were going to fall.

I have sent you a picture. That's me with a broken arm. I broke it on the bus on the way back from Wales. I was play-fighting with my best friend Jimmy.

The worst thing about breaking your arm is you are not allowed to play football at lunchtime. I wasn't even allowed to referee in case the ball hit me. The best thing about breaking your arm is you don't have to do any writing at school.

From Robert

Dear Robert,

Sorry I have not written for a long time. Our school was flooded after all the rain. We had a few days off school and then, the Council let us have some classrooms in our local secondary school. I was pleased about that because I missed seeing all my friends. Some people's homes were flooded too. Luckily, the farm was not affected.

They did a lot of rebuilding work in my classroom. Now we have new carpets, new computers, new cupboards and the walls have all been repainted light green.

I hope your arm is better. Was it very painful? I would not have liked not being able to write. It would have meant I would not be able to ride Daisy too. How did you ride your bike to school with a broken arm?

Next week, I am going to enter Daisy into the Great Yorkshire Show as the best groomed horse. Wish me luck.

Best wishes,
Josie

Hello Josie,

I couldn't ride my bike to school when my arm was broken in case I fell off and hurt it again, so I had to walk to school. Walking was Ok though. Me and Jimmy use to play this game to see what we could find in the street. One day, I collected four bottle tops, a comb, three elastic bands, a marble and 27p.

If my school was flooded it would be so cool. I wouldn't have to put up with Mrs Talbot moaning at my spelling all the time.
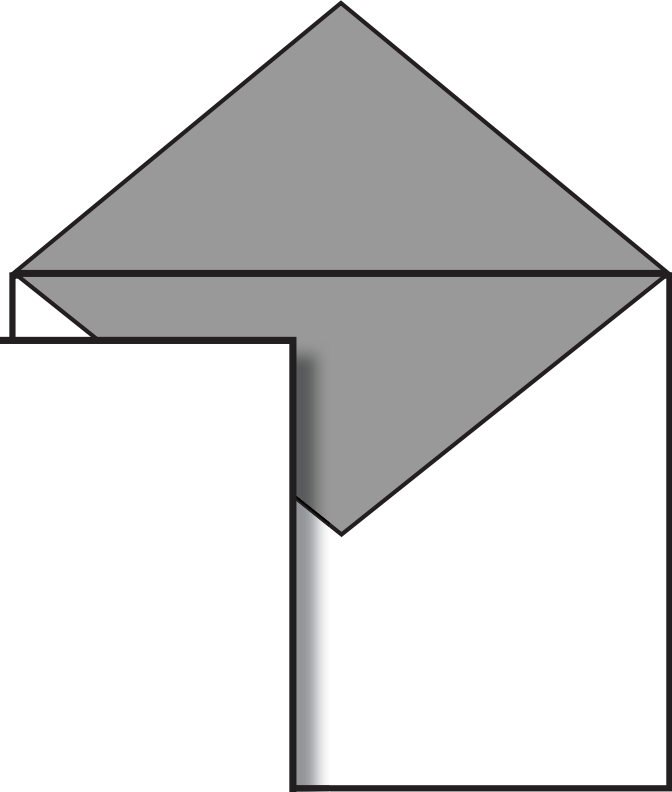
How did the horse thing go? Did you win?

From Robert

Letters

Name: _____

• Write or paste your letter here.

Name: _____

- Tick the box to show what you can do on a Word Processor.

	I can make my writing bigger.
	I can make my writing smaller.
	I can make the letters bold.
	I can change the colour of my writing.
	I can change the font.
	I can make my writing italic.
	I can underline my writing.

- Explain what these keys do:

Shift_____

Spacebar _____

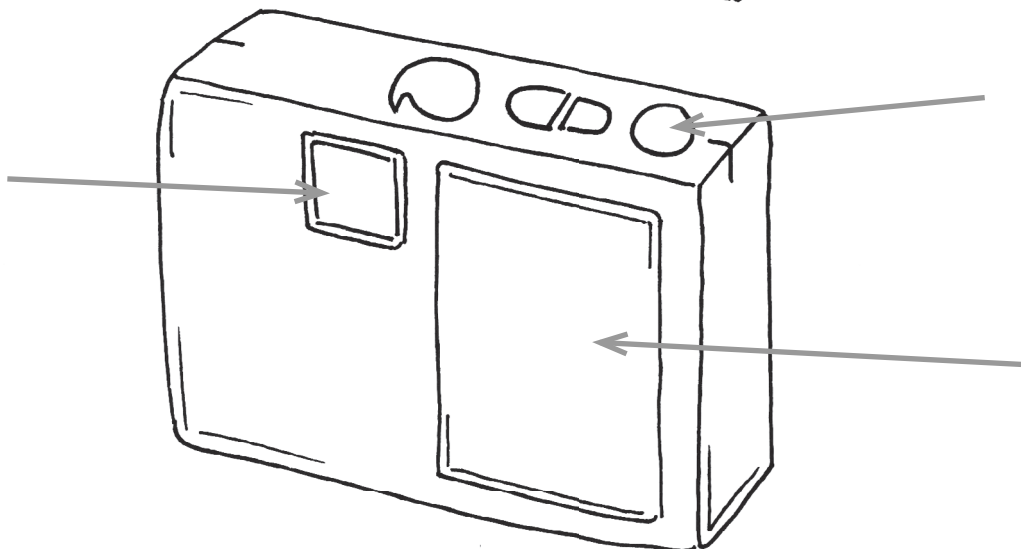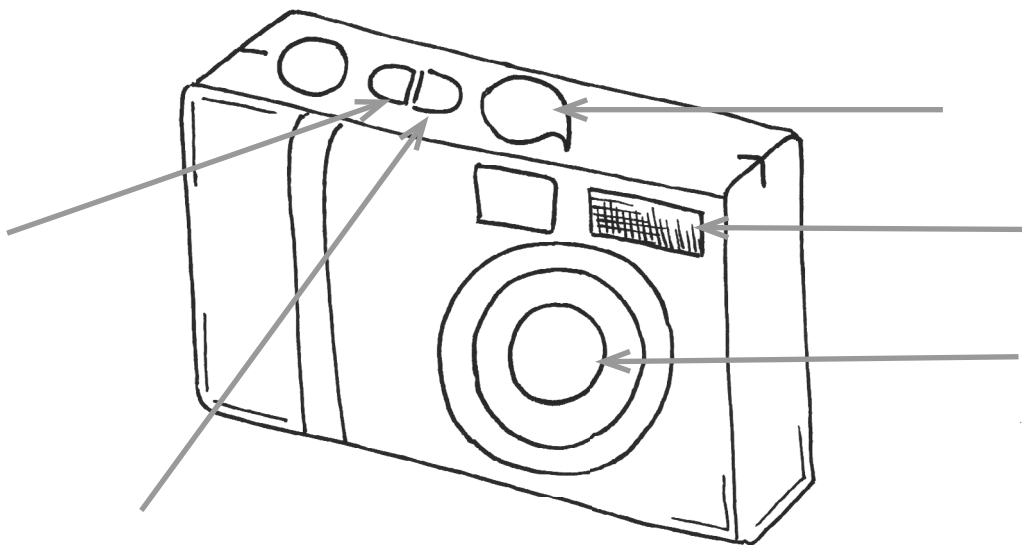Return/Enter _____

Insert_____

Backspace_____

Delete _____

Digital Camera

Name: _____

- Label the picture of the camera.
- Use the word bank to help you.

> flash   lens cap
> screen   flash button   view finder
> on/off button   capture button
> lens   zoom button

Name: _____

Write the speech in the speech bubbles.