

ICT

Syllabus for Primary Schools

YEAR 4

LEARNING OUTCOMES

for

YEAR 4

4.1 COMMUNICATING INFORMATION ABILITY	4.2 HANDLING INFORMATION ABILITY	4.3 ICT MANAGEMENT ABILITY	4.4 ICT EVALUATING ABILITY	4.5 CONTROLLING ABILITY	4.6 MODELLING ABILITY
4.1.1 Combining text, images and sound from various software packages to present ideas	4.2.1 Inputting, saving and retrieving a set of textual and numerical data	4.3.1 Using the cutting, copying and pasting facilities to manipulate text within the same application and across different applications	4.4.1 Appreciating the effect of ICT in the society around them	None in Year 4	None in Year 4
4.1.2 Accessing the World Wide Web (www)	4.2.2 Browsing and navigating CD-ROMs to find particular information or locate specific topics	4.3.2 Exporting and importing graphics across different applications	4.4.2 Selecting relevant information		
4.1.3 Using e-mail, including composing, sending, retrieving and replying to an e-mail message		4.3.3 Retrieving and amending previously stored work	4.4.3 Being aware of e-mail netiquette		

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		4.3.4 Using software-specific features to enhance document presentation			
		4.3.5 Using different printing options in software packages			

PROGRAMME

for

YEAR 4

4.1 COMMUNICATING INFORMATION ABILITY

Learning Outcome	Notes
4.1.1 Combining text, images and sound from various software packages to present ideas	<ul style="list-style-type: none"> • <i>Kid Pix Deluxe</i> – use of Stampimator, Moopies and Paint-a-Picture. Projects created with these features can be compiled into a Slide Show. <i>Kid Pix</i> can also be used by learners to record their own sounds. Similar projects can also be constructed with <i>Book Workshop</i>, with the addition of non-linear links. <i>Print Shop Premier 5</i> can be used for text- and picture-based projects.
4.1.2 Accessing the World Wide Web (www)	<ul style="list-style-type: none"> • Learners can glean information from websites specifically identified by the teacher before the session and directly related to a curriculum topic.
4.1.3 Using e-mail, including: <ul style="list-style-type: none"> • Composing an e-mail message • Sending an e-mail message to one or more recipients • Retrieving an e-mail message • Replying to an e-mail message 	<ul style="list-style-type: none"> • Organising collaborative projects between schools to develop selected curriculum-related themes and using e-mail technology to share information. • Organising twinning among schools involving e-pal projects.

4.2 HANDLING INFORMATION ABILITY

Learning Outcome	Notes
4.2.1 Inputting, saving and retrieving a set of textual and numerical data	<ul style="list-style-type: none">For example, in a Science project about plant growth, learners can record observations and use <i>Kid Pix</i> to present the data in a graphic format and <i>Book Workshop</i> or <i>Print Shop</i> to present data in the form of diaries and logs.
4.2.2 Browsing and navigating CD-ROMs to find particular information or locate specific topics	<ul style="list-style-type: none">Learners can use <i>Matti Mole's Summer Holiday</i> and <i>Il-Baħar Mediterran u l-Pajjizi ta' Madwaru</i> to look for particular information as requested in set tasks.

4.3 ICT MANAGEMENT ABILITY

Learning Outcome	Notes
4.3.1 Using the cutting, copying and pasting facilities to manipulate text within the same application and across different applications	<ul style="list-style-type: none">Moving text between pages in <i>Book Workshop</i> and between projects in <i>Print Shop</i>; copying and pasting phrases from the Internet to <i>Book Workshop</i> or <i>Print Shop</i>.
4.3.2 Exporting and importing graphics across different applications	<ul style="list-style-type: none">Exporting <i>Print Shop</i> graphics for use in <i>Kid Pix</i> and <i>Book Workshop</i>
4.3.3 Retrieving and amending previously stored work	<ul style="list-style-type: none">During projects worked over a number of sessions, learners should be able to load previously-saved work, add and delete data as required and re-save. Learners should be able to load their projects from particular folders specifically created by the teacher on hard disk.

4.3.4 Using software-specific features to enhance document presentation	<ul style="list-style-type: none"> Using the Rectangle Tool and Pattern Fills in <i>Kid Pix</i> and <i>Book Workshop</i> to create borders. Using Speech Bubbles in <i>Book Workshop</i>. Manipulating graphics using Flip, Scale, Order, Rotate, etc.; using gradient and textured fills for headlines in <i>Print Shop</i>. Learners should be able to select the appropriate layout to meet the requirements of the particular task.
4.3.5 Using different printing options in software packages	<ul style="list-style-type: none"> Learners should be able to manage the different printing options in <i>Kid Pix</i>, <i>Print Shop</i> and <i>Book Workshop</i> to print charts, banners, pamphlets, greeting cards and booklets, books, etc

4.4 ICT EVALUATING ABILITY

Learning Outcome	Notes
4.4.1 Appreciating the effect of ICT in the society around them	<ul style="list-style-type: none"> Learners experience and are able to talk about the advantages and disadvantages of using software, the Internet and e-mail, in comparison with traditional printed matter and snail mail. Learners will be able to appreciate such advantages by visiting online places which are otherwise unreachable: ex. sites about foreign places.
4.4.2 Selecting relevant information	<ul style="list-style-type: none"> Learners are required to complete controlled tasks by following instructions to locate information relevant to the task at hand.
4.4.3 Being aware of e-mail netiquette	<ul style="list-style-type: none"> Learners must be able to follow simple e-mailing rules of conduct to respect others on the Internet, and for their own safety (ex. not disclosing passwords). They must also be able to recognise when these rules are broken by others.

4.5 CONTROLLING ABILITY

Learning Outcome	Notes
None in Year 4	<i>To be introduced in a later year group.</i>

4.6 MODELLING ABILITY

Learning Outcome	Notes
None in Year 4	<i>To be introduced in a later year group.</i>