

# **ICT**

## **Syllabus for Primary Schools**

# YEAR 5

# **LEARNING OUTCOMES**

**for**

**YEAR 5**

<b>5.1 COMMUNICATING INFORMATION ABILITY</b>	<b>5.2 HANDLING INFORMATION ABILITY</b>	<b>5.3 ICT MANAGEMENT ABILITY</b>	<b>5.4 ICT EVALUATING ABILITY</b>	<b>5.5 CONTROLLING ABILITY</b>	<b>5.6 MODELLIN G ABILITY</b>
5.1.1 Merging textual, numerical, tabular and graphical data to present information	5.2.1 Using available CD-ROMs to search for files and information	5.3.1 Using the cutting, copying and pasting facilities to manipulate text within the same application and across different applications	5.4.1 Recognizing the values of both ICT and non-ICT tools	5.5.1 Recognizing control mechanisms in a variety of household devices	None in Year 5
5.1.2 Uploading and downloading text, image and audio files to and from the Internet and Intranet	5.2.2 Sorting and organising textual and numerical data	5.3.2 Using the Print Preview facilities	5.4.2 Appreciating the effect of ICT in the society around them		
5.1.3 Bookmarking websites	5.2.3 Generating tables and line and block graphs		5.4.3 Selecting accurate and relevant information		
5.1.4 Attaching files to e-mail messages	5.2.4 Printing tables and graphs		5.4.4 Being aware of web safety		

# **PROGRAMME**

**for**

**YEAR 5**

## 5.1 COMMUNICATING INFORMATION ABILITY

Learning Outcome	Notes
5.1.1 Merging textual, numerical, tabular and graphical data to present information	<ul style="list-style-type: none"><li>• Creating documents using various effects of text, graphics, movies and sounds to present online information (ex. simple web pages created with <i>Primary Writer</i> and <i>Print Shop Professional 10</i>).</li></ul>
5.1.2 Uploading and downloading text, image and audio files to and from the Internet and Intranet/network	<ul style="list-style-type: none"><li>• Learners should be able to use information found on the Internet to enhance their own projects. Learners should also be capable of putting their own work online for others to share. Downloaded files can be used in learners' projects created with <i>Print Shop</i> and <i>Primary Writer</i>.</li></ul>
5.1.3 Bookmarking web sites	<ul style="list-style-type: none"><li>• Learners should be capable of entering specific website addresses in the URL address bar and bookmark these in the Favorites folder (<i>Internet Explorer</i>) for future use in their projects. The addresses are determined by the teacher during assigned tasks.</li></ul>
5.1.4 Attaching files to e-mail messages	<ul style="list-style-type: none"><li>• Sending <i>Primary Writer</i> and <i>Print Shop</i> files to other schools using e-mail during twinning projects and to contribute work in online collaborative projects organised by the ICT Learning Centre.</li></ul>

## 5.2 HANDLING INFORMATION ABILITY

Learning Outcome	Notes
5.2.1 Using available CD-ROMs to search for files and information	<ul style="list-style-type: none"> <li>Learners should be capable of using the <i>keywords</i> function to look for clip-art graphic files on the various CD-ROMs of <i>Print Shop Professional 10</i>. Learners should also be capable of using the Search facilities in <i>Eyewitness Children's Encyclopaedia</i>.</li> </ul>
5.2.2 Sorting and organizing textual and numerical data	<ul style="list-style-type: none"> <li>Learners can use software having basic spreadsheet functions for entering data and producing output such as:               <ul style="list-style-type: none"> <li>Lists in alphabetical order</li> </ul> </li> </ul>
5.2.3 Generating tables, line and block graphs	<ul style="list-style-type: none"> <li>Creating documents with <i>Print Shop</i> using different formats in presentation, according to the information. Example: creating tables for Mathematics and Science projects.</li> <li>Creating line and block graphs using software having specific spreadsheet functions.</li> </ul>
5.2.4 Printing tables and graphs	<ul style="list-style-type: none"> <li>Using software with spreadsheet functions to produce printouts of collected data. Such work can form part of integrated projects for display in class or school exhibitions.</li> </ul>

## 5.3 ICT MANAGEMENT ABILITY

Learning Outcome	Notes
5.3.1 Using the cutting, copying and pasting facilities to manipulate text within the same application and across different applications	<ul style="list-style-type: none"> <li>Items from CD-ROMs (example the <i>Eyewitness Encyclopaedia</i>) can be copied and pasted into learners' projects created in <i>Primary Writer</i> and <i>Print Shop</i>. Learners should also be able to re-phrase available text in their own words using such features as the Notes facility in <i>Eyewitness Children's Encyclopaedia</i>.</li> </ul>
5.3.2 Using the Print Preview facilities	<ul style="list-style-type: none"> <li>Being able to use Print Preview in <i>Print Shop</i> and adjust content accordingly before actually committing to print.</li> </ul>

## 5.4 ICT EVALUATING ABILITY

Learning Outcome	Notes
5.4.1 Recognizing the values of both ICT and non-ICT tools	<ul style="list-style-type: none"> <li>Learners are made aware of such ICT equipment as mobile phones, digital cameras, television and radio and video/DVD players. Moreover, they are able to talk and write about their advantages and disadvantages in comparison with non-ICT means of communication. They should be made aware of the fact that both kinds of equipment are useful in different circumstances. Such awareness can be acquired through language activities including conversations and writing, as well as thinking skills sessions.</li> </ul>
5.4.2 Appreciating the effect of ICT in the society around them	<ul style="list-style-type: none"> <li>Learners are made aware of the advantages of using ICT through exposure to and discussion about particular equipment such as scanners and digital cameras. Class or school projects may involve the use of such equipment, not necessarily by the learners themselves.</li> </ul>
5.4.3 Selecting accurate and relevant information	<ul style="list-style-type: none"> <li>Learners should be able to distinguish between useful and less useful information in specific websites or software such as <i>Eyewitness Children's Encyclopaedia</i> or <i>Il-Baħar ta' Madwarna</i>. This is possible while carrying out tasks specifically planned by the teacher.</li> <li>The teacher can raise specific questions for class discussion to encourage learners to assess the content of a website. Questions may include: <i>What strikes you most in this site? What is the site about? How can it help you in your work? Why is this site better than any other?</i></li> </ul>
5.4.4 Being aware of web safety	<ul style="list-style-type: none"> <li>Learners should be able to distinguish between educational and non-educational content (ex. commercial ads) on the Internet or television.</li> <li>When using e-mail, learners should be able to follow particular safety rules; ex. not opening or replying to e-mail from unidentified sources.</li> </ul>

## 5.5 CONTROLLING ABILITY

Learning Outcome	Notes
5.5.1 Recognising control mechanisms in a variety of household devices	<ul style="list-style-type: none"><li>Learners should be able to talk and write about control devices commonly found in the house (ex. remote controls for devices such as televisions, video/DVD players, hi-fi equipment). This can be done through language activities such as conversations or writing short step-by-step instructions (ex. describing how to wind or rewind a tape in a video player).</li></ul>

## 5.6 MODELLING ABILITY

Learning Outcome	Notes
<b>None in Year 5</b>	<i>To be introduced in a later year group.</i>