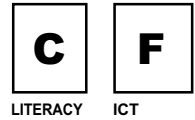


ICT ACTIVITY 3

Creating a nursery rhyme presentation using a multimedia package.

Year Group:
Reception



Resources

Nursery Rhyme books, Internet access to cached web sites, prepared drawing document, HyperStudio stacks, microphone

Context (Pupils' prior experience)

Pupils will have used KidPix to draw pictures and will know how to select and use different tools (colours, pencil widths, floodfill, undo). They will be aware of how to use the keyboard to enter text. They will know that their work can be saved and retrieved. Pupils will have been introduced to nursery rhymes in storybooks and CD-ROMS.

Task Description

Pupils will be asked to illustrate the rhyme Humpty Dumpty using KidPix. Using a prepared word bank (with illustrations) they will be asked to click and drag the words of the rhyme into the correct order. They will have a go at typing the text onto a prepared HyperStudio stack and will record the rhyme. They will search the internet for favourite nursery rhymes.

Learning Intentions

LITERACY: Knowledge and Understanding	ICT: Skills, Knowledge and Understanding	ICT Level		
		KS1	KS2	KS3
Pupils will recognise and continue a rhyming string. They will hear and say the initial sound in words and know which letters represent some of the sounds.	Pupils will use a computer graphics package to create a picture. They will use the mouse to select and move words from a word bank (with support)	w/1	2/3	4/5
Pupils will recognise familiar words in simple texts. They will use their knowledge of letters and sound symbol relationships in order to read words and to establish meaning (with some support). They will use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.	Pupils will create a picture and begin to select the most appropriate tools to match their purposes. They will use the mouse to match parts of a sentence from a word bank. They will use the keyboard to create text.	1/2	3/4	5/6
Early Learning Goals related to task: linking sounds and letters; reading; writing NLS Framework Objectives: Reception - Word 1, Word 2, Text 6, Text 10.	ICT POS related to task: 1b, 3a, 5a, 5b.			

Teaching Approach

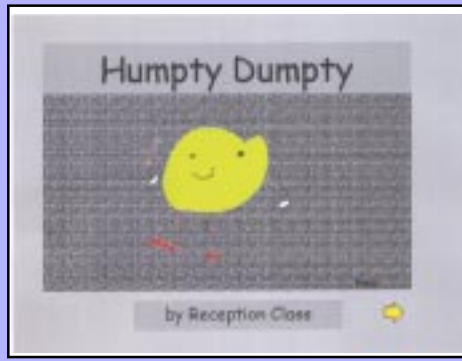
Whole class teaching to introduce learning intentions, to show new skills and to share and discuss final outcomes. Small group/paired work on the computer.

Links with other curriculum areas

Literacy: speaking and listening

Subject Learning Gains (Literacy)

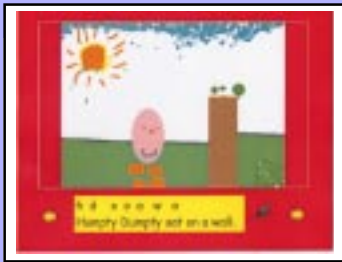
ICT will enable pupils to focus on words and letters in a stimulating and interactive environment. Using the keyboard to type their messages will allow the pupils to focus on their knowledge of letter sounds and symbols without having to concentrate on writing and forming the letters.



This pupil has used his knowledge of working with tools in KidPix to create a picture using HyperStudio. He selected an appropriate pattern to floodfill the background and showed good mouse control.

He has reached ICT Level 1.
Teachers' Assessment

Pupils' Work



Key Stage 1





Computer Diary

Name _____ Date _____

What was my task?
 MAKING A BOOK ON HUMPTY DUMPTY ON THE COMPUTER

Who did I work with? Who helped me?
 PHILIP

What did I do?
 I DREW HUMPTY DUMPTY

How do I feel about my computer work?
   

Pupils' Evaluation

ICT Teacher Evaluation

Teacher _____ Date of Activity _____
 Class _____

Teacher Confidence and Competence
 What was your own level of ICT confidence before the activity?
Good

Do you feel you have gained in confidence and why?
Yes - I've new and different activities (eg. wordbank) to which the children respond positively.

Do you feel able to teach the lesson yourself?
Yes

Is there anything you wished to have learnt but did not?

What would you do differently next time you carry out the task with a class?
Lock all the objects on the word bank template so that the children can only move the words.

Pupils Confidence and Competence
 Did the pupils learn what you expected?
Yes - they were able to order the words in the rhyme independently and worked together to help each other. They enjoyed using the Internet and recognised different rhymes.

Were there any unexpected learning outcomes?
No - but it was pleasing to see how the children used their knowledge and understanding to identify words and rhymes.

Did the pupil complete the task?
Yes - with support. The tasks involved several stages and quite a lot of teacher preparation and input to create the stacks, inserting and combining work.

Was it a suitable task for the pupils age/abilities?
Yes

Hardware and Software Issues
 What hardware or software problems did you experience?
Only one computer with Internet access. Without a network it is more difficult and time consuming to combine different pupils' work into one stack.

Would you like further training on how to use either of these?
Yes

Were there any resources issues?
It would be good to have a suite of networked computers so that groups of children could work more collaboratively on a rhyme or stack.

Are there any other comments?

Teachers' Evaluation