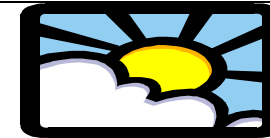




# Belfield CP School

## Medium Term Plan



**Subject: ICT – C.C.L. History**      **Term: Spring 1**      **Year: Two**

**Topic: Finding Information**      **Teacher: Mrs Helen Crompton**

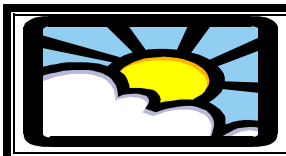
| SoW / NC | Week | Learning Objectives  | Pupil Activities   | Assessment Evidence      | Resources  | Key Vocabulary  | EAL  | Cross-Curr.Links |
|----------|------|--|--|--------------------------|--|---|--|------------------|
| 2C       | 1    | Be able to use the basic computer functions of starting up a computer, shutting down correctly, minimising / maximising a computer screen, opening and closing a computer program. | <p>Find out who has a computer which they use at home, what they use it for etc.<br/>Tell the pupils that we are going to run through the basics of using a computer.</p> <p>Using a large screen go through the functions starting up a computer, shutting down correctly, minimising / maximising a computer screen, opening and closing a computer program.</p> <p>Tell the pupils that we are going to be finding information in this topic, especially looking for information about the great fire of London.<br/>Tell the pupils that when we are looking at information to make it easier to find things they are grouped into categories. Discuss how categories work and ask the pupils to draw a line on the categories sheet to where each item belongs.</p> <p>Come together to check answers and to recap on how to complete the basic functions that were taught at the beginning of the session.</p> | Category sheet completed | T.A.<br>Large computer screen.<br>Categories sheet | Shut down<br>Minimise<br>Maximise<br>Open<br>Close<br>Program<br>Menu<br>Categories | Oracy<br>1, 2, 3, 4,<br>5, 6, 7, 8,<br>9, 11, 12.<br>Literacy<br>2, 3, 6, 8. | Literacy         |

|    |   |  |   |   |  |  |  |                             |
|----|---|--|---|---|--|--|--|-----------------------------|
| 2C | 2 | <p>To know that CD ROMs contain large amounts of information.<br/>To use buttons to navigate a CD ROM.</p> | <p>Looking at a set of books and a CD ROM ask the pupils which they think will hold the largest amount of information. Is it easier to get at the information? Is it quicker? Will it look the same? How do you find the information in the book and in the CD ROM?</p> <p>Show the class how to navigate around the CD ROM.<br/>Explain that you are asking the pupils to find as much as they can on one subject by using books and by using the CD ROM give the pupils a sheet with one side for information found on the CD ROM and the other information found in the books.<br/>Split the group into two one group using the CD ROMs the other using books and swapping half way.</p> <p>Come back as a group to look at the information found and if they found the information easier to access more on one than the other.</p> | <p>Sheets with information found.</p>           | <p>T.A.<br/>Computers<br/>T.A.<br/>CD ROMS<br/>Books<br/>Finding information sheets.</p> | <p>CD ROM<br/>Books<br/>Information<br/>Access<br/>Menu</p>                          | <p>Oracy<br/>1, 2, 3, 4,<br/>5, 6, 7, 8,<br/>9, 11, 12.<br/>Literacy<br/>2, 3, 6, 8.</p> | <p>Literacy<br/>History</p> |
| 2C | 3 | <p>How to navigate around a CD ROM and the name and the particular functions.</p>                          | <p>Re-cap on what we know so far about navigating around the CD ROM discuss the words menu, index and keyword.</p> <p>Demonstrate how to use these tools to find the information that we want.<br/>Look at the use of hyperlinks.</p> <p>In groups use the CD ROMS to find information requested by the teacher which will be chosen regarding ability.</p> <p>Quick question and answer session.<br/>Re-cap how to shut down the computer.</p>   | <p>Oral feedback and observation of pupils.</p> | <p>Computers<br/>T.A.<br/>CD ROMS</p>  | <p>CD ROM<br/>Books<br/>Information<br/>Hyperlink<br/>Menu<br/>Index<br/>keyword</p> | <p>Oracy<br/>1, 2, 3, 4,<br/>5, 6, 7, 8,<br/>9, 11, 12.<br/>Literacy<br/>2, 3, 6, 8.</p> | <p>Literacy<br/>History</p> |

|    |   |  |  |  |  |  |  |                     |
|----|---|--|--|--|--|--|--|---------------------|
| 2C | 4 | <p>To know that CD ROMs contain large amounts of information.<br/>Search a CD Rom using the index and menu.</p>  | <p>Re-cap on last weeks work about using books and a CD ROM to find information.</p> <p>Look at the CD ROMs again as a group and discuss the index and glossary to see how it is useful as we find information. Do all CD ROMs have an index and glossary? Different types of CD ROMs and if they all hold information.</p> <p>One group on the carpet looking at a CD Rom on a large screen teacher demonstrating navigation the others looking for information on CD ROMs in pairs. Swap groups half way.</p> <p>Share the useful information we found, and discuss any problems with other pupils giving suggestions.</p>                       | Oral feedback and observation of pupils. | Computers<br>T.A.<br>CD ROMS<br>Large screen.            | CD ROM<br>Books<br>Information<br>Access<br>Index<br>Glossary<br>Menu  | Oracy<br>1, 2, 3, 4,<br>5, 6, 7, 8,<br>9, 11, 12.<br>Literacy<br>2, 3, 6, 8. | History<br>Literacy |
| 2C | 5 | <p>Know that there are lots of different ways of finding information and how the information was found from the past.</p> <p>The function of search engines to find information on the internet.</p> | <p>Recap on how information is available in books and CD ROMs.<br/>What other ways could we find information? (Internet, people, visits)</p> <p>Move the focus on to the Internet, recap on how information was found by looking at the menu and the different categories. Do pupils know how information is found on the internet?<br/>Using a train and cards do a demonstration of how search engines find the information we want.<br/>Demonstrate by now using a search engine on the internet putting in different words. (Not too specific)</p> <p>In twos or threes go on the search engines looking generally. Less able working with</p> | Oral Q & A also observations of pupils.  | Computers with internet access.<br>T.A.<br>Large screen. | Books<br>Information<br>Access<br>Menu<br>Search engines<br>hyperlinks | Oracy<br>1, 2, 3, 4,<br>5, 6, 7, 8,<br>9, 11, 12.<br>Literacy<br>2, 3, 6, 8. | Literacy<br>History |

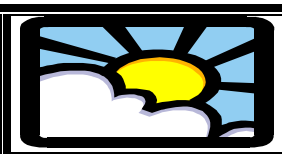
|    |   |  |  |   |   |  |  |                     |
|----|---|--|--|---|---|--|--|---------------------|
|    |   |  | <p>me on the carpet doing searches.</p> <p>Working together split up instructions of how to shut down the program and then the computer.</p>   |   |   |  |  |                     |
| 2C | 6 | To search the internet using a search engine<br>Know the function of hyperlinks. | <p>Recap on use of internet to find out information, search engines, hyperlinks etc.</p> <p>Pupils use computers and laptops with internet access to find out information about 'The Great Fire of London' using the skills they have found out. Teacher printing off information that they have found.</p> <p>Pupils under supervision shut down computers, less able on laptops more able on suite computers.</p> <p>Look at the information we have found from the internet, discuss the advantages and disadvantages of using the different types of sources of information.</p> | Oral Q & A also observations of pupils. | Computers and laptops with internet access.<br>T.A. | Information Access<br>Menu<br>Search engines<br>Hyperlinks<br>Curser | Oracy<br>1, 2, 3, 4,<br>5, 6, 7, 8,<br>9, 11, 12.<br>Literacy<br>2, 3, 6, 8. | Literacy<br>History |

This ICT unit is to be taught in conjunction with the Yr 2 History, Unit 5, The Great Fire of London.



# Belfield CP School

## Lesson plan



| Lesson | Year group | Term     | Lesson Length | Lesson |
|--------|------------|----------|---------------|--------|
| ICT    | 2          | Spring 1 | 1 hour        | 1 of 6 |

### Aims / Outcomes

Be able to use the basic computer functions of starting up a computer, shutting down correctly, minimising / maximising a computer screen, opening and closing a computer program.

### Key Vocabulary

Shut down, Minimise, Maximise, Open, Close, Program Menu, Categories.

### Introduction

Find out who has a computer which they use at home, what they use it for etc.  
Tell the pupils that we are going to run through the basics of using a computer.

### Main Activities

Using a large screen go through the functions starting up a computer, shutting down correctly, minimising / maximising a computer screen, opening and closing a computer program.

Tell the pupils that we are going to be finding information in this topic, especially looking for information about the great fire of London.

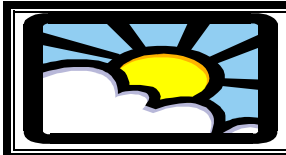
Tell the pupils that when we are looking at information to make it easier to find things they are grouped into categories. Discuss how categories work and ask the pupils to draw a line on the categories sheet to where each item belongs.

### Plenary

Come together to check answers and to recap on how to complete the basic functions that were taught at the beginning of the session.

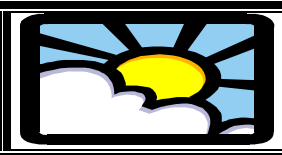
| Resources  | Assessment Evidence      |
|--|--------------------------|
| Teaching Assistant<br>Large computer screen.<br>Categories sheet | Category sheet completed |

| Cross Curricular Links | SoW / NC ref and level | Differentiation                   | EAL  |
|------------------------|------------------------|-----------------------------------|--|
| Literacy               | SoW 2c                 | Q & A<br>Support given<br>Outcome | Oracy<br>1, 2, 3, 4, 5, 6, 7, 8, 9,<br>11, 12.<br>Literacy<br>2, 3, 6, 8 |



# Belfield CP School

## Lesson plan



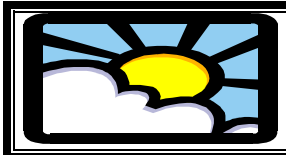
|        |            |          |               |        |
|--------|------------|----------|---------------|--------|
| Lesson | Year group | Term     | Lesson Length | Lesson |
| ICT    | 2          | Spring 1 | 1 hour        | 2 of 6 |

|  |
|--|
| <b>Aims / Outcomes</b>   |
| To know that CD ROMs contain large amounts of information.<br>To use buttons to navigate a CD ROM. |
| <b>Key Vocabulary</b>  |
| CD ROM<br>Books<br>Information<br>Access<br>Menu   |

|  |
|--|
| <b>Introduction</b>  |
| Looking at a set of books and a CD ROM ask the pupils which they think will hold the largest amount of information. Is it easier to get at the information? Is it quicker? Will it look the same? How do you find the information in the book and in the CD ROM?   |
| <b>Main Activities</b>   |
| Show the class how to navigate around the CD ROM.<br>Explain that you are asking the pupils to find as much as they can on one subject by using books and by using the CD ROM give the pupils a sheet with one side for information found on the CD ROM and the other information found in the books.<br>Split the group into two one group using the CD ROMs the other using books and swapping half way. |
| <b>Plenary</b>   |
| Come back as a group to look at the information found and if they found the information easier to access more on one than the other.   |

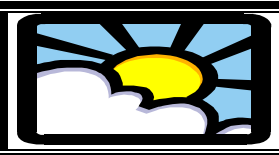
| Resources  | Assessment Evidence            |
|--|--------------------------------|
| T.A.<br>Computers<br>T.A.<br>CD ROMS<br>Books<br>Finding information sheets. | Sheets with information found. |

| Cross Curricular Links | SoW / NC ref and level | Differentiation                   | EAL  |
|------------------------|------------------------|-----------------------------------|--|
| Literacy<br>History    | SoW 2c                 | Q & A<br>Support given<br>Outcome | Oracy<br>1, 2, 3, 4, 5, 6, 7, 8, 9,<br>11, 12.<br>Literacy<br>2, 3, 6, 8 |



# Belfield CP School

## Lesson plan



|        |            |          |               |        |
|--------|------------|----------|---------------|--------|
| Lesson | Year group | Term     | Lesson Length | Lesson |
| ICT    | 2          | Spring 1 | 1 hour        | 3 of 6 |

**Aims / Outcomes**

How to navigate around a CD ROM and the name and the particular functions.

**Key Vocabulary**

CD ROM  
Books  
Information  
Hyperlink  
Menu  
Index  
keyword

**Introduction**

Re-cap on what we know so far about navigating around the CD ROM discuss the words menu, index and keyword.

**Main Activities**

Demonstrate how to use these tools to find the information that we want.  
Look at the use of hyperlinks.

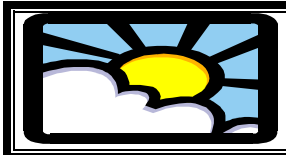
In groups use the CD ROMS to find information requested by the teacher which will be chosen regarding ability.

**Plenary**

Quick question and answer session.  
Re-cap how to shut down the computer.

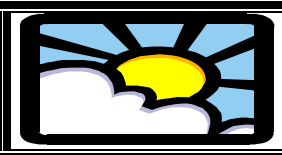
| Resources                    | Assessment Evidence                      |
|------------------------------|--|
| Computers<br>T.A.<br>CD ROMS | Oral feedback and observation of pupils. |

| Cross Curricular Links | SoW / NC ref and level | Differentiation                   | EAL  |
|------------------------|------------------------|-----------------------------------|--|
| Literacy<br>History    | SoW 2c                 | Q & A<br>Support given<br>Outcome | Oracy<br>1, 2, 3, 4, 5, 6, 7, 8, 9,<br>11, 12.<br>Literacy<br>2, 3, 6, 8 |



# Belfield CP School

## Lesson plan



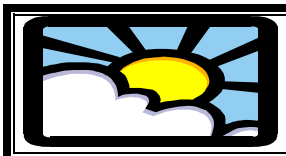
|        |            |          |               |        |
|--------|------------|----------|---------------|--------|
| Lesson | Year group | Term     | Lesson Length | Lesson |
| ICT    | 2          | Spring 1 | 1 hour        | 4 of 6 |

|   |
|---|
| <b>Aims / Outcomes</b>  |
| To know that CD ROMs contain large amounts of information.<br>Search a CD Rom using the index and menu. |
| <b>Key Vocabulary</b>   |
| CD ROM<br>Books<br>Information<br>Access<br>Index<br>Glossary<br>Menu                                   |

|  |
|--|
| <b>Introduction</b>  |
| Re-cap on last weeks work about using books and a CD ROM to find information.  |
| <b>Main Activities</b>   |
| Look at the CD ROMs again as a group and discuss the index and glossary to see how it is useful as we find information. Do all CD ROMs have an index and glossary? Different types of CD ROMs and if they all hold information.<br><br>One group on the carpet looking at a CD Rom on a large screen teacher demonstrating navigation the others looking for information on CD ROMs in pairs.<br>Swap groups half way. |
| <b>Plenary</b>   |
| Share the useful information we found, and discuss any problems with other pupils giving suggestions.  |

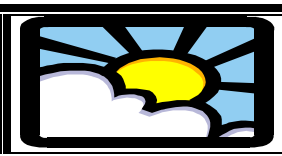
| Resources                                     | Assessment Evidence                      |
|---|--|
| Computers<br>T.A.<br>CD ROMS<br>Large screen. | Oral feedback and observation of pupils. |

| Cross Curricular Links | SoW / NC ref and level | Differentiation                   | EAL  |
|------------------------|------------------------|-----------------------------------|--|
| Literacy<br>History    | SoW 2c                 | Q & A<br>Support given<br>Outcome | Oracy<br>1, 2, 3, 4, 5, 6, 7, 8, 9,<br>11, 12.<br>Literacy<br>2, 3, 6, 8 |



# Belfield CP School

## Lesson plan



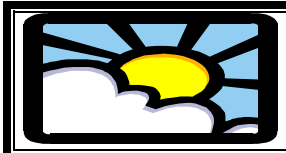
| Lesson | Year group | Term     | Lesson Length | Lesson |
|--------|------------|----------|---------------|--------|
| ICT    | 2          | Spring 1 | 1 hour        | 5 of 6 |

|   |
|---|
| <b>Aims / Outcomes</b>  |
| Know that there are lots of different ways of finding information and how the information was found from the past.<br>The function of search engines to find information on the internet. |
| <b>Key Vocabulary</b>   |
| Books<br>Information<br>Access<br>Menu<br>Search engines<br>hyperlinks  |

|   |
|---|
| <b>Introduction</b>   |
| Recap on how information is available in books and CD ROMs.<br>What other ways could we find information?<br>(Internet, people, visits)   |
| <b>Main Activities</b>  |
| Move the focus on to the Internet, recap on how information was found by looking at the menu and the different categories. Do pupils know how information is found on the internet?<br>Using a train and cards do a demonstration of how search engines find the information we want.<br>Demonstrate by now using a search engine on the internet putting in different words. (Not too specific)<br><br>In twos or threes go on the search engines looking generally. Less able working with me on the carpet doing searches. |
| <b>Plenary</b>  |
| Working together split up instructions of how to shut down the program and then the computer.   |

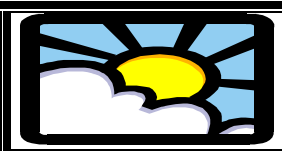
| Resources  | Assessment Evidence                     |
|--|---|
| Computers with internet access.<br>T.A.<br>Large screen. | Oral Q & A also observations of pupils. |

| Cross Curricular Links | SoW / NC ref and level | Differentiation                   | EAL  |
|------------------------|------------------------|-----------------------------------|--|
| Literacy<br>History    | SoW 2c                 | Q & A<br>Support given<br>Outcome | Oracy<br>1, 2, 3, 4, 5, 6, 7, 8, 9,<br>11, 12.<br>Literacy<br>2, 3, 6, 8 |



# Belfield CP School

## Lesson plan



|        |            |          |               |        |
|--------|------------|----------|---------------|--------|
| Lesson | Year group | Term     | Lesson Length | Lesson |
| ICT    | 2          | Spring 1 | 1 hour        | 6 of 6 |

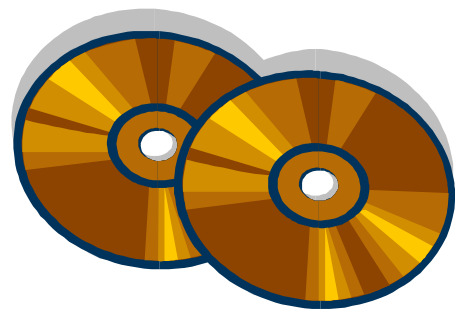
|  |
|--|
| <b>Aims / Outcomes</b>   |
| To search the internet using a search engine<br>Know the function of hyperlinks. |
| <b>Key Vocabulary</b>  |
| Information<br>Access<br>Menu<br>Search engines<br>Hyperlinks<br>Curser          |

|   |
|---|
| <b>Introduction</b>   |
| Recap on use of internet to find out information, search engines, hyperlinks etc.   |
| <b>Main Activities</b>  |
| Pupils use computers and laptops with internet access to find out information about 'The Great Fire of London' using the skills they have found out. Teacher printing off information that they have found.<br>Pupils under supervision shut down computers, less able on laptops more able on suite computers. |
| <b>Plenary</b>  |
| Look at the information we have found from the internet, discuss the advantages and disadvantages of using the different types of sources of information.   |

| Resources   |                        | Assessment Evidence                     |  |
|---|------------------------|---|--|
| Computers and laptops with internet access.<br>T.A. |                        | Oral Q & A also observations of pupils. |  |
| Cross Curricular Links                              | SoW / NC ref and level | Differentiation                         | EAL  |
| Literacy<br>History                                 | SoW 2c                 | Q & A<br>Support given<br>Outcome       | Oracy<br>1, 2, 3, 4, 5, 6, 7, 8, 9,<br>11, 12.<br>Literacy<br>2, 3, 6, 8 |



Information I found by looking on a  
CD ROM



Information I found by looking in books.



|         |                      |            |              |
|---------|----------------------|------------|--------------|
| Robin   | Cat                  | Seaweed    | John         |
| Bird    | Fish                 | Chocolate  | Peter        |
| Fire    | Great fire of London | London     | Fire-fighter |
| Sweets  | Teeth                | Clown fish | Salmon       |
| Pink    | Pigeon               | Films      | Finding Nemo |
| Sparrow | Scales               | Water      | Food         |