

ABOUT THE UNIT

This is a unit of general, essential skills which all children will need to use the computer room.

WHERE THE UNIT FITS IN

This unit assumes that children:

- Have a basic understanding of the operation and use of a stand-alone PC.

TECHNICAL VOCABULARY

- Computer, Workstation, Keyboard, Mouse (Mat), Printer, Monitor, Log ON/Off, Turn On, Shut Down, Mains Socket, Floppy Drive, CDROM Drive
- Username, Password, Type, Left-Click, Right-Click, Double-Click, Mouse Pointer, Drag, Drop, Application, Programme, Desktop
- Window, Icon, Menu, Close, Maximise, Minimise, Resize, Hide
- Tool Bar, Menu Bar, Folder, File, Directory, Short Cut
- Open, Save, Read, Write, Homework, Patience
- My Work, Shared Area, Shared Work, Communicating, Control and Modelling, Handling Information, Resources
- Network, Server, Router, Hub, Cabinet, ISDN Line,

RESOURCES

- RM Connect Network workstation and Windowbox Software.

EXPECTATIONS

at the end of this unit

most children will:

- (All Children) Be able to use the computer room safely.
- Be able to understand the basic structure and advantages of a computer room.
- Be able to operate in a WIMP environment independently.
- Be able to log on/off; shut down/turn on a workstation.
- Be able to start applications.
- Be able to use personal and shared areas to load and save files.

some children will not have made so much progress and will:

- Be able to operate in a WIMP environment with peer support.
- Be able to log on/off; shut down/turn on a workstation.
- Be able to start applications.
- Be able to use personal and shared areas to load and save files with peer support.

some children will have progressed further and will:

- Be able to understand the detailed structure of the computer room (server, ISDN line etc.)
- Be able to discuss the pros and cons of stand-alone vs networked PCs.
- Be able to support peers with basic skills.

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
<p>SETTING THE SCENE</p> <ul style="list-style-type: none"> • key idea that a networked computer suite has certain key features. 	<ul style="list-style-type: none"> ◆ Label and annotate a diagram of a PC and a schematic of the computer room. Point out each feature, linking the idea of a stand-alone PC to a workstation. ◆ Point out electrical and mechanical hazards and appropriate safe behaviour (do not touch any computers/monitors/cables/sockets/plugs). ◆ Develop class rules: movement around the room; working environment – share workstations/noise level etc. ◆ Discuss fixed rules: no internet access (yet); no media to be inserted into workstations; no food and drink in the room. 	<ul style="list-style-type: none"> • Name and describe the basic layout of the computer room and main features of a workstation. • Work safely and effectively in the computer room. • Start to compare networked machines to stand-alones. 	
<p>SHORT FOCUSED TASKS</p> <ul style="list-style-type: none"> • key idea: that a user must log on/off at a workstation and may have to turn on/shut down. • Key idea: that windows can be changed using the mouse; desktop is reset. • techniques: to gain access to a network/change windows/ move/click mouse. 	<ul style="list-style-type: none"> ◆ Turn on workstation, log on using own name and password (Y3/Y4 no pw; Y5 pw = year5, Y6 pw = year6) ◆ Manipulate desktop windows. ◆ Examine Network details. Log off, shut down. ◆ Repeat to see how desktop resets itself. 	<ul style="list-style-type: none"> • Log on/off turn on/shut down a workstation. • Move, open, resize, close, minimise, maximise a window using a mouse. 	
<ul style="list-style-type: none"> • key idea: that the desktop is the route to applications and shared areas. • technique: to access a specified application/area. 	<ul style="list-style-type: none"> ◆ From the desktop, select application (RM Talking First Word) and Folder (My Work). Look in short cut folder (Shared Work) 	<ul style="list-style-type: none"> • Can get to any specified application or shared area. 	

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
<ul style="list-style-type: none"> • key idea: that windows, icons, menus and pointers are the basis of all PC work. • technique: apply WIMP understanding to new applications. 	<ul style="list-style-type: none"> ◆ Start RM Colour magic from desktop, noting WIMP. Explore tool bar and menu bar using mouse. 	<ul style="list-style-type: none"> • Know when they are using W, I, M or P. 	
<ul style="list-style-type: none"> • key idea: that each user has a personal area and each class a shared area. • technique: to read and write files between personal and class shared areas. 	<ul style="list-style-type: none"> ◆ Open file from class shared area (read folder). Save to My work. Adapt file and save to class shared area (homework folder). ◆ Save file to class shared area (write folder). 	<ul style="list-style-type: none"> • Move files between My work and class shared area folders. 	
INTEGRATED TASK			
<ul style="list-style-type: none"> • Most teaching sessions will call on the skills learned in this unit. 	<ul style="list-style-type: none"> ◆ - 	<ul style="list-style-type: none"> • - 	

Created by Mike Fleetham – Contributed to [Teaching Ideas for Primary Teachers](http://www.teachingideas.co.uk) – <http://www.teachingideas.co.uk>