

# **ICT**

## **Syllabus for Primary Schools**

# YEAR 6

# **LEARNING OUTCOMES**

**for**

**YEAR 6**

<b>6.1 COMMUNICATING INFORMATION ABILITY</b>	<b>6.2 HANDLING INFORMATION ABILITY</b>	<b>6.3 ICT MANAGEMENT ABILITY</b>	<b>6.4 ICT EVALUATING ABILITY</b>	<b>6.5 CONTROLLING ABILITY</b>	<b>6.6 MODELLING ABILITY</b>
6.1.1 Consolidation of skills covered up to Year 5	6.2.1 Analysing and interpreting generated information	6.3.1 Using copy and paste to manipulate text, graphics and audio in more complex ways	6.4.1 Recognizing the values of both ICT and non-ICT tools	6.5.1 Construct, test, modify and save a simple sequence of computer instructions that produce a specific outcome by using a simple programming language such as Logo	6.6.1 Examine various choices associated with real and imaginary situations
		6.3.2 Managing more complex printing facilities such as printing in greyscale and using Econofast mode	6.4.2 Appreciating the effect of ICT in the society around them		6.6.2 Predict the outcomes of various courses of action
			6.4.3 Selecting accurate and relevant information		
			6.4.4 Internet safety awareness		

**PROGRAMME**

**for**

**YEAR 6**

## 6.1 COMMUNICATING INFORMATION ABILITY

Learning Outcome	Notes
6.1.1 Consolidation of skills covered up to Year 5	<ul style="list-style-type: none"><li>By this time learners should be able to master these skills to create fully-fledged multimedia projects using such software as <i>Primary Writer</i> and <i>Print Shop Essentials 11</i> or similarly adequate software. Both software packages have facilities for creating linear and non-linear presentations (making use of navigation skills) that can be printed or uploaded on the Internet or the school Intranet/network in the form of a web page.</li></ul> <p>Emphasis should be on the proper use of collected information to present learners' own ideas. The software can be used for any kind of project covering various areas of the curriculum.</p>

## 6.2 HANDLING INFORMATION ABILITY

Learning Outcome	Notes
Consolidation of skills covered up to Year 5 and: 6.2.1 Analysing and interpreting generated information	<ul style="list-style-type: none"><li>Learners should be coached in selecting information acquired through Internet search engines. They should be able to browse through different sources to select that information which is more relevant to their particular needs.</li></ul>

## 6.3 ICT MANAGEMENT ABILITY

Learning Outcome	Notes
------------------	-------

<p>Consolidation of skills covered up to Year 5</p> <p>6.3.1 Using copy and paste to manipulate text, graphics and audio in more complex ways.</p>	<ul style="list-style-type: none"> <li>• In <i>Explorer Number</i> and <i>Math Explorer</i> learners should be able to manipulate text, graphics and audio from the Fact Book to create their own Note book.</li> </ul>
<p>6.3.2 Managing more complex printing facilities such as printing in greyscale and using Econofast mode.</p>	<ul style="list-style-type: none"> <li>• <i>Print Shop</i> also includes the colouring book mode which learners should be able to use.</li> <li>• Greyscale and Econofast modes are controlled from the printer's setup, independent from any particular software.</li> </ul>

## 6.4 ICT EVALUATING ABILITY

Learning Outcome	Notes
<p>6.4.1 Recognizing the values of both ICT and non-ICT tools</p>	<ul style="list-style-type: none"> <li>• Learners must be able to distinguish between circumstances where ICT tools facilitate work and where non-ICT tools are more practical. This can be done through discussions, demonstrations, experiments.</li> </ul> <p>Different groups can work on the same task using different tools. The outcome of the tasks can then be discussed or recorded on a diary or log book.</p>

<p>6.4.3 Selecting accurate and relevant information</p>	<ul style="list-style-type: none"> <li>• Learners must be able to decide what kind of information is relevant for specific purposes. This can be practised through the use of search engines on the Internet during class or school projects.</li> <li>• Example websites: <ul style="list-style-type: none"> <li>○ <i>Yahooligans</i> <b><a href="http://www.yahooligans.com">http://www.yahooligans.com</a></b></li> <li>○ Ask Earl <b><a href="http://www.yahooligans.com/content/ask_earl/">http://www.yahooligans.com/content/ask_earl/</a></b></li> <li>○ Ask Jeeves Kids <b><a href="http://www.ajkids.com">http://www.ajkids.com</a></b></li> </ul> </li> </ul>
<p>6.4.4 Internet safety awareness</p>	<ul style="list-style-type: none"> <li>• Learners should be able to distinguish between private and public information, and should be able to protect their personal information by following simple safety rules: ex. not disclosing phone and mobile numbers, home address, etc.</li> <li>• They must respect others' personal information by not disclosing it to anyone.</li> <li>• Learners should be aware of particular Internet dangers that may exist outside schools' filtered systems, including home, Internet cafes and other public places.</li> </ul>

## 6.5 CONTROLLING ABILITY



Learning Outcome	Notes
6.5.1 Construct, test, modify and save a simple sequence of computer instructions that produce a specific outcome by using a simple programming language like Logo	<ul style="list-style-type: none"> <li>• Learners should be able to list simple Logo instructions to control basic devices. This is possible with such software as <i>Microworlds</i>.</li> <li>• The teacher can apply these skills in maths activities, to cover topics such as angles and triangles, perimeter, nets, direction and compass points, etc.</li> </ul>

## 6.6 MODELLING ABILITY

Learning Outcome	Notes
Using a simple simulation software to: 6.6.1 Examine various choices associated with real and imaginary situations  6.6.2 Predict the outcomes of various courses of action	<ul style="list-style-type: none"> <li>• Consider and answer questions of the type “<i>What would happen if...?</i>”. Adventure simulations can be used for classroom discussion as learners attempt to solve a series of problems and observe the outcomes of their decisions presented on screen.</li> <li>• A spreadsheet program can be used to encourage learners to predict outcomes through number patterns, ex. multiplication rows and columns.</li> </ul>