

CLICK IT ICT ACTIVITIES FOR WEEK 5 - SUMMER 2010

	NAME OF ACTIVITY	OUTLINE OF ACTIVITY	DETAILS OF ACTIVITY	ICT LEARNING OUTCOMES	DEVELOPMENT MATTERS
BEGINNER	MAGIC RUBBER	Cursor control	This activity encourages the children to move the mouse cursor across the screen. The mouse cursor turns into a broom that the children have to move to sweep the screen, which has been covered with one of several materials such as straw or wool. As the screen is swept, a picture is revealed underneath and they can count what they see such as chicks and sheep.	Learning to move the mouse in order to complete a specific task. Early mouse/cursor skills.	C, L & L: Use talk to connect ideas, explain what is happening and anticipate what might happen next (1).
	HIDE AND SEEK	Hide and seek game	At level 1, the aim is to find the lettuce in which the baby rabbit is hiding. Click on a lettuce to reveal the animal inside. Incorrect animals disappear back into the lettuce. Once the baby rabbit is found, the game can be repeated. At level 2, the children need to find and match the daddy animal with its baby.	Learning to move the mouse over specific objects.	K & U: Show curiosity and interest in the features of objects and living things (2).
IMPROVER	CREATION	Colouring activity	Level 1. This colouring activity allows the children to 'paint' pictures on the screen. The mouse cursor is represented as a paintbrush, which changes colour as it is moved around the picture. Encourage the children to click on the picture to fill the picture with the colour shown at the end of the paintbrush. Move onto level 2 if appropriate.	To learn how to move the cursor in order to make something happen. To introduce more purposeful movement of the mouse as they make decisions about what to paint.	CREAT. DEV: Explore colour and begin to differentiate between colours (1)
	FLY, JUMP, CRAWL	Learning to click	The baby bird wants to fly. The children have to click anywhere on the screen to help it fly back to its Mummy. Also help the frog hop, and the baby earthworm crawl to its mummy.	They have to click a number of times and quite fast in order to make something happen.	K & U: Talk about what is seen and what is happening (2) Comment and ask questions about where they live and the natural world (3)
INTERMEDIATE	MUSIC MAKER	Composing a tune	In the music maker, the children must click and drag the pictures into a grid in order to compose their own tune. Using the red scroll arrows the children can choose between a number of different animal cards. When the children are finished they can click on the green play button to play back their tune.	Using click and drag to place pictures into a grid. Single clicking to play a tune back.	CREAT. DEV: Talk about personal intentions, describing what they were trying to do (1). Respond to comments and questions, entering into dialogue about their creations (2).
	LOUD OR QUIET	Making sounds louder or quieter	The screen is displayed with three volume sliders. Percy will ask the player to make given sounds louder or quieter and each child has to attempt to do this by using the arrow buttons on the slider. For example, 'Make the hammer quieter', 'Make the clock louder'.	Using the click and drag technique to adjust the volume sliders.	CREAT. DEV: Explore and learn how sounds can be changed (3)
ADVANCED	HIGH OR LOW SOUNDS (LEVEL 1)	Is the pitch of a sound/tune high or low?	The children will hear a sound or a tune. They then have to click on either the high or low button depending on the pitch of the sound. Clicking on the question bubble will replay the sound. Level 1 – everyday sounds such as a motorbike or musical instruments. Level 2 – musical notes Level 3 – musical tunes such as twinkle twinkle.	Using the mouse to click and make selections.	CREAT. DEV: Explore and learn how sounds can be changed (1).
	MUSICAL KEYBOARD	Making music Option to add a backing rhythm	This activity provides an on-screen keyboard that can be played by clicking with the mouse or by pressing keys on the keyboard. Allow the children to experiment with all the different instruments available such as the banjo, piano, clarinet, guitar and the harp. Which one do they like the best? Talk about high notes and low notes. At the end of the session, let the group choose a pre-recorded song. Show them how to change instruments and see how it affects the sound of the song. They also have the opportunity to record their composed songs. Show them how this works and let them have a turn to record their music and then play it back. They can also add a backing rhythm to their music. Explain that their notes need to be recorded in time with the beat of the backing track.	Using the keyboard to play musical notes. Using the mouse to click on different notes or to make selections. Using the computer for recording purposes. Learning to record a tune in time with a backing rhythm.	CREAT. DEV: Join in favourite songs (2). Show an interest in the way musical instruments sound (3). Respond to sound with body movement (4). Explore and learn how sounds can be changed (5). Explore the different sounds of instruments (6). PHYS DEV: Respond to rhythm and music by means of gesture and movement (7).
WHIZZ KID	WHERE? ORANGE BLOCKS DIRECTION & SPACE	1) Maze 2) Copying a path 3) Listening skills 4) Map reading 5) Sequencing	WORK THROUGH AS MANY ACTIVITIES AS POSSIBLE IN THE TIME ALLOWED. 1) Directional skills. Spatial awareness. 2) Copy a path road to a second grid using directional arrows. 3) Place buildings on a map following oral instructions given when you click on the buildings. 4) Place animals on a picture grid following simple co-ordinates. 5) Put the days of the week in the right order.	Using the click and drag technique for all of the activities. There are some complex movements required when completing these activities and so they are ideal for advanced mouse control.	P, R & N: Find items from positional/directional clues (1) K&U: Describe and talk about what they see (2) Comment and ask questions about where they live and the natural world (3)