

Organisation of content into year levels is advisory. Teachers will continue to make professional judgements about when to introduce content based on students' prior learning and achievement.



*\*National Consistency in Curriculum Outcomes, Statement of Learning – ICT*

**Middle childhood: Technology and Enterprise/Information** – *Students design, adapt, use and present information that is appropriate to achieving solutions to technology challenges.*

**Suggested learning activities:**

- create a play script for an assembly item, class performance for another class or puppet play
- create jingles or slogans to promote a product
- develop packaging for toys, food products
- make a flip book or computer based animation to show sequential events
- write newspaper or newsletter articles
- produce a class/school newspaper or newsletter
- conduct interviews
- prepare questionnaires
- produce travel brochures
- develop menu plans
- create or adapt recipes
- write a biography or autobiography
- design and deliver a weekly radio play
- produce advertising brochures
- create labels for food products
- construct promotional posters
- develop slide show presentations
- contribute towards a class blog
- design web pages
- make storyboards
- devise charts
- create greeting cards
- use SMS, letters, emails, faxes to convey or gather information
- create a wiki.

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Typical sequence of content:			
← Year 4	Year 5 →	Year 6	Year 7 →
The Nature of Information			
<ul style="list-style-type: none"> <li>information can be defined as a message between sender and receiver (eg email, fax, letters, newspapers, greeting cards)</li> <li>various forms and modes of information and information products exist* (eg audio, visual and multimedia)</li> <li>the form and modes of information and information products affect their use and popularity* (eg the decline in the use of cassette tapes and videos gradually being replaced by DVDs)</li> <li>information products can be constructed in many ways (eg written, animated, drawn or collated)</li> <li>people use information in many ways* (eg local, national and international news keeps people informed about what is going on, reading public transport timetables)</li> </ul>	<ul style="list-style-type: none"> <li>information has meaning (eg newspapers, travel brochures, recipes, biographies)</li> <li>various forms and modes of information and information products exist* (eg audio, visual, tabular, graphic, oral and multimedia)</li> <li>the form of information and information products will be influenced by purpose and features of the intended audience* (eg compare and contrast magazine articles with newspaper reports)</li> <li>intended audience and purpose affect the construction of particular information products and processes* (eg information might be presented as an animated cartoon for young children)</li> <li>information and information products and processes impact on people in many ways* (eg ability to make informed decisions, learning about other cultures)</li> </ul>	<ul style="list-style-type: none"> <li>information has meaning (eg interviews, autobiographies, blogs, posters, reviews)</li> <li>various ways to classify information and information products* (eg textual, fictional, factual, graphical)</li> <li>the form of information and information products will be influenced by purpose and features of the intended audience* (eg road directories must be constantly updated to keep up with changes in land development)</li> <li>intended audience and purpose affect the construction of particular information products and processes* (eg school newsletters vary from school to school because of the information provided to parents)</li> <li>information and information products and processes impact on people in many ways* (eg ability to persuade and influence others in factual writings)</li> </ul>	<ul style="list-style-type: none"> <li>information comprises data, and can be stored and transmitted (eg saving and sending an email or a voice mail)</li> <li>standards and conventions used to classify and organise information and information products* (eg genres of movies, writing styles, styles of font)</li> <li>choices in the use of information and information products will affect meaning and audience response* (eg greeting cards are designed to suit a large range of audiences)</li> <li>particular contexts demand information to be presented in particular forms* (eg accountants use spreadsheets; actors use play scripts)</li> <li>information and information products impact on people in unexpected ways* (eg use of SMS and MSN as a means of bullying, mobile phone etiquette)</li> </ul>

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Typical sequence of content:			
← Year 4	Year 5 →	Year 6	Year 7 →
<b>The Nature of Information (continued)</b>			
<ul style="list-style-type: none"> <li>people do not always agree with or believe all information* (eg results of sport events in newspapers, magazine articles)</li> </ul>	<ul style="list-style-type: none"> <li>people do not always agree with or believe all information* (eg book, game or movie reviews, TV advertisements, survey results)</li> </ul>	<ul style="list-style-type: none"> <li>information is not the same as truth* (eg information found on the Internet can be opinions not facts, as more information is acquired previous understandings may change, such as Pluto no longer being classified as a planet)</li> <li>ethical and legal issues relevant to information and information products and processes* (eg recognise the importance of acknowledging the source of information, encouraging students not to share their log-in details with anyone)</li> </ul>	<ul style="list-style-type: none"> <li>information sources need to be examined critically for factual accuracy* (eg websites and reference materials should be cross-checked with other sources to determine reliability)</li> <li>ethical, legal, social and environmental issues associated with information and information products and processes* (eg awareness raising to reuse paper that has only one side used before recycling, changing their computer password on a regular basis)</li> </ul>
<b>The Creation of Information</b>			
<ul style="list-style-type: none"> <li>ways to identify needs, wants and opportunities that might be met by information products* (eg PMI, brainstorm, surveys or questionnaires)</li> <li>ways to describe the features of information products (eg PMI activity comparing a range of information products)</li> </ul>	<ul style="list-style-type: none"> <li>ways to identify needs, wants and opportunities that might be met by information products* (eg PMI, brainstorm, surveys or questionnaires)</li> <li>ways to describe the features of information products (eg attributes analysis)</li> </ul>	<ul style="list-style-type: none"> <li>how to examine and evaluate information products in the light of how needs and wants are met* (eg considering why people rent or buy DVDs)</li> <li>how to identify features of information products to develop design criteria (eg ease of use, clarity, appeal to target audience)</li> </ul>	<ul style="list-style-type: none"> <li>strategies for identifying alternative ways to meet identified needs and wants* (eg SWOT analysis)</li> <li>contextual considerations when examining information products* (eg cultural values of intended audience)</li> </ul>

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<b>The Creation of Information (continued)</b>			
<ul style="list-style-type: none"> <li>common words or terms relevant to information and information products* (eg <i>record, transmit or store</i>)</li> <li>ways to identify information sources (eg <i>referencing or recording URL sources</i>)</li> <li>methods of generating ideas* (eg <i>brainstorm, graffiti, placemat, jigsaw and Think-Pair-Share strategies</i>)</li> <li>factors that determine the suitability of information products for an intended use* (eg <i>audience, size and cost</i>)</li> </ul>	<ul style="list-style-type: none"> <li>technical names or terms that contribute to common understandings between creators and users of information* (eg <i>terminology associated with newspapers</i>)</li> <li>the common ethics and legalities of using information* (eg <i>ensuring sources are acknowledged</i>)</li> <li>methods of generating ideas* (eg <i>brainstorm, graffiti, placemat, jigsaw and Think-Pair-Share strategies</i>)</li> <li>factors that determine the suitability of information products for an intended use* (eg <i>audience age and interests, availability of other products</i>)</li> </ul>	<ul style="list-style-type: none"> <li>technical names or terms that contribute to common understandings between creators and users of information* (eg <i>terminology associated with web pages, scripts for movies or plays</i>)</li> <li>the common ethics and legalities of using information* (eg <i>using correct reference methods for books, websites, videos</i>)</li> <li>strategies for generating ideas and planning the production of information products, taking into account audience, purpose and context* (eg <i>questionnaire for target audience, Fishbone, Before-During-After and SCAMPER graphic organisers</i>)</li> <li>ways to consider and compare needs, requirements and processes when creating an information product* (eg <i>older students interviewing pre-primary students and comparing the responses given by them when creating a picture book on road safety</i>)</li> </ul>	<ul style="list-style-type: none"> <li>conventions and terminology that apply to particular information products and technologies* (eg <i>terms associated with digital, still and movie cameras</i>)</li> <li>conventions for acknowledging sources of information used* (eg <i>writing bibliographies, not submitting work as one's own</i>)</li> <li>ways to plan and design information products, given a design brief* (eg <i>creating a time plan, using a Placemat strategy to generate design ideas</i>)</li> <li>factors to consider when choosing media and methodology for an information product* (eg <i>available resources, skills and the target audience</i>)</li> </ul>

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<b>The Creation of Information (continued)</b>			
<ul style="list-style-type: none"> <li>• factors that impinge on the creation and use of information products* (eg time required, abilities of students, availability of resources and equipment)</li> <li>• ways to share and compare ideas taking into account practical considerations* (eg show and tell)</li> <li>• ways to create, store, use, transmit and retrieve simple information products for a given audience or purpose* (eg a slideshow presentation)</li> <li>• specific processes relevant to information products under consideration* (eg how to resize an image, editing draft writing)</li> </ul>	<ul style="list-style-type: none"> <li>• ways to identify and work within practical constraints when creating information products* (eg time, resources and skills)</li> <li>• ways to share and compare ideas taking into account practical considerations* (eg show and tell, oral presentations, compare and contrast)</li> <li>• ways to create, store, use, transmit and retrieve simple information products for a variety of audiences or purposes* (eg a slideshow presentation, digital movie, projects on poster paper, 'how to' manual)</li> <li>• specific processes relevant to information products under consideration* (eg how to resize a digital image, recording voices using a tape recorder for interviews or radio plays)</li> </ul>	<ul style="list-style-type: none"> <li>• ways to identify and work within practical constraints when creating information products* (eg time, resources and skills)</li> <li>• ways to communicate ideas, taking into account audience and purpose* (eg storyboard and sketch)</li> <li>• ways to create, store, use, transmit and retrieve a range of information products to meet functional and aesthetic requirements and suit a variety of audiences and purposes* (eg creating a class web blog to keep parents and family members informed of class activities)</li> <li>• a range of sequenced production processes for making information products* (eg procedure writing)</li> </ul>	<ul style="list-style-type: none"> <li>• ways to organise the practicalities of creating information products* (eg check list of jobs that need to be done)</li> <li>• ways of presenting and communicating personal ideas for an information product, considering such factors as delivery medium* (eg paper, electronic or graphical) and available resources</li> <li>• methods of recording, sorting and retrieving information using recognised techniques* (eg burning a CD-ROM, accessing a network or file management)</li> <li>• specific, detailed processes for working with information products relevant to particular technology challenges* (eg creating a storyboard before video production)</li> </ul>

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The Creation of Information (continued)			
<ul style="list-style-type: none"> <li>a range of ways to classify, sort and interpret information products* (eg charts or storyboards)</li> <li>criteria to evaluate information products created* (eg clarity, appeal, ease of use, relevance, legibility)</li> <li>methods of communicating about information and information products* (eg oral reports)</li> </ul>	<ul style="list-style-type: none"> <li>a range of ways to classify, sort and interpret information products* (eg charts or storyboards)</li> <li>criteria to evaluate information products created* (eg clarity, appeal, ease of use, relevance, legibility)</li> <li>formal and informal ways to consider and communicate personal work* (eg oral reports or a slideshow presentation, written presentations)</li> </ul>	<ul style="list-style-type: none"> <li>a range of ways to classify, sort and analyse information products for specific audiences and purposes* (eg attributes analysis, Venn diagrams, tables, checklists, Fishbone or Placemat strategy)</li> <li>criteria by which to evaluate work* (eg clarity, appeal, ease of use, relevance, legibility)</li> <li>formal and informal ways to consider and communicate personal work* (eg oral reports or a slideshow presentation, written presentations)</li> </ul>	<ul style="list-style-type: none"> <li>a range of ways to classify, sort and analyse information products and processes for a range of specific audiences and purposes* (eg attributes analysis, Venn diagrams, tables, checklists, Fishbone or Placemat strategy)</li> <li>criteria by which to assess success in using a technology process to create information products* (eg management of time and resources)</li> <li>ways to communicate and compare ideas and conclusions* (eg group discussion, cooperative learning strategies)</li> </ul>