

**SRI LANKAN SCHOOL - MUSCAT    SCHEME OF WORK    ACADEMIC YEAR 2016 / 2017**

**CLASS : 7 B/G/R    SUBJECT: ICT    TEACHER : Mr. Asanka Ellangage / Mr. Nalaka Amarasinghe**

Month	No.of Periods	Unit	Activity	Intended Learning Objectives/Assessment Focuses	Remarks	
<b>September</b>						
<b>School Reopens - 1st Term</b>						
<b>Week 1</b>	3	A video guide to collaborating safely	<ul style="list-style-type: none"> <li>Let's get together.</li> </ul>	<ul style="list-style-type: none"> <li>Watch a short film about digital collaboration.</li> <li>Discuss tools for digital collaboration.</li> <li>Choose which means of digital collaboration pupils will use in their video.</li> <li>Save document on methods of collaborating safely using either shared folder, email, VLE or other chosen method of collaborating.</li> </ul>		
<b>Week 2</b>	3	Do	<ul style="list-style-type: none"> <li>Keep it safe.</li> <li>Plan it.</li> </ul>	<ul style="list-style-type: none"> <li>Think about the risks of collaborating digitally.</li> <li>Watch videos and discuss ways to act safely and responsibly when collaborating digitally.</li> <li>Work in a production team.</li> <li>Decide whether to use animation or people in their video.</li> <li>Plan your video.</li> </ul>		
<b>Week 3</b>	3	Do	<ul style="list-style-type: none"> <li>Telling stories.</li> </ul>	<ul style="list-style-type: none"> <li>Create a storyboard for their video.</li> <li>Use collaborative software to gather feedback on their storyboard.</li> <li>Improve the storyboard according to feedback.</li> <li>Decide on roles within their teams.</li> </ul>		
<b>Week4</b>	3	Do	<ul style="list-style-type: none"> <li>Lights, Camera and Action!</li> </ul>	<ul style="list-style-type: none"> <li>Film their video.</li> </ul>		
<b>Week5</b>	3	<b>MONTHLY TEST</b>				
<b>October</b>						
<b>Week 6</b>	3	A video guide to collaborating safely	<ul style="list-style-type: none"> <li>Post production.</li> <li>It's a wrap.</li> </ul>	<ul style="list-style-type: none"> <li>Edit their video.</li> <li>Review each other's work.</li> <li>Evaluate work against the work of others.</li> </ul>		
<b>Week 7</b>	3	Creating an e-time capsule	<ul style="list-style-type: none"> <li>Who's it for? What is it for?</li> </ul>	<ul style="list-style-type: none"> <li>Plan a project by allocating roles to different members of a team.</li> <li>Watch short film about predicting future trends.</li> <li>Think about what to include in the e-time capsule.</li> <li>Begin to plan content for the e-time capsule.</li> </ul>		
<b>Week 8</b>	3	Do	<ul style="list-style-type: none"> <li>Catching a code.</li> </ul>	<ul style="list-style-type: none"> <li>Write some HTML code.</li> <li>Identify criteria for evaluating websites.</li> <li>Create success criteria for their own website.</li> </ul>		
<b>Week 9</b>	3	Do	<ul style="list-style-type: none"> <li>How will it look?</li> </ul>	<ul style="list-style-type: none"> <li>Create the structure of their website.</li> <li>Amend navigation.</li> <li>Begin to develop their website by adding information.</li> </ul>		
<b>Week 10</b>	3	<b>MONTHLY TEST</b>				

<b>November</b>				
<b>Week 11</b>	3	Creating an e-time capsule	<ul style="list-style-type: none"> <li>• Making changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider design and colour, thinking about audience and purpose.</li> <li>• Change website design.</li> <li>• Use software tools to maximise efficiency and accuracy.</li> <li>• Add a video to the website.</li> </ul>
<b>Week 12</b>	3	Do	<ul style="list-style-type: none"> <li>• What's new?</li> </ul>	<ul style="list-style-type: none"> <li>• Add content to their website.</li> <li>• Add links to other sites.</li> <li>• Add media elements to their website.</li> </ul>
<b>Week 13</b>	3	Do	<ul style="list-style-type: none"> <li>• Get published.</li> <li>• Judge for yourself.</li> </ul>	<ul style="list-style-type: none"> <li>• Check, test and publish their website.</li> <li>• Evaluate their own and each other's websites according to agreed criteria.</li> <li>• Apply success criteria.</li> </ul>
<b>Week 14</b>	3	<b>REVISION</b>		
<b>December</b>				
<b>Week 15</b>		<b>FIRST TERM END EXAMINATION</b>		
<b>Week 16</b>		<b>FIRST TERM END EXAMINATION</b>		
<b>Week 17</b>		<b>DECEMBER VACATION</b>		
<b>Week 18</b>		<b>DECEMBER VACATION</b>		
<b>January</b>				
<b>School Reopens - 2nd Term</b>				
<b>Week 19</b>	3	Help fight global warming	<ul style="list-style-type: none"> <li>• What's causing global warming?</li> <li>• Model behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Watch a short film about global warming.</li> <li>• Discuss global warming and the environment.</li> <li>• Use the Internet to find information on global warming for a poster.</li> <li>• Record sources of information.</li> <li>• Think about the things to include in the model.</li> <li>• Investigate a model.</li> </ul>
<b>Week 20</b>	3	Do	<ul style="list-style-type: none"> <li>• Get building.</li> <li>• Add the magic formulae.</li> </ul>	<ul style="list-style-type: none"> <li>• Examine a simple model.</li> <li>• Use research to help amend a model.</li> <li>• Look at the skills needed to develop a model.</li> <li>• Add functions to a model to give feedback.</li> <li>• Format a model so that it looks appropriate.</li> </ul>
<b>Week 21</b>	3	Do	<ul style="list-style-type: none"> <li>• Making it user friendly.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at ways that computer based systems are made easy to use.</li> <li>• Make your model more user friendly.</li> </ul>
<b>Week 22</b>	3	<b>MONTHLY TEST</b>		
<b>February</b>				
<b>Week 23</b>	3	Help fight global warming	<ul style="list-style-type: none"> <li>• Start testing.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a test plan to test the model.</li> <li>• Test the model to make sure it works.</li> </ul>
<b>Week 24</b>	3	Do	<ul style="list-style-type: none"> <li>• Question time.</li> </ul>	<ul style="list-style-type: none"> <li>• Use knowledge of global warming to decide on questions to use in a questionnaire.</li> <li>• Design a questionnaire to be used to survey opinions.</li> </ul>

<b>Week 25</b>	3	Do	<ul style="list-style-type: none"> <li>• Get creative.</li> </ul>	<ul style="list-style-type: none"> <li>• Decide on how to lay out your questionnaire.</li> <li>• Create your questionnaire using appropriate software.</li> </ul>		
<b>Week 26</b>	3	<b>MONTHLY TEST</b>				
<b>March</b>						
<b>Week 27</b>	3	Help fight global warming	<ul style="list-style-type: none"> <li>• Analysing the results.</li> </ul>	<ul style="list-style-type: none"> <li>• Enter the results of the survey.</li> <li>• Find out the information required from the survey.</li> </ul>		
<b>Week 28</b>	3	Do	<ul style="list-style-type: none"> <li>• Present your findings.</li> </ul>	<ul style="list-style-type: none"> <li>• Decide how to present findings.</li> <li>• Choose the information to include.</li> <li>• Consider how to make a document fit for purpose.</li> </ul>		
<b>Week 29</b>	3	Do	<ul style="list-style-type: none"> <li>• Promote it.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine information found to create a poster for a specific audience.</li> </ul>		
<b>Week 30</b>	3	An e-card system for your school	<ul style="list-style-type: none"> <li>• Putting things in order.</li> <li>• Sequencing and flow charts.</li> </ul>	<ul style="list-style-type: none"> <li>• Watch a video about different types of electronic card system.</li> <li>• Discuss the types of electronic card system already used.</li> <li>• Think about what the school card system should do.</li> <li>• Look at a simulation and suggest what should happen at each stage.</li> <li>• Understand sequencing and what a card system might do.</li> <li>• Create flow charts for their simulation.</li> </ul>		
<b>Week 31</b>	3	<b>REVISION</b>				
<b>April</b>						
<b>Week 32</b>		<b>SECOND TERM END EXAMINATION</b>				
<b>Week 33</b>		<b>SECOND TERM END EXAMINATION</b>				
<b>Week 34</b>		<b>APRIL VACATION</b>				
<b>April School Reopens - 3rd Term</b>						
<b>Week 35</b>	3	An e-card system for your school	<ul style="list-style-type: none"> <li>• Security.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss why security is important for the e-card.</li> <li>• Write a formula to check whether the user's PIN is correct.</li> </ul>		
<b>May</b>						
<b>Week 36</b>	3	Do	<ul style="list-style-type: none"> <li>• Buying snacks.</li> <li>• Making it work better.</li> </ul>	<ul style="list-style-type: none"> <li>• Create messages to be displayed if users cannot afford snacks.</li> <li>• Insert messages if the users purchase too much chocolate.</li> <li>• Write accurate and efficient instructions for macros.</li> <li>• Test sequences to see if they work.</li> <li>• Add messages to their spreadsheet.</li> <li>• Add sound to their spreadsheet.</li> <li>• Use a repeat code.</li> </ul>		
<b>Week 37</b>	3	Do	<ul style="list-style-type: none"> <li>• Check the PIN.</li> <li>• Cracking the code.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin writing the code that checks a user's PIN.</li> <li>• Write and use procedures to make codes more efficient.</li> <li>• Identify procedures that are used more than once.</li> </ul>		

<b>Week 38</b>	3	Do	<ul style="list-style-type: none"> <li>• Testing!Testing.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a test plan.</li> <li>• Test their simulation and make sure instructions are fit for purpose.</li> <li>• Write a short report.</li> </ul>		
<b>Week 39</b>	3	Assessment	<ul style="list-style-type: none"> <li>• Query a large database of cars.</li> <li>• Produce a report.</li> <li>• Evaluate a website against success criteria.</li> <li>• Write a report to the designer.</li> <li>• Add content to the website.</li> </ul>	<ul style="list-style-type: none"> <li>• Check that data is reasonable and accurate</li> <li>• Query the database.</li> <li>• Perform queries and know how to get the most effective result.</li> <li>• Represent information in a graph and integrate into a report.</li> <li>• Evaluate and review the website against the brief</li> <li>• Share and develop ideas digitally.</li> <li>• Understand the risks of collaborating digitally and how to keep safe.</li> <li>• Check that the website meets audience needs and agreed criteria.</li> <li>• Write a report to the designer outlining any changes to be made.</li> <li>• Produce a report and check the accuracy of conclusions.</li> </ul>		
<b>Week 40</b>	3	Assessment	<ul style="list-style-type: none"> <li>• Amend a flow chart of a system.</li> <li>• Add formulae to a simulation.</li> <li>• Amend a macro and add it to your simulation.</li> <li>• Make changes to a questionnaire.</li> <li>• Plan how will you use your</li> </ul>	<ul style="list-style-type: none"> <li>• Amend a flow chart of a system.</li> <li>• Add a formulae to a simulation.</li> <li>• Amend a macro and add If functions to a simulation.</li> <li>• Identify key data to solve a problem.</li> <li>• Collect relevant feedback and act on it.</li> <li>• Ensure data is valid and reliable.</li> </ul>		
<b>June</b>						
<b>Week 41</b>	3	<b>REVISION</b>				
<b>Week 42</b>	3					
<b>Week 43</b>		<b>THIRD TERM END EXAMINATION</b>				
<b>Week 44</b>						
<b>SUMMER VACATION</b>						