

ICT & DT Scope & Sequence for Grade 6

| Term | Theme | UAE/ CC Standards Ref. | SCF | Concept | Unit Topic/Key Skills | Bloom's Taxonomy Level | Assessment Criteria | Resources |
|--|---|--|--|---|--|---|--|---|
| Term 1(1 st week in September) ICT | Introduction to Technology E Safety | B1; B2; B3; H2; CO2; CO3 | Digital Competency: <i>To be effective and digitally competent in using a wide range of technologies in a responsible and ethical way.</i> Independent Learning <i>To be able to manage their own learning of a wide range of technologies and develop confidence in solving issues.</i> | To be able to : -Navigates a variety of software - Save files to a folder - Understand distinction between save/save as - Creates a folder - Open a saved file from own folder | Get to know your Tablet Classroom Rules. How to be safe Online. | Remember Remember and memorize how to use basic components of the tablet. Understand Recognize keyboard components and icons and use them independently. | -Recognize basic components of tablets (power on, keyboard, mouse). -Recognize and use keys on Keyboard (letters, numbers, enter, space) - Recognize and use basic icons on windows (Start, Apps, Power options) | School Tablet. www.educationcity.com |
| | | | | Keyword Vocabulary | | | | |
| | | | | <ul style="list-style-type: none"> • E Safety: How to be save during the use of internet • Rules • Design • technology | | | | |
| Term 1 (Sept-October) ICT | We are explorers- Photography, research Write your name | CS4; W4; D4; PS2; B6: IS4 PS2 | Digital Competency: <i>Use technologies to locate, collect and organize information.</i> <i>To be able to make flyer, invitation card and brochure on publisher</i> Independent Learning <i>To be able to open PowerPoint alone and start making the presentation.</i> <i>To make a table alone in excel.</i> | Copy and paste text and images within a document, as well as from one document to another. To know about the Binary and how to convert them to a digit numbers To be able to create a Slide show <i>(I)Insert a slide</i> <i>(I)Add sound</i> <i>(I)Add graphic</i> <i>(I)Add a variety of transitions</i> <i>(I)Show slideshow</i> | We are explorers- Photography, Microsoft Publisher Microsoft PowerPoint | Remember Remember classroom rules set and memorize the rules and regulations. Remember the basics of using computer Remember the basics of using tablets Remember the menu/tool bar on Microsoft office Understand | - Recognise the dangers of the Internet. - Create a presentation with animations and transitions Designing their pages | www.educationcity.com https://www.thinkuknow.co.uk/ school tablets |

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| | <p>in hieroglyphics</p> | <p>communicate Share understandings through discussions Work collaboratively online with other students under teacher supervision</p> <p>Self-confidence: Select a printer, use print preview, and print a document with the appropriate page setup and orientation. (with assistance).</p> <p>Problem solving: Use spreadsheets and other applications to make predictions, solve problems, and draw conclusions.</p> | <p>To use Microsoft publisher effectively. To be able to distinguish the different templates on publisher and the use of them</p> <p>Keyword vocabulary</p> <ul style="list-style-type: none"> • Animation The way text and objects move on and off a slide during a slide show • Background the underlying color of a slide. • Effects the formatting features that move the text on and off of the single slides. • Handouts A printing option that puts multiple slides on a page such as 3, 4, 6, 8 per page. • Hyperlink A shortcut that allows you to jump from the presentation to another destination. • Multimedia combined use of more than one media, text, image, sound, video, etc. • Notes Page allows the user to create notes to be used with the presentation of each slide • Outline View view displays the text of the slide with no other features | | <p>To understand how the Internet can be resourceful at the same time dangerous if not used carefully. To understand opening power point and create presentation To understand the binary numbers. Apply To apply a presentation that everything they learn. To apply a poster made on publisher</p> | | |
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| | | | | <ul style="list-style-type: none">• Placeholders empty boxes that appear on a new slide that reserve a space for the type of information you want to insert.• PowerPoint a software program that allows you to create professional looking multimedia presentations.• Slide a single page of a presentation in a slide show.• Slide Layout A predefined slide format that determines the position of the objects on the slide.• Slide Master controls the formatting for all the slides in a presentation• Slide Show the view that allows you to run your presentation and preview how it will look.• Slide Sorter the view that displays miniature versions of the slides so that you can move and arrange slides easily by dragging. <p>Slide View view displays a single slide and allows the user to insert clip, change the</p> | | | | |
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| | | | | <p>backgrounds, edit transitions, effects, and add animations</p> <p>Transitions the effects that move one slide off the screen and the next slide on during a slide show.</p> <p>Blank Presentation Feature that lets you create a show from scratch, using whatever layout, format, colors, and styles you prefer.</p> <p>Clip Art Clip art refers to any picture or art image that you add to improve your presentation.</p> <p>Design Template a pre-designed background and format that you can apply to one or all of the background slides in a presentation.</p> <p>Summary Slide This slide creates a bulleted list from the titles of the selected slides.</p> | | | | |
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| | | | | <p>Title Slide the first slide in a presentation; slide indicating the title of the presentation and the presenter's name</p> <p>View Buttons Picture buttons located in the left bottom corner of the PowerPoint display window; the buttons allow the user to switch views of the presentation while creating/editing.</p> | | | |
| Term 1(November-December) | Create a model of an ancient Egyptian burial chamber | DT | <p>Independent Learning <i>To learn how to evaluate own work and that of others.</i></p> <p><i>To be able to design the models by looking to the pictures and follow the instructions</i></p> <p>Integration: <i>To understand the scientific experiments by building them</i></p> <p>Creativity <i>To design and build a model of a house by cutting, attaching and adapting.</i></p> <p><i>To use large scale materials to attach to each other to build a house.</i></p> <p>Communication: <i>Sequence steps for making designed solutions and working collaboratively</i></p> <p>Critical thinking: <i>To think how they can use Lego to build a pyramid.</i></p> | <p>To encourage students to express their thoughts and ideas on any topic by building simple models with Lego bricks. To develop their creative thinking and problem solving skills by building models that illustrate their understanding of specific curriculum based topics thought on class. To motivate and learn rich investigations and exploration into the world of machine and mechanism</p> <p>Keyword vocabulary</p> <ul style="list-style-type: none"> • LEGO Education • Bricks • Blocks • Designing • Building • Gears • Wheels • Axels • Starter • Kits | Trip to Egypt | <p>Remember Remember that we should follow the lab rules and work on a safety way. Remember some topics on science</p> <p>Understand & Apply To understand the use of the elements that we have.</p> <p>To show the teacher their designs and test them.</p> | <p>Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment</p> <p>Identifying, and playing and experimenting with, components.</p> <p>Building a pyramid that is high and strong.</p> |

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| Term 2 (January-February) ICT | Mine enterprise | B8 | <p>Digital Competency. <i>Identify and use a variety of storage media (e.g., CDs, DVDs, flash drives, school servers, and online storage spaces), and provide a rationale for using a certain medium for a specific purpose.</i></p> <p><i>Collect, organize, and analyse digital information from a variety of sources, with attribution.</i></p> <p>Respect / Tolerance <i>Explain responsible uses of technology and digital information; describe possible consequences of inappropriate use.</i></p> <p>Teamwork</p> | <p>How to open publisher and choose a design?</p> <p>To alter font type, size and colour for effect.</p> <p>To amend text and save changes ICT can be used to: reorganise text to make its meaning clearer.</p> <p>Amend text Correct mistakes.</p> <p>Automate the amendment of text (find and replace</p> | <p>We are business women and we need a business card.</p> <p>Let's make brochure</p> <p>Let's make a menu for our small bakery</p> | <p>Remember <i>Saving images and the text formatting and how to save images from internet.</i></p> <p>Understand <i>To be able to use Microsoft publisher.</i></p> <p>Apply: <i>To apply a menu, business card and brochure.</i></p> | <p>can develop and refine their work to enhance its quality, using information from a range of sources. can use complex lines of enquiry to test ideas. I am able to present my ideas in a variety of ways and show a clear sense of audience. can develop, test and refine sequences of instructions to monitor, measure and control events, and show efficiency in framing these instructions. can use ICT based models to make predictions and</p> | <p>Internet</p> <p>Tablets</p> |

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| | | | Work collaboratively online with other students under teacher supervision. | <p>Keywords Vocabulary</p> <p>Publish Business Card Brochure Color scheme Font scheme Background Pattern Save as Invitation card Greeting Award Built in Text box</p> | | | <p>vary the rules within the models.</p> <p>Can save images and videos from internet</p> <p>Can create a multimedia presentation incorporating images, sounds and text.</p> <p>can assess the use of ICT in their work and are able to reflect critically in order to make improvements in subsequent work.</p> | |
| Term 2 (March-April) | Digging the past | Science and Engineering Practice | <p>Digital Competency:</p> <p>Recognise the role in design and technologies occupations and explore factors, including sustainability that impact on the design of products, services and environments to meet learning needs</p> <p>Problem solving</p> <p>To help Max and Mia in solving the problems and discover new things</p> | <p>To motivate and learn rich investigations and exploration into the word of machine and mechanism</p> <p>Explore how technologies use forces to create movement in products</p> <p>To learn how to program the robot using WeDo 2.0 Lego Education</p> | We are scientist | <p>Remember</p> <p>Remember and memorize the important of studying design and technology.</p> <p>Understand</p> <p>To know the meaning of robotics</p> <p>To recognise the materials on their boxes and know the deferent between each material.</p> | <p>Can make appropriate lists of tools, equipment and materials that I will need to make my product.</p> <p>Can make step-by-step plans as a guide to making particular parts of my product</p> <p>Can solve the problems using Lego education can investigate products and make comments about how well they have been made</p> <p>can investigate products and make comments</p> | <p>LEGO education WeDo 2.0 Set</p> <p>Internet</p> <p>Mindstorm software</p> |

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| | | | | Keyword Vocabulary Scientist Rover Pull Push Machine Programming Motors Sensors WeDo Software Problem solving Speed Time Axels Brick Power Display Beams pins | | | about how well they meet user needs and wants Can investigate products and make comments about how well they work and achieve their purposes can investigate products and make comments about why certain materials have been chosen | |
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