

# **iCommunicate**

## **Knowledge Organisers**

# iCommunicate: rCommunicate EYFS

## Course Evaluation Criteria

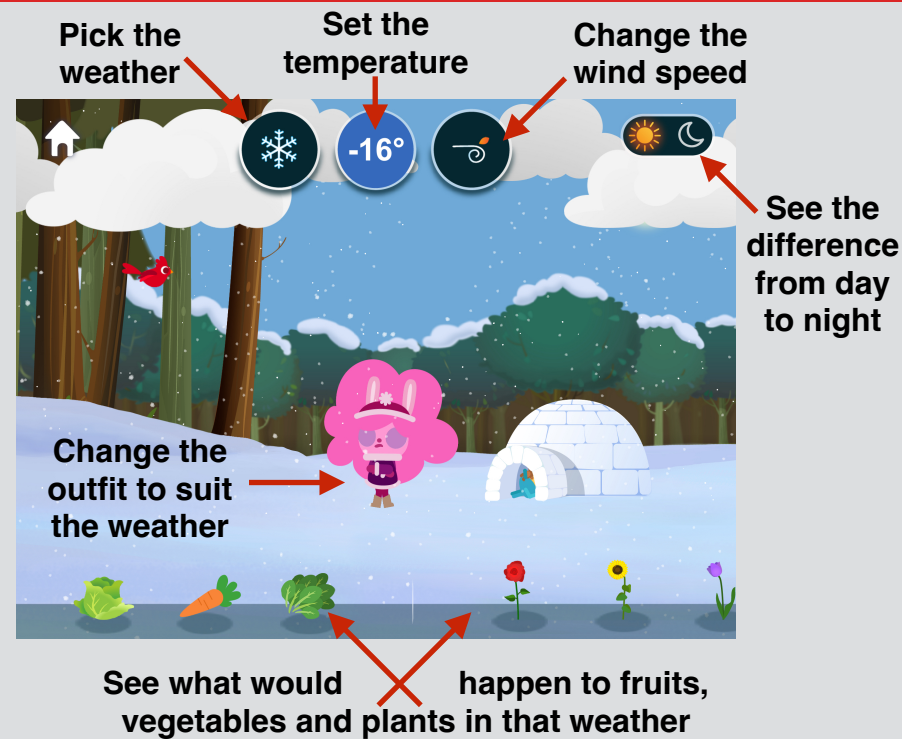
**Reception:** We would expect all children in reception to attain statements 1-5. If statements 6 or 7 are attained, those pupils are exceeding expectations.

- 1) Pupils can name three different ways to communicate with others
- 2) Pupils can name three different modes of transport
- 3) Pupils understand that different types of animals live in different climates
- 4) Pupils know that an email starts with a greeting and ends with a goodbye
- 5) Pupils know that certain clothing is appropriate depending on the weather
- 6) Pupils can list the advantages and disadvantages of certain methods of communication
- 7) Pupils can state the different reasons someone might send an email

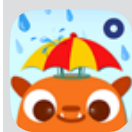
## Course Overview

**Course overview:** After looking at different ways of communication the class will start emailing Alex the Alien. Alex would like to attend a school on the planet Earth, but he doesn't know anything about the planet. Using apps and class discussions the pupils will read emails from Alex to ascertain what he would like to know, places he would like to go, do research for him, and then report their findings back at the end of the lesson. Pupils will finish the half term by sending Alex an email constructed by the class.

**Learning objective for the course:** Pupils will learn about the world around them through emails to Alex the Alien. Pupils will be able to answer questions relating to different situations such as, which transport should I use, which clothing would be best for this weather, what animals live within this environment, and what about these animals makes them suitable for this environment? Pupils will also be able to say what an email should include.



## Apps used



**Mp Weather**

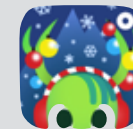


**Mp Ocean**



**Car Builder**

**Mp Artic**



**Earth School**



## Vocabulary Bank

**Transport**

A way to move around.

**Arctic**

A very cold place at the top of the globe.

**Ocean**

Big piece of water where sea creatures live.

**Email**

A way to send a message.

**Weather**

Conditions outside.

**Planets**

Large objects like Earth that go around the sun.

**Temperature**

How hot or cold it is outside.

# iCommunicate: iSecure Lite Level 1

## Course Evaluation Criteria

**Y1: We would expect all children in Y1 to attain statements 1-6. If any of statements 7-10 are attained, those pupils are exceeding expectations.**

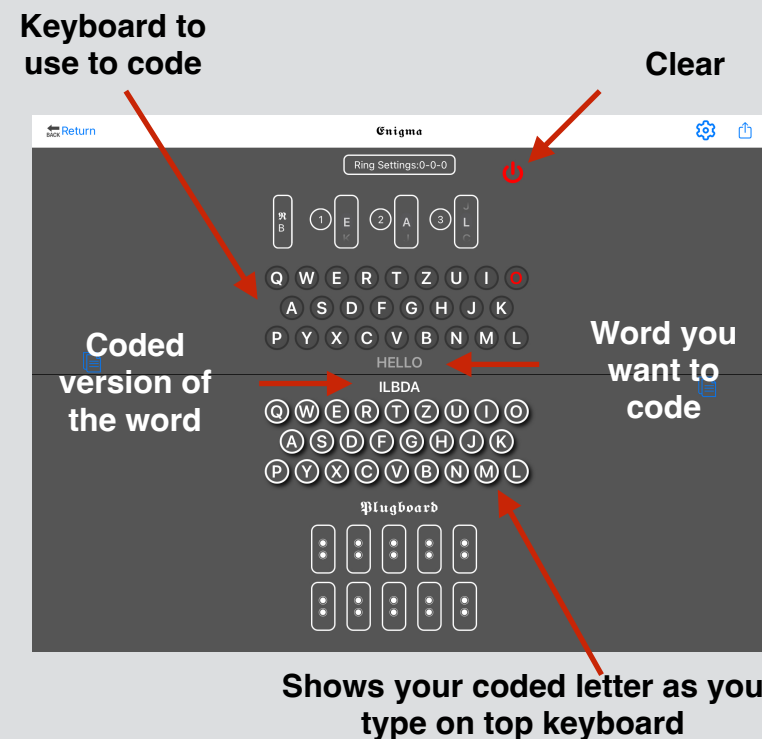
- 1) Pupils know what e-safety means.
- 2) Pupils know why we use passwords.
- 3) Pupils can name two pieces of personal information.
- 4) Pupils know what to do if they encounter a pop-up ad.
- 5) Pupils know what stop, block and record means.
- 6) Pupils can differentiate between bullying and cyber bullying.
- 7) Pupils understand how their actions on the internet can have real-life consequences.
- 8) Pupils understand what makes a good password verses a bad one.
- 9) Pupils understand why we shouldn't trust people's avatars.
- 10) Pupils know how they can minimise screens instead of closing them.

## Course Overview

**Course overview:** Pupils will learn the fundamentals of the internet and digital device safety. They will be introduced to different real-life scenarios and develop different strategies to stay clear of, or to deal with potential situations that could arise when online. Pupils will be reminded each lesson about the correct procedures to follow and who they can talk to should they have any concerns regarding e-safety.

**Learning Outcome for the course:** Pupils will learn how to keep themselves safe while on digital devices. They will learn about trusting the internet, both with things they see and people they may encounter. They will be taught what is classed as personal information and why they should not share this with anyone else. Pupils will also critically learn who they can speak to regarding anything that is upsetting them.

## Enigma Simulator

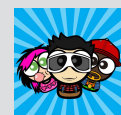
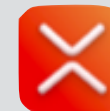


## Apps used



**Enigma Simulator**

**XMind**



**Toon Me Studios**

**Logo Foundry**



**Strip Design**

## Vocabulary Bank

### e-Safety

*Being safe while using electronic devices.*

### Password

*A word or series of letters used as a key to unlock information.*

### Trust

*You believe that the information being given to you is the truth.*

### Gaming

*Playing video games on a device, usually playing online with other players.*

### Avatar

*A computerised version of a character, sometimes used instead of a photo.*

### Cyber bully

*Someone who bullies somebody using a digital device. E.g., texting.*

### Personal Info

*Information that refers to an individual. E.g., name, address, photo.*

### Pop-Ups

*An advert or a window that will appear on a device's screen.*

### Private/Privacy

*Settings on a device to hide your personal information.*

### Digital Devices

*E.g., iPad, Phone, Game console, PC. Can usually access the internet.*

# iCommunicate: iConnect Lite Level 2

## Course Evaluation Criteria

**Y2: We would expect all children in Y2 to attain statements 1-5. If statements 6 or 7 are attained, those pupils are exceeding expectations.**

- 1) Pupils can name different ways to contact someone
- 2) Pupils can describe what video calling is
- 3) Pupils can explain why music can evoke an emotional reaction
- 4) Pupils can describe what a digital postcard is
- 5) Pupils know what emails are, and how an email address is laid out
- 6) Pupils can recognise instruction or emotion through a photograph
- 7) Pupils can identify pros and cons of different methods of communication

## Course Overview

**Course overview:** During iConnect pupils will look at all the ways we can contact someone in this digital era. The class will explore and discuss the reasons why people may wish to connect with others both around them and far away. Pupils will create multimedia communications to send to a recipient. Pupils will recap important aspects of iTech Lite Level 1 regarding the technology we use to communicate with people in the 21<sup>st</sup> century.

**Learning Outcome for the course:** Throughout the iConnect course pupils will draw upon their design and composition skills from iCreate and iJam. They will learn about seven forms of digital communication: Emails, Texts, Voice notes, Pictures, Postcards, Video Calls and Music. Pupils will learn the advantages and disadvantages for using all seven forms and test some out themselves.

## Voice memos

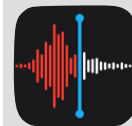


## Apps Used



**GarageBand**

**Strip Designer**



**Voice memos**

**Mail**



**iMovie**

## Vocabulary Bank

**Communication**

**Connection**

How we talk to people.

A link to someone.

**Emails**

**Subject**

A digital letter sent via the internet.

Who you are sending your email to.

**Text Message**

**Video Call**

A electronic message sent and received by mobile phones.

A way of communication. You are able to see and speak to the person in real time.

**Emotion**

**Digital**

A feeling someone has.

Something electronic.

**Sound wave**

**Voice Note**

How sound looks when it's recorded.

A recording of your voice sent to someone.



# iCommunicate: iCollaborate Level 1

## Course Evaluation Criteria

**Y3: We would expect all children in Y3 to attain statements 1-6. If any of statements 7-10 are attained, those pupils are exceeding expectations.**

- 1) Pupils know what a podcast is.
- 2) Pupils know the difference between a feature and an introduction.
- 3) Pupils can simply outline the difference between a podcast, blog and a vlog.
- 4) Pupils can write a simple blog about a certain subject.
- 5) Pupils can turn a blog into a vlog.
- 6) Pupils know what a jingle is and can create one themselves.
- 7) Pupils know key characteristics of a feature.
- 8) Pupils can write a description with a specific audience in mind
- 9) Pupils can incorporate their feelings and opinions about the subject while creating their work
- 10) Pupils can delegate different roles to each member of their group while recording their podcast

## Course Overview

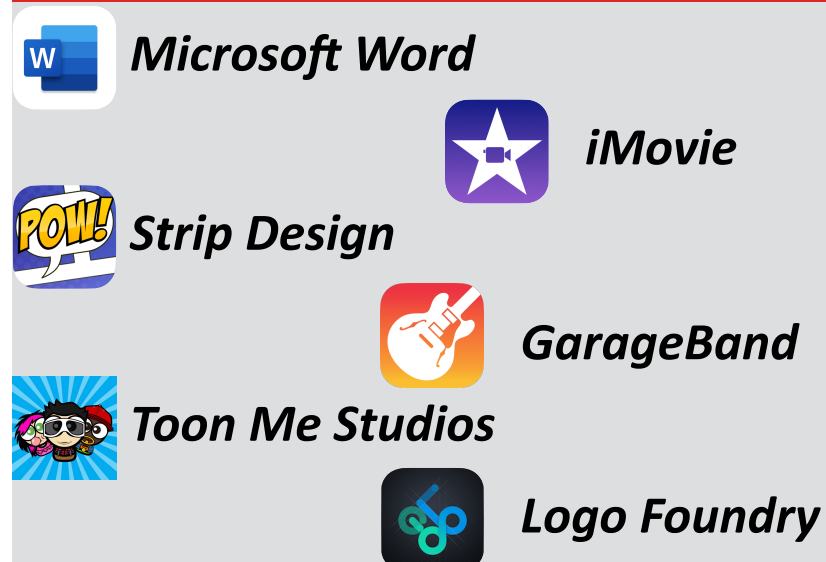
**Course overview:** This module focuses on podcasting, blogging, vlogging and broadcast channels. Pupils will look at the origins of these four areas before learning how to create their own. Pupils will also discuss how digital networks such as the internet have made remote collaborations possible and very easy.

**Learning Outcome for the course:** During this course, the pupils will learn about Blogs, Vlogs and Podcasts. They will look in depth at these three forms of communication with a view to creating their own. Pupils will learn how to use more advanced functions of GarageBand such as the auto-bar, and copy and paste. Pupils will use writing skills to plan their work and learn how to structure each of these means of communication effectively for their audience.

## Channel



## Apps Used



## Vocabulary Bank

### Podcast

*An audio only file released on the internet.*

### Blog

*A piece of writing posted on the internet.*

### Vlog

*The video equivalent of a blog.*

### Auto-Bar

*GarageBand feature that allows continuous recording.*

### Collaboration

*The process of working with multiple people.*

### Viewers

*Who is watching a piece of content.*

### Ident

*A short piece of film to identify the channel being watched.*

### Collaborate

*Two or more people working together on a project.*

### Content

*Entertaining media created for multiple platforms.*

### Episodical

*When content is split into individual episodes.*

### Channel

*A customised online place to post content.*

### Audience

*The demographic of people viewing content.*

### Listeners

*Who is listening to a piece of content.*

### Dead Air

*Anytime when silence is heard in a broadcast.*

# iCommunicate: iPublish Level 2

## Course Evaluation Criteria

**Y4: We would expect all children in Y4 to attain statements 1-6. If any of statements 7-10 are attained, those pupils are exceeding expectations.**

1. Pupils understand what the focal point of a picture is.
2. Pupils know some of the different roles in a magazine company.
3. Pupils understand there are two ways to distribute a magazine and can name them.
4. Pupils understand what post-production is in terms of photography.
5. Pupils can explain what a letter from the editor is and what's included in it.
6. Pupils can design a layout for a double-page spread of a magazine.
7. Pupils will be able to explain what different effects do to photos during post-production.
8. Pupils know the importance of a deadline and the consequences if they are not met.
9. Pupils can make decisions on distribution when given a budget to work to.
10. Pupils can name the roles needed to create a magazine and what they are responsible for.

## Course Overview

**Course overview:** Pupils will learn the fundamentals of photography and editing before moving on to the uses for their photography. They will design and produce a magazine around a theme chosen by the pupils. To finish off the half term pupils will look at different ways of publishing their magazine in our digital age.

**Learning Outcome for the course:** Pupils will learn photography practice such as, having a focal point, making sure you photo is in focus, as well as more advanced techniques like perspective and rule of thirds. Pupils will use these techniques and new knowledge gained from this course by analysing existing print media to create a magazine about their school. Pupils will learn how to use advanced features of Strip Designer to create their final product. Throughout the course the pupils will also learn about the roles people have within this field and how collaboration is key within this industry.

## Magazine

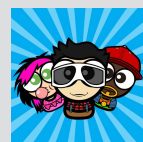


Here's an example of a double-page spread we could have in a magazine.

## Apps Used



**Strip Design**



**Toon Me Studios**



**Snapseed**

## Vocabulary Bank

### Focal Point

*What you are taking a photo of.*

### Raw photo

*A photo that has not been edited.*

### Rule of thirds

*Taking better photos by placing the focal point on a grid.*

### Perspective

*Changing how big or small a focal point looks with different camera placements.*

### Print media

*Physical media created by printing.*

### Collaboration

*The process of working with multiple people.*

### Filters

*Changing the appearance of a photo.*

### Publishing

*The process of preparing something to be distributed.*

### Distribution

*The process of sharing something to a large audience.*

### Background

*Whatever is at the back of a photo.*

### Foreground

*Whatever is at the front of a photo.*

### Editing

*Changing or modifying an image in any way.*

### Cropping

*Removing the sides of an image.*

### Rotation

*Spinning an image clockwise or anti clockwise.*



# iCommunicate: iAdvertise Level 3

## Course Evaluation Criteria

**Y5: We would expect all children in Y5 to attain statements 1-6. If any of statements 7-10 are attained, those pupils are exceeding expectations.**

- 1) Pupils understand the role branding plays when selling a product or service.
- 2) Pupils can explain what a tagline is.
- 3) Pupils know what information is included in a radio advert.
- 4) Pupils can identify different ways they can distribute their work.
- 5) Pupils will be able to create a TV advert while working to a brief.
- 6) Pupils are able to explain the differences between a tagline and slogan.
- 7) Pupils can explain the advantages of different distribution methods.
- 8) Pupils are able to create a sonic logo without assistance.
- 9) Pupils are able to add their visual branding onto their advertisements in post-production.
- 10) Pupils can discuss the factors that need to be considered before choosing the right method of advertisement.

## Course Overview

**Course overview:** Pupils will be introduced to advertising across three different mediums: Print, TV and Radio. Participants will learn how to create radio adverts and sonic branding to suit different products and themes, create a TV advert for a new product and slogan for their product. The outcome will be for pupils to have a series of works surrounding the advertisement industry. Pupils will look at collaborations of different departments in the same company to make a rounded campaign.

**Learning Outcome for the course:** Drawing on skills from iJam, iCreate and iTech as well the previous levels of iCommunicate to create a full marketing campaign for companies. Pupils will learn to create radio broadcasts as well as learning about national and local distribution. They will be learning about TV adverts and how they tie in with other things like radio ads and print campaigns to create a full marketing strategy. Pupils will also learn about branding, both sonic and print, looking at colour, image and sound choices of different companies.

## GarageBand



## Apps Used



**GarageBand**



**iMovie**



**Logo Foundry**



**Strip Design**

## Vocabulary Bank

### Branding

*Promoting using a unique and identifiable design.*

### Brief/Design Brief

*A plan of how a project should be completed.*

### Jingle

*A short piece of music used to identify a brand.*

### Visual Branding

*Any visual elements of a business like a logo, images or colours.*

### Sonic Branding

*Any audio elements of a business like jingles or sounds.*

### Marketing

*The process of advertising, promoting and selling a product.*

### Target Marketing

*Where you are aiming advertising to.*

### Select Targeting

*What specific group of people you are targeting.*

### Distribution

*The process of sharing something to a large audience.*

### Slogan

*A short catchy phrase used in advertisement.*

### Customer

*Whoever is buying the product.*

### Consumer

*Whoever is using the product.*

# iCommunicate: iGraphics Level 4

## Course Evaluation Criteria

**Y6: We would expect all children in Y6 to attain statements 1-6. If any of statements 7-10 are attained, those pupils are exceeding expectations.**

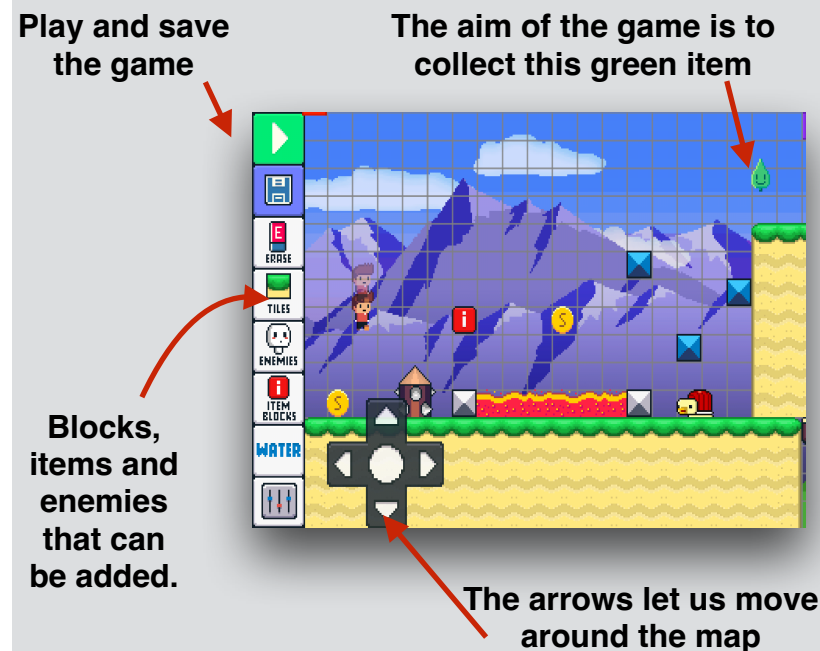
- 1) Pupils know what units are used to measure graphics and colour.
- 2) Pupils can explain what a design brief is and why it is used.
- 3) Pupils know what a WYSIWYG web design program is.
- 4) Pupils can clearly structure, write and send an email.
- 5) Pupils can create a game whilst following a design brief.
- 6) Pupils can explain how HTML is used to code websites.
- 7) Pupils can explain the advantages and disadvantages of HTML against WYSIWYG.
- 8) Pupils can effectively implement the Four C's when designing their game.
- 9) Pupils can change the colour and font of text without assistance.
- 10) Pupils can discuss the pros and cons of technology in graphic design.

## Course Overview

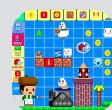
**Course overview:** Participants will work to design and create a new website for Junior Jam. Pupils will be given design briefs to follow which will aid their design process. The websites will include elements of HTML coding as well as using a WYSIWYG developing app to help visualise their designs. The websites must include several different elements including a video game that pupils must also design and create as part of the course.

**Learning Outcome for the course:** Pupils will learn the different ways websites can be designed to industry standards. Learning to follow design briefs to create a finished product. They will also learn a basic understanding of how to code in HTML and use this to code their own website.

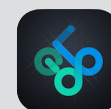
## Sam's Level Maker



## Apps Used



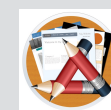
**Sam's Level Maker**



**Logo Foundry**



**Strip Design**



**HTML Egg 2**



**Easy HTML**

## Vocabulary Bank

### HTML (Hypertext Markup Language)

A coding language used to build websites.

### Pixels

The smallest singular display on a digital screen.

### RGB colour

How red, green and blue are used to create all colours.

### WYSIWYG

'What You See Is What You Get' - creating a website in real time.

### Design Brief

A plan of how a project should be completed.

### The Four C's (Challenge, Choice, Change & Chance)

### Header banner

An image placed at the top of a website.

### Navigation bar

A way users can search for certain things on a website.

### Target Audience

The specific group of people you are trying to appeal to.

### Market Research

Gathering information about customer wants and needs.

### Focus group

An interview with a small group of people about a specific subject.

Four areas where a game will be more entertaining for the consumer.