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### 1. PREAMBLE

The DAS Computer teaching Syllabus for upper primary is meant to run all the year period covering classes from Primary 1 to Primary 6. It is intended to introduce learners to computers and provide them with skills, which they can use in their schoolwork, in further education and in future employment.

### 2. AIMS

The syllabus aims to:

2.1 develop in pupils an interest in and enjoyment of the many uses of computers

2.2 develop in pupils an awareness of computer technology and its role in society

2.3 develop in pupils an appreciation of the use of computers in solving a wide variety of problems in information and communication technology

2.4 help pupils acquire computer skills and knowledge which can be applied in future training or studies

2.5 develop an appreciation of different computer applications

2.6 encourage creativity and logical thinking.

### 3. ASSESSMENT OBJECTIVES

The pupils should be able to:

3.1 identify the hardware components and software of a computer

3.2 generate and manipulate documents (word processing)

3.3 carryout simple mail merge

3.4 create spreadsheets and apply the various in-built functions

3.5 demonstrate a sound knowledge and understanding of the operating systems

3.6 create presentations

3.7 use the Internet and e-mail.

### 4. ASSESSMENT

There should be continuous assessment throughout the course (Primary 1-6)

### 5. SCHEME OF ASSESSMENT

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Paper** | | **Description** | | **Duration** | | **Marks** | | **Weighing** | |  |
| 1 | | Multiple choice and Structured questions | | 1 ½ hours | | 100 | | 50% | |
|  | 2 |  | Practical Coursework | |  |  | 100 |  | 50% | |

**Paper 1** (1½ hours)

* Pupils answer all questions.
* Multiple choice and structured questions.
* The paper will account for 50% of the final mark.

**Paper 2**

* This will be assessed by the teacher/supervisor and will account for 50% of the final mark.

### 6. METHODOLOGY AND TIME ALLOCATION

A pupil-centered approach is essential. This is a hands-on process approach involving problem identification and problem solving using the computer. The hands-on process approach stimulates curiosity and encourages learners to be innovative. With this approach the development of concepts and skills is achieved simultaneously in the learning activities.

Some of the participatory and pupil centered methods that could be used to teach computer studies include:

* Demonstration and observation
* Discussion
* Question and answer
* Group work
* Discovery and experimentation
* Research
* Field trips
* Project work
* Visual display
* Games
* Use of audiovisual media

### 7. TIME ALLOCATION

The allocation of time (in periods) caters for 2 periods a week of 30 minutes each for each term. It is assumed that there will be ten weeks of effective teaching

At least **1hour** per week per class should be allocated to computer lessons.

# LOWER PRIMARY

### ORGANISATION OF THE LOWER PRIMARY SYLLABUS

This syllabus has been structured to cover the three years of Lower Primary School. Each year’s work has been divided into three terms. Each term has a number of topics. The structure is presented in the table below.

### ORGANIZATION AND STRUCTURE OF THE LOWER PRIMARY SYLLABUS

**PRIMARY ONE**

|  |  |  |
| --- | --- | --- |
| **TERM ONE**  INTRODUCTION TO INFORMATION TOOLS | **TERM TWO**  INTRODUCTION TO COMMUNICATIONS TOOLS | **TERM THREE**  INTRODUCTION TO TECHNOLOGY TOOLS |
| TOPIC 1  SOURCES OF INFORMATION    Definition of Information    Sources of Information    Tools for sending and receiving    Information      TOPIC 2  MOUSE CLICKING    TOPIC 3  HOME ROW KEYS OF THE KEYBOARD    Mouse Skills  Selection of icons on the desktop Single left click    Keyboarding Skills  Typing letters of the alphabet using Notepad  Using numeric keys to type numbers using Notepad | TOPIC 1  TOOLS FOR COMMUNICATION Definition of Communication    Tools for Communication    Uses of tools for Communication        TOPIC 2  FORMS OF COMMUNICATON    Forms of Communication    TOPIC 3  DRAGGING OF MOUSE  Mouse Skills  Using the mouse to drag items      UNT 4  TOP ROW KEYS OF THE KEYBOARD  Keyboarding Skills    Typing letters of the µqwerty¶ row using  Notepad | TOPIC 1  TECHNOLOGY TOOLS Definition of  Technology    Technology Tools    Uses of Technology tools    TOPIC 2  DRAGGING OF MOUSE (2)  Dragging of mouse pointer to draw shapes    TOPIC 3  HOME AND TOP ROW KEYS    Typing words using home and µqwerty¶ rows |

**PRIMARY TWO**

|  |  |  |
| --- | --- | --- |
| **TERM ONE**  MOUSE AND KEYBOARDING SKILLS (1) | **TERM TWO**  MOUSE AND KEYBOARDING SKILLS (2) | **TERM THREE**  MOUSE AND KEYBOARDING SKILLS (3) |
| TOPIC 1  DOUBLE CLICKING OF MOUSE    Mouse Skills  Double clicking of mouse    Opening icons on the desktop        TOPIC 2  THE USE OF SPACEBAR AND BACKSPACE KEYS    Keyboarding skills  Using spacebar and backspace keys to type words using home and qwerty keys        TOPIC 3  INTRODUCTION TO GAMES  APPLICATION    Using Games Application to reinforce mouse skills | TOPIC 1  DRAGGING OF MOUSE    Dragging the mouse pointer to draw and colour shapes using the Paint Application          TOPIC 2  BOTTOM ROW KEYS OF THE KEYBOARD    Typing of words using the home, bottom and qwerty rows keys.        TOPIC 3  INTRODUCTION TO GAMES APPLICATION    Using Games Application to reinforce mouse skills | TOPIC 1  USING DRAWINGS AND IMAGES TO PRESENT INFORMATION    Using drawings and images to record and present information          TOPIC 2  TYPING SHORT PASSAGES    Typing ± reinforcement of spacebar and backspace using Notepad            TOPIC 3  INTRODUCTION TO GAMES  APPLICATION    Using Games Application to reinforce mouse skills |

**PRIMARY THREE**

|  |  |  |
| --- | --- | --- |
| **TERM ONE** INTRODUCTION TO ICT TOOLS | **TERM TWO** INTRODUCTION TO ICT TOOLS | **TERM THREE**  INTRODUCTION TO WIINDOW MANAGEMENT |
| TOPIC 1  USES OF ICT TOOLS IN EVERYDAY LIFE    Uses of ICT tools in everyday life            TOPIC 2  DOUBLE CLICKING THE MOUSE (2) Double clicking the mouse          TOPIC 3  THE USE OF GAMES APPLICATION Using Games Application to reinforce  mouse skills | TOPIC 1  MOUSE SKILLS REVIEW    Using the mouse to locate:  Paint Application  Notepad Application  Start menu        TOPIC 2  USE OF LOWER AND UPPER CASE CHARACTERS IN TYPING    Combining of upper and lower case characters in typing        TOPIC 3  THE USE OF GAMES APPLICATION  Using Games Application to reinforce mouse skills | TOPIC 1  BASIC WINDOW MANAGEMENT Maximizing and restoring window using the **maximize button** in the control box    Typing short sentences using Text Editor or Notepad Application    Minimizing land closing Text Editor or Notepad Application window using the **minimize** and **close** button in the control box        TOPIC 2  DRAWING AND COLOURING IMAGES WITH PAINT APPLICATION TOOLS    Drawing shapes and objects using the Pencil tool of the Paint Application        Colour shapes and objects using the Fill With  Colour tool of the Paint Application tool |

# PRIMARY ONE

**ICT**

## TERM ONE

**INTRODUCTION TO INFORMATION TOOLS**

**General Objective**: The pupil will:

1. Understand information
2. Recognize the sources of information tools

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| --- | --- | --- | --- | --- | --- |
| **WEEK** | **TOPIC** | **SPECIFIC OBJECTIVES** | **CONTENT** | **TEACHING AND LEARNING ACTIVITIES** | **EVALUATION** |
| 1 & 2                                      3 | **TOPIC 1**    SOURCES OF  INFORMATION | The pupil will be able to:    1.1.1 explain Information                                          1.1.2 identify sources of Information | **Definition of Information?**  Something told e.g. news, message, story                                      **Sources of information :**  people newsletters films teaching announcements bulletins magazines newspapers books music etc. | Ask a pupil to tell the class how she/he spent the weekend.    Teacher explains that information is based on the above activity.    Let pupils understand that ideas, thoughts and messages are referred to as information.    Pupils in groups discuss a given topic and share the information with the rest of the class.        Pupils brainstorm to come up with the various sources of information.    Display real or pictures of various sources of information for pupils to identify and discuss. | **Exercise:**  Pupils to describe what the people in the picture are doing.                  **Assignment:**  Pupils to find out more sources of information and report in class |

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| --- | --- | --- | --- | --- | --- |
| **WEEK** | **TOPIC** | **SPECIFIC OBJECTIVES** | **CONTENT** | **TEACHING AND LEARNING** **ACTIVITIES** | **EVALUATION** |
| 4                                                        7 & 8                      8        9 & 10 | **TOPIC 2**    MOUSE  CLICKING                        **TOPIC 3**    HOME ROW  KEYS OF THE  KEYBOARD | The pupil will be able to:    1.1.3 Name tools  for sending and receiving info                                            1.2.1 single click the mouse                1.3.1 identify the  home row  keys on the  keyboard      1.3.2 type letters of the home row keys using Notepad | **Tools for sending and receiving information** :  Radio ± news, announcements etc    TV, news, announcement, films, drama, events from other countries, etc    Calculator ± information on calculations    Telephone (including mobile phones) messages  Camera- sending pictures  Microphone ± talking to large audience    Talking drums ± sending messages    Computer ± information, sending and receiving messages          **Mouse skills**: Mouse clicking                  Keyboarding skills: Home row keys on the keyboard        Typing letters of the home row keys  using Notepad | Display real objects or pictures of tools of Information.    Let pupils name the things they see in the picture.    Discuss the uses of the various tools as in content.    Let pupils handle and operate some of the tools.                                  Let pupils practice how to hold the mouse correctly.  Guide pupils to use the mouse pointer to identify icons on the desktop.  Assist pupils to practice how to click the mouse.        Assist pupils to identify the home row keys on the keyboard.        Guide pupils to type the home row keys using Notepad. | **Home work:**    Pupils to draw and name any four tools of information and report to class.                                                                            **Home work:**  Pupils practice typing on the home row keys using  NotePad |

## TERM TWO

**INTRODUCTION TO COMMUNICATIONS TOOLS**

**General Objective**: The pupil will;

1. Identify communication tools
2. Use communication tool such as mouse and keyboard

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| **WEEK** | **TOPIC** | **SPECIFIC OBJECTIVES** | **CONTENT** | **TEACHING AND LEARNING** **ACTIVITIES** | **EVALUATION** |
| 1 & 2                                  3 & 4                  5 | TOPIC 1    TOOLS FOR  COMMUNICATION | The pupil will be able to:    2.1.1 explain  communication                                      2.1.2 identify communication tools and their uses | **Definition of Communication** It Is a way people exchange ideas, Information etc.                                **Tools for communication** : person radio TV  radio cassette recorder  telephone computer  talking drum    **Uses of tools for Communication** e.g.  telephone for conversation radio for news, announcements TV for news, announcements talking drum for announcements bell (Dawuro) for announcements | Review lesson on information tools and sources through questions and answers.    Ask two pupils to chat on a given topic (Teacher should make sure that both are involved in the dialogue)    Let pupils understand that when they talk to friends, parents, teachers and others and they also talk to them, they are communicating. So giving information and receiving response is communication.    Ask pupils to tell how they can talk to their parents in their homes whilst in school e.g by letter or telephone    Let pupils mention other tools that can be used to communicate.        Display real objects or pictures of tools for communication for pupils to identify and discuss their uses.    **NOTE:**  Pictures should include people using the tools | **Assignment:** Pupils to draw people communicating using the Tools. |

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| **WEEK** |  | **TOPIC** | **SPECIFIC OBJECTIVES** | **CONTENT** | **TEACHING AND LEARNING ACTIVITIES** | **EVALUATION** |
|  | 6  7 & 8  9 to 11 | TOPIC 2    FORMS OF  COMMUNICATON                                  TOPIC 3    DRAGGING OF  MOUSE (1)                UNT 4    TOP ROW KEYS OF  THE KEYBOARD | The pupil will be able to:    2.2.1 Identify form of  communic  ation                                  2.3.1 drag items  using the  mouse                2.4.1 type letters of the qwerty row using  Notepad | **Forms of communication:**  Verbal e.g. conversation, teaching    Written e.g. letters, class exercises,  homework    posters - announcements,  directions    signs - road signs, traffic lights, sign board    body language - smiling, weeping, nodding,          **Mouse skills**: Using the mouse to drag items                    **Keyboarding skills:** Typing letters of the µqwerty¶ row using Notepad | Discuss the forms of communication as in content.    Pupils use body language to communicate e.g. nodding of head, winking of the eye, shrugging shoulders etc.    Teacher takes pupils out on a visit to identify road signs, posters etc    Pupils in groups draw and label road signs and posters.                Teacher to open Paint Application for pupils to draw any object of their choice to improve upon mouse skills.    Guide pupils to use the mouse to draw some letters of the alphabet eg. A - D        Guide pupils to type letters of the “qwerty” row using Notepad. | **Class Exercise:** Pupils to draw objects using the  Paint  Application.            Pupils to type two to three letter words |

## TERM THREE

**INTRODUCTION TO TECHNOLOGY TOOLS**

**General Objective**: The pupil will:

1. Recognize technology tools and their uses
2. Use technology tool such as mouse and keyboard

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| --- | --- | --- | --- | --- | --- |
| **WEEK** | **TOPIC** | **SPECIFIC OBJECTIVES** | **CONTENT** | **TEACHING AND LEARNING ACTIVITIES** | **EVALUATION** |
| 1 & 2                        3 to 5 | **TOPIC 1**    **TECHNOLOGY TOOLS** | The pupil will be able to:    3.1.1 explain Technology                          3.1.2 identity and state the uses of  Technology tools | **Definition of Technology**  e.g Tools and equipment that help to  make work easy.    **Technology tools:** radio  radio Cassette Recorder telephone computer television etc.    **Uses of Technology tools** e.g.  telephone for  conversation radio for news etc computer for typing letters, communicate receiving and sending  information  thermometer for temperature weighing scale for weighing things etc. | Review lesson on information and communication through questions and answers.    Show real or pictures of technology tools for pupils to identify and describe their uses.              Discuss and demonstrate how technology tools are used in sending and receiving information.      Pupils in pairs to improvise and demonstrate how to use the following Technology tools to communicate:  Telephone  Radio Cassette Recorder  Television    **Field Trip**:  A visit to a Technology Centre  Take pupils out to a Technology Centre  e.g. communication center or community center to observe how technology tools are used.  Pupils to report in class on what they saw. | **Group work:** Pupils to make improvised technology tools |

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| --- | --- | --- | --- | --- | --- |
| **WEEK** | **TOPIC** | **SPECIFIC OBJECTIVES** | **CONTENT** | **TEACHING AND LEARNING** **ACTIVITIES** | **EVALUATION** |
| 6 to 8                  9 & 10 | **TOPIC 2**    **DRAGGING OF**  **MOUSE (2)**                  **TOPIC 3**    **HOME AND TOP**  **ROW KEYS** | The pupil will be able to:        3.2.1 Drag the mouse pointer to draw shapes.                  3.3.1 type words using the home and “qwerty” rows | **Mouse skills**: Dragging of mouse pointer to drawing shapes e.g.  circle, square, triangle                **Keyboarding skills**: Typing of words using home and  qwerty row | Guide pupils to drag the mouse pointer to draw shapes e.g. circles, squares, triangles                Assist pupils to type names and words using the home and qwerty row e.g. Word, type, the, so, what, you, due, are, etc | **Exercises:** Pupils to drag mouse pointer to  draw  circles, triangles  and squares          Pupils to type words and names using the home and qwerty row |

#### PRIMARY TWO ICT

##### TERM ONE

**MOUSE AND KEYBOARDING SKILLS**

**General Objective** The pupil will:

1. Acquire more skills in the use of the mouse and keyboard

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WEEK** | **TOPIC** | **SPECIFIC OBJECTIVES** | **CONTENT** | **TEACHING AND LEARNING** **ACTIVITIES** | **EVALUATION** |
| 1 & 3                    4 to 6                        7 to 10 | TOPIC 1    DOUBLE CLICKING OF  MOUSE                TOPIC 2    THE USE OF SPACEBAR  AND BACKSPACE KEYS                  TOPIC 3    INTRODUCTION TO  GAMES  APPLICATION | The pupil will be able to:      1.1.1 double click the  mouse                1.2.1 use the spacebar and backspace to  type words                        1.3.1 use Games Application to reinforce mouse skills | **Mouse skills**: Double-clicking of  mouse opening icons on the desktop                **Keyboarding skills:** Using spacebar and backspace keys to type words using home and qwerty rows.                      **Using Games Application** to reinforce mouse skills | Guide pupils to practice double clicking on the desktop.    Pupils practice double clicking to open icons on the desktop.          Let pupils type words leaving space in between using the spacebar.    Guide pupils to use the backspace key in typing and explain its uses e.g.   * Used for correcting letters wrongly typed * Used to close up spaces in between words           Guide students to open any Games Application involving the use of mouse to play. | **Exercises**    Pupils practice double clicking on the  desktop          Pupils to type and separate word using the space bar.                      Students to use Games Application to practice mouse skills |

##### TERM TWO

**MOUSE AND KEYBOARDING SKILLS**

**General Objective** The pupil will:

1. Acquire skills mouse and keyboarding

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| --- | --- | --- | --- | --- | --- |
| WEEK | **TOPIC** | **SPECIFIC OBJECTIVES** | **CONTENT** | **TEACHING AND** | **EVALUATION** |
| 1 to 3                        4 to 6                        7 to 10 | TOPIC 1  DRAGGING OF  MOUSE                      TOPIC 2    BOTTOM ROW KEYS OF  THE KEYBOARD                  TOPIC 3    THE USE OF GAMES  APPLICATION | The pupil will be able to:      2.1.1 drag the mouse pointer to draw and colour shapes using the mouse in Paint Application                        2.2.1 type words using the  home, bottom and qwerty row                    2.3.1 use Games Application to reinforce mouse skills | **Mouse skills**: Dragging the mouse pointer to draw and colour shapes using the mouse  in Paint Application                      **Keyboarding skills**: Typing of words using the home,  bottom and qwerty row                      **Using Games Application** to reinforce mouse skills | Assist pupils to select some Paint Application tools to draw and colour shapes using the mouse.    NOTE.  The focus should be on dragging of the mouse pointer not on the  drawing        Guide pupils to type meaningful words using the home, bottom and qwerty row    Let pupils practice typing more short sentences to  improve upon keyboarding skills  **NOTE**  Let pupils use Notepad  Application      Students to open any Games Application involving the use of mouse to play. |  |

##### TERM THREE

**MOUSE AND KEYBOARDING SKILLS**

**General Objective** The pupil will:

1. Improve upon mouse and keyboarding skills

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WEEK** | **TOPIC** | **SPECIFIC OBJECTIVES** | **CONTENT** | **TEACHING AND LEARNING** **ACTIVITIES** | **EVALUATION** |
| 1 to 4                        5 to 8                    9 to 11 | TOPIC 1    USING DRAWINGS AND  IMAGES TO PRESENT  INFORMATION          TOPIC 2    TYPING SHORT  SENTENCES            TOPIC 3    THE USE OF GAMES  APPLICATION | The pupil will be able to:        3.1.1 use drawings and images to present  information              3.2.1 type two short sentences using spacebar,  backspace in Notepad              3.3.1 use Games Application to  reinforce mouse  skills | **Using drawings and images** to  record and present information                  **Typing** & reinforcement of spacebar and backspace using  Notepad                    **Using Games Application** to reinforce mouse skills | Guide pupils to use Paint Application to draw images to present information.    Pupils to explain in class the information they want to carry through the images drawn.        Teacher should assist pupils do more practice in keyboarding.                    Students to open any Games Application involving the use of mouse to play. | Pupils to type short sentences using spacebar and backspace  using  Notepad |

#### PRIMARY THREE ICT

##### TERM ONE

**INTRODUCTION TO ICT TOOLS**

**General Objective**: The pupil will:

1. Be aware of the uses of ICT tools in everyday life
2. Acquire skill in doubling clicking.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **WEEK** |  | **TOPIC** | **SPECIFIC OBJECTIVES** | **CONTENT** | **TEACHING AND LEARNING** **ACTIVITIES** | **EVALUATION** |
|  | 1 to 3  4 to 5  6 to 10 | TOPIC 1    USES OF ICT TOOLS IN  EVERYDAY LIFE                          TOPIC 2    DOUBLE-CLICKING OF  THE MOUSE (2)        TOPIC 3    THE USE OF GAMES  APPLICATION | The pupil will be able to:    1.1.1 identify ways in which ICT tools can be used in  everyday life                                  1.2.1 double click the mouse              1.3.1 use Games Application to  reinforce mouse  skills | Uses of ICT tools in everyday life:    reproduction of copies of text by duplicating machine e.g. Photocopies, using networking in banking digital thermometer for temperature  Speedometer for speed, weighing scale for weighing calculator for computations Computer for processing, document, for entertainment, music, films etc.        Double clicking of the mouse              Using Games Application to reinforce mouse skills | Pupils brainstorm and discuss the uses of ICT tools in everyday life as in content.    Use the computer to demonstrate how music, games, movies are played on the computer.    Pupils practice playing music and games on the computer.                    Guide pupils to practice double clicking on icons on the desktop and let them describe what happens when an icon is double clicked.      Students to open any Games Application involving the use of mouse to play. | **Assignment:** Pupils to find out and report in class more about the uses of computers. |

##### TERM TWO

**MOUSE AND KEYBOARDING SKILLS**

**General Objective**: The pupil will:

1. Improve upon mouse and keyboarding skills

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WEEK** | **TOPIC** | **SPECIFIC OBJECTIVES** | **CONTENT** | **TEACHING AND LEARNING** **ACTIVITIES** | **EVALUATION** |
| 1 to 3                4 to 6                            7 to 10 | TOPIC 1    MOUSE SKILLS  REVIEW        TOPIC 2    USE OF LOWER AND  UPPER CASE  CHARACTERS IN TYPING                TOPIC 3    THE USE OF  GAMES  APPLICATION | The pupil will be able to:    2.1.1 use the mouse  to locate and click on the Start menu,  Paint and  Notepad  Applications            2.2.1 use upper and lower case characters to type short sentences and phrase      2.3.1 use Games Application to  reinforce mouse  skills | Using the mouse to locate Paint Application  Notepad  Application Start menu            Combining lower and upper  case characters in typing                  Using Games Application to reinforce mouse skills | Assist pupils to use the mouse to locate and open Start menu, Paint and Notepad Application.              Assist pupils to type short sentences and phrases using lower and upper case characters.                  Students to open any Games Application involving the use of mouse to play. | **Exercise:**  Open  Notepad and type five short sentences using lower and upper case characters. |

##### TERM THREE

**INTRODUCTION TO WINDOW MANAGEMENT**

**General Objective:** The pupil will:

1. Be able to manage windows.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WEEK** | **TOPIC** | **SPECIFIC OBJECTIVES** | **CONTENT** | **TEACHING AND LEARNING**  **ACTIVITIES** | **EVALUATION** |
| 1 to 3                    4 & 5              7 to 9                  10              11 | TOPIC 1    BASIC WINDOW  MANAGEMENT                        TOPIC 2    DRAWING AND  COLOURING IMAGES  WITH PAINT  APPLICATION TOOLS | The pupil will be able to:    3.1.1 maximize and restore Notepad/Text  Editor  Application window using the maximize and restore buttons in the control box      3.1.2 type short sentences using  Notepad/Text  Editor  Application    3.1.3 minimize and close  Notepad  Application  window using the minimize and close buttons in the control box    3.2.1 draw shapes and objects using the Pencil tool of Paint Application      3.2.2 colour shapes and  images using the Fill With Colour tool of the Paint Application tool | Maximizing and restoring Notepad/ Text Editor Application window using the maximize and restore buttons in the control box    Maximize  ~~res~~tore  Close **X**          Typing short sentences using  Notepad/Text Editor Application            Minimizing and closing Notepad Application window using the minimize  and close buttons in the control box                Drawing shapes and objects using the  Pencil tool of the Paint Application        Colour shapes and objects using the Fill With Colour tool of the Paint Application tool | Assist pupils to open Notepad/Text Editor Application and practice how to maximize and restore the window using the appropriate buttons.          Pupils to type short sentences after restoring the window.    Pupils to minimize and close the window after typing.                            Assist pupils open Paint Application window and use Pencil tool to draw shapes and objects.      Assist pupils to pick colours from the Colour Pallet and use the Fill With Colour tool to colour the shapes and objects drawn. | **Exercise:** Pupils to draw objects and shapes and colour |

#### UPPER PRIMARY

##### UPPER PRIMARY SYLLABUS TOPICS

The syllabus consists of six **core** areas which all pupils must study, are:

Theory

Basic settings and File Management

Word Processing

Spreadsheets

Presentations

Information Communication Technology (ICT)

##### UPPER PRIMARY SCOPE AND SEQUENCE CHART

###### THEORY

|  |  |  |  |
| --- | --- | --- | --- |
| **Topic** | **Primary 4** | **Primary 5** | **Primary 6** |
| **Rules and requirements for the Computer**  **laboratory** | Basic handling of Computers | Basic handling of Computers | Basic handling of Computers |
| **Introduction to**  **Computers** | Computer Hardware and Software. Advantages and disadvantages of using Computers. | Types of computers  Computer Hardware and Software. Advantages and disadvantages of using Computers. | Computer Hardware and Software.  Advantages and disadvantages of using  Computers Viruses. |
| **Information**  **Communication**  **Technology (ICT).** | Introduction to ICT | Introduction to ICT | Introduction to ICT and the Internet |

**BASIC SETTINGS AND FILE MANAGEMENT**

|  |  |  |  |
| --- | --- | --- | --- |
| **Topic** | **Primary 4** | **Primary 5** | **Primary 6** |
| **Starting up and shutting down** | Shutting down the computer | Shutting down the computer | Shutting down the computer |
| **Use of the mouse** | Use of the mouse -starting programme | Use of the mouse-double clicking | Use of the mouse-right clicking |
| **Desktop features** | Desktop features -start button | Desktop features – start button, task bar | Desktop features |
| **Screen savers** |  | Screen savers-basic procedures | Screen savers – changing settings |
| **Settings** |  | Date and time settings using start menu | Date, time and volume settings – using shortcuts |
| **My computer icon** |  | Using my computer icon – identifying and opening    Drives, Folders and Files-identification | Using my computer icon-opening C drive      Files, Folders and Drives identification  + creating folders |
| **My computer icon**  **(cont.)** |  | Deleting files and folders | Searching for files and folders by name and location  Deleting files and folders from hard disk |
| **Recycle bin** |  | Recycle bin concept and identification | Display and empty files in recycle bin |
| **Printing** | Printing – using shortcut | Printing – using shortcut | Printing – using menu |

###### WORD PROCESSING

|  |  |  |  |
| --- | --- | --- | --- |
| **Topic** | **Primary 4** | **Primary 5** | **Primary 6** |
| **Loading a word**  **processor program** | Loading a Word Processor using start menu    Exiting a program using the close icon and the close command in the file menu | Loading a Word Processor using start menu    Exiting a program using the close icon and the close command in the file menu | Loading a Word Processor using start menu    Exiting a program using the close icon and the close command in the file menu |
| **Word processing**  **features** | Inserting and colouring Auto Shapes and pictures using the mouse | Inserting symbols and pictures  Inserting text  Designing patterns using Auto Shapes | Inserting symbols and pictures  Inserting text  Designing patterns using Auto Shapes |
| **Word processing setting** | Word Processing screen: menu bar and scroll bars | Word Processing screen: tool bars and scroll bar | Word Processing screen: tool bars and scroll bar |
|  |  |  |  |

**SPREADSHEETS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Topic** | **Primary 4** | **Primary 5** | **Primary 6** |
| **Introduction to a**  **Spreadsheet** |  | Basic spreadsheet concepts    Creating a spreadsheets: spreadsheet structure, spreadsheet navigation and simple functions | Basic spreadsheet concept    Creating a spreadsheet- spreadsheet structure, spreadsheet navigation and simple functions |
| **Saving and opening documents** |  | Saving and opening a document in the hard disk using the save and open  commands in the file menu | Saving and opening a document in the hard disk and other media using the save and open commands in the file menu |
| **Spreadsheet formatting** |  | Width adjustments, settings, deleting, inserting, formatting cells, page breaks | Width adjustments deleting, inserting, formatting cells, rows and columns Previewing and printing |
| **Charts and graphs** |  |  | Creating charts/graphs |

**PRESENTATIONS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Topic** | **Primary 4** | **Primary 5** | **Primary 6** |
| **Drawing** | Drawing and combining shapes | Drawing and combining shapes | Drawing and combining shapes |
| **Loading a presentation**  **programme** | Loading a drawing programme Saving and exiting | Loading a presentation | Loading a presentation |
| **Slide creation** |  |  | Creating presentations using more challenging slides and saving |
| **Opening and closing presentation** |  | Opening and closing existing presentations | Opening and closing existing presentations |
| **Formatting text** |  | Formatting text on slides | Formatting text on slide |
|  |  | Apply font, colour and size | Apply font colour, type and size. |
| **Slide show** |  | Slide transition | Slide transition |
|  |  | Applying design templates    Slide show presentation | Custom animation  Applying design templates    Slide show presentation and printing slides |

**INFORMATION COMMUNICATION TECHNOLOGY**

|  |  |  |  |
| --- | --- | --- | --- |
| **Topic** | **Primary 4** | **Primary 5** | **Primary 6** |
|  |  |  | Setting up of a mail account  E-mail and internet security concerns    Opening mailbox  Creating mail  Sending e-mail  Deleting mail |
|  |  |  | Replying mail including original  message |
|  |  |  |  |
|  |  |  |  |
|  |  |  | Deleting mail |
| **Internet** |  |  | Setting of the internet  Security concerns – virus and Spam control  Making connection  Searching |

#### PRIMARY FOUR ICT

##### TERM ONE

###### TOPIC 1: THEORY

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| WEEK | TOPIC | OBJECTIVES | CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | EVALUATION |
| 1 | Rules and requirements for the computer laboratory | Pupils should be able to; explain the basic rules to be observed in the computer laboratory name the basic environmental conditions and security of the computer laboratory | The basic rules Environmental conditions such as ventilation  Security of and in the computer laboratory | Discussing the need for rules in the Computer room Discussing the importance of environmental conditions and security | **Assignment**  The pupils draw and label the main parts of the computer |
| 2 | Introduction to computers | identify computer  hardware and software | **Hardware:**  *Input and output:*  System Unit,  Keyboard, Mouse and  Screen, Speakers and  Printers,  *Storage devices:*  floppy disks, flash disk/memory stick, compact disk (CD), digital video disk  (DVD)  **Software** | Drawing and labelling components of the computer Classifying input and output devices  Listing the types of storage devices  ***NB: Teacher to restrict to available equipment***  Identifying the Software in use  by name and function |

**TOPIC 2: BASIC SETTINGS AND FILE MANAGEMENT**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| WEEK | TOPIC | OBJECTIVES  Pupils should be able to; | CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | EVALUATION |
| 3 | Starting up and shutting down | switch off the computer | Start menu  Power buttons | Identifying power buttons Turning off the computer | **Exercise:**  The pupils start up and shut down the PCs |
| 4 | Desktop features | use the start button use a mouse to start a | Start button  Programme using a | Identifying the start button Starting a programme using a |
|  |  | programme | mouse | mouse |  |

###### TOPIC 3: WORD PROCESSING

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| WEEK | TOPIC | OBJECTIVES  Pupils should be able to; | CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | EVALUATION |
| 5 | Loading a word processor programme | load a word using start menu exiting a programme using the close icon and close command in the file menu | Word processor programme  Close icon and close command in the file menu | Opening and closing a word processor programme  Exiting a programme using the  close button | **Exercise:**  The pupils insert shapes and picture into a word document |
| 6 – 8 | Word  processing features | insert and colour auto shapes and pictures using the mouse | Auto shapes and pictures | Using the mouse to colour auto shapes and pictures |
| 9 | Word  processing setting | use the menu bar and scroll bars | Word processing  screen: menu bar and scroll bars | Manipulating the menu and  scroll bars |

##### TERM TWO

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 – 4 | Typing | type a short paragraph | Short paragraphs  Punctuation  Four Special  Characters i.e. **! ? , .** | Typing short paragraphs and inserting correct punctuation marks | **Homework/ Assignment 1:**  Pupils type, highlight and edit documents on any given topic by the teacher    **Assignment 2:**  Teacher asks pupils to identify and open word documents, edit and  ‘save as’. |
| 5 & 6 | Text selection and correction | select/highlight text using the shift and arrow keys and mouse  delete sentences | Shift and arrow keys and mouse  Backspace and delete key | Blocking text  Erasing sentences from right to left and from left to right |
| 7 | Basic keyboard keys and their uses | identify numeric keyboard keys use the numeric  keyboard key | Short paragraphs that integrate the numeric keys | Playing games using keyboard keys |
| 8 - 10 | Opening and  Saving | identify documents in a  folder  retrieve documents from a folder save a document in the  hard disk  close a document | Default location (My  Documents)  Double clicking the  document in the folder  Saving documents  Close button | Launching a programme Retrieving a document by double clicking it in the folder Using the save and open commands in the file menu Saving and closing a document |

##### TERM THREE

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 – 3 | Formatting text | block text bold text colour text  underline text | The bold icon  The font colour icon  The underline icon  Alignment icons | Blocking text  Bolding text  Changing colour of text  Underlining text |  |
| 4 |  | align text apply font size and type | Font size and type icons | Changing text alignment  Aligning text  Changing font size and text Using the scroll bar to see more fonts |  |
| 5 & 6 | Editing text | copy and paste text | Copy and paste | Copying and pasting using the  Edit command menu  Copying and pasting using the icons  ***NB*** *Activities to focus first on the Edit command menu before shortcuts are introduced* |  |
| 7 | Printing using shortcut | generate a hard copy | Print process | Printing using the print icon |  |

**TOPIC 4: PRESENTATION**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| WEEK | TOPIC | OBJECTIVES | CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | EVALUATION |
| 9 | Loading a presentation programme | Pupils should be able to; load a presentation programme using a mouse; | Presentation programme | Opening a presentation  programme  Creating a blank presentation  Typing basic text | **Assignment:**  Pupils should design a power point presentation about their school with relevant photos |
| 10 | Drawing | open a drawing programme; combine shapes and drawings | Drawing programme  icon  Saving drawings Shapes, drawings and pictures | Drawing according to  instruction  Using the short cut to save drawings |

#### PRIMARY FIVE ICT

##### TERM ONE

**TOPIC 1: THEORY**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **WEEK** | **TOPIC** | **OBJECTIVES**  **Pupils should be able**  **to;** | | **CONTENT** | **SUGGESTED LEARNING ACTIVITIES AND NOTES** | **EVALUATION** |
| 1 | Rules and requirements for the laboratory | * explain the basic rules to be observed in the computer   laboratory   * name the basic environmental conditions and security of the computer laboratory | | The basic rules Environmental conditions such as ventilation  Security of and in the computer laboratory | Discussing the need for rules in the Computer laboratory Discussing the importance of environmental conditions and security |  |
| 2 & 3 | Introduction to computers/ Computer hardware and software | * identify computer hardware and   software  **Hardware**   * Understand the term hardware. * Understand what a personal computer is. * Distinguish between desktop, laptop (notebook), tablet PC in terms of typical users. * Identify common handheld portable digital devices like:    personal digital | | **Hardware:**  Desktop, laptop  (notebook), tablet PC in terms of typical users.  Handheld portable digital devices like:  Personal digital assistant (PDA), mobile phone, smartphone, multimedia player and know their main features.    *Input and output:*  System Unit (CPU),  Keyboard, Mouse and  Screen, Speakers and  Printers, | Drawing and labeling components of the computer Classifying input and output devices  Listing the types of storage devices  *NB****: Teacher to restrict to available equipment***  Identifying different system and application software Discussing the advantages and disadvantages of using computers |  |
|  |  |            | assistant (PDA), mobile phone, smartphone, multimedia player and know their main features.  Know the main parts of a computer like: central processing unit (CPU), types of memory, hard disk, common input and output devices.  Identify common input/output ports like: USB, serial, parallel, network port, FireWire. list advantages and disadvantages of using computers | *Storage devices:*  floppy disks, flash disk/memory stick, compact disk (CD), digital video disk (DVD)   Identify common input/output ports like: USB, serial, parallel, network port, FireWire. |  |  |

###### TOPIC 2: BASIC SETTINGS AND FILE MANAGEMENT

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **WEEK** | **TOPIC** | **OBJECTIVES**  **Pupils should be able**  **to;** | | **CONTENT** | **SUGGESTED LEARNING ACTIVITIES AND NOTES** | **EVALUATION** |
| 4 | Starting up and shutting down |  select options for shutting down computers | | Shutting down options | Applying different options for shutting down |  |
| 5 | Use of mouse |  perform different tasks by double clicking the mouse | | Double clicking | Playing games using the mouse |  |
| 6 | Settings |    | adjust date and time settings identify Task bar and its function | Date and time settings Task bar functions | Checking current date and time  Changing date and time settings using shortcut Minimizing and restoring  using mouse |  |
| 7 | My computer icon and local  drives |  | identify drives and folders on the computer | A, C, and D drives | Opening C drive  Distinguishing folders from files |  |
| 8 | Deleting files and folders |  | delete files and folders from the C drive | C drive files and folders | Deleting files and folders |  |
| 9 | Recycle bin concept |  | identify the recycle bin and its uses | Recycle bin icon | Opening recycle bin Closing recycle bin |  |
| 10 | Desktop features |  | use short cut menu for desktop displays | Desktop displays using shortcut menu | Applying desktop displays using shortcut menu |  |
|  |  |  |  |  |  |  |

##### TERM TWO

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 | Printing | print documents using the shortcut | Printing | Applying the printing technique using an icon |  |
| 2 | Screen savers | set screen savers on the monitor | Screen savers | Selecting and applying screen savers  Creating them and adding animations to them |  |
| 3 | Loading a word processor programme | load a word processor using start menu close a document exit a programme | Word processor Close button | Using the start menu to load a word processor |  |

**TOPIC 3: WORD PROCESSING**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| WEEK | **TOPIC** | **OBJECTIVES**  **Pupils should be able**  **to;** | **CONTENT** | **SUGGESTED LEARNING ACTIVITIES AND NOTES** | EVALUATION |
| 4 | Word  processing features | insert symbols, pictures and text  design patterns using auto shapes; | Symbol, pictures and text  Patterns | Selecting symbols and pictures  Identifying patterns |  |
| 5 – 7 | Typing | type a paragraph | Short paragraphs  Punctuation  Special Characters **! ? , % $ ( )** | Typing short phrases (Week  5)  Typing paragraphs (week 6)  Type an essay (week 7) |  |
| 8 | Text selection and correction | select/highlight text  delete sentences | Shift and arrow keys and mouse  Backspace and delete key | Blocking text  Erasing sentences from right to left and from left to right |  |
| 9 | Keyboard keys and their uses | identify numeric keyboard keys use the numeric | Short paragraphs that integrate the numeric keys | Playing games using keyboard keys |  |
|  |  | keyboard key |  |  |  |
| 10 | Saving and opening documents | open, save and close  documents in the hard disk | Open, save and close commands in the file menu | Opening, saving and closing a document |  |

##### TERM THREE

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 | Formatting  Text | block text bold text colour text underline text align text  apply font size and type | The bold icon  The font colour icon  The underline icon  Alignment icons Font size and type icons | Bolding text  Changing colour of text  Underlining text  Aligning text  Changing font size and text |  |
| 2 | Editing Text | copy and paste text    move text | Copy and paste Cut and paste | Copying and pasting using the  Edit command menu  Copying and pasting using the icons  Cutting and pasting using the  Edit command menu  Cutting and pasting using the icons  *NB Activities to focus first on the Edit command menu before shortcuts are introduced* |  |

**TOPIC 4: SPREADSHEETS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WEEK** | **TOPIC** | **OBJECTIVES**  **Pupils should be able**  **to;** | **CONTENT** | **SUGGESTED LEARNING ACTIVITIES AND NOTES** | **EVALUATION** |
| 3 | Introduction to a Spreadsheet | describe the spreadsheet structure  create a spreadsheet | Spreadsheet structure: Columns, rows, column headings, row headings, cells, cell names, cell pointer, | Explaining what constitutes a spreadsheet  Explaining the difference between workbooks and worksheets |  |
|  |  |  | sheet tabs, navigating in the spreadsheet | Creating a spreadsheet- spreadsheet structure, cursor manipulation |  |
| 4 | Spreadsheet Formatting | set width adjustments; insert formatting cells and page cells | Width adjustments Formatting cells and page breaks | Formatting a spreadsheet |  |
| 5 | Saving and  Opening  Documents | open, save and close  documents in the hard disk | Open, save and close commands in the file menu | Opening, saving and closing using the file menu |  |

**TOPIC 5: PRESENTATIONS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WEEK** | **TOPIC** | **OBJECTIVES**  **Pupils should be able**  **to;** | **CONTENT** | **SUGGESTED LEARNING ACTIVITIES AND NOTES** | **EVALUATION** |
| 6 | Loading a presentation programme | load a presentation | Presentation programme | Viewing of different available slides  Adding text to a slide  Saving the presentations |  |
| 7 | Drawing | save drawings | Drawings | Saving the drawings |  |
| 8 | Opening and closing a presentation | open and close existing presentation | Presentations | Typing in the file name  Saving in the correct folders |  |
| 9 | Formatting text | format text on slides apply font, colour and size on text | Slides, font, colour and size | Changing the font size Changing the text colour |  |
| 10 | Slide show | apply slide transitions effects apply design templates present a slide show | Slide transitions effects  Design templates  Side show presentation | Adding transitions in normal view  Using existing template design |  |

#### PRIMARY SIX ICT

##### TERM ONE

**TOPIC 1: THEORY**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WEEK** | **TOPIC** | **OBJECTIVES**  **Pupils should be able**  **to;** | **CONTENT** | **SUGGESTED LEARNING ACTIVITIES AND NOTES** | **EVALUATION** |
| 1 | Rules and requirements for computer laboratory | explain the basic rules to be observed in the computer laboratory. | The basic rules. | Discussing the need for rules in the Computer laboratory and the consequences of breaking the rules. |  |
| 2 | Introduction to computers | * identify different types of computers * identify computer hardware and software. * identify computer viruses and their causes     list advantages and disadvantages of using  computers | Advantages and disadvantages of using  computers | Compare the different types of computers.  Entering data using the input devices.  Discussing the suitability in the application of different types of storage devices. *NB: Teacher to restrict to available equipment.*    Discussing the problems resulting from computer viruses.  Discussing the advantages and disadvantages of using computers |  |
| 3 | Information  Communication  Technology  (ICT) | identify the benefits and limitations in the use of Internet and email. | Internet and e-mail. | Demonstrating how to access internet.  Sending and receiving e-mail |  |

**TOPIC 2: BASIC SETTINGS AND FILE MANAGEMENT**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| WEEK | **TOPIC** | **OBJECTIVES**  **Pupils should be able**  **to;** | **CONTENT** | **SUGGESTED LEARNING ACTIVITIES AND NOTES** | **EVALUATION** |
| 4 | Shutting down options | distinguish restart from  shut down | Shut down windows | Restarting the computer |  |
| 5 | Use of mouse | perform tasks using the mouse right clicking. | Use of mouse right clicking | Identifying tasks which require the use of mouse right clicking. |  |
| Desktop features | rearrange icons use short cut menu for desktop display. | Icons  Desktop displays | Arranging icons by name, date, size  Using auto arrange option |  |
| 6 | Screen savers | change settings of screen savers on the monitor | Screen saver settings | Selecting screen savers |  |
| 7 | Settings | adjust time, date and volume using short cut adjust date | Date, time and volume settings | Checking current date and time  Changing date and time settings using shortcut |  |
| 8 | My computer  icon | delete files and folder from hard disk. | C drives | Inserting storage media in appropriate drives |  |
| My computer  icon (cont) | open C drive create folders/files search for files/folders | Files and folders Deleting files and folders | Opening drives |  |
| 9 | Recycle bin | display and empty the  recycle bin | Recycle bin icon | Opening recycle bin Emptying recycle bin |  |
| 10 | Printing | print using shortcut | Printing | Using the shortcut command  to print |  |

###### TOPIC 3: WORD PROCESSING

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| WEEK | **TOPIC** | **OBJECTIVES**  **Pupils should be able**  **to;** | **CONTENT** | **SUGGESTED LEARNING ACTIVITIES AND NOTES** | **EVALUATION** |
| 11 | Loading a word processor programme | access word processing using start menu and icon. | Word processor icon | Opening word using both mouse and keyboard |  |
| Word  processing features | insert symbols and  pictures insert text  design patterns using auto shapes | Symbols and pictures Auto shapes | Creating patterns using auto shapes |  |
| 12 | Word  processing setting | use tool bars and  scroll bars | Word processing Screen: tool bars and scroll bar | Identifying tool bars and scroll bars |  |

##### TERM TWO

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 | Typing | type compositions  and letters | Punctuated compositions and  letters  Special Characters  **! ? , .; “ “ ( ) % $ #**  **@ ` \* < >** | Typing compositions and letters. |  |
| 2 | Text selection and correction. | select text using the shift and arrow keys and mouse correct spellings and  grammar | Shift and arrow keys and mouse  Errors: spellings and grammar. | Blocking text  Erasing sentences from right to left and from left to right.  *N.B. Non English and scientific words are* |  |
| 3 | Loading a word processor programme | access word processing using start menu and icon. | Word processor icon | Opening word using both mouse and keyboard |  |
| 4 | Word  processing features | insert symbols and  pictures insert text  design patterns using auto shapes | Symbols and pictures Auto shapes | Creating patterns using auto shapes |  |
| 5 | Word  processing setting | use tool bars and  scroll bars | Word processing Screen: tool bars and scroll bar | Identifying tool bars and scroll bars |  |
| 6 | Typing | type compositions  and letters | Punctuated compositions and  letters  7Special Characters  **!8 ? , .; “ “ ( ) % $ #**  **@ ` \* < >** | Typing compositions and letters. |  |
| 7 | Text | select text using the | Shift and arrow keys | Blocking text |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | selection and correction. | shift and arrow keys and mouse correct spellings and  grammar | and mouse  Errors: spellings and grammar. | Erasing sentences from right to left and from left to right.  *N.B. Non English and scientific words are treated as errors by the computer. Teacher is to use discretionary powers. Correction of errors is taught progressively.* |  |
| 8 | Keyboard keys and their uses. | identify functions frequently used.  manipulate the entire keyboard keys. | Keyboard keys and their uses | Using QWERTY in document manipulation and production. |  |
| 9 | Saving and opening documents | open commands in the file menu retrieve documents saved save documents in hard disk and other media | Opening, saving and closing a document in the hard disk (C-drive) and other media Open, save and exit commands | Storing documents in different media  Retrieving a document by using the open command in the Open dialogue box  Opening documents in different media |  |
| 10 | Formatting  Text | bold text. colour text. underline text align text apply font size and type space lines apply Word Art print documents | The bold icon.  The font colour icon.  The underline icon  Alignment icons Font size and type  icons  Line spacing  Word Art  Print outs | Bolding text.  Changing colour of text.  Underlining text  Aligning text  Changing font size and text  Spacing lines  Applying word art  Printing documents |  |
| 11 | Editing Text | cut and paste text copy and paste text change case find and replace  words | Cutting and pasting  Copying and pasting  Lower and upper case    Replacing words | Copying and pasting using the Edit command menu  Copying and pasting using the icons  Cutting and pasting using the Edit command menu  Cutting and pasting using the icons  *N.B. Activities to focus first on the* |  |
|  |  |  |  | *Edit command menu before shortcuts are introduced.*  Changing lower to upper case and vice versa  Finding & Replacing words |  |

##### TERM THREE

**TOPIC 4: SPREADSHEETS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| WEEK | **TOPIC** | **OBJECTIVES**  **Pupils should be able to;** | **CONTENT** | **SUGGESTED LEARNING ACTIVITIES AND NOTES** | **EVALUATION** |
| 1 | Introduction to a spreadsheet | identify functions  of spreadsheets          create a  Spreadsheet | Basic spreadsheet concept  Spreadsheet structure Spreadsheet navigation  and simple functions    Spreadsheet structure: Columns, rows, column headings, row headings, cells, cell names, cell pointer, Sheet tabs, navigating in the spreadsheet, select all button. | Explaining what constitutes a spreadsheet.  Explaining the difference between workbooks and  worksheets        Creating a spreadsheet- spreadsheet structure, cursor manipulation |  |
| 2 | Saving and opening documents | open, save and close documents | File retrieval  Saving  Closing  Exiting | Retrieving, saving, closing, and exiting a file in a specific location such as ‘My Documents’. |  |
| 3 | Spreadsheet formatting | insert rows and columns adjust rows and columns | Insert :Rows, columns,  Worksheet  Delete :Rows, columns,  Worksheet  Adjust row height, | Editing a spreadsheet by inserting and deleting rows and columns.  Adjusting row height and column width. |  |
|  |  | preview documents before printing | column width Rename a Worksheet Block/highlight specific cells  Preview and printing | Blocking/highlighting specific cells, such as TOTAL’s, using the ‘fill colour’ button.  *Preview document before printing a must.* |  |
| 4 | Charts and graphs | create a chart/graph | Column and bar chart/graph | Creating a bar and column chart/graph using information from a created spreadsheet. Using the insert- chart menu |  |

**TOPIC 5: PRESENTATION**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| WEEK | **TOPIC** | **OBJECTIVES**  **Pupils should be able**  **to;** | **CONTENT** | **SUGGESTED LEARNING ACTIVITIES AND NOTES** | **EVALUATION** |
| 5 | Loading a presentation programme | load a presentation programme | Presentation programme | Loading a presentation |  |
| Drawing | add drawings | Drawings | Inserting drawing and adding colour to pictures |  |
| 6 | Slide creation | create presentations  using more challenging slides  insert pictures to a presentation Save presentations | Presentations using slides Pictures | Creating presentations Saving presentations |  |
| 7 | Opening and closing presentation | Open and close existing presentations | Open and save | Opening and closing existing presentation |  |
| Formatting text | format text on slides apply font, colour, type and size. | Font, colour, type and size | Changing font, colour, type and size. |  |
| 8 | Slide show | view a slide show add transition effects apply design templates animate slides | Slide show  Transition: normal view and slide shorter view Design templates Animation effects:  Preset and custom | Viewing a slide show  Applying transition effects on slide  Selecting a transition effect from the drop down list. Choosing the speed of the |  |
|  |  |  |  | transition  Selecting objects which is to be animated |  |
| 9 | Slide show (cont) | present a slide show print slides | Slide show  Presentation Printing | Selecting slides to be printed. |  |

**TOPIC 6: INFORMATION COMMUNICATION TECHNOLOGY**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| WEEK | **TOPIC** | **OBJECTIVES Pupils should be able to:** | **CONTENT** | **SUGGESTED LEARNING**  **ACTIVITIES** | **EVALUATION** |
| 10 | Internet | set internet make a connection using shortcut disconnect the internet connection  install security features | Internet icon  Web sites  Search engines  Security issues | Opening the internet  Opening different websites Typing/Selecting search  engine  Entering search criteria/subject  Disconnecting using shortcut |  |
| 11 & 12 | e-mail | set e-mail account identify and open mailbox create mail  send mail  reply mail  opening in-box delete message | e-mail account Mailbox e-mail message Inbox deleting | Opening the mailbox  Composing mail  Sending mail  Opening inbox  Replying to mail  Signing out |  |