

Opportunities for ICT in STAGE 1

| SCIENTIFIC ENQUIRY: | | Opportunities for ICT: |
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| | | Learners should |
| Stage 1 | 1Ep1 | <u>Try to answer questions by collecting evidence through observation.</u> 1. Use digital still and film image of Science activities in class and use these to begin to answer questions. 2. As a group, observe objects under a digital microscope. Discuss what they can see. |
| Stage 1 | 1Ep3 | <u>Make predictions.</u> 1. Watch Science film clips related to a class Science activity. Teacher pauses film and asks pupils to predict what will happen next. |
| Stage 1 | 1Eo3 | <u>Record stages in work.</u> 1. Use simple software or audio recording devices to record the stages in their work. |

| BIOLOGY: | | Opportunities for ICT: |
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| | | Learners should |
| Stage 1 | 1Bp2 | <u>Know that there are living things and things that have never been alive.</u> 1. Use online/interactive activities to sort objects on screen into living and never been alive. |
| Stage 1 | 1Bp3 | <u>Explore ways that different animals and plants inhabit local environments.</u> 1. Extend their personal experience of animals and plants in their habitats with film clips and images. Discuss how the habitats differ. |
| Stage 1 | 1Bh2 | <u>Recognise and name the main external parts of the body.</u> 1. Use online and interactive activities to support recognition of parts of the body. 2. Use interactive whiteboard or interactive software to match labels to parts of the body. (Talking software can support pupils who cannot read.) |

| CHEMISTRY: | | Opportunities for ICT: |
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| | | Learners should |
| Stage 1 | 1Cp3 | <u>Recognise and name common materials.</u> 1. Use interactive software activities to sort and label common materials. |

| PHYSICS: | | Opportunities for ICT: |
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| | | Learners should |
| Stage 1 | 1Ps3 | <u>Recognise that as sound travels from a source it becomes fainter.</u> 1. Use sound recording software to capture and play back sounds made from different distances (eg a drum being hit). Compare the different sounds. |