Junior Jam

iCommunicate

Knowledge Organisers

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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.

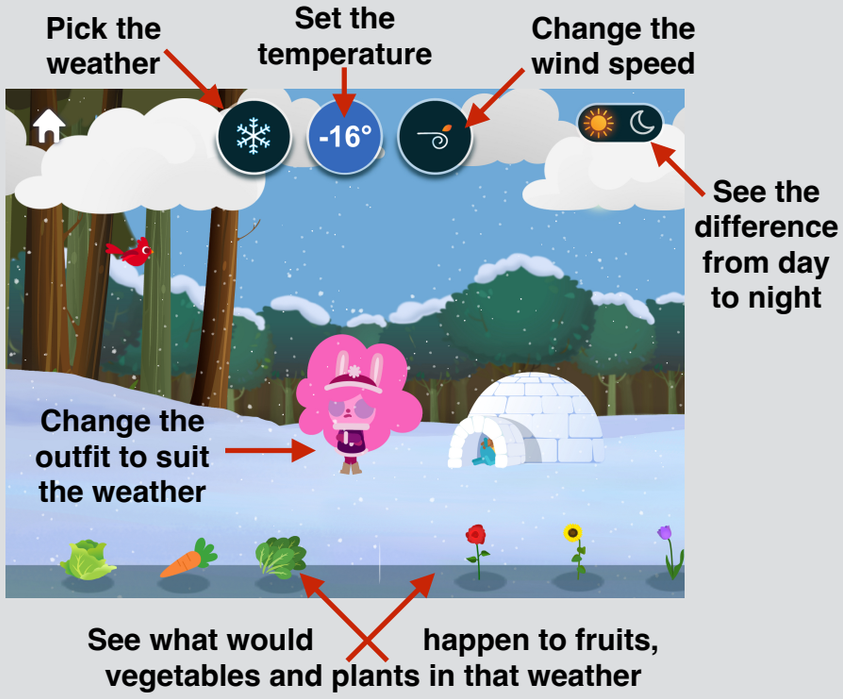
1) Pupils can name three different ways to communicate with others
2) Pupils can name three different modes of transport
3) Pupils understand that different types of animals live in different climates
4) Pupils know that an email starts with a greeting and ends with a goodbye
5) Pupils know that certain 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.

Using Apps



Apps used



MP Weather

MP Artic





MP Ocean

Earth School





Car Builder

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.

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iCommunicate: iSkills Lite Level 1

Course Evaluation Criteria

Y1: We would expect all children in Y1 to attain statements 1-5. If statements 6 or 7 are attained, those pupils are exceeding expectations.

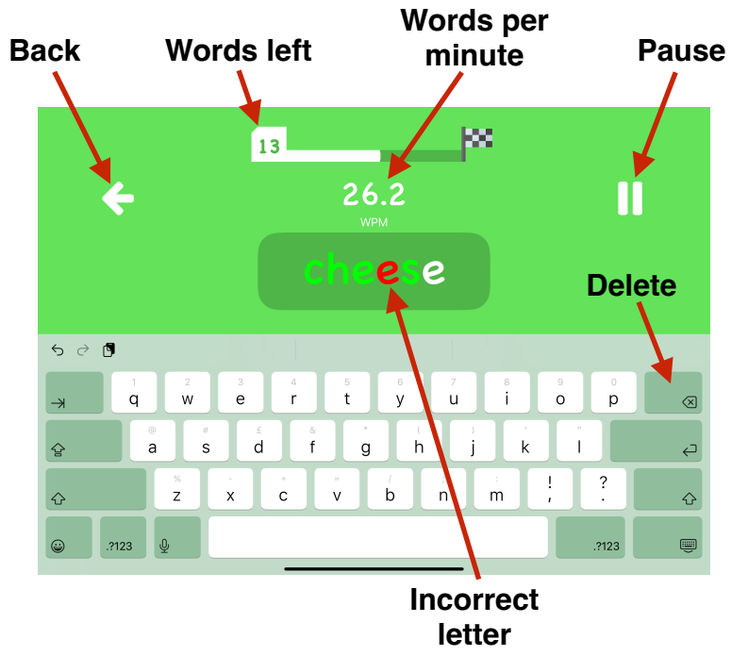
1) Pupils will understand how to use the power and volume buttons as well as be able to locate them.
2) Pupils can understand the difference between hardware and software.
3) Pupils understand that personal information should not be used in a username.
4) Pupils understand the different types of technology in different places outside of their school.
5) Pupils will be able to type simple 3 to 4 letter words
6) Pupils can explain the uses of the home button/swiping from the bottom of the screen.
7) Pupils can describe what different icons look like and what their function is. For example, delete or volume icons.

Course Overview

Course overview: Pupils will learn the correct names of computer components and how to use them effectively. They will explore information technology, understanding its role in schools and the wider world. Through real-life examples—such as schools, shops, hospitals, and the police—they will examine the choices we make and the responsibilities that come with using technology. The pupils will become "Tech Explorers", going on a digital treasure hunt to unlock new technology each lesson. Pupils will also learn a new feature of their iPads each week to build up their skill set.

Learning Outcome for the course: During iSkills, pupils will focus on technology around us. This will first be looked at by learning what computers and digital devices are, to use this as a base for their knowledge. From here, pupils will progress through the world of information technology learning about the different types of technology we would find in their school before taking a leap into technology used in other workplaces. Alongside their learning of technology in the world, pupils will be practising their typing skills to further their learning and become more confident with typing simple words and sentences. By the end of the course, pupils will be able to recognise different technology and where they could be found, the importance of internet safety and user profiles, as well as the choices and responsibilities we face when using technology.

Type Flash



Apps used

- Type Flash
- Kings & Queens
- Word
- Strip Designer
- Dollify
- Toon Me Studio
- Flow Free
- Logo Foundry

Vocabulary Bank

Digital Devices	A machine with a computer inside.
Software	*A set of* instructions *used to run computer tasks.*
Hardware	Physical parts of a computer or device that can be touched/
Applications	Software programs used to perform certain tasks.
Responsibility	How we use technology safely and respectfully.
User	A person that interacts with a system or service like apps.
Icons	Pictures that represent actions for a program to complete.
Personal Information	Information that is unique about us.

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iCommunicate: iTools 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 iTools 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 (if studied) regarding the technology we use to communicate with people in the 21st century.

Learning Outcome for the course: Throughout the iTools course, pupils will learn key fundamental skills about using digital tools for communication. 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.

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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.

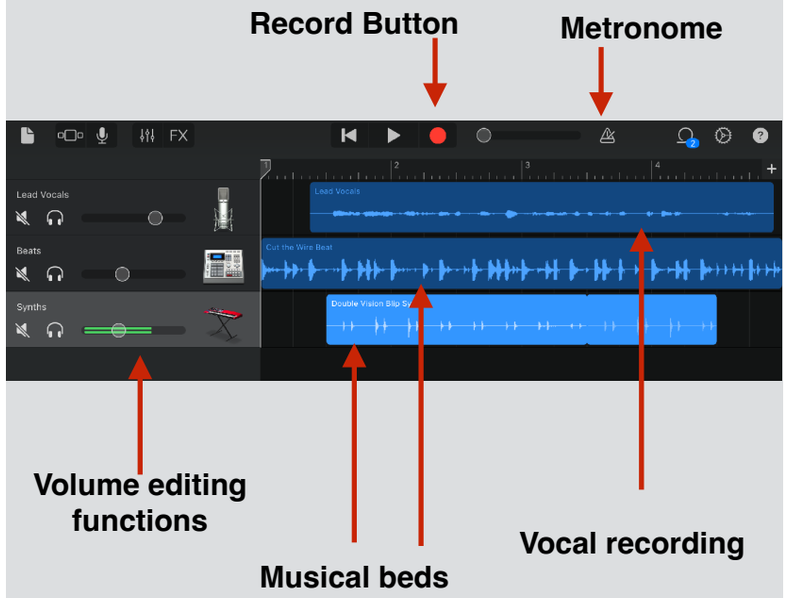
1) Pupils know what a podcast is.
2) Pupils know the difference between a feature and an introduction.
3) Pupils can simply outline the difference between a podcast, blog.
4) Pupils can write a simple blog about a certain subject.
5) Pupils can turn a blog into a vlog.
6) Pupils know what Music beds are and how to create them.
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, and broadcast channels. Pupils will look at the origins of these three 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 and Podcasts. They will look in depth at these two 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.

Software



Apps Used

- Microsoft Word
- Strip Design
- GarageBand
- Toon Me Studios
- Logo Foundry

Vocabulary Bank

Podcast

An audio only file released on the internet.

Blog

A piece of writing posted on the internet.

Musical Bed

Music that goes under the podcast to minimise dead air.

Episodical

When content is split into individual episodes.

Software

Programs used on a digital device to record your work.

Channel

A customised online place to post content.

Theme

What your podcast is about depending on what you're interested in.

Audience

The demographic of people viewing content.

Ident

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

Dead Air

Anytime when silence is heard in a broadcast.

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iCommunicate: iIntelligence 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 know what AI stands for.
2. Pupils can name different types of AI they may come across in daily life.
3. Pupils can explain what 'machine learning' means.
4. Pupils can list both advantages and disadvantages of AI.
5. Pupils can name an example of an AI chatbot.
6. Pupils understand how and why AI sometimes makes mistakes.
7. Pupils can imitate the process of machine learning through blockly coding.
8. Pupils can explain the importance of testing in AI development.
9. Pupils know what a deepfake is.
10. Pupils can use their existing knowledge of AI to predict how it may evolve in the future.

Course Overview

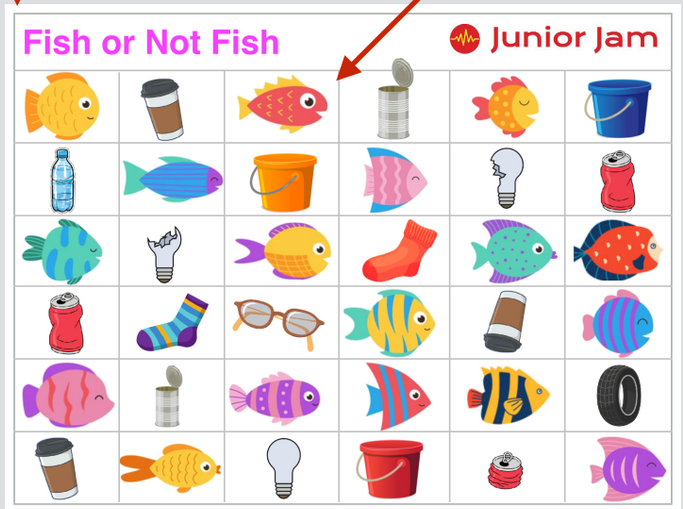
Course overview: Pupils will explore the big question for the half term: *"Can computers think?"* They will learn about the different generations of artificial intelligence and how it has developed into the technology we know today. Pupils will examine the role of AI in their everyday lives, often used without them even realising, and reflect on whether they believe AI is a positive or negative force in society. In addition, they will gain an understanding of how AI is coded and begin to use similar functions to create their own basic AI systems.

Learning Outcome for the course: By the end of the half term, pupils will be able to explain what artificial intelligence is and describe how it differs from human intelligence. They will be able to recognise and evaluate examples of AI in their everyday lives and demonstrate an understanding of how AI systems learn through machine learning. Pupils will be able to discuss the concept of fairness in AI, considering basic ethical implications and real-world impacts. They will understand what AI chatbots are, who develops them, and how they function in human-computer interactions. Pupils will also gain insight into AI's ability to generate content and critically assess its strengths and limitations. Finally, they will be able to articulate informed and imaginative ideas about how AI might shape the future world, showing both creativity and thoughtful reflection.

Artificial Intelligence

This is a machine learning sample.

We tell the AI which images are fish, and which are not.



The AI will not know what a fish is unless we teach it.

Apps Used

- ***POW Strip Design***
- ***Art Set***
- ***Hopscotch***
- ***Scratch Jr***
- ***Microsoft Word***
- ***Crocs World Construction***

Vocabulary Bank

AI

AI stands for artificial intelligence.

Machine Learning

The process of preparing something to be distributed.

ELIZA

A first AI chatbot.

Sophia

The first humanoid AI.

Data

Data is information. AI needs data samples in order to learn.

Humanoid

Something that imitates a human being.

Deepfake

A realistic fake video or voice made by a computer using AI.

Alan Turing

The scientist who created the modern computer.

Content

Words, pictures, or videos we create, see or share online.

Scraping

When a computer quickly sorts through lots of online information.

Fairness

Thinking about whether AI advantages or disadvantages different people.

AI Prompts

The questions or instructions we give to an AI tool.

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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, as well as creating an 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: 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.

Target Marketing

Where you are aiming advertising to.

Brief/Design Brief

A plan of how a project should be completed.

Select Targeting

What specific group of people you are targeting.

Jingle

A short piece of music used to identify a brand.

Distribution

The process of sharing something to a large audience.

Visual Branding

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

Slogan

A short catchy phrase used in advertisement.

Sonic Branding

Any audio elements of a business like jingles or sounds.

Customer

Whoever is buying the product.

Marketing

The process of advertising, promoting and selling a product.

Consumer

Whoever is using the product.

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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.

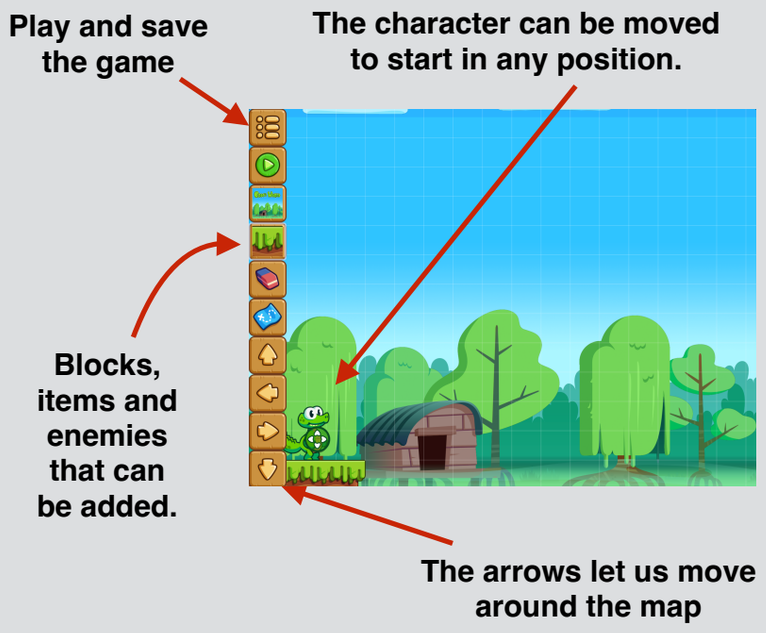
1) Pupils know what units are used to measure graphics and colour.
2) Pupils can explain what a design brief is and why it is used.
3) Pupils know what a WYSIWYG web design program is.
4) Pupils can clearly structure, write and send an email.
5) Pupils can create a game whilst following a design brief.
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.

Croc's World Construction



Apps Used



Croc's World Construction



Logo Foundry



Strip Design



Blocs



Easy HTML

Vocabulary Bank

HTML (Hypertext Markup Language)

A coding language used to build websites.

Header banner

An image placed at the top of a wesbite.

Pixels

The smallest singular display on a digital screen.

Navigation bar

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

RGB colour

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

Target Audience

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

WYSIWYG

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

Market Research

Gathering information about customer wants and needs.

Design Brief

A plan of how a project should be completed.

Focus group

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

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

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

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