Functional Skills ICT – Scheme of Work

This scheme of work comes with 22 lesson plans and accompanying digital resources. They have developed to be used in conjunction with free Functional Skills Study Modules as part of a programme of study for ICT.

The Study Modules aim to help learners acquire the skills that are outlined in the Edexcel specification for Functional Skills ICT, Levels 1 & 2.

The structure of Study Modules and lessons
Topics have been organised in a logical order, which does not always reflect the sequence in which they appear in the specification. The standards covered are given at the start of each Study Module and lesson.

It is expected that teachers will organise their teaching sessions according to the needs, level of experience and interest of their learners, and the contexts in which they are working.

These materials work in conjunction with the Complete Delivery Guide to the Edexcel specification.

<table>
<thead>
<tr>
<th>Module No</th>
<th>Module Title</th>
<th>Number of Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Making the most of your computer</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Managing information</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Finding and selecting information</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Working with structured data</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>Working with numbers and charts</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>Working with text and images</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>Combining and presenting information</td>
<td>6</td>
</tr>
<tr>
<td>8</td>
<td>Using ICT to communicate</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Total:</strong></td>
<td><strong>22</strong></td>
</tr>
</tbody>
</table>
Level differentiation
These materials are for learners working at Levels 1 and 2.

The basis of the design of the materials is that, as in the specification, differentiation will be as much by outcome as by activity. The other key level differentiators - complexity, familiarity, technical demand and independence - are reflected in the tasks, which are designed to show the progression that is a feature of the standards:

<table>
<thead>
<tr>
<th>At Level 1, learners would be expected to:</th>
<th>At Level 2, learners would be expected to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• identify the ICT requirements needed to solve a straightforward task and apply their knowledge and understanding to produce an appropriate solution (complexity)</td>
<td>• analyse multi-step tasks and separate the components, identifying the relevant ICT requirements and applying their knowledge and understanding to produce an appropriate solution (complexity)</td>
</tr>
<tr>
<td>• apply their knowledge and skills within a non-routine but familiar context (familiarity)</td>
<td>• apply their knowledge, skills and understanding within non-routine and non-familiar contexts (familiarity)</td>
</tr>
<tr>
<td>• apply a range of techniques in a number of applications to produce an appropriate outcome (technical demand)</td>
<td>• demonstrate the application of a wide range of techniques across several applications to produce an appropriate outcome (technical demand)</td>
</tr>
<tr>
<td>• solve problems that are essentially instructor/tutor guided, demonstrating the confidence to make informed choices and knowing when to seek guidance (independence)</td>
<td>• solve problems independently, overcoming challenges to produce successful outcomes (independence)</td>
</tr>
</tbody>
</table>

A note on resources and providing a safe working environment for learners
Any suggestion for software to be used with activities is not meant to be exclusive. It is understood that different centres will have different resources.

Teachers can adapt activities so that they can be used with the resources that are available to them.

Assumptions
• Students have some experience of using ICT, in particular word processing, spreadsheets and presentation software.
• Lessons are 60 minutes long
• Students have access to computers outside timetabled lessons
• Students have access to the internet.
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>Activities and Outcomes</th>
<th>Resources</th>
<th>Specification Coverage</th>
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</thead>
</table>
| 1      | • customise computer settings to increase their own efficiency | • personalise the desktop  
• adjust system settings  
• resolve straightforward problems | Study Module 1: Making the most of your computer  
SAM and Mark Scheme  
Digital images:  
L1.1-PC-in-the-box  
L1.2-PC-out-of-the-box  
L1.3-PC-effective-settings  
L1.4-Mark-Scheme-Lesson1  
Key vocabulary  
see Lesson Plan 1 | Level 1:  
2.1 - 2.3  
Level 2:  
2.1 - 2.4 |
| 2      | • manage information storage  
• create and work with files and folders  
• build appropriate folder structures  
• control access to files | | Study Module 2: Managing Information  
SAM and Mark Scheme  
Digital images:  
L2.1-Filing-systems  
L2.2-Files-in-folders  
L2.3-File-security  
L2.4-Mark-Scheme-Lesson2  
L2.5-Storage-uncompressed  
Key vocabulary  
see Lesson Plan 2 | Level 1:  
3.1  
4.1 - 4.2  
Level 2:  
3.1  
5.2 |
### Lesson 3

<table>
<thead>
<tr>
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<th>Resources</th>
<th>Specification Coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td>• manage storage areas</td>
<td>• select appropriate storage areas</td>
<td>Study Module 2: Managing Information</td>
<td>Level 1:</td>
</tr>
<tr>
<td>• work safely and securely</td>
<td>• check available free storage space</td>
<td>SAM and Mark Scheme</td>
<td>3.1</td>
</tr>
<tr>
<td></td>
<td>• compress files into a folder</td>
<td>Memory Stick</td>
<td>4.1, 4.2</td>
</tr>
<tr>
<td></td>
<td>• take action against loss of information in files and folders</td>
<td>Digital images:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>L3.1-Storage-outdoor-indoor</td>
<td>Level 2:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>L3.2-Storage-different-kinds</td>
<td>3.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>L3.3-Storage-full</td>
<td>5.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>L3.4-Storage-uncompressed</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>L3.5-Storage-compressed</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>L3.6- Storage-external-insecure-</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Key vocabulary</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>see Lesson Plan 3</td>
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</tr>
<tr>
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<td>Objectives</td>
<td>Activities and Outcomes</td>
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</tbody>
</table>
| 4      | - find and select reliable information appropriate for purpose and audience | - identify the information requirements and audience of a task  
- construct efficient searches  
- evaluate websites | Study Module 3: Finding and selecting information  
SAM and Mark scheme  
Digital images:  
L4.1-Road-layout  
L4.2-Real-road-junction  
L4.3-Rail-crossing-audio  
L4.4-Give-Way-text  
L4.5-Give-Way-sign  
L4.6-Lesson4-Objectives  
L4.7-Fit-for-purpose  
L4.8-Copyright-not-right-to-copy  
Key vocabulary  
see Lesson Plan 4 | Level 1:  
2.1  
5.1  
6.1  
Level 2:  
2.1  
4.1  
5.1 - 5.2 |
| 5      | - manage and acknowledge information selected for use in own work | - save information appropriately  
- acknowledge sources and information they use  
- evidence how they manage information saved from the internet | Study Module 3: Finding and selecting information  
SAM and Mark scheme  
Digital images:  
L4.8-Copyright-not-right-to-copy  
L5.1-Copyright-protected  
L5.2-Task1-Task3  
Key vocabulary  
see Lesson Plan 5 | Level 1:  
2.1  
5.1  
6.1  
Level 2:  
2.1  
4.1  
5.1 - 5.2 |
### Functional Skills ICT – Scheme of Work

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</table>
| 6      | • structure and present data in a table | • build a data table  
• enter meaningful field names  
• work with different types of data  
• format data  
• sort data in different ways | Study Module 4: Working with structured data  
SAM and Mark Scheme  
Key vocabulary  
see Lesson Plan | Level 1:  
2.1  
5.1  
7.1  
8.3 - 8.4  
Level 2:  
2.1  
4.1  
6.1  
7.3 - 7.4 |
| 7      | • search structured data | • use Find to locate data  
• set and customise Filters (AutoFilter)  
• use Filters on single and multiple columns | Study Module 4: Working with structured data  
SAM and Mark Scheme  
Key vocabulary  
see Lesson Plan 7 | Level 1:  
2.1  
5.1  
7.1  
8.3 - 8.4  
Level 2:  
2.1  
4.1  
6.1  
7.3 - 7.4 |
| 8      | • present information to meet requirements  
• validate data | • enter and format numeric data  
• perform calculations using data in two fields  
• use a drop-down list for data-entry  
• produce print-outs to meet requirements | Study Module 4: Working with structured data  
SAM and Mark Scheme  
Key vocabulary  
see Lesson Plan 8 | Level 1:  
2.1  
5.1  
7.1  
8.3 - 8.4  
Level 2:  
2.1  
4.1  
6.1  
7.3 - 7.4 |
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| 9      | • select and apply appropriate formats  
         • carry out calculations with relative and absolute references | • display numbers and text in appropriate formats  
         • enter formulas using (+, -, *, /)  
         • use functions SUM, AVERAGE, COUNT, MAX and MIN  
         • use absolute cell references | Study Module 5: Working with numbers and charts  
SAM and Mark Scheme  
Digital images:  
- L9.1-100-Display  
- L9.2-100-Display-Format  
- L9.3-100-DataEntry-Display-Format  
- L9.4-10x10-text-number  
- L9.5-10x10-results  
- L9.6-10x10-warning  
- L9.7-10x10-comment  
Key vocabulary  
see Lesson Plan 9 | Level 1:  
2.1  
7.1  
8.1 - 8.2  
Level 2:  
2.1  
6.1  
7.1 - 7.2 |
| 10     | • work with conditions  
         • apply conditional formatting | • use the IF Function  
         • apply conditional formatting | Study Module 5: Working with numbers and charts  
SAM and Mark Scheme  
Key vocabulary  
see Lesson Plan 10 | Level 1:  
2.1  
7.1  
8.1 - 8.2  
Level 2:  
2.1  
6.1  
7.1 - 7.2 |
| 11     | • display numerical data in graphical form | • select and create appropriate charts and graphs  
         • label graphs / charts to aid understanding  
         • produce print-outs to meet requirements | Study Module 5: Working with numbers and charts  
SAM and Mark Scheme  
Digital images:  
- L11.1-Bar-Chart-no-info  
Key vocabulary  
see Lesson Plan 11 | Level 1:  
2.1  
7.1  
8.1 - 8.2  
Level 2:  
2.1  
6.1  
7.1 - 7.2 |
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<tr>
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<tbody>
<tr>
<td>12</td>
<td>• select and format text to meet requirements</td>
<td>• select and prepare text for publications</td>
<td>Study Module 6: Working with text and images&lt;br&gt;Sam and Mark Scheme&lt;br&gt;Digital images:&lt;br&gt;L4.7-Fit-for-purpose&lt;br&gt;L12.1-Bullets-Numbering&lt;br&gt;Key vocabulary see Lesson Plan 12</td>
<td>Level 1: 2.1 7.1&lt;br&gt;Level 2: 2.1 6.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• apply appropriate formatting</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• apply bullets and numbering to lists</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• produce print-outs to meet requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>• display information in a table</td>
<td>• create a table in a text document</td>
<td>Study Module 6: Working with text and images&lt;br&gt;Sam and Mark Scheme&lt;br&gt;Digital images:&lt;br&gt;L13.1-Tables-previous&lt;br&gt;L13.2-Table-menu&lt;br&gt;L13.3-Table-properties&lt;br&gt;Text file: Lesson 13 Homework text for table&lt;br&gt;Key vocabulary see Lesson Plan 13</td>
<td>Level 1: 2.1 7.1&lt;br&gt;Level 2: 2.1 6.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• format it to aid understanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• produce print-outs to meet requirements</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Lesson 14: Working with Text and Images

**Objectives**
- Format and integrate images to meet requirements

**Activities and Outcomes**
- Select appropriate formatting tools to edit images
- Add features to images
- Combine text and images to produce print-outs that meet requirements

**Resources**
- Study Module 6: Working with text and images
- SAM and Mark Scheme
- Digital images:
  - L3.5-Storage-compressed
  - L14.1-Picture-4-versions
  - L14.2-Picture-version4
  - L14.3-Text-images
  - L14.4-Which-software
  - L14.5-View-Toolbars-Picture
  - L14.6-Picture-icons
  - L14.7-Image-plus
- Text file:
  - San-Francisco-Diary
- Key vocabulary
  - see Lesson Plan 14

**Specification Coverage**
- Level 1:
  - 2.1
  - 7.1
- Level 2:
  - 2.1
  - 6.1

### Lesson 15: Combining and Presenting Information

**Objectives**
- Identify features of effective publications

**Activities and Outcomes**
- Identify purposes, target audiences, and features of type of publications
- Map out page layouts
- Describe text styles

**Resources**
- Study Module 7: Combining and presenting information
- SAM and Mark Scheme
- Key vocabulary
  - see Lesson Plan 15

**Specification Coverage**
- Level 1:
  - 1.1
  - 2.1
  - 10.1
  - 10.2
  - 11.1
- Level 2:
  - 1.1
  - 2.1
  - 9.1
  - 9.2
  - 10.1
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>Activities and Outcomes</th>
<th>Resources</th>
<th>Specification Coverage</th>
</tr>
</thead>
</table>
| 16     | • plan a publication | • analyse requirements  
|        |             | • match types of publications to requirements  
|        |             | • rank information for specific publications  
|        |             | • set success criteria for publications  
|        |             | • review effectiveness of layouts | Study Module 7: Combining and presenting information  
|        |             | SAM and Mark Scheme  
|        |             | Key vocabulary  
|        |             | see Lesson Plan | Level 1:  
|        |             | 1.1  
|        |             | 2.1  
|        |             | 10.1  
|        |             | 10.2  
|        |             | 11.1  
|        |             | Level 2:  
|        |             | 1.1  
|        |             | 2.1  
|        |             | 9.1  
|        |             | 9.2  
<p>|        |             | 10.1  |</p>
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<th>Resources</th>
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</thead>
</table>
| Double Lesson 17-18 | • plan and carry out the production of a paper-based publication  
• apply a mark scheme            | • optimise computer settings and interface features for the task in-hand  
• manage the storage of information needed for a publication  
• select and combine appropriate types of information  
• select page designs and layouts that are fit for purpose and audience  
• select and use appropriate language and formatting  
• review own work and ways of working  
• check for accuracy, meaning and fitness for purpose  
• minimise risks of losing the publication  
• use a mark scheme to assess own and somebody else’s work  
• draw up a personal improvement plan | Study Module 7: Combining and presenting information  
SAM and Mark Scheme  
Digital images:  
L18.1-Mark-Scheme-Categories1  
L18.2-Mark-Scheme-Categories2  
L18.3-Bear1-for-your-text  
L18.4-Bear2-for-your-text  
L18.5-Bear3-for-your-text  
L18.6-group-of-bears  
L18.7-2bears-standing  
L18.8-2bears-sitting1  
L18.9-2bears-sitting2  
L18.10-bear1  
L18.11-bear2  
L18.12-bear3  
L18.13-bear4  
Text file:  
L18-Mark-Scheme-poster  
Key vocabulary  
see Lesson Plans 17 - 18 | Level 1:  
1.1  
2.1  
10.1  
11.1  
Level 2:  
1.1  
2.1  
9.1  
9.2  
10.1 |
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</thead>
</table>
| Double Lesson    | In this lesson students will learn how to:               | • plan and carry out the production of a screen-based publication  
• apply a mark scheme                                                                                                                                         | Study Module 7: Combining and presenting information  
SAM and Mark Scheme  
Digital images:  
L19.1-5slides  
Key vocabulary  
see Lesson Plan                                                      | Level 1:  
1.1  
2.1  
10.1  
11.1  
Level 2:  
1.1  
2.1  
9.1  
10.2  
9.2 |
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</table>
| 21     | • use email effectively and appropriately | • send emails for purpose and audience  
|        |            | • follow email etiquette to respect others  
|        |            | • stay safe online  
|        |            | • carry out email housekeeping | Study Module 8: Using ICT to communicate  
|        |            | SAM and Mark Scheme  
|        |            | Key vocabulary  
|        |            | see Lesson Plan 21 | Level 1:  
|        |            | 2.1  
|        |            | 9.1  
|        |            | 9.2  
| 22     | • use ICT to collaborate | • select ICT tools to collaborate with people in different locations  
|        |            | • minimise risks to information in online environments  
|        |            | • take appropriate steps to stay safe | Study Module 8: Using ICT to communicate  
|        |            | SAM and Mark Scheme  
|        |            | Key vocabulary  
|        |            | see Lesson Plan 22 | Level 1:  
|        |            | 2.1  
|        |            | 9.1  
|        |            | 9.2  
|        |            | Level 2:  
|        |            | 2.1  
|        |            | 8.1  
|        |            | 8.2  