

# Smart Skills Builder

## ICT VLE Packs



Searching  
the Internet

Multimedia  
presentations

Exploring  
databases

E-safety

Spreadsheet  
modelling

Game  
design

Information  
systems

Plus

many

more ...

Develop **ICT skills** through engaging topics from  
only **£77.50** per Pack!

### Key benefits ...

- Maximise the use of your VLE for teaching and independent learning
- Motivate students with relevant, engaging topics
- Support independent work and access from home
- Introduce new technologies with confidence

SCORM-compliant  
VLE content

# Smart Skills Builder



## VLE Packs

SCORM-compliant  
content for your VLE.

Each VLE Pack provides a topic-based Unit that delivers a particular skills focus through a series of tutorials, followed by an end-of-unit assessment task.

### Each VLE Pack provides:

- Everything you need for engaging lessons at the click of a button – **saving** lots of preparation **time!**
- Ready-to-use **SCORM-compliant** content that will upload straight into your VLE\*
- **Flexible** resources that can be adapted to meet the needs of your students
- Support for introducing **new technologies** with confidence – great for non-specialist ICT teachers
- Creative lesson plans written by experienced ICT teachers to deliver the **ICT Framework** objectives
- Motivating **interactive** student content including:
  - On-screen skills demos, with audio instructions to support independent learning
  - Animated lesson openers – capture students' attention from the word go!
  - Interactive games to consolidate learning
- Mapping to **Learning Objectives, APP** and **Functional Skills** for every lesson – helpful for assessment and planning
- Regular opportunities for self- and peer-**assessment** throughout each Unit
- An end-of-unit assessment task, including annotated and levelled **model answers** to support students in achieving **two levels** of progress at Key Stage 3

Try **FREE LESSONS** at:

[www.smart-learning-vle.co.uk](http://www.smart-learning-vle.co.uk)

#### \*SCORM-compliance

The VLE Packs are SCORM-compliant (SCORM Version 1.2). SCORM is a set of technical standards for e-learning software products. If your VLE is SCORM-compliant, then you will be able to upload SCORM-compliant content automatically into your VLE. To find out if your VLE is SCORM-compliant, please contact your VLE provider.

Working with:



... and all other SCORM-compliant VLEs!

# Choose from the following Packs...

Used together, the **VLE Packs** for each Year deliver the entire **ICT Framework**. This **flexible** series enables you to focus on the topics and skills that are a **priority** for your students.

## Purchasing options

- Individual VLE Packs
- Year Group Packs
- Key Stage 3 Bundle

Please see the order form for details

**Year  
7**

Packs	Skills Focus	Software/Tools
7.0 Moving On Up	Internet communication and e-safety	Using a VLE (any VLE), ThinkQuest (webpace)
7.1 Where I Live	Creating multimedia presentations	Microsoft PowerPoint, Google Maps
7.2 Bizarre Facts	Searching the Internet and collecting information	Internet, Microsoft PowerPoint
7.3 Endangered Animals	Designing a leaflet and creating a podcast	Microsoft Publisher or suitable word-processing package
7.4 Extreme Sports	Financial modelling and marketing	Microsoft Excel, Microsoft Photo Story
7.5 Murder Most Horrid	Exploring databases	Microsoft Excel, Microsoft Access
7.6 Game On!	Sequencing instructions and creating computer games	Scratch (free software)

**Year  
8**

Packs	Skills Focus	Software/Tools
8.1 Environmental Tourists	Datalogging and information systems	Microsoft Excel, Google Earth, Microsoft PowerPoint
8.2 Jump On The Bandwagon!	Website authoring and design	Adobe Dreamweaver
8.3 Information Superhighway	Searching the Internet and collecting information	Microsoft PowerPoint, Adobe Dreamweaver
8.4 Band Manager	Spreadsheet modelling	Microsoft Excel, Microsoft PowerPoint
8.5 GamePlan IT	Sequencing instructions and game design	Scratch (free software), Microsoft Excel
8.6 Mind Your Own Business!	Planning, marketing, podcasting and video editing	Microsoft Excel, Microsoft Publisher or suitable word-processing package, FlashMeeting, Audacity (free software)

**Year  
9**

Packs	Skills Focus	Software/Tools
9.0 Digital Detectives	Spotting scams, data and software protection, safe social networking	Adobe Photoshop or alternative graphics editing program, Audacity (free software)
9.1 Mayhem Manor	Control, modelling, presenting, desktop publishing, ePortfolios	Microsoft PowerPoint, Scratch and ScratchBoard/PicoBoard (free software), Microsoft Excel Microsoft Publisher or suitable word-processing package, Adobe Dreamweaver
9.2 World Citizens	Communication, collecting information, web design, databases, reports	Microsoft Excel, Adobe Dreamweaver, Microsoft Access
9.3 Time Machine	Modelling, databases, researching, desktop publishing, mail merge	Microsoft Excel, Microsoft Access, Microsoft Publisher or suitable word-processing package

Microsoft Office content is based on Office 2003.

# Student content

## Learning objectives

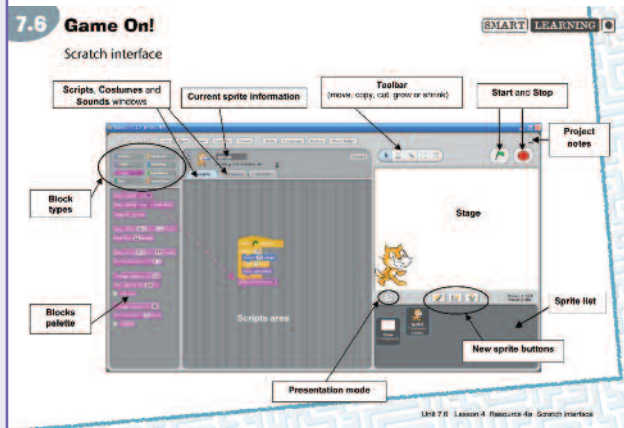
Clear learning objectives are provided at the start of each unit or tutorial to focus students on the skills they will be developing.

## Mapping to APP Assessment Focuses

Each tutorial includes levelled descriptions of the Assessment Focuses covered.

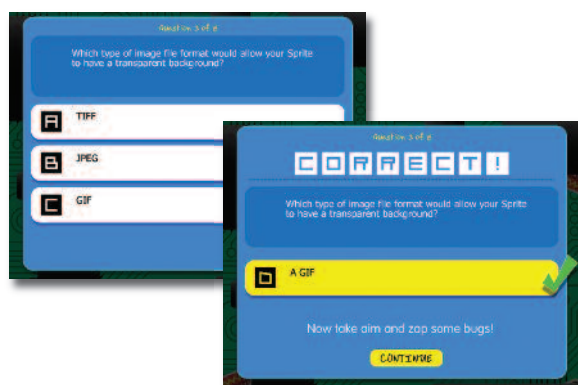
## Student worksheets and supporting materials

Links in the student content open up activity worksheets and stimulus material that support progress through each tutorial.



## 'Round it up' activities

These quick activities support the consolidation of learning and include opportunities for discussion, peer-to-peer feedback, and fun, interactive games.



## Unit 7.6

### Game On! (Sequencing instructions and computer games)

#### Tutorial 2: Backgrounds, sprites and costumes

#### Introduction

Watch **Opener 3** as an introduction to this tutorial.

In this tutorial you will begin work on a Pacman-style arcade game aimed at teenagers. You will learn how to import and edit graphics to use in your projects.

By the end of this tutorial you will be able to:

- Use a paint editor to produce images for your projects
- Edit and create backgrounds, **sprites** and **costumes**

In this tutorial, you are working on the following APP Assessment Focuses:

#### AF2

Level 4 – Devise and refine sequences of instructions

Level 5 – Create precise and accurate sequences of instructions

#### Get started

Digital images come in a variety of formats, such as JPEG, GIF, TIF, PNG and bitmap. Have you heard of any of these formats?

Discuss as a class what you know about these formats. Can you explain why clear, high-quality graphics and transparent backgrounds are important? When might a high-quality, large bitmap image not be appropriate?

Open **Resource 3a** to explore images and backgrounds in a quick activity. Remember to save your completed worksheet in the folder you set up in Tutorial 0!

#### Try it out

In this unit, you are going to develop a version of the Pacman game. What basic elements do you think you will need for the game?

Watch as your teacher shows you how to design a simple maze in **Scratch**. Notice how important it is to make the 'paths' wide enough for Pacman to travel along them.

#### Colouring a background and creating a maze

Find out more about how to create a maze by watching **Skills Demo 3a**.

Now it's your turn. Open Scratch and design your own maze. Remember to save your work when you have finished!

#### Tips

If you make a mistake then immediately click the 'undo' button.

Keep your maze simple to begin with! You may like to draw your maze using pencil and paper first.

#### Create a Pacman sprite

Can you remember the difference between sprites and costumes? Listen carefully as your teacher explains.

You are going to create a Pacman sprite that opens and closes his mouth as he moves, to make it look as if he is eating. This means that he will need two costumes – one with his mouth closed, and one with his mouth open.

Watch **Skills Demo 3b** to learn how to create a Pacman sprite.

Now create your own Pacman sprite. Remember that this one should have a closed mouth. When you are happy with your Pacman, click OK. Don't forget to draw the coloured dot first!

#### Notes

You must draw a dot in front of Pacman. It should be a different colour from any you have used for your Pacman. We have chosen orange.

#### Create a new costume for a sprite

Your teacher will show you how to copy the sprite to make a new costume for your Pacman sprite, this time with an open mouth. Watch **Skills Demo 3c** before you go on to make a new costume for your Pacman.

Now create Pacman's new costume. Remember to give this one an open mouth!

#### Create a target sprite

Next you need to paint a target sprite. This sprite will be 'eaten' by your Pacman as he moves around the maze.

Watch **Skills Demo 3d** here to find out how to paint a target sprite.

When you have painted a target sprite, save your game as Pacman1, ready for the next lesson.

#### Round it up

Share your game with the class or with a partner. Choose one part of your design and explain how you created it in Scratch. Listen as other students do the same, and ask them questions or offer feedback on their designs.

Now play **Interactive 3** to test your understanding of backgrounds, sprites and costumes.

#### Homework

Do some further research on graphics file types using the internet. See if you can find any examples to share with the class in the next lesson.



# Develop ICT skills through engaging, topic-based units

## Unit and lesson openers

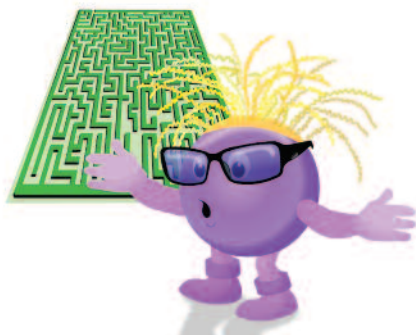
Openers include short animations, PowerPoint presentations and games to 'set the scene' for a new unit or lesson – great for engaging students from the word go!

7.6

UNIT

### Lesson 3

#### Backgrounds, sprites and costumes

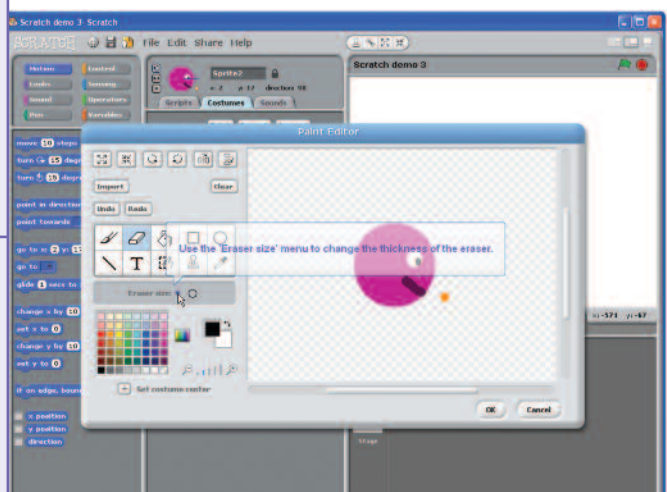


## Digital glossary

Throughout the student content, key ICT terms are hyperlinked to glossary definitions.

## Flash skills demos

Flash skills demos provide a step-by-step walk-through of ICT activities with accompanying audio instructions. Embedded at key points within the student content, these demos model the ICT skills that students will then carry out themselves.



## Homework

A homework suggestion is included at the end of most tutorials to further extend and develop skills.

## Unit assessments

End-of-unit assessment activities combine and consolidate the ICT skills covered within the preceding unit.

### Assessment task

Retro Arcades Ltd has emailed you a design brief, explaining what it wants you to do. Read the brief carefully before you start work on improving your game. Open [Resource 8a](#) to see the email.

#### Assessment tips:

- You should write or adapt at least two [scripts](#) to make the improvements to your game
- You will need to make a new [variable](#)
- You can create new [sprites](#) or backgrounds if you need to
- You will probably have to use one of the 'broadcast' script blocks
- Think about how you can provide written feedback to players when they get the quickest time – there are several ways of doing this
- You need to include your ideas about how you could make further improvements to the game.



Remember to include screenshots of everything you do and annotate them with explanations of what you did.

#### Brainwaves

Can you make the bonus sprite appear in different places on the [stage](#)? Can you use music in your game at all?



## IMPORTANT

Some units in our VLE packs cover Microsoft Office-based ICT skills. The content of these units are currently based on **Office 2003**.

We're currently researching the demand for content based on **Office 2007** or **2010**. If this would be of interest to you, please let us know!

I'd be interested in units based on:

Office 2007 ☐

Office 2010 ☐

First name \_\_\_\_\_

Surname \_\_\_\_\_

School \_\_\_\_\_

Postcode \_\_\_\_\_

If you're happy to keep in touch by email, please provide your email address: \_\_\_\_\_

Please complete and return to:

**Smart Learning, FREEPOST, ANG 1076, PO Box 321, CB1 2BR**  
Or email your comments to: [admin@smart-learning.co.uk](mailto:admin@smart-learning.co.uk)



# Teacher content



Everything you need to deliver lessons successfully is provided in the teacher content, including lots of support for non-specialist ICT teachers.

## The teacher content includes:

- Clear, step-by-step editable lesson plans written by experienced teachers
- Detailed links to the Key Processes, Substrands and APP links covered
- Levelled indicators for evaluating student progress in each lesson
- Creative ideas for engaging students, regardless of ability
- Stacks of extension activities to stretch your more able students
- Suggestions for exploring cross-curricular links
- Lots of opportunities for developing skills in new technologies
- Annotated and levelled model answers to support assessment activities
- Editable model answers for students to evaluate and level
- Mapping documents for APP, Functional Skills and Learning Objectives

## Model answers

Annotated, levelled model answers are provided within the teacher content for sharing with students to help them raise their level of attainment. These model answers are available as PDFs, or in an editable Word format.

**7.6 Game On!**

**Model answer Level 4**

**To achieve a Level 4 you will need to:**

- ✓ Show you have followed the main tutorial instructions
- ✓ Demonstrate that your finished game works as it should
- ✓ State the improvements you made
- ✓ Detail how you made the improvements
- ✓ Explain why you chose to make these improvements in the context of the overall game design

**Teacher says:** This student has a basic understanding of scripts. He has understood about starting values of variables and how to change them dynamically throughout the game.

**Teacher says:** This student has brought some variety into the game-play by changing starting variables and altering them as the game progresses. He has tried to explain how he feels this improves the game.

I followed the instructions exactly as set out in the tutorial. I tested my game to make sure it worked.

I decided to bring some random events into the game to make it more interesting. I changed the starting speed of Pacman. I also decided to decrease the speed of Pacman by '1' every time Pacman eats a target.

I changed the script in each target to decrease the speed of Pacman by 1.

I changed the starting speed of Pacman to 5 so that it has enough speed to be reduced by the 5 targets.

SMART SKILLS BUILDER ICT VLE PACK YR7

**7.6 Game On!**

**Model answer Level 5**

**To achieve a Level 5 you will need to:**

- ✓ Include all the elements required for Level 4
- ✓ Explain the reasons for changing elements of your design
- ✓ Explain clearly how your improvements have made the game better
- ✓ Work relatively independently to improve your game

**Teacher says:** The student has chosen to create a 'dinosaur theme' and changed the look and feel of the game accordingly. She has explained why she decided to do this.

**Teacher says:** The student made independent decisions about how to improve her game. She managed to create scripts to make the 'queen' move and speak. She has explained the reasons why she decided to do this.

I changed my Pacman into a dinosaur called Pacosaurus and changed the sprites so they are people. I thought this would appeal to kids!

When I improved the game I made the bonus sprite (the queen) move around the maze. This makes the game harder because it's hard to know where she is going to appear next. I made her speak so it's easier to see her when she appears.

This is the script for the 'queen' sprite. I experimented with timings until I got it right. The queen still pops up after you have eaten her though, so I need to fix that.

I also made this new script so that when Pacosaurus eats Sprite 4 he slows right down. This makes the game harder.

**Teacher says:** Although there are a few things that need sorting out in the game, the student has recognised these areas for improvement. She is trying new ideas out, which is a good indication of a high level 5 response.

SMART SKILLS BUILDER ICT VLE PACK YR7

View and try this lesson online at:  
[www.smart-learning-vle.co.uk](http://www.smart-learning-vle.co.uk)

## Unit 7.6: Game On! (Sequencing instructions and computer games)

### Lesson 1: What makes a good game?

#### Curriculum links

<b>Learning objectives</b>	Identify features of effective game design by reviewing some successful arcade games from the past. Consider the potential of Scratch software by looking at some pre-built games.
----------------------------	---

#### Key processes

<b>2.1 Finding information</b>	a Consider systematically the information needed to solve a problem, complete a task or answer a question, and explore how it will be used
<b>2.4 Evaluating</b>	c Reflect on what they have learnt and use these insights to improve future work

#### PLTS (Personal Learning and Thinking Skills)

**Independent enquirers:** Plan and carry out research, appreciating the consequences of decisions  
**Creative thinkers:** Ask questions to extend their thinking

#### Substrands and learning objectives

Substrand	1.1 Using data and information sources	4.1 Evaluating work
<b>Year 7 objectives</b>	Combine and refine information and data sources to answer and pose questions	Agree and use simple criteria Explain the reasons for choices they have made
<b>Year 8 objectives</b>	Justify the use of particular information sources to support an investigation or presentation	Make and use simple success criteria that ensure fitness for purpose

#### APP

For more detail on how this Smart Skills Builder ICT VLE Pack covers the APP Assessment Focuses, see the APP mapping document which can be found with the Teacher content for Year 7, in a folder named 'Planning and mapping'.

<b>AF1</b>	<b>Level 4</b>	Plan and implement solutions that combine and refine different forms of information Evaluate the quality and success of their solutions Explain how and why the use of ICT varies in and out of school
	<b>Level 5</b>	Plan and develop structured solutions to problems which use a combination of ICT tools and techniques Use criteria to evaluate the quality of solutions, identifying improvements and refining their work Identify benefits and limitations of using ICT both inside and outside school

© Smart Learning Ltd 2010

Sh

#### Curriculum opportunities

**e Share their views and experiences of ICT, consider individuals, communities and society**

As an extended project, students could undertake research into key developments in the history of modern gaming technology on the school intranet or some of their favourite arcade games below:

[http://en.wikipedia.org/wiki/Golden\\_Age\\_of\\_Video](http://en.wikipedia.org/wiki/Golden_Age_of_Video)  
[www.gamedaily.com/articles/galleries/the-top-25-a](http://www.gamedaily.com/articles/galleries/the-top-25-a)

#### Cross-curricular links

**Design and Technology – Key processes**  
d Use their understanding of others' designing to inform their own

**Art and Design – Key process 2.2 Understand and**  
c Reflect on and evaluate their own and others' work.

<b>All students are able to ...</b> Identify different aspects of design in computer games.  Play and state an opinion about pre-built Scratch games.	<b>Most students</b> Formulate criteria games and use aspects of good design to evaluate them.  Identify well-designed games and suggest improvements and weaknesses.
--	--

## Editable lesson plans

- Mapping to the Learning Objectives and Assessment Focuses
- Cross-curricular opportunities
- Indicators for evaluating student progress
- A clear, structured lesson plan

© Smart Learning Ltd 2010

SMART SKILLS BUILDER ICT VLE PACK YR7 2



## How to order

Tel: 01223 477550

Fax: 01223 477551

Email: [admin@smart-learning.co.uk](mailto:admin@smart-learning.co.uk)

Web: [www.smart-learning.co.uk](http://www.smart-learning.co.uk)

Post: Smart Learning Ltd,  
Sales and Distribution Office,  
Unit 2, Aston Way, Middlewich,  
Cheshire, CW10 0HS

[@smartlearning](#)

## TERMS & CONDITIONS

## Approval service – important

UK Schools can order up to 3 individual VLE Packs on approval.

Products ordered 'on approval' will be invoiced when the goods are dispatched, only to be paid if you decide to keep them.

Please clearly mark your order 'approval' or place your order by phone (01223 477550).

You have 30 days to try out the product. We hope you'll be 100% satisfied, however, if you're not, you can simply return the item(s) to us in their original condition within 30 days of receipt.

Schools are responsible for the return postage cost and we recommend you use a postal method that requires a signature. We cannot accept responsibility for returned products whilst they're in the postal system – only once a Smart Learning employee has signed for the delivery.

**Postage and packing:** There is a standard P&P charge for every order delivered to England, Wales and mainland Scotland. For all offshore islands and abroad, please contact the office for a quotation. Where VAT is applicable on an invoice, the P&P will also incur a VAT charge.

**Please note:** Smart Learning Ltd reserves the right to change any information, special offers and prices in this brochure without prior notice. This order form supersedes any previous order forms.

Company Registration No. 03931985  
VAT Registration No. 752541145

## Unit 7.6: Game On! (Sequencing instructions and computer games)

### Lesson 1: What makes a good game?

Resources	
<i>Student's content:</i> Unit 7.6: Tutorial 0	
Resources	Other resources
<i>Opener 1</i> – What makes a good game? <i>Resource 1a</i> – Criteria sheet <i>Resource 1b</i> – Game comparison	<a href="http://scratch.mit.edu/galleries">http://scratch.mit.edu/galleries</a> <a href="http://www.spaceinvaders.de">www.spaceinvaders.de</a> <a href="http://www.freespaceinvaders.org">www.freespaceinvaders.org</a> <a href="http://www.pacmangame.net">www.pacmangame.net</a> <a href="http://www.webpacman.com">www.webpacman.com</a> <a href="http://kidrocket.org/game_asteroids.php">http://kidrocket.org/game_asteroids.php</a> <a href="http://www.play.vg/games/4-Asteroids.html">http://www.play.vg/games/4-Asteroids.html</a>

#### Teaching progression

##### Preparation

Review the student's content for this lesson and edit as appropriate. Note that **Tutorial 0** includes Starter, Plenary and Homework activities.

Check that relevant games websites are accessible from the school computers and are not being blocked by any filtering systems. On the school VLE, set up an online forum about computer games. You could even set up several threads, for example:

- What makes a good computer game?
- What is the best arcade game, and why?
- What is your favourite modern computer game, and why?

##### Starter (Get started)

As a class or as individuals, invite students to watch **Opener 1** which features the unit introduction and learning objectives. Then ask students to complete the Unit preparation, including setting up a new folder entitled Unit 7.6 – Game On!

Introduce the topic by drawing their attention to the 'Start thinking about ...' section.

Ask all students to write down their favourite computer game on a piece of paper, and one reason why they like it so much. Then go round the class and ask them to read out their chosen game and the reason they chose it. List some of the top games on the board. Are they all modern games, or are some of them older-style games?

##### Main/development (Try it out)

1. Direct students to re-read the introduction and unit learning objectives and discuss the main objectives of the unit. Briefly show the Scratch design interface on the IWB and explain that this is a piece of software that they are going to use to design and build a simple computer game. Ask students who have heard of, or played, a Pacman game (if this game did not come up in the Starter).

2. As a class, ask students to give suggestions on what makes a great arcade game and record a list of criteria on the board. Students should copy these criteria on to **Resource 1a**, in the left-hand column of the table. Criteria might include: good graphics or characters, catchy soundtrack, simple controls, easy to learn, gets harder or has higher levels, lots of variety and user feedback. Make it clear that they should think about 2D games, not 3D games.

3. In pairs, students should play one of the classic games, for example Pacman, Asteroids or Space Invaders. They should evaluate the game using the criteria they have listed on **Resource 1a**. Explain that many of these games were developed using very early, basic technology and that they should bear this in mind when evaluating them.

4. Still in pairs, ask students to log in to <http://scratch.mit.edu/galleries> and play at least two of the pre-built Scratch games. Explain that many of these have been built by young students. Students should make a note of at least one thing that they think works well in each of the games they play, and one thing that needs development.

##### Plenary (Round it up)

Discuss how modern games are different from old games. Using **Resource 1b** on an IWB, compare a classic arcade game with a modern computer game that students are familiar with. Alternatively, invite students to open and complete **Resource 1b** independently. Encourage the class to share ideas.

Take part in an online vote or forum discussion about computer games, such as the one you set up. Alternatively (or as well) students could begin to sketch out ideas and a plan for their own simple game on Pacman.

2010

SMART SKILLS BUILDER ICT VLE PACK YR7 3



**Important:** If you send your order via fax, please DO NOT send a hard copy in the post.

Please quote the following code with your order: **SL426**

**Site licences:** Each VLE Pack includes a site licence for using the content on your VLE. The site licence is based on the total number of students that will be accessing the content. For example, if you have 80 students in Year 7 who that will be using the VLE Pack content, please select the >99 user licence. The site licences are permanent and therefore do not need to be renewed.

**Approval orders:** UK schools can order up to three VLE Packs on approval. Further details provided overleaf.

Individual VLE Packs		Each VLE Pack provides a topic-based Unit that delivers a particular skills focus	No. of tutorials included	Site Licence Options		Site Licence Required (Please tick)		Plus VAT		On Approval	Total
Product code	Title			Up to 99 users	100+ users	Up to 99 users	100+ users	Up to 99 users	100+ users		
<b>Year 7</b>											
SI7VLEU0	7.0 Moving On Up	Internet communication and e-safety	5	£77.50	£95.00			£15.50	£19.00		
SI7VLEU1	7.1 Where I Live	Creating multimedia presentations	7	£108.50	£133.00			£21.70	£26.60		
SI7VLEU2	7.2 Bizarre Facts	Searching the Internet and collecting information	5	£77.50	£95.00			£15.50	£19.00		
SI7VLEU3	7.3 Endangered Animals	Designing a leaflet and creating a podcast	7	£108.50	£133.00			£21.70	£26.60		
SI7VLEU4	7.4 Extreme Sports	Financial modelling and marketing	8	£124.00	£152.00			£24.80	£30.40		
SI7VLEU5	7.5 Murder Most Horrid	Exploring databases	5	£77.50	£95.00			£15.50	£19.00		
SI7VLEU6	7.6 Game On!	Sequencing instructions and creating computer games	6	£93.00	£114.00			£18.60	£22.80		
<b>Year 8</b>											
SI8VLEU1	8.1 Environmental Tourists	Datalogging and information systems	8	£124.00	£152.00			£24.80	£30.40		
SI8VLEU2	8.2 Jump On The Bandwagon!	Website authoring and design	6	£93.00	£114.00			£18.60	£22.80		
SI8VLEU3	8.3 Information Superhighway	Searching the Internet and collecting information	6	£93.00	£114.00			£18.60	£22.80		
SI8VLEU4	8.4 Band Manager	Spreadsheet modelling	6	£93.00	£114.00			£18.60	£22.80		
SI8VLEU5	8.5 GamePlan IT	Sequencing instructions and game design	6	£93.00	£114.00			£18.60	£22.80		
SI8VLEU6	8.6 Mind Your Own Business!	Planning, marketing, podcasting and video editing	8	£124.00	£152.00			£24.80	£30.40		
<b>Year 9</b>											
SI9VLEU0	9.0 Digital Detectives	Spotting scams, data and software protection, safe social networking	8	£124.00	£152.00			£24.80	£30.40		
SI9VLEU1	9.1 Mayhem Manor	Control, modelling, presenting, desktop publishing, ePortfolios	12	£186.00	£228.00			£37.20	£45.60		
SI9VLEU2	9.2 World Citizens	Communication, collecting information, web design, databases, reports	11	£170.50	£209.00			£34.10	£41.80		
SI9VLEU3	9.3 Time Machine	Modelling, databases, researching, desktop publishing, mail merge	12	£186.00	£228.00			£37.20	£45.60		
P	Postage and packaging		-	£4.95		-	-	£0.99		-	
										<b>Subtotal</b>	
										<b>Grand Total (inc VAT)</b>	

## Complete Year Packs

Product code	Title	Number of Users	Pack price (inc site licence)	VAT	On Approval	Total
SI7VLE2	Y7 VLE Pack (includes all Yr 7 VLE Packs)	>99	£599	£119.80		
SI7VLE3	Y7 VLE Pack (includes all Yr 7 VLE Packs)	100+	£699	£139.80		
SI8VLE2	Y8 VLE Pack (includes all Yr 8 VLE Packs)	>99	£599	£119.80		
SI8VLE3	Y8 VLE Pack (includes all Yr 8 VLE Packs)	100+	£699	£139.80		
SI9VLE2	Y9 VLE Pack (includes all Yr 9 VLE Packs)	>99	£599	£119.80		
SI9VLE3	Y9 VLE Pack (includes all Yr 9 VLE Packs)	100+	£699	£139.80		
P	Postage and packaging		£4.95	£0.99	-	
					<b>Subtotal</b>	
					<b>Grand Total (inc VAT)</b>	

## Key Stage 3 ICT Bundle

Product code	Title	Number of Users	Pack price (inc site licence)	VAT	On Approval	Total
SIKS31	Key Stage 3 ICT Bundle (Yr 7-9, 17 VLE Packs)	>99	£1,399	£279.80		
SIKS32	Key Stage 3 ICT Bundle (Yr 7-9, 17 VLE Packs)	100+	£1,599	£319.80		
P	Postage and packaging		£4.95	£0.99	-	
					<b>Subtotal</b>	
					<b>Grand Total (inc VAT)</b>	
					<b>Source code</b>	<b>SL426</b>

## Your details

### Which VLE does your school use?

Title	Name	Surname
Job Title	School Order No. (opt)	
School Name	School Address	
	Postcode	
Telephone	Fax	

Please supply a direct email address if you'd like to receive emails about Smart Learning products and offers:

Email

Your details will not be sold or passed onto third parties outside Smart Learning. You can unsubscribe at any time. Further details: [www.smart-learning.co.uk/privacy](http://www.smart-learning.co.uk/privacy).

Signature

## Payment details

NB: A 3% admin fee will apply to all credit card payments taken by phone/fax/post on orders over £200

☐ I have enclosed an official school order ☐ I have enclosed a cheque with my order ☐ Please charge my Credit/Debit Card

Card Number

Valid From   /   Expiry Date   /   Issue Number   3-Digit Security Code

Thank you for your order.

## IMPORTANT

Please see previous page for  
**TERMS & CONDITIONS**