Stage 1 ICT Programme

Integrating ICT capability [(NESA)](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/integrating-ict-capability) and [English Syllabus](https://curriculum.nsw.edu.au/syllabuses/english-k-10-2022?tab=content)

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| **HARDWARE AND SOFTWARE** | | | | | |
| **ICT**  **Learning Area** | **Year 1** | **Year 2** |  |  |
|  | **Typically, by the end of Year 1 students will be able to:** | **Typically, by the end of Year 2 students will be able to:** |  |  |
|  |  |  | **ACTIVITY** | **ASSESSMENT** |
| **Computer Skills** | Turn computer and monitor on and off.  Log on with personal ID. Sign out at end of lesson.  Identify computer parts (keyboard, monitor, headphone jack, microphone jack…) EN1-VOCAB-01  Recognise and open applications from the Start Menu. EN1-RECOM-01  Find and open documents: My Documents and Class Folder. EN1-RECOM-01  Find and open documents: Collaboration. EN1-RECOM-01  Save work in the correct folder. | Turn computer and monitor on and off.  Log on with personal ID. Sign out at end of lesson.  Identify computer parts (keyboard, monitor, headphone jack, microphone jack…) EN1-VOCAB-01  Recognise and open applications from the Start Menu. EN1-RECOM-01  Find and open documents: My Documents and Class Folder. EN1-RECOM-01  Find and open documents: Collaboration. EN1-RECOM-01  Save work in the correct folder. |  |  |
| **Basic Keyboard Skills** | Identify capital letters, Enter, Space Bar, Shift, Backspace, delete, CTRL and ALT on keyboard. EN1-VOCAB-01  Identify Tab, Caps lock. EN1-VOCAB-01  Type first name and last name.  Type simple sentences with correct punctuation. EN1-CWT-01  Use backspace to fix errors. EN1-HANDW-01  Use @ symbol to log on. | Identify capital letters, Enter, Space Bar, Shift, Backspace, delete, CTRL and ALT on keyboard. EN1-VOCAB-01  Identify Tab, Caps lock. EN1-VOCAB-01  Type simple sentences with correct punctuation. EN1-CWT-01  Use backspace to fix errors. EN1-HANDW-01 |  |  |
| **INTERNET** | | | | | |
| **ICT**  **Learning Area** | **Year 1** | **Year 2** |  |  |
|  | **Typically, by the end of Year 1 students will be able to:** | **Typically, by the end of this Year 2 students will be able to:** |  |  |
|  |  |  | **ACTIVITY** | **ASSESSMENT** |
| **Navigation** | Use internet browser to open to Nuwarra Weebly.  Use dropdown menus, tabs to navigate. | Use internet browser to open to Nuwarra Weebly.  Use dropdown menus, tabs to navigate. |  |  |
| **Internet Safety** | Knowledge of internet safety. (ACTDIP005) | Knowledge of internet safety. (ACTDIP005) |  |  |

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| **VOCABULARY** | | | | | |
| **ICT**  **Learning Area** | **Year 1** | **Year 2** |  |  |
|  | **Typically, by the end of Year 1 students will be able to:** | **Typically, by the end of this Year 2 students will be able to:** |  |  |
|  |  |  | **ACTIVITY** | **ASSESSMENT** |
|  | Recognise and understand taught Tier 1 and Tier 2 technology words. EN1-VOCAB-01  Understands and effectively uses Tier 1 computer words, taught Tier 2 technology words and Tier 3 subject/  programme vocabulary to extend and elaborate ideas. EN1-VOCAB-01 | Recognise and understand taught Tier 1 and Tier 2 technology words. EN1-VOCAB-01  Understands and effectively uses Tier 1 computer words, taught  Tier 2 technology words and Tier 3 subject/  programme vocabulary to extend and elaborate ideas. EN1-VOCAB-01 |  |  |
| **PROGRAMMES** | | | | | |
| **WORD PROCESSING SKILLS (MS WORD)** | | | | | |
| **ICT**  **Learning Area** | **Year 1** | **Year 2** |  |  |
|  | **Typically, by the end of Year 1 students will be able to:** | **Typically, by the end of this Year 2 students will be able to:** |  |  |
|  |  |  | **ACTIVITY** | **ASSESSMENT** |
|  | Apply to all skills below  EN1-CWT-01, EN1-HANDW-01  Type simple sentences with correct punctuation.  Change size of text.  Change colour of text.  Change font of text.  Resize and move clipart. | Apply to all skills below  EN1-CWT-01, EN1-HANDW-01  Type simple sentences with correct punctuation.  Change size of text.  Change colour of text.  Change font of text.  Insert clipart.  Resize and move clipart.  Insert shapes. |  |  |
| **PRESENTATION SKILLS (POWERPOINT)** | | | | |
| **ICT**  **Learning Area** | **Year 1** | **Year 2** |  |  |
|  | **Typically, by the end of Year 1 students will be able to:** | **Typically, by the end of this Year 2 students will be able to:** |  |  |
|  |  |  | **ACTIVITY** | **ASSESSMENT** |
|  | Create a new slide. EN1-HANDW-01 | Create a new slide. EN1-HANDW-01 |  |  |
| **SPREADSHEET SKILLS (EXCEL)** | | | | |
| **ICT**  **Learning Area** | **Year 1** | **Year 2** |  |  |
|  | **Typically, by the end of Year 1 students will be able to:** | **Typically, by the end of this Year 2 students will be able to:** |  |  |
|  |  |  | **ACTIVITY** | **ASSESSMENT** |
|  | Demonstrate knowledge and use of spreadsheet terms (cell, row, column, fill down, fill right, formula). EN1-VOCAB-01, EN1-RECOM-01  Insert data.  Create a line, bar, and pie graph from data. EN1-VOCAB-01, EN1-RECOM-01  Apply colour to rows, cells, and columns. EN1-HANDW-01 | Demonstrate knowledge and use of spreadsheet terms (cell, row, column, fill down, fill right, formula). EN1-VOCAB-01, EN1-RECOM-01  Insert data.  Create a line, bar, and pie graph from data. EN1-VOCAB-01, EN1-RECOM-01  Apply colour to rows, cells, and columns. EN1-HANDW-01 |  |  |

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|  | | **DRAWING (KIDPIX)** | | | | |
| **ICT**  **Learning Area** | **Year 1** | | **Year 2** |  |  |
|  | **Typically, by the end of Year 1 students will be able to:** | | **Typically, by the end of this Year 2 students will be able to:** |  |  |
|  |  | |  | **ACTIVITY** | **ASSESSMENT** |
|  | Apply to all skills below  EN1-CWT-01, EN1-HANDW-01  Use the mouse to control the pencil, paint tools, paint bucket, spray can, to make basic 2D and 3D shapes.  Paint with 3D objects to make e.g. borders.  Insert backgrounds, stickers, and stamps.  Use Undo and erase.  Add text.  Add sound. | | Apply to all skills below  EN1-CWT-01, EN1-HANDW-01  Use the mouse to control the pencil, paint tools, paint bucket, spray can, to make basic 2D and 3D shapes.  Paint with 3D objects to make e.g. borders.  Insert backgrounds, stickers, and stamps.  Use Undo and erase.  Add text.  Add sound.  Make a slideshow to explain a concept.  Animate 3D pictures. |  |  |

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|  | | **CODING (BeeBot)** | | | | |
| **ICT**  **Learning Area** | **Year 1** | | **Year 2** |  |  |
|  | **Typically, by the end of Year 1 students will be able to:** | | **Typically, by the end of this Year 2 students will be able to:** |  |  |
|  |  | |  | **ACTIVITY** | **ASSESSMENT** |
|  | Describes, follows, and represents algorithms to solve problems. ST1-11DP-T, EN1-VOCAB-01, EN1-RECOM-01  Bee bot: materials, tools, and equipment to develop solutions for a need or opportunity.  Follow a visual sequence of steps and decisions (algorithms) needed to solve problems. e.g.:  controlling a digital device remotely- Bee Bot. EN1-RECOM-01  Present a sequence of instructions using visual programming  language: test and **evaluate** the steps (algorithms) in solving a problem. ST1-11D1-T | | Describes, follows, and represents algorithms to solve problems. ST1-11DP-T, EN1-VOCAB-01, EN1-RECOM-01  Bee bot: materials, tools, and equipment to develop solutions for a need or opportunity.  Follow a visual sequence of steps and decisions (algorithms) needed to solve problems. e.g.:  controlling a digital device remotely- Bee Bot. EN1-RECOM-01  Present a sequence of instructions using symbolic programming  language: test and **evaluate** the steps (algorithms) in solving a problem. ST1-11D1-T, EN1-CWT-01 |  |  |
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|  |  | | Recognise and  explore digital systems (hardware and software  components) for a purpose  [(ACTDIK001 - Scootle )](http://www.scootle.edu.au/ec/search?accContentId=ACTDIK001) |  |  |
|  |  | | By the end of Year 2, students identify how common digital systems (hardware and software) are used to meet specific purposes. They use digital systems to represent simple patterns in data in different ways.  Students design solutions to simple problems using a sequence of steps and decisions. They collect familiar data and display them to convey meaning. They create and organise ideas and information using information systems and share information in safe online environments. |  |  |