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| Stage 1 Planning | | | | |
| Hardware | | | | |
| **Skill/Knowledge** | **Demonstrated by** | **Outcome** | **ICT Activity** | **Assessment** | |
| **General** | Identify Microphone and Headphones.  Identify monitor, screen and CD Rom. | **ST1-11DI-T -a** **6. EN1-VOCAB-01**  **6a**  **6b**  **6c**  **ST1-11DI-T -a** | **Parts of a computer**  **https://nuwarra.weebly.com/parts-of-a-computer-s1.html** | **Small book worksheet differentiated year 1 and year 2** | |
|  |  |  |  |  | |
| DoE Access |  |  |  |  | |
| **Skill/Knowledge** | **Demonstrated by** | **Outcome** | **ICT Activity** | **Assessment** | |
| **Logging On** | Use name card to log on independently, correcting errors in own name.  Log on independently without name card. | **ST1-11DI-T -a**  **ST1-11DI-T -b** | Log on with log on books transitioning to cards | observation | |
| **Logging Off** | Independently sign off using the start menu. | **ST1-11DI-T -b** | Practice signing off | observation | |
|  |  |  |  |  | |
| Formatting Text |  |  |  |  | |
| **Skill/Knowledge** | **Demonstrated by** | **Outcome** | **ICT Activity** | **Assessment** | |
| **Edit and Modify Texts​​** | Use Home tab in programs to edit Text (colour, size, font, B U *I ,* Paragraph) Recognise the icons for these functions across programs.  Use insert picture. Resize objects (picture, clip art, shape, word art) Format tab to change images  (wrap text, picture style, colour) | **2. Creating Written Texts**  **EN1-CWT-01**  **2c**  **2d**  **2e**  **2f**  **2g**  **2h 5. Handwriting**  **EN1-SPELL-01**  **5a**  **5b**  **5d** | **Powerpoint**  **Year 1 Farm animals 1, 2,3, and 4**  **Drag ’n’ drop pictures**  **Font resizing**  **Text Box labels**  **Drag ’n’ drop shapes / patterns**  **Powerpoint**  **Year 2 Books 1, 2,3, and 4**  **Type your answer**  **Drag ’n’ drop matching**  **Books presentation project 5 slides / modelled**  **Digital pixel art** | **Students choose one to be assessed**  **Students choose one to be assessed** | |
|  |  |  |  |  | |
| Internet |  |  |  |  | |
| **Skill/Knowledge** | **Demonstrated by** | **Outcome** | **ICT Activity** | **Assessment** | |
| **Internet Use​​** | Use the features of a Browser the same way as a Folder (back, forward). Use provided websites and Google for searches  Use the features of the browser (minimize, close, new tab, close tab, home, refresh, Read Aloud). Use history and bookmark tab and know their purposes. | **ST1-11DI-T -b** | Access Nuwarra Weebly to read information and download worksheets |  | |

Stage One

ICT Capabilities across the

K-6 curriculum with Outcomes and specific Content

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| --- | --- | --- | --- |
| **ST1-11DI-T -a** Identifies the components of digital systems and … | **ST1-11DI-T -b** Explores how data is represented e.g. letters, telephones, cameras text, image and sound and emails | **6. Vocabulary EN1-VOCAB-01**  **Learning and using words**   * **6a**. understand and use words that have different meanings in different contexts. (Tier 2 vocabulary) * **6b.** use vocabulary to express cause and effect. * **6c.** understand and intentionally choose subject-specific vocabulary to enhance precision and for effect. | *This is not an exhaustive list of possible outcomes and content.*  *Technology outcomes and content have had an extra letter added by me to distinguish the different contents in the planning table.* |
| **ST1-2DP-T**  Describes, follows, and represents algorithms to solve problems | **ST1-3DP-T**  Presenting a sequence of instructions, eg using a [visual programming](javascript:void(0);) language  Test and evaluate the effectiveness of steps and decisions (algorithms) in solving a problem | **2. Creating Written Texts**  **EN1-CWT-01**  **Planning and Revising**   * **2a.** use different modes and media to enhance the presentation of texts they have created. * **2b.** use a variety of planning strategies and tools for creating texts (Planning strategies may include making notes, drawing, concept maps, flow charts, graphic organisers, creating a storyboard.) * **2c.** re-read and edit their own texts after receiving feedback * **2d.** understand that their own texts can be improved   by incorporating feedback and editing  **Punctuation**  Students:   * **2e.** use commas to separate ideas, lists and/or dependent clauses in a sentence * **2f.** use punctuation, including question marks and exclamation marks, accurately and for effect * **2g.** use quotation marks for simple dialogue * **2h.** use possessive apostrophes in own writing. | **5. Handwriting**  **EN1-SPELL-01**   * **5a.**use word-processing program functions, including text-editing applications * **5b.** recognise and use keys to show more complex punctuation or symbols * **5c.** type up to 5 familiar words per minute * **5d.** use taught software functions to create texts in a range of modes for different contexts, audiences, and purposes. (Selecting font style and size, inserting a shape, image or table, and saving a document.) |
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