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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****ST1-11DI-T -a** | **Use headphones to access the information on the website about ‘Fish and Sea Life’, ‘Mammals’, ‘Reptiles’ and ‘Insects’** | **Observation** |
| **Mouse** | Move mouse and use left click and left double click. | **ST1-11DI-T -b** | **Mouse and double clicking left button used in accessing computer and internet sites** | **Observation** |
| 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** | Make log on book as required |  |
| **Logging Off** | Independently sign off using the start menu. | **ST1-11DI-T -b** |  |  |
|  |  |  |  |  |
| **Navigation** |  |  |  |  |
| **Skill/Knowledge** | **Demonstrated by** | **Outcome** | **ICT Activity** | **Assessment** |
| **Desktop and Task Bar​​** | Adjust volume and use mute to control the speakers from the task bar. | **ST1-11DI-T -b** | Adjust volume for headphones |  |
|  |  |  |  |  |
| 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 searchesUse 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** | Make shortcut to Nuwarra WeeblyOpen https://nuwarra.weebly.com/read-about-stage-1-even.htmland listen to information about ‘Fish and Sea Life’, ‘Mammals’, ‘Reptiles’ and Insects over the next 9 weeks. This gives practice in using the functions of a browser. | ObservationStudents listening to web sites read by browser |
| **Publishing Online** | Discuss what types of things are put on the internet and for what purpose. Discuss who are some people that publish on the internet (Youtubers, authors, artists, musicians, etc.) Identify Blogs | **ST1-11DI-T -a****ST1-11DI-T -a** | **Begin discussion using Nuwarra Weebly as an example of who writes and why is the internet here.** |  |

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| Early Robotics 2 |  |  |  |  |
| **Skill/****Knowledge** | **Demonstrated by** | **Outcome** | **ICT Activity** | **Assessment** |

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| **Early Coding** | Describes, follows, and represents algorithms to solve problemsUses materials, tools and equipment to develop solutions for a need or opportunityFollow a sequence of steps and decisions (algorithms) needed to solve problemsfor example:  * controlling a digital device remotely
* presenting a sequence of instructions, eg using a visual programming language
* test and evaluate the effectiveness of steps and decisions (algorithms) in solving a problem
 | **ST1-2DP-T****ST1-3DP-T** | Using the task cards on ‘Fish and Sea Life’, ‘Mammals’, ‘Reptiles’ and Insects create a bee bot mat. Write an algorithm on the worksheet to solve the task card. See if a friend can follow your algorithm and accomplish the same task by programming the bee bot. | Mark the worksheetObserve the action of the bee bot |

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 | **EN1-2A**Experiment with publishing using different modes and media to enhance planned presentations. | *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 languageTest and evaluate the effectiveness of steps and decisions (algorithms) in solving a problem |  |  |