Kindergarten ICT Programme 2024

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** | **Kindergarten** |  |  |
|  | **Typically, by the end of this Year 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. ENE-REFLU-01, ENE-HANDW-01, STe-7DI-T  Identify computer parts (keyboard, monitor, headphone jack, microphone jack…) ENE-VOCAB-01 | **Using a paper computer and A-Z keys play a matching game getting progressively more difficult:**   1. **Lower case letters to lower case keyboard** 2. **upper case letters to upper case keyboard**   **Lower case letters to upper case keyboard**  **Programme a BeeBot to go to pictures of computer parts and digital devices and in separate activity parts of a book:**  **First as a class group then**  **In 12 small groups.**  **BeeBot mats keep changing pictures and positions.** | **Observation: Keys in correct order on keyboards**  **Observation: Peer assessment that BeeBot went to correct picture** |
| **Basic Keyboard Skills** | Move mouse, use left click and double click. ENE-HANDW-01  Use Ctrl+Alt+Del to start computer.  Identify capital letters, Enter, Space Bar, Shift, Backspace, delete, CTRL and ALT on keyboard. ENE-HANDW-01, ENE-VOCAB-01, ENE-PRINT-01 | **Using a paper computer and A-Z keys play a matching game getting progressively more difficult:**   1. **Lower case letters to lower case keyboard** 2. **upper case letters to upper case keyboard**   **Lower case letters to upper case keyboard** | **Observation: Keys in correct order on keyboards** |

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| **VOCABULARY** | | | | |
| **ICT**  **Learning Area** | **Kindergarten** |  |  |
|  | **Typically, by the end of this Year students will be able to:** |  |  |
|  |  | **ACTIVITY** | **ASSESSMENT** |
|  | **Recognise and understand taught Tier 1 and Tier 2 technology words. ENE-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. ENE-VOCAB-01** | **Words taught as we programme BeeBot:**  **computer, keyboard, headphones, CPU, microphone, laptop, mouse, tablet, iPad, iPhone, printer, monitor, icon, download, camera**  **Play fishing rod game and PowerPoint game as a whole class** |  |

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| **CODING (BeeBot)** | | | | |
| **ICT**  **Learning Area** | **Kindergarten** |  |  |
|  | **Typically, by the end of this Year students will be able to:** |  |  |
|  |  | **ACTIVITY** | **ASSESSMENT** |
|  | Follow, order, and describe a sequence of steps and decisions (algorithms) needed to solve problems. STe-2DP-T, ENE-VOCAB-01, ENE-OLC-01  Design a process to solve an identified problem, e.g.: a set of instructions to move a BeeBot from one point to another. STe-7DI-T, ENE-OLC-01 | **Programme a BeeBot to go to pictures of computer parts and digital devices and in separate activity parts of a book:**  **First as a class group then**  **In 12 small groups.**  **BeeBot mats keep changing pictures and positions** | **Observation: Peer assessment that BeeBot went to correct picture** |
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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. | |
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