Kindergarten 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** | **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-TIdentify computer parts (keyboard, monitor, headphone jack, microphone jack…) ENE-VOCAB-01 |  |  |
| **Basic Keyboard Skills** | Move mouse, use left click and double click. ENE-HANDW-01Use 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-01Use A-Z and (.) keys and 1-0 keys to log on to computer. ENE-HANDW-01Type first name and last name. ENE-PRINT-01, ENE-HANDW-01Type simple sentences with correct punctuation. ENE-HANDW-01, ENE-PRINT-01Use backspace to fix errors. ENE-HANDW-01Use @ symbol to log on.Use arrow keys for positioning and games.Use backspace to fix errors.  |  |  |
| **INTERNET** |
| **ICT****Learning Area** | **Kindergarten** |  |  |
|  | **Typically, by the end of this Year students will be able to:** |  |  |
|  |  | **ACTIVITY** | **ASSESSMENT** |
| **Navigation** | Use internet browser to open to Nuwarra Weebly.Use dropdown menus, tabs to navigate. |  |  |
| **Internet Safety** | Knowledge of internet safety. (ACTDIP005) |  |  |

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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-01Understands 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 |  |  |
| **PROGRAMMES** |
| **WORD PROCESSING SKILLS (MS WORD)** |
| **ICT****Learning Area** | **Kindergarten** |  |  |
|  | **Typically, by the end of this Year students will be able to:** |  |  |
|  |  | **ACTIVITY** | **ASSESSMENT** |
|  | Change size of text. ENE-CWT-01Change colour of text. ENE-CWT-01 |  |  |

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| **DRAWING (KIDPIX)** |
| **ICT****Learning Area** | **Kindergarten** |  |  |
|  | **Typically, by the end of this Year students will be able to:** |  |  |
|  |  | **ACTIVITY** | **ASSESSMENT** |
|  | Use the mouse to control the pencil, paint tools, paint bucket, spray can, to make basic 2D and 3D shapes. ENE-VOCAB-01Paint with 3D objects to make e.g. borders.Insert backgrounds, stickers, and stamps.Use Undo and erase.Add text. ENE-PRINT-01, ENE-CWT-01 |  |  |

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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-01Design 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 |  |  |
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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. |  |  |