Stage 1 ICT Programme Term 2 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** | **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.  Recognise and open applications from the Start Menu. EN1-RECOM-01  Find and open documents: My Documents and Class Folder. 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.  Recognise and open applications from the Start Menu. EN1-RECOM-01  Find and open documents: My Documents and Class Folder. EN1-RECOM-01  Save work in the correct folder. | **Years 1 and 2**  Every lesson, students turn on and off the computer or log on and sign out, choose the application, or open a previous document from their class folder, and save their work in the class folder. | Observation |
| **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.  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. | **Years 1 and 2**  To begin a new activity, students follow teacher directions and navigate to Nuwarra Weebly. |  |

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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 | Working on Directional algorithms  Year 2 writing Algorithms  Words include but not limited to:  Programmer, code, program, algorithm, sequence, command, bug, debugging, repeat, persistence, turn left, turn right, pause, if/then/else, sorting matrix, conditional… |  |
| **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  Change size of text.  Change colour of text. | Apply to all skills below  EN1-CWT-01, EN1-HANDW-01  Change size of text.  Change colour of text.  Insert shapes. | * Year 1- Format text * Year 1- Shapes fill colour.   Save all docs in class folder.  <https://nuwarra.weebly.com/word-processing-even-yrs-yr1.html>   * Year 2- Beth washes her dog & save. * Year 2- Let’s make an ice-cream sundae & save. Print and colour. * Save all docs in class folder.   <https://nuwarra.weebly.com/word-processing-even-yr2.html> |  |
| **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 | **Year 1**   1. Farm animals – data chart and save. 2. Farm animals – line graph and save. 3. Farm animals – bar graph and save. 4. Farm animals – pie graph and save. 5. <https://nuwarra.weebly.com/excel-yr-1-even-years.html>   **Year 2**   1. Books – Book borrowing survey 2. Books – class borrowing line graph. 3. Books – class borrowing bar graph. 4. Spreadsheet Pixel Art 5. <https://nuwarra.weebly.com/excel-yr2-even-year.html>   (May be Term 3) | **Year 1**   1. Observation 2. Observation 3. Mark online 4. Mark online   **Year 2**   1. Mark online 2. Observation 3. Mark online 4. Fun (not marked). |

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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 | **Year 1**   * Review BeeBots using PowerPoint directional arrows   <https://nuwarra.weebly.com/insects-read--code-stage-1.html>   * Make a BeeBot mat from the topics listed below. * Follow 10 algorithms and record the name of the picture after each. * Make a BeeBot mat from the topics listed below. * Pick a challenge card. * Using the BeeBot’s programme keys, and the directional small cards, order a visual programme to meet the challenge. * Test the programme and debug it as required.   **Group work (2-3)**  **Year 2**   * Review BeeBots using PowerPoint directional arrows   <https://nuwarra.weebly.com/insects-read--code-stage-1.html>   * Make a BeeBot mat from the topics listed below. * Follow 20 algorithms and record the name of the picture after each. * Make a BeeBot mat from the topics listed below. * Pick a challenge card. * Using the BeeBot’s programme keys, and the directional small cards, order a visual programme to meet the challenge. * Test the programme and debug it as required. | **Year 1**  Observation placement of arrows in PowerPoint programming exercises for year 1.  Mark the 10 algorithms answers.  Mark year 1 programming sheet by giving it to another group and seeing if they get to the intended picture.  **Year 2**  Observation placement of arrows in PowerPoint programming exercises for year 2.  Mark the 20 algorithms answers.  Mark year 2 programming sheet by giving it to another group and seeing if they get to the intended picture. |
|  |  | |  | **Topics for BeeBot mats**: African Animals; Aust insects, reptiles & sea life; Fruit; vegetables; Aust. & NZ animals; Aust & NZ birds; mammals. |  |
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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. |  |  |