Stage 1 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)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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** | Use backspace to fix errors. EN1-HANDW-01  Use @ symbol to log on. | 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. |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PROGRAMMES** | | | | | |
| **PRESENTATION SKILLS (POWERPOINT)** | | | | |
| **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** |
|  | Create a new slide. EN1-HANDW-01  Apply to all skills below  EN1-CWT-01, EN1-HANDW-01   * Type simple sentences with correct punctuation. * Change size of text. * Change colour of text. * Change font of text. * Resize and move clipart. | Create a new slide. EN1-HANDW-01  Apply to all skills below  EN1-CWT-01, EN1-HANDW-01   * Type simple sentences with correct punctuation. * Change size of text. * Change colour of text. * Change font of text. * Insert clipart. * Resize and move clipart. * Change colour in tables. | **Year 1**   1. Farm animals - drag ’n’ drop PowerPoint. 2. Farm animals – font size PowerPoint. 3. Farm animals – type labels in text boxes PowerPoint. 4. Patterns - drag ’n’ drop PowerPoint.<https://nuwarra.weebly.com/powerpoint-yr-1-odd-years.html>   **Year 2**   1. Books – type your answers PowerPoint. 2. Books – drag ’n’ drop matching PowerPoint. 3. Books – guided presentation project PowerPoint. 4. Digital Pixel Art   <https://nuwarra.weebly.com/powerpoint-yr2-odd-year.html> | **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). |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | **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  BeeBot: 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  BeeBot: 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 | **Group work (2-3)**  **Year 1**   * Insects – Look at short video about insects. * Find and explore books on insects 595.7. * Review BeeBots * Make an insect BeeBot mat. * 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**   * Insects – Look at short video about insects. * Find and explore books on insects 595.7. * Review BeeBots * Make an insect BeeBot mat. * Pick a challenge card. * Using the BeeBot’s programme keys, and the directional small cards, write a visual programme to meet the challenge. * Test the programme and debug it as required. * Physically write the program on the worksheet and give it to another group to repeat. | **Year 1**  Observation.  **Year 2**  Observation.  Mark worksheet by success of other students completing directions to challenge. |
|  |  | |  |  |  |
|  | 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. | | | Recognise and  explore digital systems (hardware and software  components) for a purpose  [(ACTDIK001 - Scootle )](http://www.scootle.edu.au/ec/search?accContentId=ACTDIK001) | |