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General ICT Capabilities

General

Network / File Management / General	<ul style="list-style-type: none"> Follows class rules when using a computer or iPad Turn on iPad or PC 	<ul style="list-style-type: none"> Follows class rules when using a computer or iPad Find stored digital work on local and cloud networks with assistance Save work opened from a teacher set location Connect to school wifi shut down programs after use. print a page and collect it from the printer Use volume control and headphones with care Turn on and shut down a computer Use a mouse and keyboard 	<ul style="list-style-type: none"> Find stored digital work on local and cloud networks. Save digital work into specified local or cloud network. 	<ul style="list-style-type: none"> Change the title or filename of digital documents appropriately. Move files and folders into other specified locations for organisation purposes. organise and manage personal login information with assistance 	<ul style="list-style-type: none"> Create and organise documents into appropriate folders. Recognise problems and attempt to troubleshoot e.g. computer freezing, not printing. 	<ul style="list-style-type: none"> Select correct printer and print layout e.g. Portrait or landscape organise and manage personal login information independently 	<ul style="list-style-type: none"> Select correct printer and scale to size Use various peripherals e.g. digital camera, scanner, external drives customise desktop/folders for efficient access Practice acceptable digital etiquette, e.g. logging on and off, saving. Adopt a clean and tidy use of workstation space .Able to troubleshoot basic problems. Report problems in an informed manner
Typing & Keyboard	<ul style="list-style-type: none"> logging into online services with generic login 	<ul style="list-style-type: none"> find letters, numbers and special characters on a keyboard use caps lock and shift button to capitalise letters copy and paste usernames and passwords when appropriate 	<ul style="list-style-type: none"> find letter keys, including capitals and shift characters in an appropriate amount of time 	<ul style="list-style-type: none"> aim to accurately type at 20 words per minute 		<ul style="list-style-type: none"> strive towards tap typing at 30 wpm 	
Sharing work, and providing critical and constructive feedback digitally	<ul style="list-style-type: none"> Students 'like' uploaded work 	<ul style="list-style-type: none"> Student's upload work to digital platforms with assistance via photos Students record a brief comment on a piece of work, providing specific feedback, with assistance Listen to recorded audio comments, pausing and rewinding if needed. 	<ul style="list-style-type: none"> Students upload work to digital platforms independently via photos and typed text Students annotate uploaded work, describing learning objectives, and processes used, with support Students record a more detailed comment on a piece of work, providing specific feedback 	<ul style="list-style-type: none"> Students annotate uploaded work, describing learning objectives, and processes used, independently Students record a detailed comment on a piece of work, providing specific feedback, relative to learning objectives 			
Presenting Learning	<ul style="list-style-type: none"> Produce work digitally, including text, images, and audio, with assistance 	<ul style="list-style-type: none"> Produce work digitally, including text, images, video and audio, with assistance 	<ul style="list-style-type: none"> Produce work digitally, including text, images, video, animation and audio, with assistance Producing work that requires other student interaction, with support 	<ul style="list-style-type: none"> Producing work that requires other student interaction 			
Producing		<ul style="list-style-type: none"> Create digital work that includes text, images, and audio. 	<ul style="list-style-type: none"> Edit existing text, including cutting, pasting, and copying text. Making text bold, underlined or italic. 	<ul style="list-style-type: none"> Create digital work that includes text, images, audio and video. Work should contain appropriate level of detail. Use layering to arrange page items into a clear and legibly presented page. 	<ul style="list-style-type: none"> Add links to texts within pages to access external web content and/or other media. Create digital work that includes text, images, audio, links, and video. Documents should contain appropriate level of detail. They should also be designed to promote readability, and follow typical conventions, including page numbers, contents pages, and indexes. 	<ul style="list-style-type: none"> Produce work with consistent font family, style and colour throughout. Students should be aiming for a very high level of design. Add references, including titles, and links to referenced websites and books. Understand and use links to allow readers a less-linear viewing option. For example Choose your own adventure 	

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						<ul style="list-style-type: none"> books, or interactive websites. Add soundtracks/audio to digital documents to provide a more engaging reading experience. Print digital documents. 	
Sourcing Information & Communicating		<ul style="list-style-type: none"> Access internet content, procured by teacher. open an internet browser use the search URL window use keywords to search for images save them into the camera roll saving images with right click menu 	<ul style="list-style-type: none"> use advanced image search Use keywords to search basic text based sites 	<ul style="list-style-type: none"> Use web hub resources, such as intranet, blogs and documents, to access pre-curated internet content, as directed by teacher work with multiple tabs in Safari search effectively on the internet, including some advanced search features independently access websites through provided digital resources, such as the intranet, or blogs follow appropriate rules and regulations related to internet use save useful websites in bookmarks folder 	<ul style="list-style-type: none"> research through appropriate websites and online resources bookmark useful online resources to home screen, or bookmarks 	<ul style="list-style-type: none"> organise a bookmarks folder in Safari refine internet search with advanced settings communicate safely and appropriately with email applications independently 	<ul style="list-style-type: none"> safely download files from the internet when appropriate
iPad							
	<ul style="list-style-type: none"> Double tap Home button to find recent apps Adjust the volume Take a clear photo, using the focus tool and positioning Access a photo or image in the camera roll Knowing the keyboard, how to change to numbers and special characters Students can identify, locate, and open relevant apps and software, with support 	<ul style="list-style-type: none"> Access Apps with the search top drop down Use the share button to add files from one app into another. crop images appropriately Reboot iPad by holding down the on/off button and swiping. Remember and use passcode to secure iPad Connect to the school wifi network Share with Airserver Take a Screengrab by holding Home and On/Off button at the same time Search for images Save images to Camera Roll Copy and paste text from the internet into digital documents Students can identify, locate, and open relevant apps and software, independently Find and use the add camera, or add image button to add video to a page. 	<ul style="list-style-type: none"> Adjust screen brightness share with Airserver, independently share with AirDrop, when directed share with Showbie/SeeSaw, when directed Bookmark websites with an icon on the desktop Search for images, and change advanced settings to alter results Efficiently move documents and files between apps and programs as required in learning processes, with support Share documents between apps with Share button 	<ul style="list-style-type: none"> Use the Settings App to change privacy settings and allow other apps to access Camera, Microphone, and Photos Change Home screen wallpaper as required, for example for learning reminders Ensure there is enough storage available by managing storage Share media to teachers with Airdrop, with assistance Create appropriately named folders in the Photos App, and organise media Change font size in iBooks when needed Select text from within a book, and use Text to Voice to hear the dictation Make editing changes to images in the Photos App Use share functionality to share digital work between any applicable app Efficiently move documents and files between apps and programs as required in learning processes, Effectively organise apps into appropriate and relevant folders, with assistance 	<ul style="list-style-type: none"> Effectively organise apps into appropriate and relevant folders Choose appropriate apps when provided the opportunity to create work. 	<ul style="list-style-type: none"> Search for, and download applicable apps in the App Store print documents to appropriate printers share media to teachers with Airdrop and Photosync, independently Organise ebooks and learning pdfs into custom Book Collections in iBooks. find and play music, podcasts and audiobooks synced onto iPad 	<ul style="list-style-type: none"> add events to the calendar app including reminders and notes set reminders using the Calendar, and Reminders app for learning access learning content through the iTunes U app

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PC							
General	<ul style="list-style-type: none"> turn on and off the PC, with the button and through the Windows menu, open a program through desktop icon use the mouse, including double clicking 	<ul style="list-style-type: none"> open programs using shortcuts, and desktop icons, and Windows menu login to the network with student login details Change programs using the bottom menu - taskbar 	<ul style="list-style-type: none"> minimising and maximising windows accessing applications with the bottom menu - taskbar know and use shortcuts (copy, cut, paste, undo, save) adjust PC settings, such as volumes save files to personal server location, with direction can retrieve files from notified locations on the school network 	<ul style="list-style-type: none"> print work to appropriate printers know where/how to open common programs using the search function to open programs and find files organise their saved files and media into categorised folders 	<ul style="list-style-type: none"> have an organised network space confidently navigate the school's network to store or access information access right click menu 	<ul style="list-style-type: none"> use task manager to exit programs if needed troubleshoot basic PC issues 	<ul style="list-style-type: none"> independently keep personal network space organised with appropriately named folders
Word & Data Processing		<ul style="list-style-type: none"> open a pre-existing word document add text to a word document. change text size and colours save, and print with pre-defined settings 	<ul style="list-style-type: none"> add photos and images to a document from saved locations add and format text into a readable format select text with the mouse use copy and paste use saving shortcuts (ctrl s) Printing locate and open Word create a new word document save document to a specified location 	<ul style="list-style-type: none"> create new documents in both Word and Publisher that contain text and images to purposefully communicate add and alter images to enhance overall document communication use bold, italic, and underline shortcuts copy and paste images 	<ul style="list-style-type: none"> confidently format text in order for effective communication have a consistent text format (font, size, and colour) using excel represent data in categorised columns and rows Simple powerpoint to create a multimodal presentation with: title page, images, dot points 	<ul style="list-style-type: none"> add tables to include tabular information use item wrapping to position items correctly use data to create a table or graph powerpoint to create a multimodal presentation with: title page, images, consistent style and theme, audio, dot pointed information 	<ul style="list-style-type: none"> create interactive multimodal powerpoints and documents with: required user interaction, planned structure, orally presented with presentation as support use the other formulas to analyse data use excel formulas such as SUM, AVG, COUNT, MIN, MAX access data from external sheets filter data columns create interfaces to collect data (google forms) build on previous level skills prepare documents for larger sized formats collaborate with peers to produce multi page document save and print in other suitable formats for sharing. students create surveys for input into a digital spreadsheet, with support
Visual Design / Graphics		<ul style="list-style-type: none"> using a drawing application to represent ideas as images. save and print with predefined settings 	<ul style="list-style-type: none"> use MS Paint to create images save and print documents to specified locations 	<ul style="list-style-type: none"> use MS Paint to create more complex images for communicating use pen, brush and eraser tools to draw use shapes tool use text tool save image in an appropriate formats 		<ul style="list-style-type: none"> use MS Paint, Paint.net, and Pixlr to create more complex images for communicating use layers to manipulate different parts of image use advanced tools such as lasso and magic wand selection, Cloning, gradient use layers to manipulate different parts of image save image in an appropriate format understand the difference between image formats. 	
Video				<ul style="list-style-type: none"> create video presentations with Movie Maker. add media (previously found), rearrange media, add titles, transitions and effects, save their creations into a video 		<ul style="list-style-type: none"> create more advanced/effective video communications independently use advanced video editing) Layers use screen capture software to create instructional videos 	

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				format for sharing with assistance		• Use green screen effects to composite multi layers of video	
Digital Technologies							
Knowledge & Understanding							
Digital Systems	Digital systems (hardware and software) are used at home, in the school and in the community	Digital systems (hardware and software) are used in everyday life and have specific features	Digital systems (hardware and software) are used for an identified purpose	Digital systems and peripheral devices are used for different purposes	Digital systems and peripheral devices are used for different purposes and can store and transmit different types of data	Digital systems have components with basic functions that may connect together to form networks which transmit data	Digital systems have components with basic functions and interactions that may be connected together to form networks which transmit different types of data
Representations of Data	Data can have patterns and can be represented as pictures and symbols	Data can have patterns and can be represented as pictures, symbols and diagrams	Data can have patterns and can be represented and used to make simple conclusions	Different types of data can be represented in different ways	Data can be represented in different ways	Data is represented using codes	Whole numbers are used to represent data in a digital system
Process & Production Skills							
Collect managing and analysing data	Collect and use data of any kind	Present data of any kind using a variety of digital tools	Present data using a variety of digital tools	Collect and present different types of data using simple software to create useful information	Collect and present different types of data for a specific purpose using software	Collect, store and present different types of data for a specific purpose using software	Collect, sort, interpret and visually present different types of data using software to manipulate data for a range of purposes
Digital Implementation	Use data to complete a task. Engage with information known people have shared in an online environment, and model strategies to stay safe online	Use data to solve a simple task/problem Share and publish information with known people in an online environment, modelling strategies to stay safe online.	Use data to solve similar tasks/problems Share and publish information in a safe online environment, with known people.	Use visually represented sequenced steps (algorithms), including steps with decisions made by the user (branching) Create and communicate ideas and information safely	Use simple visual programming environments that include a sequence of steps (algorithm) involving decisions made by the user (branching) Create and communicate ideas and information safely, using agreed protocols (netiquette)	Design solutions to a user interface for a digital system Design, follow and represent diagrammatically, a simple sequence of steps (algorithm), involving branching (decisions) and iteration (repetition) Implement and use simple programming environments that include branching (decisions) and iteration (repetition)	Design, modify, follow and represent both diagrammatically, and in written text, simple algorithms (sequence of steps) involving branching (decisions) and iteration (repetition) Implement and use simple visual programming environments that include branching (decisions), iteration (repetition) and user input
Creating Solutions							
Investigating and defining	Explore needs for design	Explore opportunities for design	Explore design to meet needs or opportunities	Explore needs for design	Explore opportunities for design	Define a problem, and set of sequenced steps, with users making a decision to create a solution for a given task Identify available resources	Define a problem, and a set of sequenced steps, with users making decisions to create a solution for a given task Identify available resources
Designing	Generate and record design ideas through describing, drawing, modelling and/or a sequence of written or spoken steps	Develop and communicate design ideas through describing, drawing, modelling and/or a sequence of written or spoken steps	Develop, communicate and discuss design ideas through describing, drawing, modelling and/or a sequence of steps	Generate and record design ideas through describing, drawing, modelling and/or a sequence of written or spoken steps	Develop and communicate design ideas through describing, drawing, modelling and/or a sequence of written or spoken steps	Develop and communicate alternative solutions, and follow design ideas, using annotated diagrams, storyboards and appropriate technical terms	Design, modify, follow and represent both diagrammatically, and in written text, alternative solutions using a range of techniques, appropriate technical terms and technology
Producing and Implementing	Use given components and equipment to safely make simple solutions	Use given components and equipment to safely make solutions	Use components and given equipment to safely make solutions	Use given components and equipment to safely make simple solutions	Use given components and equipment to safely make solutions	Develop negotiated criteria to evaluate and justify design processes and solutions	Develop collaborative criteria to evaluate and justify design processes and solutions

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Evaluating	Use personal preferences to evaluate the success of simple solutions	Use personal preferences to evaluate the success of design processes	Use simple criteria to evaluate the success of design processes and solutions	Use personal preferences to evaluate the success of simple solutions	Use personal preferences to evaluate the success of design processes	Work independently, or collaboratively when required, to plan, develop and communicate ideas and information for solutions	Work independently, or collaboratively when required, considering resources, to plan, develop and communicate ideas and information for solutions
Design and Technology (STEAM)							
Knowledge & Understanding							
Technologies and society	People produce familiar products to meet personal and community needs	People produce familiar products and services to meet personal and community needs	People design and produce familiar products, services and environments to meet local and community needs	Role of people in design and technologies occupations Ways products, services and environments are designed to meet community needs	Role of people in design and technologies occupations Ways products, services and environments are designed to meet community needs, including consideration of sustainability	How people address competing considerations when designing products, services and environments	How people address competing considerations, including sustainability when designing products, services and environments for current and future use
All students (K/P - 6) will have opportunities to create designed solutions in at least one of the contexts below.							
1) Engineering principles and systems	Ways in which objects move: push, pull, bounce, slide, fall, spin, float	Ways objects can be moved using technology	Forces create movement in objects	Forces, and the properties of materials, affect the behaviour of objects	Forces, and the properties of materials, affect the behaviour of a product or system	Forces can control movement, sound or light in a product or system	Electrical energy and forces can control movement, sound or light in a product or system
2a) Food and fibre production	Plant and animal products are used in everyday life for food, clothing and shelter	Plants and animals used for production have basic needs, such as food/nutrients, water, space, protection	Food and fibre choices for healthy living	Types of food and fibre produced in different environments, cultures or time periods, including the equipment used to produce or prepare them	Types of technologies used in food and fibre production or processing, including how they are used to help meet consumer needs	People in design and technologies occupations aim to increase efficiency of production systems, or consumer satisfaction of food and natural fibre products	Past performance, and current and future needs are considered when designing sustainable food and fibre systems for products
2b) Food specialisations						Food safety and hygiene practices	Principles of food preparation for healthy eating
3) Materials and technologies specialisations	Characteristics of materials can be explored using senses	Characteristics and behaviours of individual materials used in products	Characteristics and properties of materials and individual components that are used to produce design solutions	Suitability and safe practice when using materials, tools and equipment for a range of purposes	Suitability and safe practice when using materials, systems and components for a range of purposes	Characteristics and properties of a range of materials and components, and the suitability and safe practice of their use	Characteristics, properties and safe practice of a range of materials, systems, tools and equipment; and evaluate the suitability of their use
Creating Solutions							
Investigating and defining	Explore needs for design	Explore opportunities for design	Explore design to meet needs or opportunities	Create a sequence of steps to solve a given task	Define a sequence of steps to design a solution for a given task Identify and choose the appropriate resources from a given set	Define a problem, and set of sequenced steps, with users making a decision to create a solution for a given task Identify available resources	Define a problem, and set of sequenced steps, with users making decisions to create a solution for a given task Identify available resources
Designing	Generate and record design ideas through describing, drawing, modelling and/or a sequence of written or spoken steps	Develop and communicate design ideas through describing, drawing, modelling and/or a sequence of written or spoken steps	Develop, communicate and discuss design ideas through describing, drawing, modelling and/or a sequence of steps	Develop and communicate ideas using labelled drawings and appropriate technical terms	Develop and communicate design ideas and decisions using annotated drawings and appropriate technical terms	Develop and communicate alternative solutions, and follow design ideas, using annotated diagrams, storyboards and appropriate technical terms	Design, modify, follow and represent both diagrammatically, and in written text, alternative solutions using a range of techniques, appropriate technical terms and technology
Producing and implementing	Use given components and equipment to safely make simple solutions	Use given components and equipment to safely make solutions	Use components and given equipment to safely make solutions	Select, and safely use, appropriate components with given equipment to make a solution	Select, and safely use, appropriate components and equipment to make solutions	Select, and apply, safe procedures when using components and equipment to make solutions	Select, and apply, safe procedures when using a variety of components and equipment to make solutions
Evaluating	Use personal preferences to evaluate	Use personal preferences to	Use simple criteria to evaluate the	Use criteria to evaluate design	Use criteria to evaluate and justify	Develop negotiated criteria to	Develop collaborative criteria to



Digital Learning SCOPE & SEQUENCE



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	the success of simple solutions	evaluate the success of design processes	success of design processes and solutions	processes and solutions developed	simple design processes and solutions	evaluate and justify design processes and solutions	evaluate and justify design processes and solutions
Collaborating and managing	Work independently, or with others when required, for solutions	Work independently, or with others when required, to safely create and share sequenced steps for solutions	Work independently, or collaboratively when required, to organise information and ideas to safely create and share sequenced steps for solutions	Work independently, or collaboratively when required, to plan, safely create and communicate sequenced steps	Work independently, or collaboratively when required, to plan, safely create and communicate ideas and information for solutions	Work independently, or collaboratively when required, to plan, safely develop and communicate ideas and information for solutions	Work independently, or collaboratively when required, considering resources and safety, to plan, develop and communicate ideas and information for solutions

Digital Learning GLOSSARY