

Digital Technology Plan TERM 1-4 2016

Contemporary Learning – A Guide to rotations in Flexible Spaces Timetabling

Rotation Model

<u>ORGANISATIONAL STRUCTURE</u>		<u>Activity 1</u> IWB Smart Board CLASSROOM 40 min Work Sheet Activity	<u>Activity 2:</u> TEACHER GROUP <u>COMPUTERS IN LAB or Class</u> 40min PowerPoint Change Seasons	<u>Activity 3:</u> TEACHER GROUP 40min <u>Ipad and Storymaker</u> <u>HD/Popplet</u>	<u>Activity 4:</u> TEACHER GROUP 40min <u>Ipad and Storymaker HD/Popplet</u>
Day 1	WHOLE CLASS SKILLS 20 minutes	Group 1	Group 2	Group 3	Group 4
Day 1		Group 4	Group 1	Group 2	Group 3
Day 2		Group 3	Group 4	Group 1	Group 2
Day 2		Group 2	Group 3	Group 4	Group 1

Description of Activities

Unit/Topic	Subject Area	Teaching Strategy	Learning Experience and Teaching Points	Resources	Assessment Evidence
Teacher Group IWB Smart Board CLASSROOM	Inquiry A World of Change		Working on Explicit teaching of Change Concepts using Youtube video and IWB smart board Notebook lessons. Also delivery of lessons and video as well as instructional activities through the 1.2 Wikispace. Progress to concrete materials on floor then to workbooks of worksheet to consolidate learning.		Observation and checklists Self evaluation
COMPUTERS IN LAB or Class PowerPoint Change	Inquiry A World of Change		Working on PowerPoint template working through the slides that incorporate some inclusion of creations from the IPAD. Students work through inserting text, Painting and Ipad creations.		Observation and checklists PowerPoint Sample Self evaluation
<u>Ipad and Pic Collage</u> <u>Groups of Poster</u>	Inquiry A World of Change		Use the Pic Collage/Popplet APP to create posters and information sheets based on My Story		Popplets created by students Pic Collage Observations.
<u>Ipad and Pic Collage</u> <u>Groups of Poster</u>	Inquiry A World of Change		Use the Pic Collage/Popplet APP to create posters and information sheets based on My Story		Popplets created by students Pic Collage Observations.

Key Skills to be achieved in ICT

Learning Continuum ICT Capability 2016

<http://www.australiancurriculum.edu.au/generalcapabilities/information-and-communication-technology-capability/continuum#layout=columns&page=5>

LEVELS 1-3

Applying social and ethical protocols and practices when using ICT

Level 1

Typically by the end of Foundation Year, students:

Recognise intellectual property

recognise ownership over their own digital work

Apply digital information security practices

follow class rules about using digital information

Apply personal security protocols

follow class rules when sharing personal information with known audiences and demonstrate an awareness of applying social protocols when using ICT to communicate

Identify the impacts of ICT in society

identify how they use ICT in multiple ways on multiple devices

Level 2

Typically by the end of Year 2, students:

Recognise intellectual property

recognise ownership of digital products that others produce and that what they create or provide can be used or misused by others

Apply digital information security practices

follow class rules about applying selected standard guidelines and techniques to secure digital information

Apply personal security protocols

follow class guidelines when sharing personal information and apply basic social protocols when using ICT to communicate with known audiences

Identify the impacts of ICT in society

identify how ICT is used at home and at school

Level 3

Typically by the end of Year 4, students:

Recognise intellectual property

acknowledge when they use digital products created by someone else, and start to indicate the source

Apply digital information security practices

independently apply standard guidelines and techniques for particular digital systems to secure digital information

Apply personal security protocols

apply standard guidelines and take action to avoid the common dangers to personal security when using ICT and apply appropriate basic social protocols when using ICT to communicate with unknown audiences

Identify the impacts of ICT in society

identify the value and role of ICT use at home and school

Investigating with ICT

Level 1

Typically by the end of Foundation Year, students:

Define and plan information searches

use ICT to identify where information is located

Locate, generate and access data and information

use icons to locate or generate required information

Select and evaluate data and information

explain how located data or information was used

Level 2

Typically by the end of Year 2, students:

Define and plan information searches

use ICT to identify, record and classify textual and graphic information to show what is known and what needs to be investigated

Locate, generate and access data and information

locate information from a given set of digital sources

Select and evaluate data and information

Level 3

Typically by the end of Year 4, students:

Define and plan information searches

use ICT to plan an information search or generation of information, recognising some pattern within the information,

Locate, generate and access data and information

locate, retrieve or generate information from a range of digital sources

Select and evaluate data and information

explain why located data or information was selected

explain the usefulness of located data or information

Creating with ICT

<p>Level 1 Typically by the end of Foundation Year, students: Generate ideas, plans and processes use ICT to follow or contribute to a simple plan for a solution Generate solutions to challenges and learning area tasks use ICT as a creative tool to generate simple solutions, modifications or data representations for personal or school purposes</p>	<p>Level 2 Typically by the end of Year 2, students: Generate ideas, plans and processes use ICT to prepare simple plans to find solutions or answers to questions Generate solutions to challenges and learning area tasks experiment with ICT as a creative tool to generate simple solutions, modifications or data representations for particular audiences or purposes</p>	<p>Level 3 Typically by the end of Year 4, students: Generate ideas, plans and processes use ICT to generate ideas and plan solutions Generate solutions to challenges and learning area tasks create and modify simple digital solutions, creative outputs or data representation/transformation for particular purposes</p>
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Communicating with ICT

<p>Level 1 Typically by the end of Foundation Year, students: Collaborate, share and exchange use purposefully selected ICT tools safely to view information shared by trusted adults Understand computer mediated communications understand that messages are recorded, viewed or sent in computer mediated communications for others to receive</p>	<p>Level 2 Typically by the end of Year 2, students: Collaborate, share and exchange use purposefully selected ICT tools safely to share and exchange information with appropriate local audiences Understand computer mediated communications understand that computer mediated communications may be received later by the receiver</p>	<p>Level 3 Typically by the end of Year 4, students: Collaborate, share and exchange use appropriate ICT tools safely to share and exchange information with appropriate known audiences Understand computer mediated communications understand that computer mediated communications are directed to an audience for a purpose</p>
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Managing and operating ICT

<p>Level 1 Typically by the end of Foundation Year, students: Select and use hardware and software</p>	<p>Level 2 Typically by the end of Year 2, students: Select and use hardware and software</p>	<p>Level 3 Typically by the end of Year 4, students: Select and use hardware and software identify and independently operate a range of devices, software, functions and commands, taking into consideration</p>
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<p>identify and safely operate ICT systems to complete relevant simple specified tasks and seek help when encountering a problem</p> <p>Understand ICT systems</p> <p>identify common consumer ICT systems with input and output functions</p> <p>Manage digital data</p> <p>save and retrieve digital data with support</p>	<p>identify and safely operate a selected range of appropriate devices, software, functions and commands when operating an ICT system and attempt to solve a problem before seeking help</p> <p>Understand ICT systems</p> <p>identify the main components of common consumer ICT systems, their fundamental functions, and describe them using basic ICT terminology</p> <p>Manage digital data</p> <p>manage and maintain digital data with guidance</p>	<p>ergonomics when operating appropriate ICT systems, and seek solutions when encountering a problem</p> <p>Understand ICT systems</p> <p>identify and compare the use of the main components of different ICT systems</p> <p>Manage digital data</p> <p>manage and maintain digital data using common methods</p>
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Key Skills to be achieved in Digital Technologies

LEVELS F-2

Foundation to Year 2

Foundation to Year 2 Band Description

Learning in Digital Technologies builds on concepts, skills and processes developed in the Early Years Learning Framework. It focuses on developing foundational skills in computational thinking and an awareness of personal experiences using digital systems.

By the end of Year 2, students will have had opportunities to create a range of digital solutions through guided play and integrated learning, such as using robotic toys to navigate a map or recording science data with software applications.

In Foundation – Year 2, students begin to learn about common digital systems and patterns that exist within data they collect. Students organise, manipulate and present this data, including numerical, categorical, text, image, audio and video data, in creative ways to create meaning.

Students use the concept of abstraction when defining problems, to identify the most important information, such as the significant steps involved in making a sandwich. They begin to develop their design skills by conceptualising algorithms as a sequence of steps for carrying out instructions, such as identifying steps in a process or controlling robotic devices.

Students describe how information systems meet information, communication and/or recreational needs.

Through discussion with teachers, students learn to apply safe and ethical practices to protect themselves and others as they interact online for learning and communicating.

Foundation to Year 2 Content Descriptions

<i>F-2 Digital Technologies Knowledge and Understanding</i>	<i>Digital Technologies Processes and Production Skills</i>
Recognise and explore digital systems (hardware and software components) for a purpose (ACTDIK001)	Collect, explore and sort data, and use digital systems to present the data creatively (ACTDIP003)

View additional details about Information and Communication Technology (ICT) Capability
 View additional details about Critical and Creative Thinking
 Recognise and explore patterns in data and represent data as pictures, symbols and diagrams (ACTDIK002)
 View additional details about Literacy View additional details about Numeracy View additional details about Information and Communication Technology (ICT) Capability

View additional details about Literacy View additional details about Numeracy View additional details about Information and Communication Technology (ICT) Capability View additional details about Critical and Creative Thinking
 Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems (ACTDIP004)
 View additional details about Literacy View additional details about Numeracy View additional details about Information and Communication Technology (ICT) Capability View additional details about Critical and Creative Thinking
 Explore how people safely use common information systems to meet information, communication and recreation needs (ACTDIP005)
 View additional details about Information and Communication Technology (ICT) Capability View additional details about Critical and Creative Thinking
 Create and organise ideas and information using information systems independently and with others, and share these with known people in safe online environments (ACTDIP006)

Foundation to Year 2 Achievement Standard

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.

Embedding Technologies / Planner

Term 1

	Ausvel sFocus	Whole Class Discussion	Rotating Group Learning Experience and Teaching Points	Resources	Assessment Evidence and Descriptor
Week 1	Inquiry Science - Change		<p>Activity 1: Teacher Group (IWB) <i>Key reminder: Delivery of content through Wiki and independent Navigation by students opens doorways.</i></p> <p>Activity 2: Introduce PowerPoint Change Activity Students to open and save into folder and complete some initial exercises around Powerpoint or one modified by the teachers.</p> <p>Activity 3: Ipad Pic Collage and then Popplet Students learn the tools of th</p> <p>Activity 4: Ipad Pic Collage and then Popplet Students learn the tools of th</p>		<p>ICT Capability Applying</p> <p>Digital Technologies Descriptor Applying</p>

Week 2	Focus:				
Week 3	Focus:				
Week 4	Focus –				
Week 5	Focus -				
Week 6	Focus –				
Week 7	Focus –				
Week 8	Focus -				
Week 9	Focus –				
Week 10	Focus –				

Embedding ICT/ Planner

Term 2

	Ausvel sFocus	Whole Class Discussion	Rotating Group Learning Experience and Teaching Points	Resources	Assessment Evidence and Descriptor
Week 1	Inquiry Science - Change		<p>Activity 1: Teacher Group (IWB) Key reminder: Delivery of content through Wiki and independent Navigation by students opens doorways.</p> <p>Activity 2: Introduce PowerPoint Change Activity Students to open and save into folder and complete some initial exercises around Powerpoint or one modified by the teachers.</p> <p>Activity 3: Ipad Pic Collage and then Popplet Students learn the tools of th</p> <p>Activity 4: Ipad Pic Collage and then Popplet Students learn the tools of th</p>		<p>ICT Capability Applying</p> <p>Digital Technologies Descriptor Applying</p>
Week 2	Focus:				
Week 3	Focus:				
Week 4	Focus –				
Week 5	Focus -				
Week 6	Focus –				
Week 7	Focus –				
Week 8	Focus -				

Week 9	Focus –				
Week 10	Focus –				

Embedding Technologies / Planner

Term 3

	Ausvel sFocus	Whole Class Discussion	Rotating Group Learning Experience and Teaching Points	Resources	Assessment Evidence and Descriptor
Week 1	Inquiry Science - Change		<p><u>Activity 1: Teacher Group (IWB)</u> Key reminder: Delivery of content through Wiki and independent Navigation by students opens doorways.</p> <p><u>Activity 2: Introduce PowerPoint Change Activity</u> Students to open and save into folder and complete some initial exercises around Powerpoint or one modified by the teachers.</p> <p><u>Activity 3: Ipad Pic Collage and then Popplet</u> Students learn the tools of th</p> <p><u>Activity 4: Ipad Pic Collage and then Popplet</u> Students learn the tools of th</p>		<p><u>ICT Capability</u> Applying</p> <p><u>Digital Technologies Descriptor</u> Applying</p>
Week 2	Focus:				
Week 3	Focus:				
Week 4	Focus –				
Week 5	Focus -				

Week 6	Focus –				
Week 7	Focus –				
Week 8	Focus -				
Week 9	Focus –				
Week 10	Focus –				

Embedding Technologies / Planner

Term 4

	Ausvel sFocus	Whole Class Discussion	Rotating Group Learning Experience and Teaching Points	Resources	Assessment Evidence and Descriptor
Week 1	Inquiry Science - Change		<p>Activity 1: Teacher Group (IWB) Key reminder: Delivery of content through Wiki and independent Navigation by students opens doorways.</p> <p>Activity 2: Introduce PowerPoint Change Activity Students to open and save into folder and complete some initial exercises around Powerpoint or one modified by the teachers.</p> <p>Activity 3: Ipad Pic Collage and then Popplet Students learn the tools of th</p> <p>Activity 4: Ipad Pic Collage and then Popplet Students learn the tools of th</p>		<p>ICT Capability Applying</p> <p>Digital Technologies Descriptor Applying</p>
Week 2	Focus:				

Week 3	Focus:				
Week 4	Focus –				
Week 5	Focus -				
Week 6	Focus –				
Week 7	Focus –				
Week 8	Focus -				
Week 9	Focus –				
Week 10	Focus –				

Note

ICT GROUPS

Group 1	
Group 2	
Group 3	

iPad Allocation Sheet

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.

School ICT Guide Capabilities 2016

Information Technology Outcomes

COMPUTERS - LEVEL 1 (FOUNDATION)

ICT101	Identifies how information technology is used in the home and at school
ICT102	Identifies the physical components of a computer system
ICT103	Demonstrates correct care and use of computers
ICT104	Is able to log onto and off the school computer network
ICT105	Locates and use letters, numbers, and special keys on a keyboard to type name
ICT106	Able to add to a pre made PowerPoint and construct a simple PowerPoint
ICT107	Uses the mouse to place the cursor at a specified location
ICT108	Identifies and uses electronic painting tools to produce simple shapes and art work
ICT109	Navigate the APPs on an IPAD to complete a task
ICT110	With Assistance navigate class Internet Portal(Wiki,Blog etc) to get to Learning Task
ICT111	Cybersafety - For students to develop an understanding of polite and safe ways of communicating online.

COMPUTERS - LEVEL 2 (EXTENSION)

ICT201	Identifies ICT equipment and can Safely handle devices like Ipad, Microphone, Cameras
ICT202	Identifies the physical components of a computer system
ICT203	Navigates and opens and saves files from and to folder structure independently
ICT204	Locate and Open familiar programs
ICT205	Locates and uses letters, numbers, and special keys on a keyboard
ICT206	Types words and/or sentences using word processing to create a Word Report
ICT207	Uses word processing to enter, save, print, and retrieve text
ICT208	Uses a Table to organise information
ICT209	Able to add and build onto a pre made PowerPoint and construct a PowerPoint tracking the learning journey through an Inquiry

ICT210	Identifies and uses electronic drawing tools to combine graphics and text in a document –Insert and manipulate pictures/images
ICT211	Uses a simple graphing program to enter data and graph the results
ICT212	Participates in the planning and creation of a class multimedia story/project which includes student audio narration
ICT213	Navigate Ipad functions –Camera and Capture
ICT214	Participate in use of Teacher led APPS in class and capture learning
ICT215	Independently navigate to class Internet Portal(Wiki,Blog etc) to get to Learning Task
ICT216	Conduct a simple search and summarise findings
ICT217	Insert a simple POST into a collaborative class space
ICT218	Able to compose an email to a classmate/teacher
ICT219	<p>Cybersafety -Differentiate between real people and fictional characters</p> <ul style="list-style-type: none"> -list several uses of the Internet -explain that participating in online activities involves interacting with others who may or may not be real. -Conduct a simple search using kids search engine http://www.kidrex.org/ -Be able to identify the behaviours and actions of a cyber safe citizen -Be able to use strategies to solve problems encountered in the home, school and on computer