



ICT EDUCATION

SCOPE AND SEQUENCE

Early Childhood Band of Development

ELA 6 – The student uses Information and Communication Technologies effectively

Markers of Progress: By the end of the early childhood band of development, students experiment with ICT as a creative tool and to communicate their ideas. They share experiences and develop new learning and skills in operating ICT. They identify and safely use computer hardware and available peripherals. They know basic operations, including navigating the desktop and using interactive resources. They create documents using basic keyboard skills and formatting techniques.

Preschool Students have the opportunities to learn to:	Kindergarten Students have the opportunities to learn to:	Year 1 Students have the opportunities to learn to:	Year 2 Students have the opportunities to learn to:
<p><u>Expressive Self</u> 6.EC.4 share learning experiences and develop new technical skills in operative ICT</p> <p>6.EC.5 use terminology for describing common ICT devices</p> <p>6.EC.8 use strategies for seeking help with operating ICT</p> <p>6.EC.9 use and handle ICT hardware and peripherals safely and carefully</p>	<p><u>Expressive Self</u> 6.EC.2 experiment with ICT as a creative tool to represent their ideas and create imaginative responses to problems and tasks</p> <p>6.EC.4 share learning experiences and develop new technical skills in operative ICT</p> <p>6.EC.5 use terminology for describing common ICT devices</p> <p>6.EC.6 apply basic keyboard skills</p> <p>6.EC.8 use strategies for seeking help with operating ICT</p> <p>6.EC.10 identify how people in the community use ICT for different purposes</p>	<p><u>Expressive Self</u> 6.EC.1 experiment with the use of ICT to assist inquiries</p> <p>6.EC.4 share learning experiences and develop new technical skills in operative ICT</p> <p>6.EC.5 use terminology for describing common ICT devices</p> <p>6.EC.8 use strategies for seeking help with operating ICT</p>	<p><u>Expressive Self</u> 6.EC.3 explore the use of ICT for sharing and communicating their ideas, understandings and responses and fro collaborating with appropriate audiences safely</p> <p>6.EC.4 share learning experiences and develop new technical skills in operative ICT</p> <p>6.EC.5 use terminology for describing common ICT devices</p> <p>6.EC.6 apply basic keyboard skills and formatting techniques</p> <p>6.EC.7 organise and store personal ICT resources and files</p> <p>6.EC.8 use strategies for seeking help with operating ICT</p>



Later Childhood Band of Development

ELA 6 – The student uses Information and Communication Technologies effectively

Markers of Progress: By the end of the later childhood band of development, students select and use ICT for different learning and creative purposes. They engage in directed online projects, in both local and global environments. They communicate and collaborate using ICT with identified audiences to share ideas, responses, understanding and information. They use the basic capabilities of a range of ICT devices, manage personal ICT resources and work efficiently with files and content in digital environments. They demonstrate safe, ethical and responsible behaviour when using ICT.

Year 3 Students have the opportunities to learn to:	Year 4 Students have the opportunities to learn to:	Year 5 Students have the opportunities to learn to:
<p><u>Expressive Self</u> 6.LC.2 recognise ICT as a creative tool for recording their planning and thinking and learning</p> <p>6.LC.4 reflect on and explain their choice and use of ICT for their purposes</p> <p>6.LC.5 use ICT to communicate with a range of identified audiences (e.g. to share ideas, responses, understanding and information)</p> <p>6.LC.6 use ICT to collaborate for learning purposes</p> <p>6.LC.10 develop technical skills for operating ICT through sharing and experiment</p> <p>6.LC.13 work efficiently with files and content and digital environments (e.g. save work in appropriate folders on a network, employ note-taking strategies appropriate to a source)</p> <p>6.LC.14 use ICT terminology to describe some common ICT devices and processes and develop and apply independent and collaborative strategies for effective use of ICT</p> <p>6.LC.16 apply codes of practice that promote safety, responsibility, and respect, and strategies for protecting the security of personal information, when working in online and standalone environments</p>	<p><u>Expressive Self</u> 6.LC.1 select appropriate ICT to use in conducting inquiries and reflect on their effectiveness (e.g. plan and conduct structure searches for information from different sources, record and organise data and information and present findings)</p> <p>6.LC.4 reflect on and explain their choice and use of ICT for their purposes</p> <p>6.LC.6 use ICT to collaborate for learning purposes</p> <p>6.LC.9 reflect on their experiences to analyse the delivery and effectiveness of the communication</p> <p>6.LC.11 use the basic capabilities of a range of ICT devices, select common ICT devices for particular purposes and access appropriate efficiency and adopt recognised ICT conventions</p> <p>6.LC.17 understand how ICT are used in the workplace and reflect on their impact on society</p>	<p><u>Expressive Self</u> 6.LC.3 use ICT to explore and respond to problems and tasks, express ideas, represent thinking or generate imaginative learning solutions</p> <p>6.LC.4 reflect on and explain their choice and use of ICT for their purposes</p> <p>6.LC.6 use ICT to collaborate for learning purposes</p> <p>6.LC.7 understand that communication with ICT varies in different social and cultural contexts and use appropriate conventions for intended audiences and specific purposes</p> <p>6.LC.8 use different digital media to improve the communication of ideas, express a personal image and establish an identity</p> <p>6.LC.12 understand that management of personal ICT resources affects operations efficiency and adopt recognised ICT conventions</p> <p>6.LC.15 apply ICT protocols and appropriate ethical expectations (e.g. acknowledge owners and creators of digital work)</p>



Early Adolescence Band of Development

ELA 6 – The student uses Information and Communication Technologies effectively

Markers of Progress: By the end of early adolescence band of development, student create, use and evaluate innovative ICT solutions in response to learning tasks. They select and use a range of ICT purposefully and safely and apply sound operation skills. They know how to access, create, present, communicate and manage digital information using agreed processes and conventions. They use ICT to interact with audiences and information sources in local and global contexts and apply preventative strategies to protect personal information. They evaluate how their use of ICT meets ethical and legal criteria.

Year 6 Students have the opportunities to learn to:	Year 7 Students have the opportunities to learn to:	Year 8 Students have the opportunities to learn to:
<p><u>Expressive Self</u></p> <p>6.EA.1 use ICT to manage the inquiry process, to conduct and refine searches for information using multiple terms, and to organise and analyse information or data sets</p> <p>6.EA.2 use ICT creatively to document and demonstrate their planning, thinking and learning</p> <p>6.EA.5 make creative choices when selecting and using ICT, including combining a variety of media</p> <p>6.EA.9 acknowledge feedback and reflect on their use of ICT to communicate</p> <p>6.EA.13 apply operational conventions and develop strategies for learning new ICT operations, recognising that there is often more than one way to perform tasks</p> <p>6.EA.14 apply codes of practice that respect individual rights and cultural difference when accessing and delivering information</p> <p>6.EA.17 apply preventative strategies to secure and protect personal and digital information and to address health and safety issues when using ICT</p>	<p><u>Expressive Self</u></p> <p>6.EA.4 use ICT as a learning tool to support thinking and to analyse and creatively represent new understandings</p> <p>6.EA.6 communicate and interact using ICT with a range of local and global audiences</p> <p>6.EA.8 select different digital media, apply suitable or agreed communication conventions and protocols and develop their own image and identity or that of a group</p> <p>6.EA.11 understand the main uses and processes of some input, output, processing and storage devices, and use the correct terminology to describe them</p> <p>6.EA.12 understand the advantages of managing personal ICT resources, customising interfaces and applying agreed processes for personal management of digital content</p> <p>6.EA.15 recognise situations when ICT are used to bully or harass and know that actions to take when this occurs</p> <p>6.EA.18 evaluate how their use of ICT meets ethical and legal criteria</p> <p>6.EA.19 discuss the impact of ICT on the workplace and on society</p>	<p><u>Expressive Self</u></p> <p>6.EA.3 create, use and evaluate ICT learning solutions in response to learning tasks, taking into account common ICT design features and criteria for evaluating effectiveness</p> <p>6.EA.7 understand how ICT can be used to exchange ideas, collaborate, develop new learning and enhance relationships with individuals, groups or wider audiences</p> <p>6.EA.10 use ICT with a purposeful approach for learning, apply sound technical skills and begin to use the extended functionality of a range of ICT devices (e.g. more advance capacities of emails; operations using right mouse click, desktop shortcuts, formatting and editing tools; annotated bibliographies; refined keyword searches using and/or, +/-</p> <p>6.EA.16 acknowledge ownership of digital information and develop awareness of legislation surrounding digital theft and plagiarism</p>

