



Year 5 Digital and Design Technologies Overview

Craig Talbot

Version 2 (13/12/2017)

	Digital Technologies						ICT					DOE NAPLAN Online Skills		
								General Capabilities Level 4				ICT Skill Description Tasks		
Knowledge and Unders	standings	T1	T2 T	3 T4	Base Skill Description	Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Type of Skill	What can the Student do	What tasks can achieve this	
Digital Systems	Digital systems have components with basic functions that may connect together to form networks which transmit data e.g. * describe and explain how digital systems internal and external components perform different functions and transmit information: keyboard, microphone, stylus, speakers. * Programming robots such as Spheros or Edisons.				Computer Skills	listing all sources, authors names and URLs of information they use	Use and recognise backup methods – USB, cloud, HDD	Use a USB Key (store or as backup of work) External HDD as a form of backup			ICT Skill 1: Locate and select an answer from a list	Student can: *locate a question, supporting information and possible answers. * click or tap once to select the correct answer. * change their answer or a list or a sequence. * recognise the answer icon will change when selected.		
Representations of Data	Collect, store and present different types of data for a specific purpose using software e.g. Using digital tools and software to acquire, save, and present data such as a digital probe to obtain temperatures, and enter data in numerical format in spread sheets.				Computer components and terms.	Sound file type and formats	Graphic and Video file types and formats	using tables, charts and graphic organisers such as concept maps				Student can: * accurately type 10 letters or numbers, without error. * identify and read questions and support material.		
Processes and Production Skills		T1	T2 T	3 T4	Systems)			·			ICT Skill 2:	* click a mouse or tap a screen to set their cursor before typing.		
Collecting managing and analysing data	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)) e.g. using robotics to design, create problem solve digital systems for different purposes and requirements.										Type an answer in a text box	* type and edit answer.		
Digital implementation	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)) e.g. using robotics to design, create problem solve digital systems for different purposes and requirements. Create and communicate information, including online collaborative projects, using agreed social, ethical and technical protocols (codes of conduct) e.g.				Internet use Cybersafety	Understanding the dangers of providing personal information;; not revealing details of identity;	Recognising and reporting cyber bullying	Only posting a photo with the owner's permission;	Avoiding language offensive to particular groups of people;	Actively avoiding incidences of cyber bullying	ICT Skill 3: Read the screen and navigate web pages	* use a mouse or fingers to move around, zoom in and out, and min. and max. screen. * use scroll bars to open and close objects. * use arrows and icons. * read the screen and point out what different elements mean (e.g. timer, back and next buttons, flags and shaded boxes).		
Creating Solutions by: Investigating and defining	Collaborate & manage a project using digital software & tools -online calendars, Skype, and creating documents to display group roles and goals. Consider and use a range of strategies and digital tools to maintain privacy, online policies, and netiquette when sharing information online (blogs, online forums etc)	T1	T2 T3	3 T4	Internet use Cybersafety	Social Media Networking Facebook, Twitter etc. Safety implications	Privacy of oneself and others. Phone numbers, addresses etc.	What to do about cyber-bullying.	Sending an email – Appropriate language and format	contributing to the content of a wiki; blogging and posting to bulletin boards	ICT Skill 4: Manipulate objects on screen	Student can: *drag an object and drop it in correct place. *zoom in and out, and tap and hold to drag and drop objects. *turn objects around (e.g. to rotate a shape). *draw a straight line between two objects. *use tools: magnifier, calculator,		
Designing	Identify available resources Develop and communicate alternative solutions, and follow design ideas, using annotated diagrams, storyboards and appropriate technical terms				Using Software	Operate a video camera or iPad to film a short movie	Use Windows movie or iMovie to split movie into scenes	Add titles, effects and credits.	Add and edit sound and music to a movie.	Publish or export an edited movie in a standard format.	ICT Skill 5: Read, comprehend and manipulate digital texts	student can: *focus on digital texts with no screen clutter. * toggle between texts and answers. * locate and copy information or detail. * connect visual cues to images with ideas. * read digital texts to interpret ideas * identify a sequence of events and the purpose of digital		



Cooloongup Primary School

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Producing and implementing	Select, and apply, safe procedures when using components and equipment to make solutions	Using Software	selecting the most useful/reliable relevant digital resource from a set of three or four alternatives	Aligning, formatting and moving pictures and artwork.	Opening Google Sketchup Make (3D Environment)	Creating a basic 3D building (walls, roof and windows). Adding materials and textures to improve look of building.	Using mapping web sites and software. Such as Google Earth looking at buildings in cities top down and in 3D mode.	ICT Skill 6: Plan and compose text using keyboarding and word processing	texts. * infer writer's feelings in digital text. * use reading strategies to comprehend digital text. Student can: *draft, edit and revise texts digitally * type using all characters on a keyboard. * use correct fingering on the keyboard or device. * select text, delete/move words and phrases. * type quickly enough to retain thoughts & ideas * use a range of modelled or shared/interactive digital writing sessions. * use digital planning tools	
Evaluating	Develop negotiated criteria to evaluate and justify design processes and solutions	Hardware Design and Structure	Describes the purpose of a virus scan and undertakes it on a regular basis e.g. Budde-e	*Able to troubleshoot basic problems. * Report problems in an informed manner.				ICT Skill 7: Listen using a headset	Student can: * listen to a word via a headset: sound it out, picture it in their mind, type it correctly and check and edit if needed. * open and close an audio item or stimulus from the toolbar. * listen to audio without being distracted. * understand slightly different accents and intonations, and male and female voices.	
Collaborating and managing	Work collaboratively to safely develop and publish basic plans, including sequencing of steps.									