

BOONDALL STATE SCHOOL DIGITAL TECHNOLOGIES YEAR LEVEL PLAN : PREP – YEAR 2

PREP, Y1, Y2 DIGITAL TECHNOLOGIES 40 mins / week	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.
	P-2 C2C Unit 1
	Unit Description Computers - Handy Helpers Students learn and apply Digital Technologies knowledge and skills through guided play and study. They: <ul style="list-style-type: none"> recognise and explore how digital and information systems are used for particular purposes in daily life collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning.
	Student responses to summative assessment tasks contribute to their assessment folio. It provides evidence of their learning and represents their achievements over reporting period. The assessment folio should include a range and balance of assessments to make valid judgments about whether the student has met the achievement standard.
	Prep
	Assessment Assessment of student learning will be gathered in observational assessments and paper folios Students will: <ul style="list-style-type: none"> use systematic language to represent simple patterns in different ways collect familiar data and display them to convey meaning use simple commands to fulfil computer tasks
	Assessment Conventions Text – Design Brief Technique – Project: – a folio capturing the student’s patterning and sequencing techniques - sequenced instructions - observations Mode – Hard Copy and observation checklist Conditions – Observational checklist for individual patterning skills Hard copy will be done by individuals in independent workspace
	Aspect of 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. Taught Assessed
	Y1
	Assessment Assessment of student learning will be gathered in observational assessments and online digital task spaces Students will: <ul style="list-style-type: none"> collect familiar data and display them to convey meaning use simple commands to fulfil computer tasks recognise and explore how digital and information systems are used for particular purposes in daily life

	Assessment Conventions	<p>Text - Design Brief Technique – Project: - a folio capturing student’s understanding of digital devices - sequenced instructions - interactive web application for designing a digital solution</p> <p>Mode – Hard Copy, Digitally and Observation checklist Conditions – Observation checklist for individual computer skills Hard copy for understanding of computer parts and functions to be done independently Digital programming for design skills and application of knowledge can be done individually or in pairs for those not confident with digital skills</p>
	Aspect of Achievement Standard	<p>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.</p> <p>Taught Assessed</p>
Y2		
	Assessment	<p>Assessment of student learning will be gathered in an online sharing space from eight tasks. Students will:</p> <ul style="list-style-type: none"> • use digital systems to represent simple patterns in data in different ways • collect familiar data and display them to convey meaning • explore and represent how digital and information systems are used for particular purposes in daily life
	Assessment Conventions	<p>Text – Folio of Digital Activities with design briefs for each Technique – Project: - a folio capturing student’s understanding of digital software and skills and techniques for each - sequenced instructions Test: - a response to stimulus</p> <p>Mode – Digital and observation checklist Conditions – Observation checklist for individual response to stimulus Folio of digital activities to record learning of skills throughout unit to be independently</p>
	Aspect of Achievement Standard	<p>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.</p> <p>Taught Assessed</p>
	Moderation	<p>Consistency of teacher judgments Teachers use moderation to support consistency of teacher judgments and comparability of reported results against the relevant achievement standards.</p>

Content descriptions for Years Prep to 2 Technologies Review for balance and coverage of Content Descriptions and Concepts in each unit	Digital Technologies knowledge and understanding	C2C Unit 1
	Digital Systems	
	Recognise and explore digital systems (hardware and software components) for a purpose (ACTDIK001) Y1 and Y2	✓
	Data Representation	
	Recognise and explore patterns in data and represent data as pictures, symbols and diagrams (ACTDIK002) Prep, Y1 and Y2	✓
	Digital Technologies processes and production skills	C2C Unit 1
	Collecting, managing and analysing data	
	Collect, explore and sort data, and use digital systems to present the data creatively (ACTDIP003) Prep, Y1 and Y2	✓
	Investigating and defining	
	Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems (ACTDIP004) Prep and Y1	✓
	Evaluating	
	Explore how people safely use common information systems to meet information, communication and recreation needs (ACTDIP005) Y1 and Y2	✓
	Collaborating and managing	
Create and organise ideas and information using information systems independently and with others, and share these with known people in safe online environments (ACTDIP006) Y1 and Y2	✓	