

Curriculum planning for Digital Technologies F–6

How to plan for delivering the
Digital Technologies Curriculum

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Background to the Digital Technologies Curriculum F–6

Rationale

- We want students to become confident and creative developers and to be problem-solvers.
- Students acquire a deep knowledge and understanding so they can take up an active role in meeting current and future needs.
- The curriculum has been designed to provide practical opportunities for students.
- The curriculum also encourages students to be discerning decision-makers.

Aims

The Digital Technologies curriculum aims to ensure that students can:

- design, create, manage and evaluate innovative digital solutions
- use computational thinking to create digital solutions
- apply systems thinking to monitor, analyse, predict and shape the interactions within and between information systems
- confidently use digital systems
- apply protocols and legal practices.

Structure – strands

Strands	Digital Systems	Data and Information	Creating Digital Solutions
	<p>Focuses on the hardware, software and network components of digital systems. Students initially learn about a range of hardware and software, and progress to an understanding of how data are transmitted between components within a system, and how the hardware and software interact to form networks.</p>	<p>Focuses on the properties of data, how it is collected and represented, and how it is interpreted in context to produce information. Students learn how data is represented and structured symbolically for use by digital systems, as well as techniques for collecting, managing and organising data that is used to solve problems and create and communicate ideas and information.</p>	<p>Explores the interrelated processes and associated skills by which students create digital solutions. Students engage in the four processes of analysing, designing, developing and evaluating. Creating Digital Solutions requires skills in using digital systems and computational, design and systems thinking, and interacting safely by using appropriate technical and social protocols.</p>

Key concepts

- Key concepts are:
 - Abstraction
 - Data collection, representation and interpretation
 - Specification, algorithms and development
 - Digital systems
 - Interactions and impacts.
- They can be explored in digital (plugged) or non-digital (unplugged) contexts.

Scope and sequence

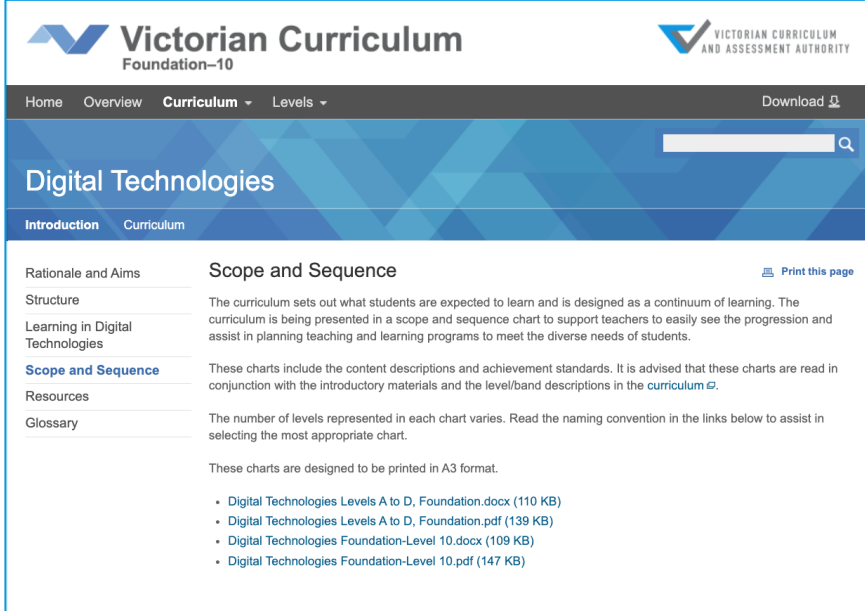
The curriculum sets out what students are expected to learn and is designed as a continuum of learning.

The curriculum is presented in a scope and sequence chart to support teachers to easily see the progression and assist in planning teaching and learning programs to meet the diverse needs of students.

Scope and sequence

The Scope and Sequence charts can be accessed via the Digital Technologies curriculum page on the VCAA website.

They can be downloaded as Word and PDF documents.



The screenshot displays the Victorian Curriculum and Assessment Authority (VCAA) website. The header includes the VCAA logo and the text "Victorian Curriculum Foundation-10" and "VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY". The navigation menu contains "Home", "Overview", "Curriculum", and "Levels". A search bar is located in the top right corner. The main content area is titled "Digital Technologies" and includes a sub-menu with "Introduction" and "Curriculum". The "Scope and Sequence" section is highlighted, and it contains the following text:

Rationale and Aims [Print this page](#)

Structure

Learning in Digital Technologies

Scope and Sequence

Resources

Glossary

Scope and Sequence

The curriculum sets out what students are expected to learn and is designed as a continuum of learning. The curriculum is being presented in a scope and sequence chart to support teachers to easily see the progression and assist in planning teaching and learning programs to meet the diverse needs of students.

These charts include the content descriptions and achievement standards. It is advised that these charts are read in conjunction with the introductory materials and the level/band descriptions in the [curriculum](#).

The number of levels represented in each chart varies. Read the naming convention in the links below to assist in selecting the most appropriate chart.

These charts are designed to be printed in A3 format.

- [Digital Technologies Levels A to D, Foundation.docx \(110 KB\)](#)
- [Digital Technologies Levels A to D, Foundation.pdf \(139 KB\)](#)
- [Digital Technologies Foundation-Level 10.docx \(109 KB\)](#)
- [Digital Technologies Foundation-Level 10.pdf \(147 KB\)](#)

Scope and sequence - Levels F-6

Victorian Curriculum		Digital Technologies: Foundation – Level 10		VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY	
Foundation – Level 2	Levels 3 and 4	Levels 5 and 6	Levels 7 and 8	Levels 9 and 10	
<p>Digital systems</p> <p>Identify and explore digital systems (hardware and software components) for a purpose</p>	<p>Explore a range of digital systems with peripheral devices for different purposes, and represent different types of data</p>	<p>Examine the main components of common digital systems, and how such digital systems may connect together to form networks to transmit data</p>	<p>Investigate how data are transmitted and secured in wired, wireless and mobile networks</p>	<p>Investigate the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems</p>	
<p>Data and information</p> <p>Recognise and explore patterns in data and represent data as pictures, symbols and diagrams</p> <p>Collect, explore and sort data, and use digital systems to present the data creatively</p> <p>Independently and with others create and organise ideas and information using information systems, and share these with known people in safe online environments</p>	<p>Recognise different types of data and explore how the same data can be represented in different ways</p> <p>Collect, access and present different types of data using simple software to create information and solve problems</p> <p>Individually and with others, plan, create and communicate ideas and information safely, applying agreed ethical and social protocols</p>	<p>Examine how whole numbers are used as the basis for representing all types of data in digital systems</p> <p>Acquire, store and validate different types of data and use a range of software to interpret and visualise data to create information</p> <p>Plan, create and communicate ideas, information and online collaborative projects, applying agreed ethical, social and technical protocols</p>	<p>Investigate how digital systems represent text, image and sound data in binary</p> <p>Acquire data from a range of sources and evaluate their authenticity, accuracy and timeliness</p> <p>Analyse and visualise data using a range of software to create information, and use structured data to model objects or events</p> <p>Manage, create and communicate interactive ideas, information and projects collaboratively online, taking safety and social contexts into account</p>	<p>Analyse simple compression of data and how content data are separated from presentation</p> <p>Develop techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources, considering privacy and security requirements</p> <p>Analyse and visualise data to create information and address complex problems, and model processes, entities and their relationships using structured data</p> <p>Manage and collaboratively create interactive solutions for sharing ideas and information online, taking into account social contexts and legal responsibilities</p>	
<p>Creating Digital Solutions</p> <p>Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems</p>	<p>Define simple problems, and describe and follow a sequence of steps and decisions involving branching and user input (algorithms) needed to solve them</p>	<p>Define problems in terms of data and functional requirements, drawing on previously solved problems to identify similarities</p>	<p>Define and decompose real-world problems taking into account functional requirements and sustainability (economic, environmental, social), technical and usability constraints</p>	<p>Define and decompose real-world problems precisely, taking into account functional and non-functional requirements and including interviewing stakeholders to identify needs</p>	
		<p>Design a user interface for a digital system, generating and considering alternative design ideas</p>	<p>Design the user experience of a digital system, generating, evaluating and communicating alternative designs</p>	<p>Design the user experience of a digital system, evaluating alternative designs against criteria including functionality, accessibility, usability and aesthetics</p>	
		<p>Design, modify and follow simple algorithms represented diagrammatically and in English, involving sequences of steps, branching, and iteration</p>	<p>Design algorithms represented diagrammatically and in English, and trace algorithms to predict output for a given input and to identify errors</p>	<p>Design algorithms represented diagrammatically and in structured English and validate algorithms and programs through tracing and test cases</p>	
	<p>Develop simple solutions as visual programs</p>	<p>Develop digital solutions as simple visual programs</p>	<p>Develop and modify programs with user interfaces involving branching, iteration and projects using a programming language</p>	<p>Develop modular programs, applying selected algorithms and data structures including using an object-oriented programming language</p>	
<p>Explore how people safely use common information systems to meet information, communication and recreation needs</p>	<p>Explain how student-developed solutions and existing information systems meet common personal, school or community needs</p>	<p>Explain how student-developed solutions and existing information systems meet current and future community and sustainability needs</p>	<p>Evaluate how well student-developed solutions and existing information systems meet needs, are innovative and take account of future risks and sustainability</p>	<p>Evaluate critically how well student-developed solutions and existing information systems and policies take account of future risks and sustainability and provide opportunities for innovation</p>	
<p>Achievement Standard</p> <p>By the end of Level 2, students identify how common digital systems are used to meet specific purposes. Students use digital systems to represent simple patterns in data in different ways and collect familiar data and display them to convey meaning. Students design solutions to simple problems using a sequence of steps and decisions. They create and organise ideas and information using information systems and share these in safe online environments.</p>	<p>By the end of Level 4, students describe how a range of digital systems and their peripheral devices can be used for different purposes. Students explain how the same data sets can be represented in different ways. They collect and manipulate different data when creating information and digital solutions. They plan and safely use information systems when creating and communicating ideas and information, applying agreed protocols. Students define simple problems, and design and develop digital systems using algorithms that involve decision-making and user input. They explain how their developed solutions and existing information systems meet their purposes.</p>	<p>By the end of Level 6, students explain the functions of digital systems components and how digital systems are connected to form networks that transmit data. Students explain how digital systems use whole numbers as a basis for representing a variety of data types. They manage the creation and communication of ideas, information and digital projects collaboratively using validated data and agreed protocols. Students define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems. They incorporate decision-making, repetition and user interface design into their designs and explain their digital solutions, including a iterations, and loops, test, and modify digital solutions. Students explain how information systems and their developed solutions meet current and future needs taking sustainability into account.</p>	<p>By the end of Level 8, students distinguish between different types of networks and their suitability in meeting defined purposes. Students explain how text, image and sound data can be represented and secured in digital systems and presented using digital systems. They analyse and evaluate data from a range of sources to model solutions and create information. They manage the collaborative creation of interactive ideas, information and projects and use appropriate codes of conduct when communicating online. Students define and decompose problems in terms of functional requirements and constraints. They design user experiences and algorithms incorporating branching and iterations, and test, and modify digital solutions. Students evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability.</p>	<p>By the end of Level 10, students explain the control and management of networked digital systems and the data security implications of the interaction between hardware, software and users. Students explain simple data compression, and why content data are separated from presentation. They take account of privacy and security requirements when selecting and validating data and use digital systems to analyse, visualise and model salient aspects of data. Students share and collaborate online, establishing protocols for the legal and safe use, transmission and maintenance of data and projects. Students define and decompose complex problems in terms of functional and non-functional requirements. They design and evaluate user experiences and algorithms, and develop and test modular programs, including an object-oriented program. Students evaluate their solutions and information systems in terms of risk, sustainability and potential for innovation.</p>	

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Content description

Achievement standard

Content descriptions

Foundation – Level 2	Levels 3 and 4	Levels 5 and 6
Digital Systems		
Identify and explore digital systems (hardware and software components) for a purpose	Explore a range of digital systems with peripheral devices for different purposes, and transmit different types of data	Examine the main components of common digital systems, and how such digital systems may connect together to form networks to transmit data
Data and Information		
Recognise and explore patterns in data and represent data as pictures, symbols and diagrams	Recognise different types of data and explore how the same data can be represented in different ways	Examine how whole numbers are used as the basis for representing all types of data in digital systems
Collect, explore and sort data, and use digital systems to present the data creatively	Collect, access and present different types of data using simple software to create information and solve problems	Acquire, store and validate different types of data and use a range of software to interpret and visualise data to create information
Independently and with others create and organise ideas and information using information systems, and share these with known people in safe online environments	Individually and with others, plan, create and communicate ideas and information safely, applying agreed ethical and social protocols	Plan, create and communicate ideas, information and online collaborative projects, applying agreed ethical, social and technical protocols
Creating Digital Solutions		
Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems	Define simple problems, and describe and follow a sequence of steps and decisions involving branching and user input (algorithms) needed to solve them	Define problems in terms of data and functional requirements, drawing on previously solved problems to identify similarities
		Design a user interface for a digital system, generating and considering alternative design ideas
		Design, modify and follow simple algorithms represented diagrammatically and in English, involving sequences of steps, branching, and iteration
	Develop simple solutions as visual programs	Develop digital solutions as simple visual programs
Explore how people safely use common information systems to meet information, communication and recreation needs	Explain how student-developed solutions and existing information systems meet common personal, school or community needs	Explain how student-developed solutions and existing information systems meet current and future community and sustainability needs

Elaborations

Digital Technologies / Levels 3 and 4 / Digital Systems

Content description	Elaborations
Explore a range of digital systems with peripheral devices for different purposes, and transmit different types of data	<ul style="list-style-type: none">• using different peripheral devices to display information to others, for example using a mobile device, interactive whiteboard or a data projector to present information• using specific peripheral devices to capture different types of data, for example using a digital microscope to capture images of living and non-living things• experimenting with different types of digital system components and peripheral devices to perform input, output and storage functions, for example, a keyboard, stylus, touch screen, switch scan device or joystick to input instructions; a monitor, printer or tablet to display information; or a USB flash drive and external hard drive as storage peripheral devices• recognising that images and music can be transferred from a mobile device to a computer, for example using a cable to connect a camera and computer to upload images for a photo story

Code

VCDTDS019



Achievement standards

Achievement Standard

By the end of Level 2, students identify how common digital systems are used to meet specific purposes.

Students use digital systems to represent simple patterns in data in different ways and collect familiar data and display them to convey meaning.

Students design solutions to simple problems using a sequence of steps and decisions. They create and organise ideas and information using information systems and share these in safe online environments.

By the end of Level 4, students describe how a range of digital systems and their peripheral devices can be used for different purposes.

Students explain how the same data sets can be represented in different ways. They collect and manipulate different data when creating information and digital solutions. They plan and safely use information systems when creating and communicating ideas and information, applying agreed protocols.

Students define simple problems, and design and develop digital solutions using algorithms that involve decision-making and user input. They explain how their developed solutions and existing information systems meet their purposes.

By the end of Level 6, students explain the functions of digital system components and how digital systems are connected to form networks that transmit data.

Students explain how digital systems use whole numbers as a basis for representing a variety of data types. They manage the creation and communication of ideas, information and digital projects collaboratively using validated data and agreed protocols.

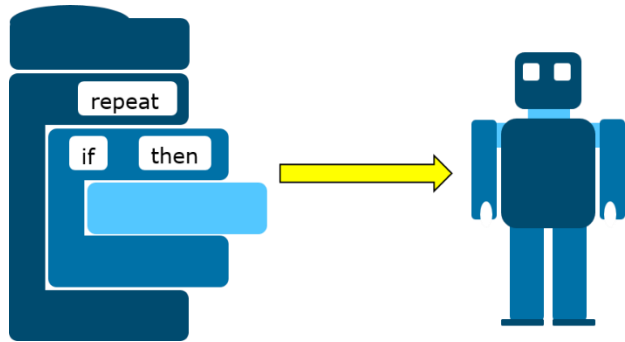
Students define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems. They incorporate decision-making, repetition and user interface design into their designs and develop their digital solutions, including a visual program. Students explain how information systems and their developed solutions meet current and future needs taking sustainability into account.

Planning for delivering the Digital Technologies Curriculum F–6

Plugged and unplugged activities

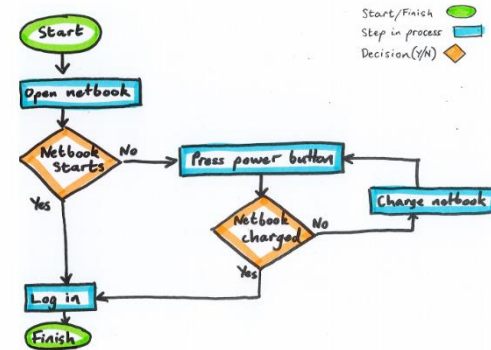
Plugged activities example

Creating a visual program demonstrating branching using a digital device



Unplugged activities example

Representing an algorithm demonstrating branching using a flowchart









Where the curriculum meets your students

Understanding the intent of the curriculum enables teachers to meet the needs of their students, in their context, based on their experiences.

Digital Technologies Curriculum

Foundation – Level 2	Levels 3 and 4	Levels 5 and 6	Levels 7 and 8	Levels 9 and 10
<p>Digital Systems</p> <p>Identify and explore digital systems (hardware and software components) for a purpose</p>	<p>Explore a range of digital systems with peripheral devices for different purposes, and transmit different types of data</p>	<p>Examine the main components of common digital systems, and how such digital systems may connect together to form networks to transmit data</p>	<p>Investigate how data are transmitted and secured in wired, wireless and mobile networks</p>	<p>Investigate the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems</p>
<p>Data and Information</p> <p>Recognise and explore patterns in data and represent data as pictures, symbols and diagrams</p> <p>Collect, explore and sort data, and use digital systems to present the data creatively</p> <p>Independently and with others create and organise ideas and information using information systems, and share these with known people in safe online environments</p>	<p>Recognise different types of data and explore how the same data can be represented in different ways</p> <p>Collect, access and present different types of data using simple software to create information and solve problems</p> <p>Individually and with others, plan, create and communicate ideas and information safely, applying agreed ethical and social protocols</p>	<p>Examine how whole numbers are used as the basis for representing all types of data in digital systems</p> <p>Acquire, store and validate different types of data and use a range of software to interpret and visualise data to create information</p> <p>Plan, create and communicate ideas, information and online collaborative projects, applying agreed ethical, social and technical protocols</p>	<p>Investigate how digital systems represent text, image and sound data in binary</p> <p>Acquire data from a range of sources and evaluate their authenticity, accuracy and timeliness</p> <p>Analyse and visualise data using a range of software to create information, and use structured data to model objects or events</p> <p>Manage, create and communicate interactive ideas, information and projects collaboratively online, taking safety and social contexts into account</p>	<p>Analyse simple compression of data and how content data are separated from presentation</p> <p>Develop techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources, considering privacy and security requirements</p> <p>Analyse and visualise data to create information and address complex problems, and model processes, entities and their relationships using structured data</p> <p>Manage and collaboratively create interactive solutions for sharing ideas and information online, taking into account social contexts and legal responsibilities</p>
<p>Creating Digital Solutions</p> <p>Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems</p>	<p>Define simple problems, and describe and follow a sequence of steps and decisions involving branching and user input (algorithms) needed to solve them</p>	<p>Define problems in terms of data and functional requirements, drawing on previously solved problems to identify similarities</p> <p>Design a user interface for a digital system, generating and considering alternative design ideas</p> <p>Design, modify and follow simple algorithms represented diagrammatically and in English, involving sequences of steps, branching, and iteration</p> <p>Develop simple solutions as visual programs</p>	<p>Define and decompose real-world problems taking into account functional requirements and sustainability (economic, environmental, social), technical and usability constraints</p> <p>Design the user experience of a digital system, generating, evaluating and communicating alternative designs</p> <p>Design algorithms represented diagrammatically and in English, and trace algorithms to predict output for a given input and to identify errors</p> <p>Develop and modify programs with user interfaces involving branching, iteration and functions using a general-purpose programming language</p> <p>Evaluate how well student-developed solutions and existing information systems meet needs, are innovative and take account of future risks and sustainability</p>	<p>Define and decompose real-world problems precisely, taking into account functional and non-functional requirements and including interviewing stakeholders to identify needs</p> <p>Design the user experience of a digital system, evaluating alternative designs against criteria including functionality, accessibility, usability and aesthetics</p> <p>Design algorithms represented diagrammatically and in structured English and validate algorithms and programs through tracing and test cases</p> <p>Develop modular programs, applying selected algorithms and data structures including using an object-oriented programming language</p> <p>Evaluate critically how well student-developed solutions and existing information systems and policies take account of future risks and sustainability and provide opportunities for innovation</p>
<p>Achievement Standard</p> <p>By the end of Level 2, students identify how common digital systems are used to meet specific purposes. Students use digital systems to represent simple patterns in data in different ways and collect familiar data and display them to convey meaning. Students design solutions to simple problems using a sequence of steps and decisions. They create and organise ideas and information using information systems and share these in safe online environments.</p>	<p>By the end of Level 4, students describe how a range of digital systems and their peripheral devices can be used for different purposes. Students explain how the same data sets can be represented in different ways. They collect and manipulate different data when creating information and digital solutions. They plan and safely use information systems when creating and communicating ideas and information, applying agreed protocols. Students define simple problems, and design and develop digital solutions using algorithms that involve decision-making and user input. They explain how their developed solutions and existing information systems meet their purposes.</p>	<p>By the end of Level 6, students explain the functions of digital system components and how digital systems are connected to form networks that transmit data. Students explain how digital systems use whole numbers as a basis for representing a variety of data types. They manage the creation and communication of ideas. Students define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems. They incorporate decision-making, repetition and user interface design into their designs and develop their digital solutions, including a visual program. Students explain how information systems and their developed solutions meet current and future needs taking sustainability into account.</p>	<p>By the end of Level 8, students distinguish between different types of networks and their suitability in meeting defined purposes. Students explain how text, image and sound data can be represented and secured in digital systems and presented using digital systems. They analyse and evaluate data from a range of sources to model solutions and create information. They manage the collaborative creation of interactive ideas, information and projects and use appropriate codes of conduct when communicating online. Students define and decompose problems in terms of functional requirements and constraints. They design user experiences and algorithms incorporating branching and iterations, and develop, test, and modify digital solutions. Students evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability.</p>	<p>By the end of Level 10, students explain the control and management of networked digital systems and the data security implications of the interaction between hardware, software and users. Students explain simple data compression, and why take account of privacy and security requirements when selecting and validating data and use digital systems to analyse, visualise and model salient aspects of data. Students share and collaborate online, establishing protocols for the legal and safe use, transmission and maintenance of data and projects. Students define and decompose complex problems in terms of functional and non-functional requirements. They design and evaluate user experiences and algorithms, and develop and test modular programs, including an object-oriented program. Students evaluate their solutions and information systems in terms of risk, sustainability and potential for innovation.</p>

Planning resources

Year/Level	Program Planning Template	Curriculum Area Plan
F-2	 DigiTech CPT F-2	 DigiTech P-2 Curriculum Area Plan
3-4	 DigiTech CPT 3-4	 DigiTech 3-4 Curriculum Area Plan
5-6	 DigiTech CPT 5-6	 DigiTech 5-6 Curriculum Area Plan

Program Planning Templates

Curriculum Planning Template: Digital Technologies Foundation to 2 (Sample Program 1)

Instruction: List the title of the unit of work in the first column and then tick the check box of the content description/s addressed by it, which can be done electronically. Once completed, fill out the 'Assessment' table.
For detailed notes regarding the purpose of this template and further instructions for completion, refer [here](#)

Strand	Digital Systems Identify and explore digital systems (hardware and software components) for a purpose VCDTDS013	Data and Information				Creating Digital Solutions					
		Recognise and explore patterns in data and represent data as pictures, symbols and diagrams VCDTDI014		Collect, explore and sort data, and use digital systems to present the data creatively VCDTDI015		Independently and with others create and organise ideas and information using information systems, and share these with known people in safe online environments VCDTDI016		Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems VCDTCS017		Explore how people safely use common information systems to meet information, communication and recreation needs VCDTCS018	
Content Description		CD	Achievement standard #	CD	Achievement standard #	CD	Achievement standard #	CD	Achievement standard #	CD	Achievement standard #
Our computers	Semester 2 / Prep	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Finding patterns	Semester 1 / Grade 1	<input type="checkbox"/>		<input checked="" type="checkbox"/>	2	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Sharing data	Semester 2 / Grade 1	<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>	2	<input type="checkbox"/>		<input type="checkbox"/>	
Sharing our work	Semester 1 / Grade 2	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	
Programming a partner	Semester 2 / Grade 2	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>	3
Devices in our lives	Semester 2 / Grade 2	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>	4

Foundation to Level 2 Achievement Standard: Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template.

By the end of Level 2

- Students identify how common digital systems are used to meet specific purposes. (1)
- Students use digital systems to represent simple patterns in data in different ways and collect familiar data and display them to convey meaning. (2)
- Students design solutions to simple problems using a sequence of steps and decisions. (3)
- They create and organise ideas and information using information systems and share these in safe online environments. (4)

Levels 3 and 4 Achievement Standard

By the end of Level 4

- Students describe how a range of digital systems and their peripheral devices can be used for different purposes.
- Students explain how the same data sets can be represented in different ways.
- They collect and manipulate different data when creating information and digital solutions.
- They plan and safely use information systems when creating and communicating ideas and information, applying agreed protocols.
- Students define simple problems, and design and develop digital solutions using algorithms that involve decision-making and user input.
- They explain how their developed solutions and existing information systems meet their purposes.

Foundation and Level 1 Assessments

Unit (Title)	Assessment	Achievement Standard/s
Our computers	Report: Identify computers used in students' daily lives	1
Finding patterns	Folio: Create patterns in shapes and photos	2
Sharing data	Report: Display data in shapes and graphs	2

Level 2 Assessments

Unit (Title)	Assessment	Achievement Standard/s
Sharing our work	Folio: Sending evidence of learning to family members	4
Programming a partner	Report: Give instructions to a partner to achieve a goal	3
Devices in our lives	Report: How we use devices in our lives	4

Curriculum Area Plans

Digital Technologies Curriculum Area Plan

Curriculum Area Plan: Digital Technologies - Prep to Year 2 (Sample Program 1)

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Year F	Semester 1																	
	Semester 2																	
Year 1	Identify and explore digital systems – F.2.1																	
	Our computers																	
	Semester 1																	
	Semester 2																	
Year 2	Recognise and explore patterns – 1.1.1																	
	Finding patterns																	
	Present data using digital systems – 1.2.1																	
	Sharing data																	
Year 2	Create and organise ideas – 2.1.1																	
	Sharing our work																	
	Semester 1																	
	Semester 2																	
Represent a sequence of steps and decisions – 2.2.1																		
Programming a partner																		
Explore how to safely use information systems – 2.2.2																		
Devices in our lives																		
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18

* Based on 1 hour of teaching time per week

Key

Digital Systems

Data and Information

Creating Digital Solutions

Topic, level, semester, sequence

Integrating with other curriculum areas

The Digital Technologies curriculum provides contexts within which Mathematics understanding, fluency, logical reasoning, analytical thought and problem-solving skills can be applied and developed.

In particular, computational thinking draws on mathematical understanding and skills. An understanding of data and data analysis skills will enhance students' abilities to analyse patterns and trends, and logical reasoning will support the design of algorithms.

Teacher collaboration

- Planning based on the Digital Technologies Curriculum
- Planning over a band
- Assessment designed during the planning stage

Review

Background to the curriculum

- Rationale
- Aims
- Structure – strands
- Key concepts
- Scope and sequence
- Content descriptions
- Elaborations
- Achievement standards

Planning for delivering the curriculum

- Documents and templates
- Integrating with other curriculum areas

Thank you

Contact

Phil Feain

Digital Technologies Curriculum Manager, VCAA

Philip.Feain@education.vic.gov.au

Ph: (03) 9059 5146