Digital Technologies
Year 5 Plan 2025

The *K–12 Curriculum, assessment and reporting framework* (K–12 Framework) requires schools to document, retain, and monitor or review their three levels of planning. This template provides an overview of the curriculum and assessment coverage. Teachers may modify this template to suit their school context and the decisions about the provision of the curriculum.

In alignment with the K–12 Curriculum, Assessment and Reporting Framework, Technologies is provided in at least one semester across the band (Year 5 and 6), with teaching and assessment designed to ensure effective coverage of the relevant achievement standard by the end of the band.

Sequence of units	Semester 1	Semester 2
Unit description	This unit explores the components of digital systems, including hardware, software, and network infrastructure. Students will examine how these systems transmit data and understand the ethical, social, and technical protocols required for online collaboration. Through interactive activities and projects, including the use of Minecraft Education, students will demonstrate their understanding by planning and creating solutions collaboratively. Students plan, create, and communicate ideas collaboratively using digital tools. They demonstrate understanding of digital systems and network concepts by designing and building a virtual city in Minecraft Education that incorporates functioning, networked systems. They adhere to ethical, social, and technical protocols during online collaboration.	This unit introduces students to visual programming and problem-solving using the BBC Micro:bit. Students begin by exploring inputs and outputs, understanding how systems respond to user input, and experimenting with decision-making (branching) and repetition (loops). Over time, they progress to designing interfaces and coding interactive arcade-style games that are fun and functional. In the final project, students create a skill tester game that meets a defined user need and considers sustainability (e.g. power efficiency, reusability, or purpose).

Assessment		Unit 1	Unit 2
		Assessment task	**Assessment task**
Range and balance of assessment conventions[1]	**Technique** **If *other*, or more than one, specify**	Project	Project
	Mode	☒ Multimodal	☒ Written ☐ Spoken/Signed ☐ Visual ☐ Aural ☐ Practical ☐ Gestural ☒ Multimodal
	Conditions	*Refer to task sheet*	*Refer to task sheet*

Aspects of the achievement standard ☼ Digital Technologies	Shade the cells to indicate aspects covered in the assessment	
explain the fundamentals of digital system components (hardware, software and networks) and how digital systems are connected to form networks.		
explain how digital systems use whole numbers as a basis for representing a variety of data types.		
define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems.		
incorporate decision-making, repetition and user interface design into their designs and implement their digital solutions, including a visual program.		
explain how information systems and their solutions meet needs and consider sustainability.		
manage the creation and communication of ideas and information in collaborative digital projects using validated data and agreed protocols.		