# Technologies
## Years 1 and 2 Band 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 (Foundation - Year 2), with teaching and assessment designed to ensure effective coverage of the relevant achievement standard by the end of the band.

| | Year 1 | | Year 2 | |
|---|---|---|---|---|
| **Sequence of units** | **Semester 1** | **Semester 2** | **Semester 1** | **Semester 2** |
| | **Digital Technologies** | **Design and Technologies** | **Design and Technologies** | **Digital Technologies** |
| **Unit description** | In this unit, students will engage in a variety of activities to develop their processes and production skills to design algorithms to solve problems. By watching and listening to a video they will learn how to collect, record and display data for a purpose. They will also learn how to safely access the internet and identify these strategies. Students will learn that by using appropriate software, they can create and design and share their learning in a safe environment.<br><br>Students complete a portfolio of work to demonstrate their knowledge, understanding and processes of digital technologies. | Students identify and describe the purpose of materials and tools related to puppets and the related environments for puppet plays. They explain how they meet user needs and impact others and the environment. With guidance, they generate, model, and communicate design ideas through simple drawings and the creation of a puppet. They evaluate their designed solutions based on personal preferences and shared criteria. | This unit focuses on introducing Year 2 students to the principles of design and sustainability. Students will explore how familiar products are designed and made, considering their impact on the environment. They will learn about forces and movement, the properties of materials, and sustainable practices through hands-on activities. By the end of the unit, students will apply their knowledge and skills to design and construct a rolling toy using recycled materials. The unit emphasizes creativity, safe tool use, and collaborative problem-solving.<br><br>Students create a rolling toy by applying their understanding of how forces create movement and by using skills of investigating, generating designs, producing, evaluating and managing. | In this unit, students will develop foundational digital technologies skills. They will recognise patterns in data, represent information visually, follow and create simple algorithms, and use digital systems to collect, sort, and present data.<br><br>Students will explore these concepts through engaging, hands-on activities using Sphero, Dash, and Scratch Jr. |

| **Assessment** | | **Unit 1** | **Unit 1** | **Unit 2** | **Unit 2** |
|---|---|---|---|---|---|
| | | **Assessment task** | **Assessment task** | **Assessment task** | **Assessment task** |
| **Range and balance of assessment conventions[1]** | **Technique**<br>**If *other*, or more than one, specify** | Assignment<br>Portfolio of Work | Choose an item. | Project | Short response<br>Project |
| | **Mode** | ☒ Written<br>☒ Visual<br>☒ Multimodal | ☒ Written<br>☒ Spoken/Signed<br>☒ Visual<br>☐ Aural<br>☐ Practical<br>☐ Gestural<br>☒ Multimodal | ☒ Written<br>☒ Visual<br>☒ Multimodal | ☒ Written<br>☒ Visual<br>☒ Multimodal |
| | **Conditions** | *Refer to task sheet* | *Refer to task sheet* | *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 | | | |
| identify how common digital systems (hardware and software) are used to meet specific purposes. | | | | | |
| use digital systems to represent simple patterns in data in different ways. | | | | | |

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| design solutions to simple problems using a sequence of steps and decisions. | | | | |
| collect familiar data and display them to convey meaning. | | | | |
| create and organise ideas and information using information systems, and share information in safe online environments. | | | | |
| | | | | |
| **Aspects of the achievement standard ☼ Design and Technologies** | Shade the cells to indicate aspects covered in the assessment | | | |
| describe the purpose of familiar products, services and environments and how they meet the needs of users and affect others and environments. | | | | |
| identify the features and uses of technologies for each of the prescribed technologies contexts. | | | | |
| With guidance, students create designed solutions for each of the prescribed technologies contexts. | | | | |
| describe given needs or opportunities. | | | | |
| create and evaluate their ideas and designed solutions based on personal preferences. | | | | |
| communicate design ideas for their designed products, services and environments using modelling and simple drawings. | | | | |
| Following sequenced steps, students demonstrate safe use of tools and equipment when producing designe d solutions. | | | | |