Technologies
Prep Year 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.

Sequence of units	Semester 1	Semester 2
	Digital Technologies	**Design and Technologies**
Unit Description	Students will engage in concepts covering the 5 P's Positive Digital Footprint and be introduced to basic iPad skills. Students will learn about common digital systems used at school and home and how they assist us. They will learn technical language and use correct terminology whilst accessing ICT. They will learn that a computer is a common digital system. A tablet device, laptop and smartphone are also digital systems. Students will develop understandings of digital systems (hardware and software). They will understand how to match familiar forms of software and hardware with their purpose. Students will use iPad apps to support their knowledge and understanding of algorithms (BeeBot). Students will use BeeBots to find a simple solution (create an algorithm) on a grid giving a sequence of steps. They can test the algorithm and make adjustments to the written algorithm using the BeeBot. During the semester they will post photos of themselves controlling BeeBots using the Seesaw app.	In this unit, students will explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating. They will design solutions for a farm to enable successful food and fibre production and design and make their own environment that meets the needs of animals.

In Prep, students experience Technologies in at least one semester. Learning is monitored but not summatively assessed or reported on, in alignment with the *K–12 Curriculum, assessment and reporting framework* (K–12 Framework).

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.		
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 designed solutions.		