

# Australian Curriculum: 2026 Technologies — Year 3-4



| CURRICULUM<br>Unit name | Year 3   |  | Year 4   |
|-------------------------|--|--|--|
|                         | Semester 1   | Semester 2   | Semester 1   |
|                         | Digital Unit 1: What digital system do you use? Part A and Weather Report  | Digital Unit 1: What digital system do you use? Part B   | Design Technology integrated with science Unit 4: Fast forces!   |
| <b>Unit description</b> | <p>In this unit students create a digital solution that can be used to communicate information about the impact of weather on the climate of seasons.<br/>They:</p> <ul style="list-style-type: none"> <li>identify and explore a range of digital systems and their use to meet needs at home, in school and in the local community, and use a range of peripheral devices to transmit data</li> <li>recognise different types of data and exploring how the same data can be represented in different ways</li> <li>develop skills in using spreadsheet software</li> <li>explore how existing information systems present data as information and meet common personal, school or community needs</li> <li>create a digital solution that presents data as meaningful information to address a school or community issue (such as how weather and climate are linked).</li> </ul> | <p>In this unit, students explore and use a range of digital systems including peripheral devices and create a digital solution (an interactive guessing game) using a visual programming language.<br/>They:</p> <ul style="list-style-type: none"> <li>define simple problems and identify needs</li> <li>develop technical skills in using a visual programming language to create a digital solution</li> <li>describe, follow and apply a sequence of steps and decisions (algorithms) in non-digital contexts and when using a visual programming language</li> <li>implement a simple digital solution that involves branching algorithms and user input when creating a simple guessing game</li> <li>explain how their solutions and existing information systems, such as learning software, meet personal, school and community needs</li> <li>develop skills in computational and systems thinking when solving simple problems and creating solutions.</li> </ul> | <p>In this unit, students investigate how forces and the properties of materials affect the behaviour of a product or system, make a pinball machine, and design a games environment in which it can be used.<br/>They explore the role of people in engineering technology occupations and how they address factors that meet client needs.<br/>Students apply processes and production skills, including:</p> <ul style="list-style-type: none"> <li>investigating materials, technologies for shaping and joining, and how designs meet people's needs</li> <li>generating and refining design ideas for a pinball machine and a games environment</li> <li>producing a pinball machine that meets the design brief</li> <li>evaluating their design and production processes</li> <li>collaborating and managing by working with others and developing sequenced steps.</li> </ul> |

| ASSESSMENT   |   | Year 3  |  | Year 4            |
|--|---|---|--|-------------------|
|  |   | Semester 1  | Semester 2                             | Semester 1        |
| <b>Range and balance of summative assessment conventions</b> | <b>Assessment</b>   | What digital system do you use? Part A and Weather report | What digital system do you use? Part B | Fast forces       |
|  | <b>Technique</b>  | Project   | Project                                | Investigation     |
|  | <b>Type of text</b>   | Portfolio   | Portfolio                              | Design/evaluation |
|  | <b>Mode</b>   | Multimodal  | Multimodal                             | Multimodal        |
| <b>Aspects of the achievement standard</b>                   |   |   |  |                   |
| <b>Technologies Achievement Standard</b>                     | describe how social, technical and sustainability factors influence the design of solutions to meet present and future needs                          |   |  |                   |
|  | describe features of technologies that influence design decisions and how a range of digital systems can be used                                      |   |  |                   |
|  | outline and define needs, opportunities or problems   |   |  |                   |
|  | collect, manipulate and interpret data from a range of sources to support decisions   |   |  |                   |
|  | generate and record design ideas for an audience using technical terms and graphical and non-graphical representation techniques including algorithms |   |  |                   |
|  | plan a sequence of steps (algorithms) to create solutions, including visual programs  |   |  |                   |
|  | plan and safely produce designed solutions for each of the prescribed technologies contexts   |   |  |                   |
|  | use identified criteria for success, including sustainability considerations, to judge the suitability of their ideas, solutions and processes        |   |  |                   |
|  | use agreed protocols when collaborating, and creating and communicating ideas, information and solutions face-to-face and online                      |   |  |                   |

