

# Australian Curriculum: 2025 Technologies — Year 3-4



CURRICULUM Unit name	Year 3		Year 4
	Semester 1	Semester 2	Semester 1
	Weather report	Digital Unit 1: What digital system do you use? Part B Part A completed in Semester 1	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.</p> <p>They:</p> <ul style="list-style-type: none"> <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.</p> <p>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>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> </ul> <p>develop skills in computational and systems thinking when solving simple problems and creating solutions.</p>	<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.</p> <p>They explore the role of people in engineering technology occupations and how they address factors that meet client needs.</p> <p>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>	Weather report	What digital system do you use?	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			
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