This template can be used to assist schools to conduct a technology audit, based on your school’s Digital Technology curriculum needs.

The curriculum focus is for Years 3-4 and organised under key concepts.

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| Curriculum focus:  | Technologies considerations  | Technology audit notes  |
| Digital systems |
| Relevant units in DT Hub scope and sequence: [Peripheral devices](https://www.digitaltechnologieshub.edu.au/teachers/scope-and-sequence/3-4/digital-systems/peripheral-devices)[Exploring inputs and outputs](https://www.digitaltechnologieshub.edu.au/teachers/scope-and-sequence/3-4/digital-systems/exploring-inputs-and-outputs)Students explore digital systems for a specific purpose to learn about the tasks that each type can perform. Tasks might include recording a video, record/play audio, annotating a drawing, locating information and printing a document. Students explore the use of peripherals connected to a digital system to extend its functionality. Discuss examples of where data is transferred between digital systems.  | Access to digital systems which may include: desktop computer, tablet devices, laptop, Chromebooks. Students need these systems to have:* internet connectivity
* connection to the school intranet to save and access files and access relevant software.

Peripheral devices may include: printers, mouse and keyboard, microphone, speakers, portable storage devices, webcam and interactive whiteboard or data projector. An electronic board such as Makey Makey can be used to replace keystroke entry from a keyboard and be incorporated in student digital solutions.  | What we haveWhat we needFuture considerations |
| Data representation, collection and interpretation |
| Relevant units in DT Hub scope and sequence: [Secret messages and codes](https://www.digitaltechnologieshub.edu.au/teachers/scope-and-sequence/3-4/data-collect-organise-and-create/secret-messages-and-codes)[Use data to solve problems](https://www.digitaltechnologieshub.edu.au/teachers/scope-and-sequence/3-4/data-collect-organise-and-create/use-data-to-solve-problems)Data can be in the form of numbers, letters or pictures (symbols). The same data can be represented in different ways depending on the purpose. Students collect their own data using a relevant recording approach eg tallying. Students access data in digital format from a file or website. Students use simple software to present and summarise the data.  | Access to digital systems, school intranet and connectivity. Provide access to digital systems with software that enable students to:* represent data in different ways eg paint programs that have a stamp program such as KidPix or Tux Paint
* spreadsheet software to organise and present data. Software will depend on your digital devices: MS Excel for windows, Numbers for iOS, Apache OpenOffice as an open source alternative or Google sheets for a browser-based solution.

Provide access to online data sources curated by the teacher.  | What we haveWhat we needFuture considerations |
| Define problems, Algorithms and Implementation  |
| Relevant units in DT Hub scope and sequence: [Intro to programming](https://www.digitaltechnologieshub.edu.au/teachers/scope-and-sequence/3-4/digital-solutions/intro-to-programming)[Programming projects](https://www.digitaltechnologieshub.edu.au/teachers/scope-and-sequence/3-4/digital-solutions/programming-project)Students describe simple problems and ways to solve them. Students describe and follow algorithms to solve problems. They represent an algorithm to solve a task. These might be in the form of simple steps and decisions represented as words or images. Students implement digital solutions by writing a program using a visual programming language. They include branching for decision making and user input.  | Access to digital systems, school intranet and connectivity. Provide access to a relevant visual programming language, for example:* Scratch 3.0 is available for all platforms
* Apps such as Swift playgrounds, Hopscotch or Tynker for iOS

Various robotic devices also use a block-based interface (visual programming language) to control the device. These are often Bluetooth enabled and require Wi-Fi. The devices are often controlled using an app from a tablet device. Electronic programming boards such as the BBC Micro:bit provide another programing option. Requires a digital system (laptop, desktop or tablet device with internet connection) and physical hardware (the BBC Micro:bit). A turtle drawing program is another option that uses a block-based interface. An example of this software is Pencil Code which is an online platform.  | What we haveWhat we needFuture considerations |
| Information systems and their users |
| Relevant unit in DT Hub scope and sequence: [Communicate ideas and information](https://www.digitaltechnologieshub.edu.au/teachers/scope-and-sequence/3-4/collaboration-and-protocols/communicate-ideas-and-informationhttps%3A/www.digitaltechnologieshub.edu.au/teachers/scope-and-sequence/3-4/collaboration-and-protocols/communicate-ideas-and-information)Students describe information systems they use to access information eg transport timetables. Students investigate how information systems are used and explain what needs are met.  | Access to digital systems, school intranet and connectivity. Provide access to online information system sources curated by the teacher.  | What we haveWhat we needFuture considerations |
| Plan, create and communicate ideas and information independently and with others |
| Relevant unit in DT Hub scope and sequence: [Apply protocols](https://www.digitaltechnologieshub.edu.au/teachers/scope-and-sequence/3-4/collaboration-and-protocols/apply-protocols)Students plan an approach to develop a solution to a problem or task. Students collaborate and share their work in a dedicated safe online environment. Students follow agreed protocols when interacting with others.  | Access to digital systems, school intranet and connectivity. Provide access to:* software that enables students to create ideas and present information
* online sources curated by the teacher
* a dedicated safe online environment that enables online collaboration.
 | What we haveWhat we needFuture considerations |