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 5-6 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:  [Connecting digital components](https://www.digitaltechnologieshub.edu.au/teachers/scope-and-sequence/5-6/digital-systems/connecting-digital-components)  Students explore main components of digital systems.  Students explore the use of peripherals connected to a digital system to extend its functionality.  Students describe and explain ways data is transferred between different 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 have  What we need  Future considerations |
| Data representation, collection and interpretation | | |
| Relevant units in DT Hub scope and sequence:  [Binary numbers](https://www.digitaltechnologieshub.edu.au/teachers/scope-and-sequence/5-6/data-representations/binary-numbers)  [Representing images using binary](https://www.digitaltechnologieshub.edu.au/teachers/scope-and-sequence/5-6/data-representations/representing-images-using-binary)  [Data and information](https://www.digitaltechnologieshub.edu.au/teachers/scope-and-sequence/5-6/digital-systems/data-and-information)  Students represent data using whole numbers.  Students collect their own data using a relevant approach including survey tools Students access data in digital format from a file or website such as an online database.  Students use software to interpret, present and summarise the data. | Access to digital systems, school intranet and connectivity.  Provide access to digital systems with software that enable students to:   * search for information and access online data sources such as databases of information * collect and record data including using an online survey tool/form eg Google forms or Survey monkey. * Organise, analyse and present data using a spreadsheet. 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 * access online resources including video content that explain binary numbers, online tools that teach students about binary numbers and online data sources as curated by the teacher. | What we have  What we need  Future considerations |
| Define problems, Algorithms and Implementation | | |
| Relevant units in DT Hub scope and sequence:  [Problem solving processes](https://www.digitaltechnologieshub.edu.au/teachers/scope-and-sequence/5-6/creating-digital-solutions/problem-solving-processes)  [Creating a digital game](https://www.digitaltechnologieshub.edu.au/teachers/scope-and-sequence/5-6/creating-digital-solutions/creating-a-digital-game)  Students describe problems and ways to solve them. They consider the requirements and constraints.  Students describe and follow algorithms to solve problems. They represent an algorithm to solve a task. These might be in the form of sequenced steps, decisions and loops represented as words or images.  Students implement digital solutions by writing a program using a visual programming language. They include branching for decision making, user input and loops for repetition. | 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 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 or Hummingbird provide another programing option. Requires a digital system (laptop, desktop or tablet device with internet connection) and physical hardware (the BBC Micro:bit). These can also be integrated with Scratch programming.  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 have  What we need  Future considerations |
| Information systems and their users | | |
| Relevant unit in DT Hub scope and sequence:  [Collaborative project](https://www.digitaltechnologieshub.edu.au/teachers/scope-and-sequence/5-6/collaboration-and-protocols/collaborative-project)  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.  They can evaluate the information system looking at the impact the system has on people and the extent to which the solution is sustainable.  Students develop their own information system that solves a particular problem.  Students consider user-interface design of digital systems thinking about the needs of the user. | Access to digital systems, school intranet and connectivity.  Provide access to:   * online information system sources curated by the teacher * app creation software such as MIT App inventor * Augmented Reality software * Virtual Reality (age appropriate technology) * Artificial Intelligence tools and applications such as those in Google AI. | What we have  What we need  Future considerations |
| Plan, create and communicate ideas and information independently and with others | | |
| Relevant unit in DT Hub scope and sequence:  [Digital citizenship](https://www.digitaltechnologieshub.edu.au/teachers/scope-and-sequence/5-6/collaboration-and-protocols/digital-citizenship)  [Collaborative project](https://www.digitaltechnologieshub.edu.au/teachers/scope-and-sequence/5-6/collaboration-and-protocols/collaborative-project)  Students plan and manage 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 (social and ethical) when interacting with others and technical protocols when managing information. | Access to digital systems, school intranet and connectivity.  Provide access to:   * online sources curated by the teacher * software that enables students to create ideas and information * collaboration tools that enable text, audio and video communication to interact with others working on a common project * a dedicated safe online environment that enables online collaboration. | What we have  What we need  Future considerations |