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 F-2 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: [Hardware and software](https://www.digitaltechnologieshub.edu.au/teachers/scope-and-sequence/f-2/digital-systems/hardware-and-software)  [Changes in technology](https://www.digitaltechnologieshub.edu.au/teachers/scope-and-sequence/f-2/digital-systems/changes-in-technology)  A computer is a common digital system. A tablet device, laptop and smartphone are also digital systems.  At this level, students develop understandings of digital systems (hardware and software) when they use some key functions to undertake authentic curriculum tasks. For example, using a tablet device (hardware) to take a photograph using the camera app (software) or record an interview of a grandparent using voice recorder app (software).  A modelled approach supports students to understand how to match familiar forms of software and hardware with their purpose. | Access to digital systems which may include: a desktop computer or tablet device. Students need these systems to have:   * internet connectivity * connection to the school intranet to save and access files and access relevant software. | What we have  What we need  Future considerations |
| Data representation, collection and interpretation | | |
| Relevant units in DT Hub scope and sequence:  [Data is all around us](https://www.digitaltechnologieshub.edu.au/teachers/scope-and-sequence/f-2/explore-data/data-is-all-around-us)  [Exploring data](https://www.digitaltechnologieshub.edu.au/teachers/scope-and-sequence/f-2/explore-data/exploring-data)  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 by counting and measuring.  Students classify, group and sort data for example shapes, pets or foods.  Students present data to answer simple questions. | 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 * present data creatively. | What we have  What we need  Future considerations |
| Define problems, Algorithms and Implementation | | |
| Relevant units in DT Hub scope and sequence:  [Intro to algorithms](https://www.digitaltechnologieshub.edu.au/teachers/scope-and-sequence/f-2/sequences/an-intro-to-algorithms)  [Pre-programming](https://www.digitaltechnologieshub.edu.au/teachers/scope-and-sequence/f-2/sequences/pre-programming)  Students explore simple familiar problems and ways to solve them.  Students follow algorithms to solve simple problems. Students describe simple steps in the correct order. They represent an algorithm to solve a task. These might be in the form of simple steps and decisions represented as spoken words, written words or images (drawing or photographs.  At this level, students are not expected to implement digital solutions using a visual programming language. However some schools do introduce some basic programming using relevant apps. | Access to digital systems, school intranet and connectivity.  Push button programmable robots such as Bee-bots or Blue bots are commonly used to explore algorithms.  Ozo bots sense and recognise colour and can be coded to follow a path.  Some schools may decide to introduce simple programming ideas through:   * apps such as Scratch Jr. for iOS * online coding websites such as code.org or blockly games puzzles | What we have  What we need  Future considerations |
| Information systems and their users | | |
| Students describe information systems that they use at home or at school. These might include the school library system or their family accessing music and videos and information online. | Access to digital systems, school intranet and connectivity. | What we have  What we need  Future considerations |
| Create and organise ideas and information independently and with others | | |
| Relevant unit in DT Hub scope and sequence:  [Online safety](https://www.digitaltechnologieshub.edu.au/teachers/scope-and-sequence/f-2/online-safety/online-safety)  [Staying safe online](https://www.digitaltechnologieshub.edu.au/teachers/scope-and-sequence/f-2/online-safety/staying-safe-online)  Students contribute to a group task.  Students share work online in a dedicated safe online environment. | Access to digital systems, school intranet and connectivity.  Provide access to:   * bookmarked websites provided by the teacher * familiar software to create a slide show or photo story or audio story * a dedicated safe online environment that enables online collaboration. | What we have  What we need  Future considerations |