

## Content Descriptions and Outcomes

Knowledge and Understanding Digital Systems				Science and Technology Curriculum Digital Technology Knowledge and Understanding		Digital Systems
Australian	Western Australian Pre-Primary	Western Australian Level 1	Western Australian Level 2	New South Wales Early Stage 1	New South Wales Stage 1	Victorian
Recognise and explore digital systems (hardware and software) components for a purpose (ACTDIK001)	Digital systems (hardware and software) are used at home, in the school and in the community (ACTDIK001)	Digital systems (hardware and software) are used in everyday life and have specific features (ACTDIK001)	Digital systems (hardware and software) are used for an identified purpose (ACTDIK001)	Identifies digital systems and explores how instructions are used to control digital devices (ST-e7DI-T)	Identifies the components of digital systems and explores how data is represented (ST1-11DI-T)	Identify and explore digital systems (hardware and software components) for a purpose (VCDTDS013)

Representation of Data						Data and Information
Australian	Western Australian Pre-Primary	Western Australian Level 1	Western Australian Level 2	New South Wales Early Stage 1	New South Wales Stage 1	Victorian
Recognise and explore patterns in data and represent data as pictures, symbols and diagrams (ACTDIK002)	Data can have patterns and can be represented as pictures and symbols (ACTDIK002)	Data can have patterns and can be represented as pictures, symbols and diagrams (ACTDIK002)	Data can have patterns and can be represented and used to make simple conclusions (ACTDIK002)			Recognise and explore patterns in data and represent data as pictures, symbols and diagrams (VCDTDI014)

# F-2 Australian Digital Technologies Curriculum Mapping Tool



Process of Production Skills Collecting, managing and analysing data						Data and Information
Australian	Western Australian Pre-Primary	Western Australian Level 1	Western Australian Level 2	New South Wales Early Stage 1	New South Wales Stage 1	Victorian
Collect, explore and sort data, and use digital systems to present the data creatively (ACTDIP003)	Collect and use data of any kind (ACTDIP003)  <b>Digital Implementation</b> Use data to complete a task (ACTDIP003)	Present data of any kind using a variety of digital tools (ACTDIP003)  Use data to solve a simple task/problem (ACTDIP003)	Present data using a variety of digital tools (ACTDIP003)  Use data to solve similar tasks/problems (ACTDIP003)			Collect, explore and sort data, and use digital systems to present the data creatively (VCDTDI015)

# F-2 Australian Digital Technologies Curriculum Mapping Tool

## Creating Digital Solutions by...

Investigating and Defining				Identifying and Defining Outcomes		Creating Digital Solutions
Australian	Western Australian Pre-Primary	Western Australian Level 1	Western Australian Level 2	New South Wales Early Stage 1	New South Wales Stage 1	Victorian
Following, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems (ACTDIP004)	Explore needs for design (WATPPS01)	Explore opportunities for design (WATPPS06)	Explore design to meet needs or opportunities (WATPPS11)	Follow a sequence of steps and decisions (algorithms) needed to solve problems order a sequence of steps and decisions (algorithms) needed to solve problems (ACTDIP004)	Describes, follows, and represents algorithms to solve problems (ST1-3DP-T) Follow a sequence of steps and decisions (algorithms) to solve problems Segment, describe and represent a sequence of steps and decisions (algorithms) needed to solve problems (ACTDIP004)	Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems (VCDTCD017)

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Generating and Designing	Designing			Design and Production Skills Continuum – Identifying and Designing		Victorian	
	Australian	Western Australian Pre-Primary	Western Australian Level 1	Western Australian Level 2	New South Wales Early Stage 1		New South Wales Stage 1
	Generate and record design ideas through describing, drawing, modelling and/or a sequence of written or spoken steps (WATPPS02)	Develop and communicate design ideas through describing, drawing, modelling and/or a sequence of written or spoken steps (WATPPS07)	Develop, communicate and discuss design ideas through describing, drawing, modelling and/or a sequence of steps (WATPPS12)	Develops solutions to an identified need (STe-2DP-T)	Identify and describe needs or opportunities for designing	Recognise needs or opportunities for designing solutions through evaluating products	
				Identify the technologies need to achieve designed solutions (ACTDEP005)		Investigate and explain the needs of an audience in defining a problem	
						Identify technologies and appropriate materials needed to realise designed solutions (ACTDEP005)	

# F-2 Australian Digital Technologies Curriculum Mapping Tool



Evaluating				Testing and Evaluating		Creating Digital Solutions
Australian	Western Australian Pre-Primary	Western Australian Level 1	Western Australian Level 2	New South Wales Early Stage 1	New South Wales Stage 1	Victorian
Explore how people safely use common information systems to meet information, communication and recreation needs (ACTDIP005)	Use personal preferences to evaluate the success of simple solutions (WATPPS04)	Use personal preferences to evaluate the success of design processes (WATPPS09)	Use simple criteria to evaluate the success of design processes and solutions (WATPPS14)	<p>Uses materials, tools and equipment to develop solutions for a need or opportunity (ST1-2DP-T)</p> <p>Evaluate success of design ideas, processes or solutions according to personal preferences and/or predetermined criteria</p> <p>Consider and discuss the impact of a design solution within an environment (ACTDEP008)</p> <p>Explore how people safely use information systems to meet information, communication and recreation needs (ACTDIP005)</p>	<p>Evaluate the success of design ideas, processes and solutions according to a scale of personal preference</p> <p>Identify the positive and negative impact of a design solution within an environment (ACTDEP008)</p> <p>Explore how people safely use information systems to meet information, communication and recreation needs (ACTDIP005)</p>	Explore how people safely use common information systems to meet information, communication and recreation needs (VCDTCD018)

# F-2 Australian Digital Technologies Curriculum Mapping Tool



Collaborating and Managing						Data and Information
Australian	Western Australian Pre-Primary	Western Australian Level 1	Western Australian Level 2	New South Wales Early Stage 1	New South Wales Stage 1	Victorian
<p>Create and organise ideas and information using information systems independently and with others, and share them with known people in safe online environments (ACTDIP006)</p>	<p>Work independently, or with others when required, for solutions (WATPPS05)</p> <p><b>Digital Implementation</b></p> <p>Engage with information known people have shared in an online environment, and model strategies to stay safe online (ACTDIP006)</p>	<p>Work independently, or with others when required, to create and safely share sequenced steps for solutions (WATPPS10)</p> <p>Share and publish information with known people in an online environment, modelling strategies to stay safe online (ACTDIP006)</p>	<p>Work independently, or collaboratively when required, to organise information and ideas to create and safely share sequenced steps for solutions (WATPPS15)</p> <p>Share and publish information in a safe online environment, with known people (ACTDIP006)</p>			<p>Independently and with others create and organise ideas and information using information systems, and share these with known people in safe online environments (VCDTDI016)</p>

# F-2 Australian Digital Technologies Curriculum Mapping Tool

## Achievement Standards

Australian	Western Australian Pre-Primary	Western Australian Level 1	Western Australian Level 2	New South Wales Early Stage 1	New South Wales Stage 1	Victorian
<p>By the end of Year 2, students identify how common digital systems (hardware and software) are used to meet specific purposes. They use digital systems to represent simple patterns in data in different ways. Students design solutions to simple problems using a sequence of steps and decisions. They collect familiar data and display them to convey meaning. They create and organise ideas and information using information systems and share information in safe online environments.</p>	<p>At Standard, students label digital systems (hardware and software) and where they are used. They represent data using pictures, symbols and patterns. Students follow safety strategies while they collect and use information from an online source. In Digital Technologies, students explore needs for designing simple solutions. They generate and record design ideas through describing, drawing, modelling and/or a sequence of written or spoken steps. Students safely use given components and equipment, to make simple solutions and evaluate their success using personal preferences.</p>	<p>At Standard, students identify specific features of digital systems (hardware and software) and where they are used in everyday life. They represent data using pictures, symbols and diagrams. Students follow strategies to stay safe online while they select and use a variety of digital tools to present information in an online environment. In Digital Technologies, students explore opportunities when designing products or solutions. They develop and communicate design ideas through describing, drawing, modelling and/or a sequence of written or spoken steps. Students use given components and equipment and work safely to make solutions. They develop personal preferences to evaluate the success of design processes. Students work</p>	<p>At Standard, students use digital systems for a specific purpose making connections between software and hardware. They identify patterns within data to make simple conclusions. Students select, present and use data using a variety of digital tools in an online environment. In Digital Technologies, students explore design to meet needs or opportunities. They develop, communicate and discuss design ideas through describing, drawing, modelling and/or sequenced steps. Students use components and given equipment to safely make solutions. They use simple criteria to evaluate the success of design processes and solutions. Students work independently, or collaboratively, to organise information and ideas to safely create and</p>	<p>By the end of Early Stage 1, students engage in the processes of Working Scientifically, and Design and Production to make sense of the world around them. They explore their immediate surroundings and ask questions about their observations and experiences. They collect data and communicate their ideas and observations in a variety of ways. Students investigate possibilities and solutions, individually and in collaboration with others, and use the design process to develop solutions. They effectively use a range of classroom equipment and learn to work safely when using resources and materials. Students also identify familiar digital systems and follow a simple set of instructions.</p>	<p>They safely manipulate equipment and materials, making sustainable and time-efficient choices. Students generate and develop design ideas and solutions that they communicate with labelled drawings and models and through the use of digital technologies where appropriate. They provide explanations about what they have done and evaluate their ideas using predetermined criteria. Students identify the components of digital systems and explore how data is represented through pictures, symbols and diagrams. They describe, follow and represent algorithms that are needed to solve problems.</p> <p><b>*Any achievement standards that does not relate directly to Digital</b></p>	<p>By the end of Level 2, students identify how common digital systems are used to meet specific purposes. Students use digital systems to represent simple patterns in data in different ways and collect familiar data and display them to convey meaning. Students design solutions to simple problems using a sequence of steps and decisions. They create and organise ideas and information using information systems and share these in safe online environments.</p>

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		independently, or with others, to safely create and share sequenced steps for solution.	share sequenced steps for solutions.	<b>*Any achievement standards that does not relate directly to Digital Technology has been removed.</b>	<b>Technology has been removed.</b>	