



DESIGN AND TECHNOLOGIES – ABLEWA STAGES A TO D SCOPE AND SEQUENCE

Stage A	Stage B	Stage C	Stage D	Pre-Primary – Year 2
<b>Technologies and Society</b>				
Experience how people create familiar designed solutions to meet their needs	Explore the use of familiar designed solutions to meet their needs	Match familiar designed solutions to the personal needs they meet	Explore how people create familiar designed solutions and identify their ability to meet personal and local community needs	Identify how people create familiar designed solutions and consider sustainability to meet personal and local community needs
<b>Technologies Contexts</b>				
Experience the characteristics and properties of familiar designed solutions in at least one technologies context	Explore the characteristics and properties of familiar designed solutions in at least one technologies context	Examine and indicate the characteristics and properties of familiar designed solutions in at least two technologies contexts	Explore and communicate the characteristics and properties of familiar designed solutions in at least two technologies contexts	<b>Engineering principles and systems</b>
				Explore how technologies use forces to create movement in designed solutions
				<b>Food and fibre production</b>
				Explore how plants and animals are grown for food, clothing and shelter
				<b>Food specialisations</b>
Explore how food is selected and prepared for healthy eating				
<b>Materials and technologies specialisations</b>				
Explore the characteristics and properties of materials and components that are used to create designed solutions				
<b>Creating Designed Solutions</b>				
React to a designed solution that has been created and produced safely to meet their needs	Experience and explore how designed solutions are created and produced safely to meet personal needs	Examine and indicate how designed solutions are created and produced safely to meet needs	Explore and communicate how designed solutions are generated and produced to meet needs	<b>Investigating</b>
				Explore needs or opportunities for designing, and the technologies needed to realise designed solutions
				<b>Generating</b>
				Visualise, generate, and communicate design ideas through describing, drawing and modeling
				<b>Producing</b>
				Use materials, components, tools, equipment and techniques to produce designed solutions safely
				<b>Evaluating</b>
Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment				
<b>Planning and managing</b>				
Sequence steps for making designed solutions				
<b>Achievement Standard</b>				
By the end of Stage A, students react to significant designed solutions that meet their needs. With guidance, students experience designed solutions in at least one technologies context. They begin to communicate their needs and indicate a choice or preference through accept and reject actions. Students react to the use of tools and equipment and experience the sequenced steps involved in producing a designed solution.	By the end of Stage B, students are using some familiar designed solutions appropriately to meet their needs. With guidance, students explore designed solutions in at least one technologies context. They experience designed solution ideas and select materials and components based on personal preferences. Students follow a design process step by step and use tools safely when prompted.	By the end of Stage C, students use and identify the purpose of familiar designed solutions. They match some designed solutions to a need. Students use designed solutions in at least two technologies contexts. With guidance, students reflect on created and produced designed solutions, developing ideas based on personal preferences. They begin to follow simple sequenced steps and teacher direction to use tools and equipment safely when producing designed solutions.	By the end of Stage D, students describe the purpose of familiar designed solutions and what needs they meet. Students use designed solutions in at least two technologies contexts, identifying significant features. With guidance, students create designed solutions evaluating their ideas based on personal preferences. They select materials based on some understanding of their properties and characteristics. They follow simple sequenced steps to create a designed solution and demonstrate safe use of tools and equipment.	By the end of Year 2, students describe the purpose of familiar designed solutions and how they meet the needs of users and affect others and environments. They identify the features and uses of some technologies for each of the prescribed technologies contexts. With guidance students create designed solutions for each of the prescribed technologies contexts. They describe given needs or opportunities. Students create and evaluate their ideas and designed solutions based on personal preferences. They communicate design ideas for their designed solutions, using modelling and simple drawings. Following sequenced steps, students demonstrate safe use of tools and equipment when producing designed solutions.





## DIGITAL TECHNOLOGIES – ABLEWA STAGES A TO D SCOPE AND SEQUENCE

Stage A	Stage B	Stage C	Stage D	Pre-primary – Year 2
<b>Digital Systems</b>				
React to the use of some common digital systems, (hardware and software components), as they experience their purpose	Explore the purpose and use of some common digital systems (hardware and software components)	Initiate some basic functions on common digital systems (hardware and software components) to meet a purpose	Carry out some key functions on digital systems (hardware and software components) to meet a purpose	Identify and explore digital systems (hardware and software components) for a purpose
<b>Data and Information</b>				
React to patterns and different types of data and experience how data is sorted and represented as images using digital systems	Collect and sort familiar data, and with assistance use digital systems to represent the findings as images	Collect, sort and recognise simple patterns in data, and assist with the use of digital systems to represent data as pictures and symbols	Collect, sort, and recognise, with assistance, different types of patterns in data, and use digital systems to represent data as pictures, symbols and diagrams	Recognise and explore patterns in data and represent data as pictures, symbols and diagrams
				Collect, explore and sort data, and use digital systems to present the data creatively
				Independently and with others create and organise ideas and information using information systems, and share these with known people in safe online environments
<b>Creating Digital Solutions</b>				
Experience steps involved in completing a routine task	Follow a sequence of steps and decisions needed to solve simple problems	Follow, and with assistance represent a sequence of steps and decisions (algorithms) needed to solve simple problems	Follow and represent a sequence of steps and decisions (algorithms) needed to solve simple problems	Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems
				Explore how people safely use common information systems to meet information, communication and recreation needs
<b>Achievement Standard</b>				
By the end of Stage A, students recognise common digital systems that are used to meet specific everyday purposes. Students react to different types of data and how digital systems can be used to represent data as images. Students recognise that routine tasks involve completing a set of steps.	By the end of Stage B, students explore some common digital systems for a purpose. Students collect data, sort them based on given characteristics and with assistance use digital systems to display findings as images. Students follow a sequence of steps and decisions needed to solve simple problems.	By the end of Stage C, students explore alternative digital systems to meet a purpose. Students collect and sort different data and identify patterns in data through matching. With assistance, they use digital systems to display findings with pictures and symbols. Students represent a sequence of steps that could be followed to solve a simple problem.	By the end of Stage D, students use key functions of digital systems and indicate their purpose. Students collect, sort and recognise, with assistance different types of patterns in data. They use digital systems to display results using pictures, symbols and <b>diagrams</b> . Students use a sequence of steps and decision making processes to solve a simple problem.	By the end of Year 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.

