



Technology

Essential Learnings by the end of Year 3

Learning and assessment focus

Students use their imagination and creativity to make sense of the designed world as they investigate products used in everyday situations and identify how these meet needs and wants. They develop an understanding of characteristics of a range of resources (information, materials and/or systems). They gain an awareness of local Australian resources and how these have contributed to technology processes and products, in the past and present. They see the place of technology in people's work and community lives.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They work technologically, individually and collaboratively to develop creative responses to design situations. They explore the use of technology practice. They suggest and communicate design ideas based on their own experiences and investigations. They manipulate and process resources and consider what has worked well and what could be improved. They reflect on their learning and consider the uses and impacts of technology in familiar everyday situations.

Students use tools and technologies, including information and communication technologies (ICTs). They explore the use of ICTs to inquire, create and communicate within technology contexts.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- investigating and designing
- producing
- evaluating
- reflecting.

Ways of working

Students are able to:

- identify the purpose for design ideas
- generate simple ideas for designs
- communicate major features of their designs, using 2D or 3D visual representations and words
- select resources, simple techniques and tools to make products
- plan and sequence main steps in production procedures
- make products by following production procedures to manipulate and process resources
- follow guidelines to apply safe practices
- evaluate products and processes by identifying what worked well, what did not and ways to improve
- reflect on the uses of technology and describe the impact in everyday situations
- reflect on learning to identify new understandings.

Knowledge and understanding

Technology as a human endeavour

Technology is part of our everyday lives and activities.

- Products include artefacts, systems and environments
e.g. designing and making a greeting card; designing a lending system to keep track of books in a library; making an environment for a pet to live in.
- Designs for products are influenced by purpose, audience and availability of resources
e.g. forms of transport and transportation systems have changed over time; toys and games are designed to meet the needs of particular age groups.
- Technology and its products impact on everyday lives in different ways
e.g. computers, software and mobile phones have simplified everyday activities; products, including fishing boats, rods and reels, help us catch fish; shopping trolleys carry groceries.

Information, materials and systems (resources)

Resources are used to make products for particular purposes and contexts.

- Resources have characteristics that can be matched to design requirements
e.g. a website can be made more appealing by the use of bright colours and animations; selecting materials that will float to make a boat; characteristics of Australian plants affect the types of string and rope made by Indigenous peoples.
- Simple techniques and tools are used to manipulate and process resources
e.g. cutting, pasting and presenting images and text on a poster; shaping clay to make a decoration.