**STEAM**

2019 Prep Scope & Sequence

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| **Year Level:** | Prep | | |
| **Domain:** | **Design and Technologies** aims to develop the knowledge, understanding and skills to ensure that students:   * become critical users of technologies, and designers and producers of designed solutions * can investigate, generate and critique designed solutions for sustainable futures * use design and systems thinking to generate innovative and ethical design ideas, and communicate these to a range of audiences * create designed solutions suitable for a range of contexts by creatively selecting and safely manipulating a range of materials, systems, components, tools and equipment * learn how to transfer the knowledge and skills from design and technologies to new situations * understand the roles and responsibilities of people in design and technologies occupations, and how they contribute to society. | **Media Arts** aims to develop students’:   * conceptual and perceptual ideas and representations through design and inquiry processes * understanding of the use of the techniques, materials, processes and technologies * critical and creative thinking skills, Media Arts languages, knowledge of Media Arts theories and practices * respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, designers, commentators and critics * understanding of Media Arts social, cultural and industry practices * confidence, curiosity, imagination, enjoyment and a personal aesthetic. | The **Digital Technologies** curriculum aims to ensure that students can:   * design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs * use computational thinking and the key concepts of abstraction; data collection, representation and interpretation; specification, algorithms and development to create digital solutions * apply systems thinking to monitor, analyse, predict and shape the interactions within and between information systems and the impact of these systems on individuals, societies, economies and environments * confidently use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas in a range of settings * apply protocols and legal practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences. |
| **Victorian Curriculum Strands and Sub-Strands:** | Technologies and SocietyThe Technologies and Society strand focuses on how people use and develop technologies. It takes into account economic, environmental, ethical, legal, aesthetic and functional factors, and the impact of technologies on individuals, families, local, regional and global communities, and the environment.Technologies Contexts The Technologies Contexts strand focuses on the characteristics and properties of technologies contexts, and how they can be used to create innovative designed solutions. It explores four particular contexts, organised under the following sub-strands:   * Engineering principles and systems explores how forces can be used to create light, sound, heat, movement, control or support in systems. Students develop an understanding of how forces and the properties of materials affect the behaviour and performance of designed engineering solutions. * Food and fibre production focuses on food and fibre as human-produced or harvested resources, and how food and fibre are produced in managed environments such as farms or plantations, or harvested from wild stocks. Students develop an understanding of the challenges involved in managing these resources within sustainable agricultural systems. They develop their knowledge and understanding about the managed systems that produce food and fibre through creating designed solutions. * Food specialisations explores the application of nutrition principles and the characteristics and properties of food, food selection and preparation, and contemporary food issues. Students come to understand the importance of a variety of foods, sound nutrition principles, food preparation skills and food safety. * Materials and technologies specialisations explores a broad range of traditional, contemporary and emerging materials, and specialist areas that involve an extensive use of technologies. Students learn to make ethical and sustainable decisions about designed solutions and processes by learning about and working with materials and production processes.  Creating Designed Solutions The Creating Designed Solutions strand is based on the major aspects of design thinking, design processes and production processes. The content descriptions in this strand reflect a design process and would typically be addressed through a design brief. Creating Designed Solutions is organised by five sub-strands:   * Investigating – students critique, explore and investigate needs and opportunities, reflecting on how the choices they make have implications for the individual, society and the environment. * Generating *–* students develop and communicate ideas for a range of audiences. Students make choices, weigh up options, consider alternatives and document the various design ideas and possibilities. * Producing – students apply a variety of skills and techniques to make designed solutions to meet specific purposes and user needs. They apply knowledge about components and materials, including their characteristics and properties, to ensure their suitability. Students learn about the importance of adopting safe work practices. They develop accurate production skills to achieve quality designed solutions. * Evaluating – students evaluate and make judgments throughout a design process, about the quality and effectiveness of their designed solutions and others. They determine effective ways to test and judge their designed solutions and reflect on processes used and how they could transfer what they have learnt to other design opportunities. * Planning and managing – students learn to plan and manage time, along with other resources, to effectively create designed solutions. Working individually and collaboratively, students’ progress from planning steps in a project, through to more complex project management activities that consider factors such as cost, risk and quality control. | **Explore and Represent Ideas**  Explore ideas characters and settings in images, sounds and multi-modal texts  **Media Arts Practices**  Use media technologies to capture and edit images, sounds and text  **Present and Perform**  Present media artworks that communicate ideas  **Respond and Interpret**  Respond to media artworks by describing ideas, characters, settings and stories | **Digital Systems**  Focuses on the hardware, software and network components of digital systems. Students initially learn about a range of hardware and software, and progress to an understanding of how data are transmitted between components within a system, and how the hardware and software interact to form networks.  **Data and Information**  Focuses on the properties of data, how they are collected and represented, and how they are interpreted in context to produce information. Students learn how data are represented and structured symbolically for use by digital systems, as well as techniques for collecting, managing and organising data that is used to solve problems and create and communicate ideas and information.  **Creating Digital Solutions**  Explores the interrelated processes and associated skills by which students create digital solutions. Students engage in the four processes of analysing, designing, developing and evaluating. Creating Digital Solutions requires skills in using digital systems and computational, design and systems thinking, and interacting safely by using appropriate technical and social protocols. |
| **Victorian Curriculum Content Descriptions**  [**Link to Curriculum Audit**](https://drive.google.com/open?id=1anR1JGiRAfORMqY2roNt4PWvoDme4hAsGGMQNZsURf8) | **Digital Technologies**  Identify and explore digital systems (hardware and software components) for a purpose [(VCDTDS013)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDS013)  Recognise and explore patterns in data and represent data as pictures, symbols and diagrams [(VCDTDI014)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI014)  Collect, explore and sort data, and use digital systems to present the data creatively [(VCDTDI015)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI015)  Independently and with others create and organise ideas and information using information systems, and share these with known people in safe online environments [(VCDTDI016)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI016)  Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems [(VCDTCD017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTCD017)  Explore how people safely use common information systems to meet information, communication and recreation needs [(VCDTCD018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTCD018)  **Design & Technologies**  Identify how people create familiar designed solutions and consider sustainability to meet personal and local community needs [(VCDSTS013)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTS013)  Explore needs or opportunities for designing, and the technologies needed to realise designed solutions[(VCDSCD018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD018)  Visualise, generate, and communicate design ideas through describing, drawing and modelling[(VCDSCD019)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD019)  Use materials, components, tools, equipment and techniques to produce designed solutions safely[(VCDSCD020)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD020)  Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment [(VCDSCD021)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD021)  Sequence steps for making designed solutions[(VCDSCD022)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD022)  **Media Arts**  Explore ideas characters and settings in images, sounds and multi-modal texts [(VCAMAE017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAE017)  Use media technologies to capture and edit images, sounds and text [(VCAMAM018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAM018)  Present media artworks that communicate ideas[(VCAMAP019)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAP019)  Respond to media artworks by describing ideas, characters, settings and stories [(VCAMAR020)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAR020) | | |
| **Victorian Curriculum Achievement standard:** | **Digital Technologies**  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.  **Design & Technologies**  By the end of Level 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.  **Media Arts**  By end of Foundation, students describe the media art works they make and view.  They make and share media artworks representing stories with settings and characters. | | |

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| **Term 1** | | | |
| **Unit Title** | Al Go Rithm | | |
| **Key Understandings** | * An algorithm is a step by step instruction * Computers need clear instructions to work * Robots can be programmed to complete a task | | |
| **Vocabulary** | algorithm, coding, robot, program, instructions, forwards, backwards, left, right, reset, pause, sequence | | |
| **Week** | **Learning Intention** | **Task/ Activities** | **Resources/ Linked Achievement Standard** |
| **1** | To understand what the STEAM classroom looks like, feels like, sounds like. | Start up   * Setting expectations (Co-constructed)   + STEAM Room   + Resources   + Word Wall Set up   + Reward system * Rotational STEAM activities | Marble run  Blocks |
| **2** | To understand what the STEAM classroom looks like, feels like, sounds like. | Start up   * Review expectations and model * Rotational STEAM activities | Marble run  Blocks |
| **3** | To understand what the STEAM classroom looks like, feels like, sounds like. | Start up   * Review expectations and model * Rotational STEAM activities (unplugged) | Marble run  Blocks |
| **4** | To understand how to follow simple instructions. | Introduction to algorithms   * unplugged activities (giving and understanding directions) | [VCDTDI014](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI014)  [VCDTCD017](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTCD017) |
| **5** | To understand and explain how to follow simple instructions. | Introduction to algorithms   * unplugged activities (giving and understanding directions) | [VCDTDI014](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI014)  [VCDTCD017](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTCD017) |
| **6** | To understand and explain how to follow simple instructions. | Unplugged |  |
| **7** | To understand and explain how to follow simple instructions. | Unplugged |  |
| **8** | To understand and explain how we can use algorithms to program robots. | Introduction to algorithms   * Blue Bot (giving and understanding directions) * Spelling your name on a Blue Bot mat | Blue Bots, Blue Bot Mats  [VCDTDS013](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDS013)  [VCDTDI014](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI014)  VCDTDI015  [VCDTCD017](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTCD017) |
| **9** | To understand and explain how we can use algorithms to program robots. | Introduction to algorithms   * Blue Bot (giving and understanding directions) * Sharing to Seesaw | Blue Bots, Blue Bot Mats  [VCDTDS013](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDS013)  [VCDTDI014](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI014)  VCDTDI015  [VCDTDI016](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI016)  [VCDTCD017](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTCD017) |
| **10** | To reflect on what we know about algorithms. | Reflecting on algorithms   * sharing to Seesaw | [VCDTDI016](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI016)  [VCDSCD021](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD021) |
| **Assessment** | Key Assessment Task:   * Students were encouraged to program the Blue-Bot robot to move between two set points. They had to create and test their own simple algorithm using directional arrows to match the movements of the robot.   Achievement Standards to assess this term:   * Identify and explore digital systems (hardware and software components) for a purpose [(VCDTDS013)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDS013) * Recognise and explore patterns in data and represent data as pictures, symbols and diagrams [(VCDTDI014)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI014) * Independently and with others create and organise ideas and information using information systems, and share these with known people in safe online environments [(VCDTDI016)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI016) * Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems [(VCDTCD017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTCD017) * Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment [(VCDSCD021)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD021) | | |

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| **Term 2** | | | |
| **Unit Title** | Robot House | | |
| **Key Understandings** | * Sustainable materials are… * We can use sustainable materials to create * Planning is an essential part of building | | |
| **Vocabulary** | sustainable, materials, plan, build, design, imagine, improve | | |
| **1** | To understand what sustainable materials are and how we can use them. | Engineering Design Process   * Asking Questions * Making a back scratcher | [Jessie Has A Problem](https://www.youtube.com/watch?v=RM04n0-QtNo) |
| **2** | To explore what we can build with sustainable materials. | Engineering Design Process   * Imagining solutions to problems | ‘A House for Wombat’ book |
| **3** | To explore what we can build with sustainable materials. | Engineering Design Process   * Plan * Create * Improve   (Think, Make, Improve) | ‘The Most Magnificent Thing’ book |
| **4** | To understand how planning can help us when we design something. | Engineering Design Process   * Ask, Imagine, Plan | Building a house for Blue-Bot   * planning template (Prep) |
| **5** | To build a house for Blue-Bot using sustainable materials. | Engineering Design Process | Building a house for Blue-Bot |
| **6** | To build a house for Blue-Bot using sustainable materials. | Engineering Design Process | Building a house for Blue-Bot |
| **7** | To find ways to improve our built design. | Engineering Design Process | Building a house for Blue-Bot |
| **8** | To understand and explain how we can use algorithms to program robots. | Creating an Algorithm | Programming Blue-Bot to get to their house. |
| **9** | To use algorithms to make Blue Bot move between two points. | Creating an Algorithm | Programming Blue-Bot to get to their house. |
| **10** | To reflect on what we have learnt this term. | End of Semester Reflection   * reflecting on our learning * coding/ algorithm activities | [VCDSCD021](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD021) |
| Assessment | Key Assessment Task:   * NA   Achievement Standards to assess this term:   * Explore needs or opportunities for designing, and the technologies needed to realise designed solutions[(VCDSCD018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD018) * Visualise, generate, and communicate design ideas through describing, drawing and modelling[(VCDSCD019)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD019) * Use materials, components, tools, equipment and techniques to produce designed solutions safely[(VCDSCD020)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD020) * Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment [(VCDSCD021)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD021) * Sequence steps for making designed solutions[(VCDSCD022)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD022) | | |

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| **Term 3\*** | | | |
| *\* NOTE - Prep A,B,C,D,I, J will do this unit in Term 3 while Prep E, F, G,H, K will do this unit in Term 4* | | | |
| **Unit Title** | Seesaw Margery Daw | | |
| **Key Understandings** | * iPads are tools for learning * We can use apps on iPads to be creative * We can share our learning with others quickly using iPads | | |
| **Vocabulary** | log on, log off, audio, sound, text, camera, home screen, app, icon, caption, sharing, comments | | |
| **1** | To understand how we can show our learning with an iPad. | * iPad expectations * introduction to Book Creator (starting a new book, choosing a book shape, making a cover page) * Adding/ taking a photo * Typing our name | VCAMAE018  VCDTDS013  VCDTDI016  VCDTCD018 |
| **2** | To understand how to use audio to make our work more interesting. | * using the ‘add sound’ button | VCAMAE018  VCDTDS013  VCDTCD018 |
| **3** | To understand how we can bring a story to life in Book Creator. | * re-creating a simple scene from a story using drawings and sounds | VCAMAE018  VCDTDS013  VCDTCD018 |
| **4** | To understand how we can bring a story to life in Book Creator. | * re-creating a simple scene from a story using drawings and sounds | VCAMAE017  VCAMAE018  VCAMAE019  VCAMAE020  VCDTDS013  VCDTDI015  VCDTCD018 |
| **5** | To understand how we can use Seesaw responsibly. | * logging in to/ out of Seesaw * Expected and unexpected use of Seesaw * Posting for the first time (photo) * Captioning a photo | VCAMAE017  VCAMAE018  VCAMAE019  VCAMAE020  VCDTDS013  VCDTDI015  VCDTCD018 |
| **6** | To understand how we can use Seesaw to be creative. | * logging in to/ out of Seesaw * Taking a photo * Drawing on a photo * Captioning a photo | VCAMAE018  VCDTDS013  VCDTDI016  VCDTCD018 |
| **7** | To understand how we can use Seesaw to be creative. | * logging in to/ out of Seesaw * Taking a photo * Drawing on a photo * Captioning a photo | VCAMAE018  VCAMAE019  VCDTDS013  VCDTDI016  VCDTCD018 |
| **8** | To understand how we can use Seesaw to be creative. | * logging in to/ out of Seesaw * using the drawing tool * captioning a drawing | VCAMAE018  VCDTDS013  VCDTDI016  VCDTCD018 |
| **9** | To understand how we can use Seesaw to share our work with others | * how to export from Book Creator and share to Seesaw * Making a comment in Seesaw | VCAMAE018  VCAMAE019  VCDTDS013  VCDTDI016  VCDTCD018 |
| **10** | To reflect on what we have learnt this term. | End of Semester Reflection   * reflecting on our learning * Seesaw/ Book creator activity | VCAMAE017  VCAMAE018  VCAMAE019  VCAMAE020  VCDTDS013  VCDTDI016 |
| Assessment | Key Assessment Task:  Students use Book Creator to re-create a simple scene from a story using drawings, text and sound.  Achievement Standards to assess this term:   * By end of Foundation, students describe the media artworks they make and view. They make and share media artworks representing stories with settings and characters. | | |

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| **Term 4** | | | |
| **Unit Title** | Toy Stories | | |
| **Key Understandings** | * Sustainable materials are… * We can use sustainable materials to create * Planning is an essential part of building | | |
| **Vocabulary** | sustainable, materials, plan, build, design | | |
| **1** | To understand what sustainable materials are and how we can use them. | Building with sustainable materials   * what are sustainable materials? | [VCDSCD018](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD018)  [VCDSCD019](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD019)  [VCDSCD020](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD020) |
| **2** | To explore ways in which toys move and how we can make them move. | Forces   * making moving objects with sustainable resources | VCDSTC014  [VCDSCD018](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD018)  [VCDSCD019](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD019)  [VCDSCD020](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD020) |
| **3** | To explore what we can build with sustainable materials. | Building with sustainable materials   * what can we build with sustainable materials? | [VCDSCD018](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD018)  [VCDSCD019](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD019)  [VCDSCD020](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD020) |
| **4** | To understand how planning can help us when we design something. | Building with sustainable materials   * what can we build? * how can we plan for building?   Building Skills - moving wheels with scraps | [VCDSCD018](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD018)  [VCDSCD019](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD019)  [VCDSCD020](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD020) |
| **5** | To find out how we can change our plans so that our design is better. | Building with sustainable materials   * Changing plans for a better design.   Building Skills - moving body parts with scraps | [VCDSCD018](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD018)  [VCDSCD019](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD019)  [VCDSCD020](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD020) |
| **6** | To plan a moving toy that is made entirely of sustainable materials. | Re-visting the planning stage of the Engineering Design Process   * Plan with a labelled picture that includes materials and what part will move | VCDSTC014  [VCDSCD018](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD018)  [VCDSCD019](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD019)  [VCDSCD020](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD020)  [VCDSCD021](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD021)  [VCDSCD022](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD022) |
| **7** | To build our moving toy design using sustainable materials. | Students follow their plan to begin creating their moving toy. | VCDSTC014  [VCDSCD018](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD018)  [VCDSCD019](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD019)  [VCDSCD020](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD020)  [VCDSCD021](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD021)  [VCDSCD022](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD022) |
| **8** | To build our moving toy design using sustainable materials. | Students continuing with their toy build | VCDSTC014  [VCDSCD018](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD018)  [VCDSCD019](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD019)  [VCDSCD020](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD020)  [VCDSCD021](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD021)  [VCDSCD022](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD022) |
| **9** | To find ways to improve our built design. | Talk about feedback   * giving constructive feedback * improving our design based on feedback | VCDSTC014  [VCDSCD018](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD018)  [VCDSCD019](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD019)  [VCDSCD020](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD020)  [VCDSCD021](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD021)  [VCDSCD022](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD022) |
| **10** | To reflect on what we have learnt about building with sustainable materials. | End of term Reflection   * reflecting on our learning * 2 stars and a wish | [VCDSCD021](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD021)  [VCDSCD022](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD022) |
| **11** | Activities Week | STEAM Activities |  |
| Assessment | Key Assessment Task:   * NA   Achievement Standards to assess this term:   * NA | | |