

Unit Overview – Digital Technologies

Lessons	Teaching overview	Resources/Strategies
<p>Lesson 1 1 hour</p>	<p>Introduce, engage and recap: whole class discussion History recap – what did you learn? How did you find information? How did you display and share the information? What parts (components) of the computer did you use? How do the components talk to each other? Introduce the topic of looking at components of digital systems and how they connect and transmit data. define terms – components and data (record in books)</p>	<p>mind map – brainstorm KWHL chart</p>
<p>Lesson 2 1 hour</p>	<p>Using research skills locate information and create a list of the components that make up the computer system. Group the digital systems into internal and external components. Each group to share their information with the class</p>	<p>Group work iPads</p>
<p>Lesson 3 1 hour</p>	<p>Identify and explain how data is transmitted between two digital systems: discuss; Identify networks located within the classroom and school eg one printer for class Ipads and computers</p> <ul style="list-style-type: none"> • Discuss the different ways the digital devices are connected and how this meets needs. • Recognise that networks transmit data in different ways eg. wires, cables and radio waves. <p>Compare the school digital network and the postal network using a venn diagram – teacher models on the board and student copy information into individual venn</p>	<p>Teacher directed using symbaloo to display information and open whole class discussion Venn Diagram</p>

	diagrams	
Lesson 4 1 hour	Task – students work in groups to create a quiz using Kahoot and applying process and production skills. Students must create 15 questions taken from their digital representations of key events in Australia’s migration history. The questions must include information taken from primary and secondary sources. Students must demonstrate their skills, understanding and knowledge of how digital systems connect and transmit data as they present the quiz to classmates who participate in teams using the class iPads.	Group and individual work Task sheets Symbaloo – digital technologies and History Migration pages iPads, IWB History books
Lesson 5 1 hour	Individually students reflect and identify the components and data they accessed to complete the task and refer to the KWHL chart to explore and find answers to the questions identified in the W section Students can refer to the symbaloo site to support their research. Students refer back to KWHL chart adding information to the L section and sharing with the class in a group discussion.	Individual and whole class discussion KWHL charts Symbaloo
	Differentiation	Extension Activity
Student Diversity Making adjustments to meet individual student needs	<ul style="list-style-type: none"> • Incorporate the use of multi-modal resources – visual, written and spoken cues to support discussion, questions, class, group and individual work • Allow time for all learners to absorb content and process meaning and then ask/answer questions • Recognising and being aware that some students will grasp the concept straight away while others may need more guidance – offering a higher level of guidance to those students 	Prepare and present the Quiz to the other year 6 classes.

- | | | |
|--|---|--|
| | <ul style="list-style-type: none">• Encourage participation of all students recognizing ability level and confidence• 1:1 Teacher aide assistance (I)• Provide extra support, guidance and scaffolding• Provide extra time• Groups should be structured to facilitate and support the inclusion and learning of individual learners | |
|--|---|--|