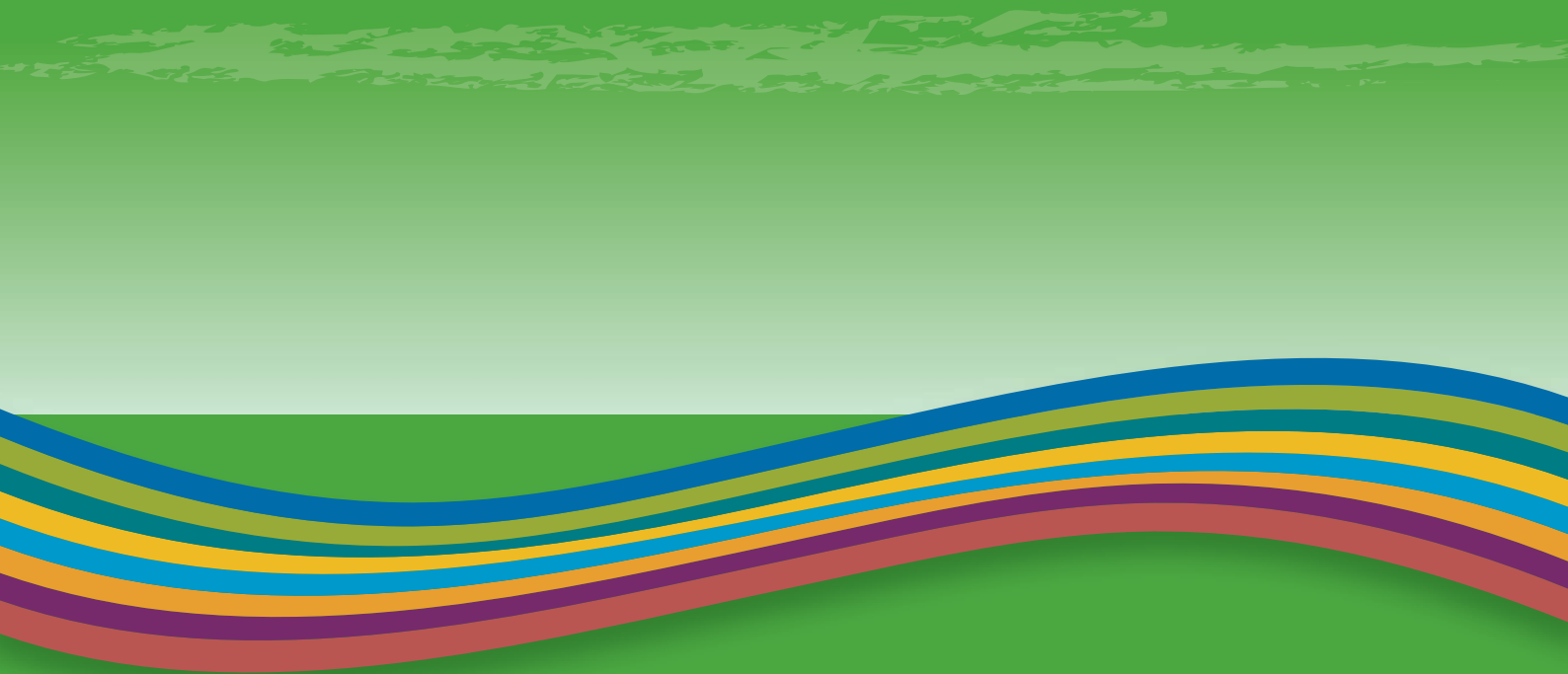




Department of  
Education  
and Training

# MIDDLE CHILDHOOD (4-7) SYLLABUS



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# 1 Purpose of the *Middle Childhood (4-7) Syllabus*

## 1.1 Introduction

The *Middle Childhood (4-7) Syllabus* is part of a suite of complementary resources designed to support teachers to plan and deliver learning, teaching and assessment programs.

This syllabus contains information about:

- typical characteristics of students in the middle childhood phase of development and suggested approaches to learning, teaching and assessment
- content described in scope and sequence statements relevant to the phase. *National Consistency in Curriculum Outcomes (NCCO) Statements of Learning* have been embedded in the scope and sequence statements and have been identified with an asterisk
- curriculum planning
- monitoring and assessing student progress.

## 1.2 Connection with other curriculum policy and support documents

This syllabus provides scope and sequence statements of content that link to the outcomes in the *Curriculum Framework*.

Middle childhood teachers can use this syllabus in conjunction with the *Curriculum Framework Curriculum Guides*. By using the *Guides* in conjunction with this syllabus, middle childhood teachers will have access to a range of content that they can use to meet the learning needs and interests of a range of students.

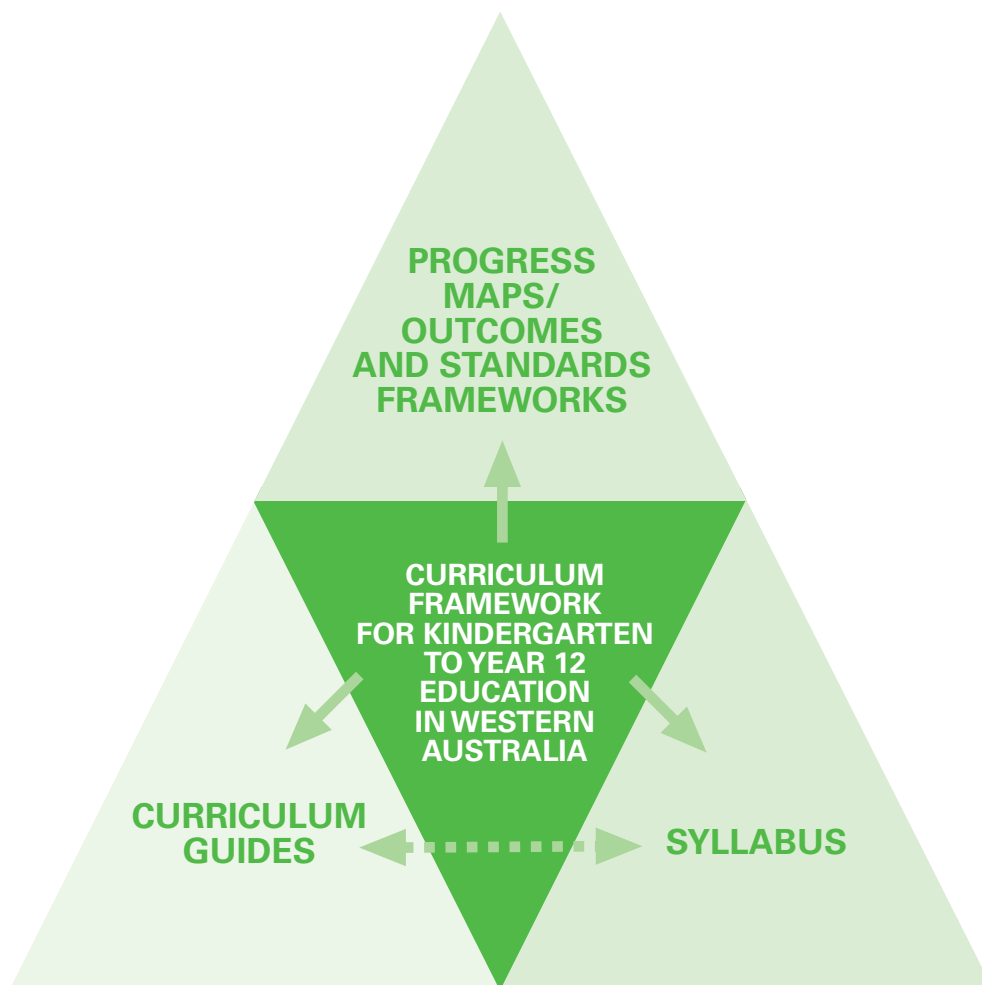
*NCCO Statements of Learning* were agreed by the Ministerial Council for Education, Employment, Training and Youth Affairs in April 2006. These *Statements of Learning* provide a means of achieving greater national consistency in curriculum outcomes across all States and Territories. *Statements of Learning* have been agreed for the following areas:

- Civics and Citizenship
- English
- Information and Communication Technologies (ICT)
- Mathematics
- Science.

Teachers continue to use progress maps (*Curriculum Framework Progress Maps/Outcomes and Standards Frameworks*) to monitor students' progressive achievement of learning outcomes and may use other tools as appropriate to students' development, achievement and the context of the school.

This syllabus provides advice on the year of schooling in which knowledge, skills and understandings would typically be introduced. Teachers' monitoring and assessment will inform their planning and assist with decisions about the specific knowledge, skills and understandings they teach their students. Middle childhood teachers will continue to exercise their professional judgement in making these decisions.

The following diagram illustrates the connections among the *Curriculum Framework*, *Curriculum Framework Progress Maps/Outcomes and Standards Frameworks*, *Curriculum Framework Curriculum Guides* and this syllabus.



Connections among the *Curriculum Framework*, the *Curriculum Framework Progress Maps/Outcomes and Standards Frameworks*, the *Curriculum Framework Curriculum Guides* and the *Middle Childhood (4-7) Syllabus*

### 1.3 Inclusive planning

As they plan, middle childhood teachers recognise and accommodate the different starting points, learning rates and previous experiences of individuals or groups of students.

Ensuring that there is provision of a balanced curriculum for all students includes identifying the learning needs of individuals and groups as part of the process of classroom planning. Some groups or individuals, relatively few in number, may require a Documented Plan that provides a practical, explicit and succinct focus for learning. Most students will not require a long or detailed Plan.

Individuals and groups that could require a Documented Plan include:

- students for whom English is a second language or dialect
- students with disabilities
- students with learning difficulties
- gifted and talented students.

Documented Plans focus on learning and teaching adjustments in order to promote learning, participation or curriculum access, and may include:

- differences in the level of complexity of instructional materials or tasks
- alternative means of presentation or response to activities or assessments

- adapted content or expectations in class activities
- acceleration, which may be across the curriculum or single-subject acceleration
- flexible groupings within the class
- encouragement/explicit teaching of critical and creative thinking
- individual research
- enrichment and extension activities
- specialist support, such as visiting teachers or master classes
- teachers and parents planning together to ensure that learning outcomes and content reflect the learning needs of students.

## 2 Students' learning in the middle childhood phase of development

### 2.1 Typical characteristics of students in the middle childhood phase of development

Students in this phase of development begin to see themselves as members of larger communities. They work collaboratively and have greater interaction with people inside and outside their classroom. They begin to understand and appreciate different points of view and are interested in people from other times, places and cultures.

In this phase of development, students develop the ability to think in more abstract terms. They ask more focused questions. They carry out investigations, test them for appropriateness and then reflect on their new findings and also on the process or work practice used. Greater responsibility is given to students for managing and organising classroom activities.

As in the earlier years, learning activities will often be integrated across learning areas. Students in the middle childhood phase explore a wider range of technologies, forms of communication and methods of representing information. They develop a

better grasp of written language and numeric conventions and use these in many ways to achieve learning outcomes.

Students develop and achieve in different ways, and at different rates. It is important that learning and teaching experiences build upon each student's understandings, skills, values and experiences.

### 2.2 Learning and teaching

The *Curriculum Framework* provides advice about approaches to learning, teaching and assessment that are based on research and professional knowledge about learning. When using this syllabus to plan, teachers can make reference to the sections on learning and teaching in the *Curriculum Framework* overarching and learning area statements. This will assist with ensuring that pedagogical approaches are relevant to students' developmental stages as well as to learning within and across outcomes and learning areas.

Middle childhood teachers use their expertise to establish a supportive learning environment, identify their students' learning

needs, and make decisions on what to teach and how to teach it. In doing this, they draw on everything they know about their students, about the curriculum and about good teaching practice. They work in partnership with other teachers, students, their families and the community.

The following table outlines suggestions for incorporation of the *Curriculum Framework's* principles of effective learning and teaching in the middle childhood phase.



## Suggested approaches to learning and teaching

Principles of learning and teaching	Strategies middle childhood teachers can use to implement the principles
<p><b>Opportunity to learn</b></p> <p>Learning experiences should enable students to observe and practise the actual processes, products, skills and values which are expected of them.</p>	<ul style="list-style-type: none"> <li>• Include authentic, rich tasks which require group planning and interaction enabling students to observe and practise skills learnt.</li> <li>• Allow students to carry out investigations in which they make predictions and form hypotheses, test them and reflect on their findings.</li> <li>• Provide students with repeated opportunities to encounter new learning in a wide variety of different tasks and contexts, so that they can apply their knowledge in new situations.</li> </ul>
<p><b>Connection and challenge</b></p> <p>Learning experiences should connect with students' existing knowledge, skills and values while extending and challenging their current ways of thinking and acting.</p>	<ul style="list-style-type: none"> <li>• Enable students to make connections across learning areas through integration, as well as making connections to what they know and to the wider world.</li> <li>• Enable students to explore different behaviours, values, languages, cultures and social practices both directly and through investigations.</li> </ul>
<p><b>Action and reflection</b></p> <p>Learning experiences should be meaningful and encourage both action and reflection on the part of the learner.</p>	<ul style="list-style-type: none"> <li>• Enable students to take increased responsibility for their learning by explicitly modelling goal setting and self reflection.</li> <li>• Provide feedback to students as a basis for future learning.</li> <li>• Enable students to relate new learning to what they already know, adapt it for their own purposes and translate their thoughts into actions.</li> </ul>
<p><b>Motivation and purpose</b></p> <p>Learning experiences should be motivating and their purpose clear to the student.</p>	<ul style="list-style-type: none"> <li>• Enable students to negotiate a curriculum that meets their needs.</li> <li>• Encourage higher-order thinking skills.</li> <li>• Use a wide range of technologies and different forms of communication and representation.</li> </ul>
<p><b>Inclusivity and difference</b></p> <p>Learning experiences should respect and accommodate differences between learners.</p>	<ul style="list-style-type: none"> <li>• Take into account the interests, cultural backgrounds, learning styles and ability levels of students.</li> <li>• Include activities which require group planning, decision making and interaction with people inside and outside the classroom.</li> </ul>
<p><b>Independence and collaboration</b></p> <p>Learning experiences should encourage students to learn both independently and from and with others.</p>	<ul style="list-style-type: none"> <li>• Engage students in shared activities and conversations with other people, including family members and people in the wider community.</li> <li>• Encourage collaborative and independent learning, sensible risk taking and explicit teaching of social skills.</li> </ul>
<p><b>Supportive environment</b></p> <p>The school and classroom setting should be safe and conducive to effective learning.</p>	<ul style="list-style-type: none"> <li>• Encourage students to accept others, form positive relationships with peers and teachers.</li> <li>• Further develop students' understanding of the value to respect the rights of others.</li> </ul>

## 2.3 The middle childhood student in The Arts

In the middle childhood phase, students:

- establish a sense of both personal and group identity through the arts forms of dance, drama, media, music and visual arts
- continue to use play as a major source for inspiration, creative expression and imagination
- start with concrete and practical ideas and develop abstract and symbolic representation
- become adept at using more complex arts skills, techniques and processes
- begin to focus on detail and complexity
- are able to make critical responses to their own arts experiences in simple but accurate terms using arts form specific language and terminology
- are able to respond to and reflect on the arts works of others
- are able, with guidance, to gain an expanding awareness of The Arts in Australia and the wider global community.

Middle childhood teachers:

- provide programs in the arts forms which reflect specific and challenging activities requiring persistence, coordination and improvisation

- guide students to use technologies safely
- provide experiences in a wide range of relevant authentic arts works.

## 2.4 The middle childhood student in English

In the middle childhood phase, students:

- become more independent listeners, readers, writers, speakers and viewers
- participate in informal oral activities such as small group work, formal reporting and improvised oral and dramatic presentations
- participate, plan and rehearse formal oral presentations such as speeches, debates, choral productions and plays as well as roles in school assemblies as their skills develop
- apply a wide range of reading strategies to different texts and purposes, and use their knowledge of textual and generic conventions when dealing with new texts
- experiment with written language to produce more complex imaginative and informal texts
- write for a purpose and audience when drafting, editing and proofreading work
- use written language for argumentative and persuasive purposes

- identify and reflect on their own values and opinions as well as drawing conclusions and making judgements on their work
- expand their vocabularies and use specialist words in different situations.

Middle childhood teachers:

- provide opportunities to learn writing, reading, viewing and speaking and listening skills in a variety of contexts
- expose students to a wider range of texts
- explicitly teach strategies for comprehending complex texts and unfamiliar content.

## 2.5 The middle childhood student in Health and Physical Education

In the middle childhood phase, students:

- build on prior learning and experiences to gain more detailed understandings of their personal health, growth and development, and the changes that occur from childhood, through puberty, to adulthood
- become more social and learn to further develop and extend relationships with peers, friends and adults
- begin to accept personal responsibility for their health and physical activity

- accomplish fundamental movement skills enabling them to develop confidence and competence in specific skills for more complex physical activity.

Middle childhood teachers:

- provide students with opportunities to practise interpersonal and self-management skills and the strategies to manage physical, social and emotional changes. This will develop students' resilience and can be done using teaching strategies such as role plays, class discussions and cooperative learning
- provide opportunities for regular physical activity in the form of minor games, fitness-based activities, gymnastics, water safety and outdoor pursuits
- ensure that safe practices and basic strategies and tactics are taught so that students will experience success in physical activity environments.

## 2.6 The middle childhood student in Languages (LOTE)

In the middle childhood phase, students:

- develop understandings of the concepts in different languages
- build on their language learning and communication skills through using the knowledge and conventions of one language to assist them in understanding other languages

- begin to notice and understand similarities and differences between their own language and culture and those of others
- are eager to interact and work collaboratively with peers, which increases their ability to process the language.

Middle childhood teachers focus on developing students' listening, speaking, reading and viewing skills.

At the beginning of the phase, students:

- engage with simple texts from familiar contexts
- interact in intercultural contexts that relate mainly to themselves and their environment
- may respond non-verbally to the target language.

During this phase, students' level of sophistication of comprehension and production of texts increases. This is evident when students:

- process more complex spoken, written and/or visual texts
- respond by identifying specific detail
- give short, formulaic spoken answers in the target language.

When exploring texts in Languages (LOTE), students typically are not expected to

understand all of the target language they are exposed to.

## 2.7 The middle childhood student in Mathematics

In the middle childhood phase, students:

- use physical materials, pictures, calculators and informal pen-and-pencil strategies to solve problems at the beginning of this phase
- understand that one idea, like multiplication, can apply to many different 'real' situations
- may generalise from their investigations, for example, that the area of a rectangle is the length multiplied by the breadth
- develop a large range of strategies to help them solve problems
- are able to make choices from their experiences, about the necessary operation needed to solve problems.

Middle childhood teachers:

- present problems related to students' immediate physical or social world so that learning has personal meaning and significance
- encourage students to persist with problems, to ask questions, to take care with and to check their work
- provide opportunities to investigate mathematical ideas and relationships

- provide opportunities for students to make conjectures and test them by the end of this phase.

## 2.8 The middle childhood student in Science

In the middle childhood phase, students:

- like to work collaboratively by planning and discussing investigations with their peers
- are able to deal with more than one concept at a time, but most students will still find it difficult to comprehend abstract concepts
- pose questions that are relevant and meaningful to them
- with practise, become less likely to guess, and more likely to predict the outcomes of their investigations.

Middle childhood teachers:

- involve students in structured investigations as Working Scientifically continues to be a central part of learning, teaching and assessment programs
- teach Science concepts in technological and problem-solving contexts allowing links to be made across learning areas
- provide students with opportunities to think about Science events and processes so that they can begin to make links between Science at school, at home and in the community.

## 2.9 The middle childhood student in Society and Environment

In the middle childhood phase of development, students:

- develop a greater depth and breadth of knowledge about societies and environments
- make simplistic links between cause and effect
- provide supporting evidence and begin to generalise beyond the specific contexts of an investigation
- begin to see the interdependence between people and environments
- increasingly make value judgements about environmental issues
- become aware of the beliefs, practices and interactions of people, cultures and nature
- understand there are significant people, events and ideas in the past and present
- recognise the ways in which beliefs and traditions impact upon Australian institutions, government, law and culture
- begin to recognise the interrelationships between systems.

Middle childhood teachers:

- seek to expand students' knowledge and understandings of the world through social inquiry

- foster greater awareness of the connections between local, national and international contexts
- provide opportunities for students to develop dispositions towards, and understandings of, the principles of sustainability, democratic process and social justice
- encourage students to be active citizens who participate appropriately in community, regional and/or global issues.
- select and use tools, equipment and techniques appropriate to working with a variety of materials
- test materials for their functional and aesthetic properties as well as their suitability and sustainability when considering design requirements.

Middle childhood teachers:

## 2.10 The middle childhood student in Technology and Enterprise

In the middle childhood phase, students:

- want to know how things work and want to make things that work
- understand that the different elements of the Technology Process (Investigating, Devising, Producing and Evaluating) are interdependent and can be practiced in any sequence
- begin to identify the advantages and disadvantages of technologies and understand that technologies have key design features and functions which may suit many different environments and situations
- continue to examine the properties and alternative uses of a range of materials
- provide learning, teaching and assessment programs that support divergent thinking and encourage creative solutions to problems
- provide opportunities to develop skills such as using hand-held tools or organising information
- teach safe and efficient selection and use of materials
- provide rich learning opportunities so that enterprising behaviours and attitudes can be developed and practised.

## 3 Content

### 3.1 The focus of learning in the middle childhood phase of development

The *Curriculum Framework* outcomes articulate outcomes across eight learning areas to support a broad general education from kindergarten to year 12. Within each phase of development, schools plan and deliver learning, teaching and assessment programs to meet the developmental and contextual needs of children.

Using this syllabus, middle childhood teachers and schools will be able to:

- connect with learning in the early childhood and the early adolescence phases
- continue to use the *Curriculum Framework*, *Curriculum Framework Curriculum Guides* and the *Curriculum Framework Progress Maps/Outcomes and Standards Frameworks* to plan balanced learning, teaching and assessment programs that meet the developmental learning needs of students in the context of each school.

### 3.2 National and state priorities for learning

Content has been embedded, where relevant, across all scope and sequence statements within this syllabus in accordance with agreed national and state priorities.

The following cross-curriculum areas provide a basis for future learning and competence in life. Further advice is provided about integration of these cross-curriculum areas in Part 4 of this syllabus: Planning for learning in the middle childhood phase of development.

#### Literacy

Literacy is the ability to read and use written information and to write appropriately in a range of contexts. It also involves the integration of speaking, listening, viewing and critical thinking with reading and writing. It includes the cultural knowledge that enables a speaker, writer or reader to recognise and use language appropriate to different social situations.

The development of students' literacy skills and understandings is the responsibility of all teachers in all learning areas, and opportunities should be provided for students

to develop literacy across the curriculum. The teaching of English, however, plays a particularly important role.

### **Numeracy**

Numeracy is the ability to effectively apply Mathematics in everyday, recreational, work and civic life. It is vital to the quality of participation in society.

In order to be numerate, students have the right to learn Mathematics and the language of Mathematics, to make sense of Mathematics, to be confident in their use of Mathematics, and to see how it can help them make sense of their world and the world of others.

Numeracy is a fundamental component of learning across all areas of the curriculum. The development and enhancement of students' numeracy skills and understandings is the responsibility of all teachers. The teaching of Mathematics, however, plays a particularly important role.

### **Civics and Citizenship**

All students need opportunities to develop their understandings of, and commitment to, Australia's democratic system of government, law and civic life.

Middle childhood teachers can achieve this by assisting students to develop the capacity to clarify and critically examine the values and principles of Australian democracy and

the ways in which it contributes to a fair and just society and sustainable future. As well, teachers should assist students to develop the knowledge, skills and values that enable them to act as informed and responsible citizens.

### **Information and Communication Technologies (ICT)**

Applying ICT as a tool for learning provides students with opportunities to become competent, discriminating, creative and productive users of ICT. Students' learning can be enhanced through integration of ICT across the curriculum. Students develop knowledge, skills and the capacity to select and use ICT to inquire, develop new understandings, create, and communicate with others.

Through learning with ICT, students have opportunities to understand the impact of ICT on society and to use ICT as a means of participating in society.

### **Values**

People's values influence their behaviour and give meaning and purpose to their lives. While there is a range of value positions in society, there is also a core of shared values. These values are embedded in the learning outcomes in the *Curriculum Framework*.

These shared values can be summarised as follows:

- a pursuit of knowledge and a commitment to achievement of potential



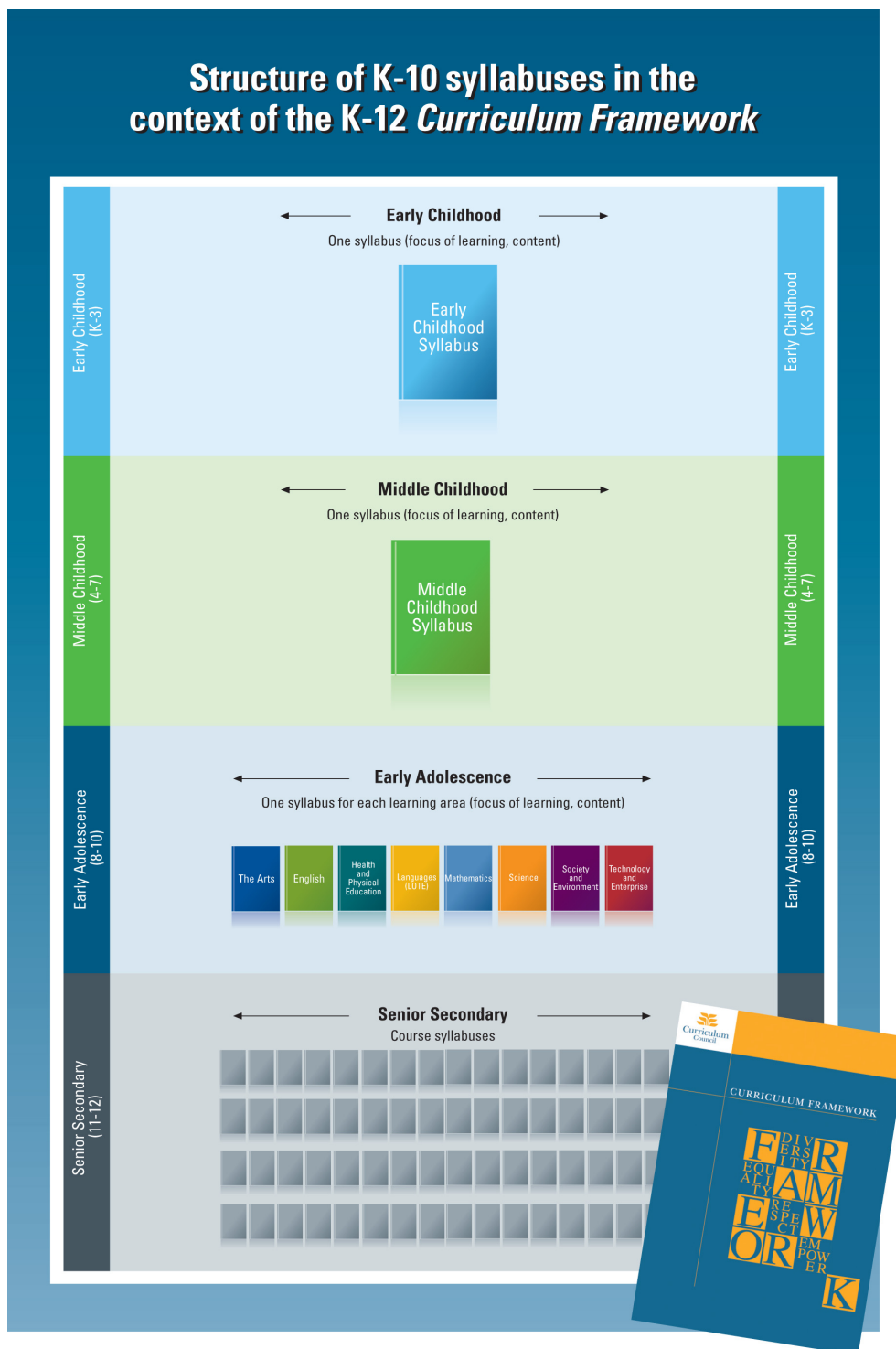
- self acceptance and respect of self
- respect and concern for others and their rights
- social and civic responsibility
- environmental responsibility.

### **Physical activity**

Physical activity is movement of the body that expends energy. It includes high intensity activities such as sports and dance, as well as low intensity activities such as walking, climbing and exploring. Physical education is an essential part of quality physical activity opportunities. Physical activity can be incorporated into learning across the curriculum, providing students with opportunities to practise skills and increase fitness levels. Students are required to participate in at least two hours of physical activity per week.

### 3.3 The place of the *Middle Childhood (4-7) Syllabus* in the K-12 curriculum

This syllabus articulates content and approaches to learning, teaching and assessment that are a part of the kindergarten to year 12 approach embodied in the *Curriculum Framework*. The following diagram indicates the place of this syllabus in the overall K-12 curriculum for Western Australian schools.



The place of the *Middle Childhood (4-7) Syllabus* in the K-12 curriculum

### 3.4 Overview of The Arts learning area

#### What is The Arts about?

The Arts learning area focuses student learning on Arts Practice and Arts Understanding. Through The Arts, students develop creative ways of expressing themselves and communicating with others.

Arts Practice involves the exploration and development of ideas and feelings through the use of a range of skills, and knowledge of arts techniques and processes. The Arts provide a powerful means of expression and communication of life experiences and imagination.

Arts Understanding helps students to appreciate and critically respond to their arts experiences. Students gain a sense of personal and cultural identity through critical appreciation of their own arts works and those of others. They come to understand broader questions about the values and attitudes held by individuals and communities.

Arts Practice and Arts Understanding are interrelated and are developed through the arts forms of dance, drama, media, music and visual arts and can be experienced singularly or in combinations. Each of the arts forms has its own unique language, conventions, processes and techniques.

In dance, students learn expressive movements using body, space, time and

energy through participating in the key activities of choreography, performance and reflection.

In drama, students learn to take on roles and act out situations through the key activities of play making, performance and critical reflection.

In media, students learn how to communicate with print, film and electronic media through participating in the key activities of creation, production and analysis.

In music, students learn how to make music through sounds and silence using voice, body, acoustic and electronic means through the key activities of creation, performance and reflection.

In visual arts, students learn how to produce 2D, 3D and 4D (time-based) arts works through the interrelated key activities of visual inquiry, studio practice, exhibition and reflection.

#### Why teach The Arts?

Teaching The Arts provides students with the opportunity to:

- imaginatively explore, express and communicate ideas, feelings and experiences
- critically reflect and make personal meaning engaging the senses, imagination and feelings

- engage in creative problem solving, self expression and the use of imagination to develop personal, social and cultural understandings
- develop creative and physical talents through spatial, rhythmic, visual and kinaesthetic awareness
- develop self awareness, and understanding of their own and others' cultures, values and attitudes
- expand life skills such as conflict resolution, creative problem solving, negotiation and teamwork
- provide support for concurrent learning in other learning areas
- acquire knowledge, skills and understandings essential for success in further study of The Arts.

### **How is The Arts learning area structured?**

The *Curriculum Framework The Arts Learning Area Statement* consists of four interrelated and interconnected outcomes:

- Arts Ideas
- Arts Skills and Processes
- Arts Responses
- Arts in Society.

Content for these outcomes focuses on Arts Understanding and Arts Practice developed through the arts forms of dance, drama, media, music and visual arts.

As students progress in The Arts they demonstrate the outcomes in increasingly complex ways, through one or more of the arts forms.

Learning in Arts Practice enables students to achieve the Arts Ideas and Arts Skills and Processes outcomes. Learning in Arts Understanding enables students to achieve the Arts Responses and Arts in Society outcomes.

### **Organisation of content**

The content of Arts Understanding and Arts Practice needs to be addressed concurrently, using contexts for learning appropriate to the students' phase of development and their previous experience. Teaching in The Arts follows a spiral model in which the same concepts, processes and strategies are dealt with in increasingly complex ways as students develop. In some cases, progress in learning is facilitated by the teaching of more complex elements and forms. In other cases, the content of the teaching is the same from year to year and progression is achieved through greater proficiency in practice, greater depth of understanding and greater maturity.

Content in this syllabus is organised into:

- K-10 overviews for each of The Arts forms
- scope and sequence statements.

## K-10 overviews

K-10 overviews have been developed for the arts forms of dance, drama, media, music and visual arts, to provide teachers with a map of the concepts, forms and processes to be taught. Presentation of the overviews will vary between the arts forms because each has its own language and way of organising the content. Linked arrows indicate the spiral nature of the learning from year to year.

The following graphics identify the key features of The Arts K-10 overviews.

Organisation of content into year levels is advisory. Teachers will continue to make professional judgements about when to introduce content based on students' prior learning and achievement.

K-10 overview: The Arts/Visual Arts										
Context										
The content of Arts Practice and Arts Understanding needs to be addressed concurrently, using contexts for learning appropriate to the students' phase of development and their previous experience. Teaching in Visual Arts follows a spiral model in which the same concepts, processes and strategies are dealt with in increasingly complex ways as students develop.										
Overview of concepts, forms, styles and processes										
K/P	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
<b>Elements of art</b>										
• line	• line	• line	• line	• line	• line	• line	• line	• line	• line	• line
• colour	• colour	• colour	• colour	• colour	• colour	• colour	• colour	• colour	• colour	• colour
• texture	• texture	• texture	• texture	• texture	• texture	• texture	• texture	• texture	• texture	• texture
• shape	• shape	• shape	• shape	• shape	• shape	• shape	• shape	• shape	• shape	• shape
				• form	• form	• form	• form	• form	• form	• form
			• space	• space	• space	• space	• space	• space	• space	• space
				• value	• value	• value	• value	• value	• value	• value
<b>Principles of design</b>										
• pattern	• pattern	• pattern	• pattern	• pattern	• pattern	• pattern	• pattern	• pattern	• pattern	• pattern
				• contrast	• contrast	• contrast	• contrast	• contrast	• contrast	• contrast
					• balance	• balance	• balance	• balance	• balance	• balance
						• emphasis	• emphasis	• emphasis	• emphasis	• emphasis
						• movement	• movement	• movement	• movement	• movement
						• rhythm	• rhythm	• rhythm	• rhythm	• rhythm
							• unity	• unity	• unity	• unity
<b>Visual Arts forms</b>										
• drawing	• drawing	• drawing	• drawing	• drawing	• drawing	• drawing	• drawing	• drawing	• drawing	• drawing
• 2D and 3D art works in a variety of media such as:	• 2D and 3D art works in a variety of media such as:	• 2D and 3D art works in a variety of media such as:	• 2D and 3D art works in a variety of media such as:	• 2D and 3D art works in a variety of media such as:	• 2D and 3D art works in a variety of media such as:	• 2D and 3D art works in a variety of media such as:	• 2D and 3D art works in a variety of media such as:	• 2D and 3D art works in at least two alternative dimensions (2D, 3D and 4D) in a variety of media such as:	• art works in at least two alternative dimensions (2D, 3D and 4D) in a variety of media such as:	• art works in at least two alternative dimensions (2D, 3D and 4D) in a variety of media such as:
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o coloured drawing media	o coloured drawing media	o coloured drawing media	o coloured drawing media	o coloured drawing media	o coloured drawing media	o coloured drawing media	o coloured drawing media	o coloured drawing media	o coloured drawing media	o coloured drawing media
o collage	o collage	o collage	o collage	o collage	o collage	o collage	o collage	o collage	o collage	o collage
o mixed media	o mixed media	o mixed media	o mixed media	o mixed media	o mixed media	o mixed media	o mixed media	o mixed media	o mixed media	o mixed media
o digital media	o digital media	o digital media	o digital media	o digital media	o digital media	o digital media	o digital media	o digital media	o digital media	o digital media

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Arrows indicate content taught across school years


Concepts




Indicates 'spiral' progression in The Arts

Forms

Key features of The Arts K-10 overviews

Organisation of content into year levels is advisory. Teachers will continue to make professional judgements about when to introduce content based on students' prior learning and achievement.



K/P	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
	<b>Visual Arts forms (continued)</b>									
<ul style="list-style-type: none"> <li>o printmaking</li> <li>o textiles</li> <li>o ceramic</li> <li>o sculpture and 3D construction</li> </ul>	<ul style="list-style-type: none"> <li>o printmaking</li> <li>o textiles</li> <li>o ceramics</li> <li>o sculpture and 3D construction</li> </ul>	<ul style="list-style-type: none"> <li>o printmaking</li> <li>o textiles</li> <li>o ceramics</li> <li>o sculpture and 3D construction</li> </ul>	<ul style="list-style-type: none"> <li>o printmaking</li> <li>o textiles</li> <li>o ceramics</li> <li>o sculpture and 3D construction</li> </ul>	<ul style="list-style-type: none"> <li>o printmaking</li> <li>o textiles</li> <li>o graphic design</li> <li>o ceramics</li> <li>o sculpture and 3D construction</li> </ul>	<ul style="list-style-type: none"> <li>o printmaking</li> <li>o textiles</li> <li>o graphic design</li> <li>o ceramics</li> <li>o sculpture and 3D construction</li> </ul>	<ul style="list-style-type: none"> <li>o printmaking</li> <li>o textiles</li> <li>o graphic design</li> <li>o ceramics</li> <li>o sculpture and 3D construction</li> </ul>	<ul style="list-style-type: none"> <li>o printmaking</li> <li>o textiles</li> <li>o graphic design</li> <li>o ceramics</li> <li>o sculpture and 3D construction</li> </ul>	<ul style="list-style-type: none"> <li>o printmaking</li> <li>o textiles</li> <li>o graphic design</li> <li>o ceramics</li> <li>o sculpture and 3D construction</li> </ul>	<ul style="list-style-type: none"> <li>o printmaking</li> <li>o textiles</li> <li>o graphic design</li> <li>o ceramics</li> <li>o sculpture and 3D construction</li> </ul>	<ul style="list-style-type: none"> <li>o printmaking</li> <li>o textiles</li> <li>o graphic design</li> <li>o ceramics</li> <li>o sculpture and 3D construction</li> </ul>
	<b>Visual Arts styles</b>									
<ul style="list-style-type: none"> <li>• imaginative</li> <li>• decorative</li> </ul>	<ul style="list-style-type: none"> <li>• figurative</li> <li>• imaginative</li> <li>• decorative</li> </ul>	<ul style="list-style-type: none"> <li>• figurative</li> <li>• imaginative</li> <li>• decorative</li> </ul>	<ul style="list-style-type: none"> <li>• figurative</li> <li>• imaginative</li> <li>• decorative</li> </ul>	<ul style="list-style-type: none"> <li>• figurative</li> <li>• imaginative</li> <li>• decorative</li> </ul>	<ul style="list-style-type: none"> <li>• figurative</li> <li>• imaginative</li> <li>• decorative</li> </ul>	<ul style="list-style-type: none"> <li>• figurative</li> <li>• imaginative</li> <li>• decorative</li> <li>• abstract</li> <li>• expressive</li> </ul>	<ul style="list-style-type: none"> <li>• figurative</li> <li>• imaginative</li> <li>• decorative</li> <li>• abstract</li> <li>• expressive</li> </ul>	<ul style="list-style-type: none"> <li>• figurative</li> <li>• imaginative</li> <li>• decorative</li> <li>• abstract</li> <li>• expressive</li> <li>• conceptual</li> </ul>	<ul style="list-style-type: none"> <li>• figurative</li> <li>• imaginative</li> <li>• decorative</li> <li>• abstract</li> <li>• expressive</li> <li>• conceptual</li> </ul>	<ul style="list-style-type: none"> <li>• figurative</li> <li>• imaginative</li> <li>• decorative</li> <li>• abstract</li> <li>• expressive</li> <li>• conceptual</li> </ul>
	<b>Visual Arts processes: Visual inquiry, design development and studio practice</b>									
<ul style="list-style-type: none"> <li>• to create art works using the elements and principles</li> <li>• to explore ideas themes skills and processes</li> <li>• to interpret ideas using a range of styles, techniques and processes</li> <li>• using the conventions and technologies of the arts form</li> <li>• to produce unique 2D and 3D art works</li> </ul>	<ul style="list-style-type: none"> <li>• to create art works using the elements and principles</li> <li>• to explore ideas themes skills and processes</li> <li>• to interpret ideas using a range of styles, techniques and processes</li> <li>• using the conventions and technologies of the arts form</li> <li>• to produce unique 2D and 3D art works</li> </ul>	<ul style="list-style-type: none"> <li>• to create art works using the elements and principles</li> <li>• to explore ideas themes skills and processes</li> <li>• to interpret ideas using a range of styles, techniques and processes</li> <li>• using the conventions and technologies of the arts form</li> <li>• to produce unique 2D and 3D art works</li> </ul>	<ul style="list-style-type: none"> <li>• to create art works using the elements and principles</li> <li>• to explore ideas themes skills and processes</li> <li>• to interpret ideas using a range of styles, techniques and processes</li> <li>• using the conventions and technologies of the arts form</li> <li>• to produce unique 2D and 3D art works</li> </ul>	<ul style="list-style-type: none"> <li>• to create art works using the elements and principles</li> <li>• to explore ideas themes skills and processes</li> <li>• to interpret ideas using a range of styles, techniques and processes</li> <li>• to develop ideas through design processes</li> <li>• to develop ideas through media exploration</li> <li>• using the conventions and technologies of the arts form</li> <li>• to produce unique 2D and 3D art works</li> </ul>	<ul style="list-style-type: none"> <li>• to create art works using the elements and principles</li> <li>• to explore ideas themes skills and processes</li> <li>• to interpret ideas using a range of styles, techniques and processes</li> <li>• to develop ideas through design processes</li> <li>• to develop ideas through media exploration</li> <li>• using the conventions and technologies of the arts form</li> <li>• to produce unique 2D and 3D art works</li> </ul>	<ul style="list-style-type: none"> <li>• to create art works using the elements and principles</li> <li>• to explore ideas themes skills and processes</li> <li>• to interpret ideas using a range of styles, techniques and processes</li> <li>• to develop ideas through design processes</li> <li>• to develop ideas through media exploration</li> <li>• using the conventions and technologies of the arts form</li> <li>• to produce unique 2D and 3D art works</li> </ul>	<ul style="list-style-type: none"> <li>• to create art works using the elements and principles</li> <li>• to explore ideas themes skills and processes</li> <li>• to interpret ideas using a range of styles, techniques and processes</li> <li>• to develop ideas through design processes</li> <li>• to develop ideas through media exploration</li> <li>• using the conventions and technologies of the arts form</li> <li>• to produce unique 2D and 3D art works</li> </ul>	<ul style="list-style-type: none"> <li>• to create art works using the elements and principles</li> <li>• to explore ideas themes skills and processes</li> <li>• to interpret ideas using a range of styles, techniques and processes</li> <li>• to develop ideas through design processes</li> <li>• to develop ideas through media exploration</li> <li>• using the conventions and technologies of the arts form</li> <li>• to produce unique 2D and 3D (or 4D) art works</li> </ul>	<ul style="list-style-type: none"> <li>• to create art works using the elements and principles</li> <li>• to explore ideas themes skills and processes</li> <li>• to interpret ideas using a range of styles, techniques and processes</li> <li>• to develop ideas through design processes</li> <li>• to develop ideas through media exploration</li> <li>• using the conventions and technologies of the arts form</li> <li>• to produce unique 2D and 3D (or 4D) art works</li> </ul>	<ul style="list-style-type: none"> <li>• to create art works using the elements and principles</li> <li>• to explore ideas themes skills and processes</li> <li>• to interpret ideas using a range of styles, techniques and processes</li> <li>• to develop ideas through design processes</li> <li>• to develop ideas through media exploration</li> <li>• using the conventions and technologies of the arts form</li> <li>• to produce unique 2D and 3D (or 4D) art works</li> </ul>

Styles

Processes

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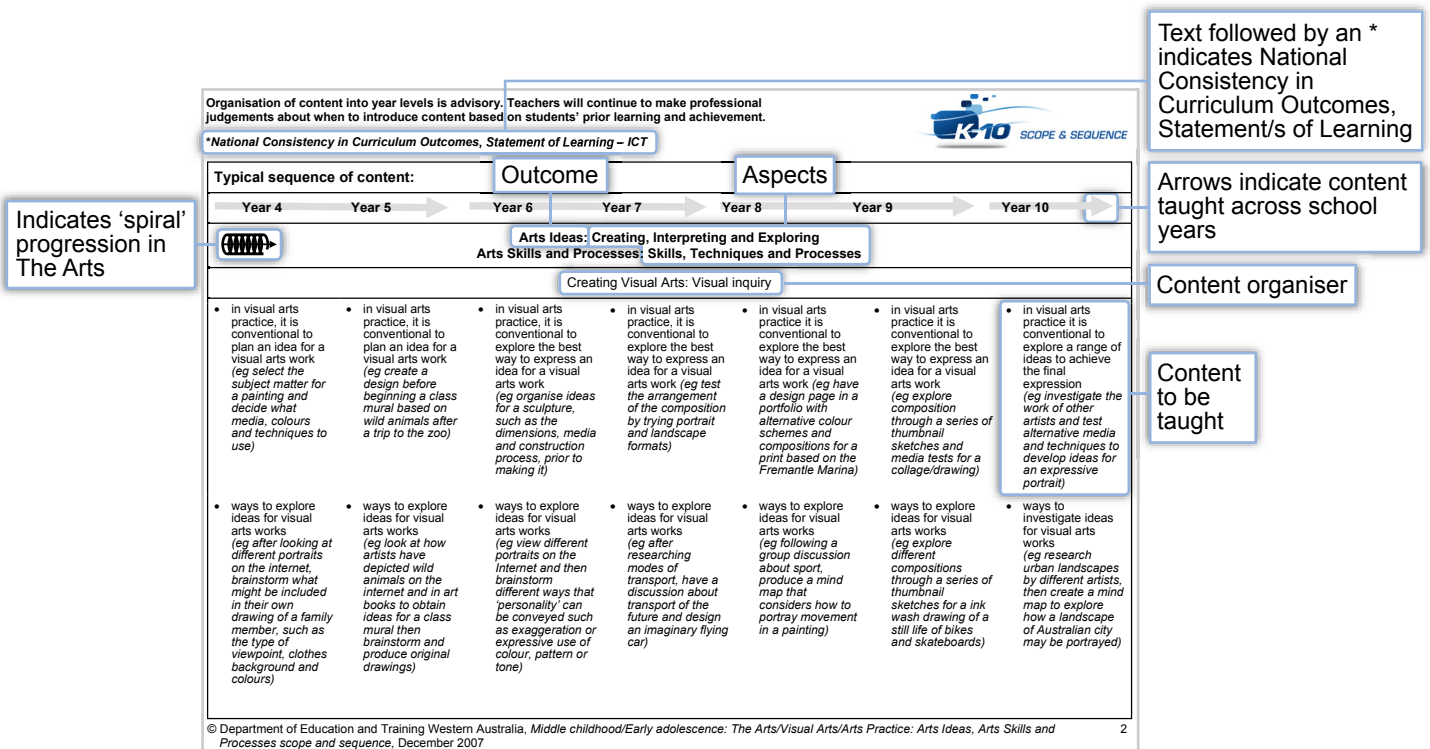
Key features of The Arts K-10 overviews (continued)

## Scope and sequence statements

The Arts scope and sequence statements in this syllabus identify the typical sequence of content for teaching in the middle childhood phase for dance, drama, media, music and visual arts. While content is organised into year levels this is advisory. Teachers will continue to make professional judgements about when to introduce content based on children's prior learning and achievement. Linked arrows indicate the spiral nature of the learning from year to year.

Scope and sequence statements are contained in two documents for each arts form: Arts Practice and Arts Understanding. Arts Practice addresses the Arts Ideas and Arts Skills and Processes outcomes. Arts Understanding addresses the Arts Responses and Arts in Society outcomes. Presentation of scope and sequence statements will vary between the arts forms because each has its own language and way of organising the content.

The scope and sequence statements are organised to assist teachers' planning for learning in The Arts. The following graphic identifies the key features of The Arts scope and sequence statements.



Key features of The Arts scope and sequence statements

## 3.5 Overview of the English learning area

### What is English about?

In the English learning area, students learn about the English language, how it works and how to use it effectively. They develop an understanding of the ways in which language operates as a social process and how to use language in a variety of forms and situations. They learn to speak, listen, view, read and write effectively.

### Why teach English?

Teaching English provides students with opportunities to:

- learn to control and understand the conventions of Standard Australian English
- use language to communicate, think, learn and create in order to develop personally and play an active role in society
- reflect on and critically analyse their own use of language and the language of others.

### How is the English learning area structured?

The *Curriculum Framework English Learning Area Statement* has nine interrelated outcomes:

- Understanding Language
- Attitudes, Values and Beliefs
- Conventions

- Processes and Strategies
- Listening
- Speaking
- Viewing
- Reading
- Writing.

Middle childhood teachers integrate content for all nine outcomes to promote a holistic approach to learning about English.

### Organisation of content

Content in this syllabus is organised into:

- K-10 overviews of suggested text types for each English learning outcome
- scope and sequence statements.

#### K-10 overviews

Kindergarten to year 10 overviews of text types are provided to facilitate developmentally appropriate planning and delivery of learning, teaching and assessment programs. The text types in English provide the contexts for the teaching of language conventions, contextual understandings and the processes and strategies in English. These overviews are designed to support teachers to provide opportunities for students to study a range of spoken, print and visual texts. The texts identified in the overviews increase in complexity across K-10, where appropriate, matching the content in the scope and sequence statements.



Teachers will need to exercise their professional judgement when selecting specific texts to ensure that they engage students, suit students' development and allow teaching at an appropriate level of complexity. This is particularly the case when text types are repeated across scope and sequence statements.

The overviews identify texts grouped into the following categories:

- imaginative
- information
- argument.

The texts that students study as part of their learning in English should address a range of issues, values, attitudes and topics from a variety of perspectives, including Australian, popular, traditional, contemporary and multicultural.

Middle childhood teachers can use the K-10 overviews to plan programs of learning, teaching and assessment that incorporate an appropriate range of text types to support students' continued successful learning and enable them to advance to higher levels of study. Texts chosen for students whose literacy levels are outside the expected range need to be age and developmentally appropriate.

The following graphic identifies the key features of the K-10 overviews for English.

Organisation of content into year levels is advisory. Teachers will continue to make professional judgements about when to introduce content based on students' prior learning and achievement.  
 \*National Consistency in Curriculum Outcomes, Statement of Learning – English

**Outcome**

**K-10 overview: English/Reading – Students read a wide range of texts with purpose, understanding and critical awareness**

Overview: Examples of text types for use in teaching and learning programs.

Teachers select a range of imaginative, information and argument texts from a variety of print and electronic sources relevant to the phase of development to consolidate and extend students' reading skills. While broad categories of texts may be repeated the selection of specific texts must reflect the phase and ability levels of students.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	
<b>Imaginative</b>	<ul style="list-style-type: none"> <li>picture books</li> <li>nursery rhymes</li> <li>scribed captions for paintings and drawings</li> <li>fairytales</li> <li>rhymes</li> </ul>	<ul style="list-style-type: none"> <li>picture books</li> <li>traditional stories</li> <li>cumulative stories</li> <li>limericks</li> <li>riddles</li> </ul>	<ul style="list-style-type: none"> <li>picture books*</li> <li>stories written by other children*</li> <li>illustrated chapter books*</li> <li>nonsense poems</li> <li>rhythmed verses*</li> <li>Indigenous stories</li> </ul>	<ul style="list-style-type: none"> <li>picture books*</li> <li>tables*</li> <li>traditional and contemporary fairytales*</li> <li>chapter books</li> <li>novels</li> </ul>	<ul style="list-style-type: none"> <li>stories including myths*</li> <li>ballads and/or song lyrics*</li> <li>novels</li> </ul>	<ul style="list-style-type: none"> <li>legends*</li> <li>young adolescent fiction including adventure stories*</li> <li>play scripts*</li> <li>narrative poems*</li> </ul>	<ul style="list-style-type: none"> <li>young adolescent fiction including fantasy stories*</li> <li>short stories*</li> <li>verse novels</li> </ul>	<ul style="list-style-type: none"> <li>novels*</li> <li>short stories</li> <li>genre fiction*</li> <li>poetry*</li> <li>drama*</li> <li>illustrated books</li> <li>comics</li> <li>diaries</li> <li>fractured fairytales</li> </ul>	<ul style="list-style-type: none"> <li>novels*</li> <li>short stories*</li> <li>poetry*</li> <li>drama*</li> <li>picture books</li> </ul>	<ul style="list-style-type: none"> <li>novels</li> <li>short stories</li> <li>drama</li> <li>picture books</li> </ul>	
<b>Information</b>	<ul style="list-style-type: none"> <li>environmental print (signs, price tags, advertisements)</li> <li>scribed news</li> <li>notes</li> <li>concept charts</li> <li>timetables</li> <li>invitations</li> <li>signalled picture books</li> <li>number picture books</li> </ul>	<ul style="list-style-type: none"> <li>calendars</li> <li>messages</li> <li>classroom information and organisation charts</li> <li>labelled diagrams</li> <li>personal diaries</li> <li>greeting cards</li> </ul>	<ul style="list-style-type: none"> <li>postcards</li> <li>lists including menus</li> <li>recipes</li> <li>letters</li> <li>timelines</li> <li>reports*</li> </ul>	<ul style="list-style-type: none"> <li>explanations*</li> <li>local newspaper articles*</li> <li>scientific diagrams and flow charts</li> <li>forms</li> </ul>	<ul style="list-style-type: none"> <li>author blurbs</li> <li>Dreaming stories*</li> <li>school rules</li> <li>personal letters*</li> <li>newspaper articles</li> </ul>	<ul style="list-style-type: none"> <li>personal letters from friends*</li> <li>information texts specific to learning areas</li> <li>questionnaire*</li> <li>survey results</li> <li>instructions including directions</li> <li>interviews*</li> <li>newspaper articles*</li> </ul>	<ul style="list-style-type: none"> <li>web pages</li> <li>explanations*</li> <li>questionnaire*</li> <li>survey results</li> </ul>	<ul style="list-style-type: none"> <li>autobiographies, biographies*</li> <li>eyewitness accounts</li> <li>email*</li> <li>instructions including simple manuals</li> </ul>	<ul style="list-style-type: none"> <li>expository texts</li> <li>newspaper articles*</li> <li>electronic texts – CD-ROMS*</li> <li>instructions</li> <li>pamphlets</li> <li>travelogues</li> <li>summaries</li> </ul>	<ul style="list-style-type: none"> <li>expository texts</li> <li>newspaper articles*</li> <li>electronic texts – websites*</li> <li>magazines</li> <li>interview transcripts</li> <li>biographies</li> <li>reviews*</li> </ul>	<ul style="list-style-type: none"> <li>expository texts</li> <li>newspaper articles*</li> <li>electronic texts – websites*</li> <li>research reports</li> <li>business documents</li> <li>reports</li> </ul>
<b>Argument</b>	<ul style="list-style-type: none"> <li>posters</li> <li>class rules</li> </ul>	<ul style="list-style-type: none"> <li>advertisements</li> </ul>	<ul style="list-style-type: none"> <li>catalogues</li> <li>product advertisements*</li> <li>opinions*</li> </ul>	<ul style="list-style-type: none"> <li>book reviews*</li> <li>brochures</li> </ul>	<ul style="list-style-type: none"> <li>advertisements including community campaigns</li> <li>letters to the editor in local newspapers*</li> </ul>	<ul style="list-style-type: none"> <li>letters to the editor*</li> </ul>	<ul style="list-style-type: none"> <li>speeches*</li> <li>issues based advertisements*</li> </ul>	<ul style="list-style-type: none"> <li>letters to the editor*</li> <li>advertisements*</li> </ul>	<ul style="list-style-type: none"> <li>feature articles*</li> <li>essays</li> <li>transcripts of oral texts</li> <li>editorials*</li> </ul>	<ul style="list-style-type: none"> <li>analytical essays</li> <li>satirical writing</li> <li>feature articles</li> <li>protest songs</li> </ul>	

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Annotations:

- Arrow indicates developmental learning
- Text type
- Category of text type
- Text followed by an \* indicates National Consistency in Curriculum Outcomes, Statement/s of Learning

Key features of English K-10 overviews

## Scope and sequence statements


The content in the scope and sequence statements for English is expressed at specific year levels to provide middle childhood teachers with advice on starting points for development of learning, teaching and assessment programs. Teachers will use their knowledge of students' progressive achievement to make their own decisions about when it is appropriate to introduce content to individuals and groups of students.

The scope and sequence statements for English in this syllabus integrate Understanding Language, Attitudes, Values and Beliefs, Conventions, Processes and Strategies into the Listening and Speaking, Viewing, Reading and Writing outcomes. This organisation of the scope and sequence statements reflects the organisation of the outcomes in the *Curriculum Framework Progress Maps – English/Outcomes and Standards Framework – English*.

The scope and sequence statements are organised to assist middle childhood teachers' planning for learning, teaching and assessment. The following graphic identifies the key features of the English scope and sequence statements.

**Organisation of content into year levels is advisory. Teachers will continue to make professional judgements about when to introduce content based on students' prior learning and achievement.**

*\*National Consistency in Curriculum Outcomes, Statement of Learning – English*



**Middle childhood: English/Reading – Students read a wide range of texts with purpose, understanding and critical awareness.**

**Typical sequence of content:**

Contextual Understandings			
← Year 4	Year 5	Year 6	Year 7 →
<ul style="list-style-type: none"> <li>• readers understand that texts are created for different purposes including:                             <ul style="list-style-type: none"> <li>○ to entertain and evoke emotion through myths and structured poems*</li> <li>○ to recount through book reviews</li> <li>○ to describe through brochures and author blurbs</li> <li>○ to socialise through personal letters</li> <li>○ to instruct through school rules</li> <li>○ to explain through school rules</li> <li>○ to inquire through interviews</li> <li>○ to persuade through brochures and book reviews*</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• readers understand that texts are created for different purposes including:                             <ul style="list-style-type: none"> <li>○ to entertain and evoke emotion through legends and ballads*</li> <li>○ to recount through newspaper articles</li> <li>○ to describe through newspaper articles</li> <li>○ to socialise through personal letters</li> <li>○ to instruct through directions for changing locations</li> <li>○ to explain through newspaper articles</li> <li>○ to inquire through interviews</li> <li>○ to persuade through community campaigns*</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• readers understand that texts are created for different purposes including:                             <ul style="list-style-type: none"> <li>○ to entertain and evoke emotion through play scripts and narrative poems*</li> <li>○ to recount through eyewitness accounts</li> <li>○ to describe through explanations</li> <li>○ to socialise through email</li> <li>○ to instruct through procedures</li> <li>○ to explain through survey results</li> <li>○ to inquire through questionnaires</li> <li>○ to persuade through letters to the editor*</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• readers understand that texts are created for different purposes including:                             <ul style="list-style-type: none"> <li>○ to entertain and evoke emotion through short stories and verse novels</li> <li>○ to recount through autobiographies and biographies</li> <li>○ to describe through eye witness accounts</li> <li>○ to socialise through email</li> <li>○ to instruct through instruction manuals</li> <li>○ to explain through survey results</li> <li>○ to inquire through questionnaires</li> <li>○ to persuade through speeches and issues based advertisements*</li> </ul> </li> </ul>

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**Outcome** (points to the overall purpose statement)

**Aspect** (points to the Contextual Understandings header)

**Arrow indicates developmental learning** (points to the year level arrows)

**Content to be taught** (points to the specific content lists)

**Further elaboration of content** (points to the detailed lists)

**Text followed by an \* indicates National Consistency in Curriculum Outcomes, Statement/s of Learning** (points to the asterisked text)

Key features of English scope and sequence statements

## 3.6 Overview of the Health and Physical Education learning area

### What is Health and Physical Education about?

Health and Physical Education provides opportunities for students to develop lifelong understandings of health issues and the skills needed for confident participation in sport and recreational activities. This enables students to make responsible decisions about health and physical activity and to promote their own and others' health and well-being.

### Why teach Health and Physical Education?

Teaching Health and Physical Education provides students with opportunities to:

- enhance lifelong attitudes to health and fitness
- enjoy physical activity and develop relevant skills
- identify values and attitudes and their effects on themselves and others
- recognise health issues for themselves and others in the community and adopt appropriate change
- enhance personal development
- identify cultural differences and their impact
- acquire foundation knowledge and skills essential for success within the Health and Physical Education learning area and for further study.

### How is the Health and Physical Education learning area structured?

The *Curriculum Framework Health and Physical Education Learning Area Statement* has five interrelated outcomes:

- Knowledge and Understandings
- Attitudes and Values
- Skills for Physical Activity
- Self-management Skills
- Interpersonal Skills.

Middle childhood teachers integrate content for all five outcomes to promote a holistic approach to learning about Health and Physical Education.

### Organisation of content

Content in this syllabus is organised into:

- K-10 overview of contexts and topics
- integrated scope and sequence of contexts, topics and outcomes.

### K-10 overview of contexts and topics

Kindergarten to year 10 overview of suggested contexts and topics in this syllabus provides opportunities for flexible planning and delivery. This overview is designed to support middle childhood teachers to provide students with an understanding of health issues and the skills needed for confident participation in activities. In addition, they enable students to make responsible decisions about health and physical activity and to promote their own and others' health and well-being.

The K-10 overview consists of eleven broad context areas. The overview identifies topics grouped under the following contexts:

- Lifestyle skills
- Wellness
- Growth and Development and Sexual Health
- Lifestyle Choices
- Drug Education
- Safety
- Fundamental Movement
- Strategies and Tactics
- Playing the Game
- Health Related Fitness and Recreation
- Outdoor Education.

Lifestyle skills can be taught independently or in an integrated Health and Physical Education program. A **balanced Health and Physical Education** program will incorporate topics from each of the contexts. It is not intended that topics are addressed independently. Topics from different contexts can be taught concurrently, eg heart health could be taught in Growth and Development/ Sexual Health or the Lifestyle Choices context.

It is recommended that the content that students are taught as part of their learning in Health and Physical Education is drawn from a range of different contexts and topics, to provide students with opportunities to demonstrate their achievement of outcomes in an integrated way.

The following graphic identifies the key features of the K-10 overview of contexts and topics for Health and Physical Education.

Organisation of content into year levels is advisory. Teachers will continue to make professional judgements about when to introduce content based on students' prior learning and achievement.

**K-10 overview: Health and Physical Education – Suggested contexts and topics**

Lifestyle Skills: Communication Decision making Goal setting Leadership Resilience Risk management Assertiveness Self-control Self-understanding Social skills Stress management  
Life skills can be taught as stand alone topics or can be integrated throughout the Health and Physical Education program.

Context	K/P	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Wellness Context Topics Sub-topics	<ul style="list-style-type: none"> <li>Personal identity similarities and differences</li> <li>appearance</li> <li>experience and abilities</li> <li>My relationships                             <ul style="list-style-type: none"> <li>friendships</li> <li>family</li> <li>caring for others</li> <li>appropriate behaviour within relationships at home</li> </ul> </li> <li>Resilience                             <ul style="list-style-type: none"> <li>self-control</li> <li>expressing feelings</li> <li>emotional control</li> <li>responding to bullying behaviour</li> <li>people who can help</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Personal identity attributes of self and others</li> <li>needs and wants</li> <li>setting goals</li> <li>Caring for others                             <ul style="list-style-type: none"> <li>making friends</li> <li>setting goals</li> <li>appropriate behaviour within relationships</li> <li>cooperation</li> <li>school and community</li> </ul> </li> <li>Resilience                             <ul style="list-style-type: none"> <li>identifying and showing emotions</li> <li>emotional control</li> <li>safe happy schools</li> <li>bullying behaviour</li> <li>school bullying</li> <li>sharing and comparing experiences</li> <li>caring for self and others</li> <li>asking for help</li> <li>people who can help at school</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Enhancing personal identity                             <ul style="list-style-type: none"> <li>building self-esteem and self-concept</li> <li>recognising strengths and limitations</li> <li>developing strengths</li> <li>goal setting</li> </ul> </li> <li>Building relationships                             <ul style="list-style-type: none"> <li>making friends</li> <li>how to build and maintain relationships</li> <li>appropriate behaviour towards</li> <li>Resilience                                     <ul style="list-style-type: none"> <li>identifying feelings of others</li> <li>positive self-talk</li> <li>what bullying looks like and what you can do</li> <li>responsibilities</li> <li>encouraging respect</li> <li>impact of bullying behaviours</li> <li>create a 'telling' environment</li> <li>bystander responsibility</li> <li>people who can help in the community</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Recognising personal identity                             <ul style="list-style-type: none"> <li>recognising attributes of self and others</li> <li>feelings about self</li> <li>acceptance</li> <li>being responsible</li> </ul> </li> <li>Accepting relationships                             <ul style="list-style-type: none"> <li>recognising and accepting differences</li> <li>getting along</li> <li>appropriate behaviour within relationships</li> </ul> </li> <li>Resilience                             <ul style="list-style-type: none"> <li>positive self-talk</li> <li>fairness</li> <li>types and effects of bullying</li> <li>dealing with bullying – rights/responsibilities</li> <li>encouraging respect</li> <li>assertiveness</li> <li>shared responsibilities</li> <li>friendly families and schools</li> <li>people who can help in the community</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Influences on identity                             <ul style="list-style-type: none"> <li>influences on self-esteem and how it impacts on behaviour</li> <li>identifying personal influences – friends, family and school</li> <li>optimistic thinking</li> </ul> </li> <li>Accepting and celebrating relationships                             <ul style="list-style-type: none"> <li>acceptance and celebration of differences</li> <li>different relationships</li> </ul> </li> <li>Resilience                             <ul style="list-style-type: none"> <li>self-esteem and self-care</li> <li>managing conflict</li> <li>expressing a complaint or problem</li> <li>how to respond to risky situations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Positive behaviours                             <ul style="list-style-type: none"> <li>optimistic thinking</li> <li>– impact on behaviour and self-esteem</li> <li>addressing positive and negative self-talk</li> <li>friends and family</li> <li>school, culture and media</li> </ul> </li> <li>Positive relationships                             <ul style="list-style-type: none"> <li>developing and maintaining positive relationships</li> <li>maintaining confidences</li> <li>people in power</li> <li>working cohesively in groups</li> </ul> </li> <li>Resilience                             <ul style="list-style-type: none"> <li>self-image and others</li> <li>thinking optimistically</li> <li>sharing experiences</li> <li>being assertive</li> <li>diffusing situations</li> <li>learning from mistakes</li> <li>responding to peer pressure</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Maintaining self-esteem and self-concept                             <ul style="list-style-type: none"> <li>developing and maintaining positive self-concept</li> <li>learning to cope with worries</li> <li>dealing with negative influences</li> </ul> </li> <li>Changing Relationships                             <ul style="list-style-type: none"> <li>support networks</li> <li>managing and maintaining relationships</li> <li>relationships talking about problems in a group</li> </ul> </li> <li>Resilience – Taking action                             <ul style="list-style-type: none"> <li>speaking up</li> <li>solving problems</li> <li>optimistic thinking</li> <li>where to get help</li> <li>protective behaviours – Plan A/Plan B</li> <li>cyber bullying</li> <li>SMS bullying</li> <li>bully-free zone</li> <li>learning from mistakes</li> <li>responding to peer pressure</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Self-understanding                             <ul style="list-style-type: none"> <li>developing and maintaining positive self-understanding</li> <li>positive self-talk</li> <li>gender images and expectations</li> <li>dealing with negative influences</li> </ul> </li> <li>Ways to communicate, cooperate and care for others                             <ul style="list-style-type: none"> <li>strengthening support networks</li> <li>codes of conduct</li> <li>evaluating group dynamics</li> </ul> </li> <li>Resilience and coping                             <ul style="list-style-type: none"> <li>thinking optimistically</li> <li>challenging discrimination</li> <li>evaluating strategies</li> <li>selecting responses towards bullying</li> <li>assessing situations</li> <li>locating help</li> <li>dealing with negative influences</li> <li>reporting abuse</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Self-understanding                             <ul style="list-style-type: none"> <li>developing/ maintaining self-esteem as an adolescent</li> <li>recognition of roles</li> <li>recognition of changes in self-esteem and self-concept</li> <li>well-being – balancing the social/emotional/physical/mental</li> <li>mental health</li> </ul> </li> <li>Types and nature of relationships                             <ul style="list-style-type: none"> <li>family/peers</li> <li>factors influencing relationships</li> <li>relating appropriately in relationships</li> <li>qualities of positive relationships</li> <li>rights and responsibilities in relationships</li> <li>appreciating diversity</li> </ul> </li> <li>Power in relationships                             <ul style="list-style-type: none"> <li>types of power</li> <li>peer pressure</li> </ul> </li> <li>Being resilient as an adolescent                             <ul style="list-style-type: none"> <li>making connections</li> <li>responding to change and challenge</li> <li>identifying fears and feelings</li> <li>dealing with conflicting demands</li> <li>creating connections – friendships/ belonging</li> <li>protective strategies</li> <li>Recognising abuse                                     <ul style="list-style-type: none"> <li>feelings and warning signals</li> <li>protective strategies</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Self-understanding                             <ul style="list-style-type: none"> <li>influences of different beliefs and values (including those related to sexuality and gender)</li> <li>understanding mental health issues and their impact on self/society</li> </ul> </li> <li>Developing respectful relationships                             <ul style="list-style-type: none"> <li>affirming diversity</li> <li>building and maintaining positive relationships as an adolescent</li> <li>understanding changing relationships</li> <li>applying social skills to different situations and relationships</li> <li>rights and responsibilities in relationships</li> <li>seeking advice and help</li> </ul> </li> <li>Enhancing resilience as an adolescent                             <ul style="list-style-type: none"> <li>thinking optimistically</li> <li>making connections</li> <li>promoting positive attitudes</li> <li>protective behaviours – Plan A/Plan B</li> <li>preparing for future challenges</li> <li>time management</li> <li>study techniques</li> <li>strategies to seek help</li> <li>benefits of support</li> </ul> </li> <li>Inclusivity                             <ul style="list-style-type: none"> <li>discrimination, harassment and vilification</li> </ul> </li> <li>Resilience                             <ul style="list-style-type: none"> <li>balancing your lifestyle</li> <li>planning positive future</li> <li>copings with loss/grief</li> <li>copings with breakdown of relationships</li> <li>reaching out</li> <li>study techniques and career education</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Self-understanding                             <ul style="list-style-type: none"> <li>influences of socio-cultural factors on self-esteem/self-concept</li> <li>understanding mental health issues and their impact on self/society</li> </ul> </li> <li>Lifelong relationships                             <ul style="list-style-type: none"> <li>relationships and community support to enhance relationships</li> <li>mental health services</li> <li>negative relationships</li> <li>health promotions</li> <li>government support for building positive relationships in the work place</li> <li>SMS bullying</li> <li>relationships in the work place</li> <li>enhancing personal health and health of others</li> <li>communicate effectively in community</li> <li>public health services/agencies</li> <li>domestic violence</li> </ul> </li> </ul>

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Key features of Health and Physical Education K-10 overview

## Integrated scope and sequence statement

The integrated scope and sequence statement is structured to reflect teachers' integrated planning for learning in Health and Physical Education. It is organised as follows:

### Contexts

Within each context are a series of recommended topics that apply to that context. If necessary topics can be adjusted to meet the specific needs of the student or the school.

### Outcomes

The content component from the relevant outcomes that could be taught within the context and topics.

### Content

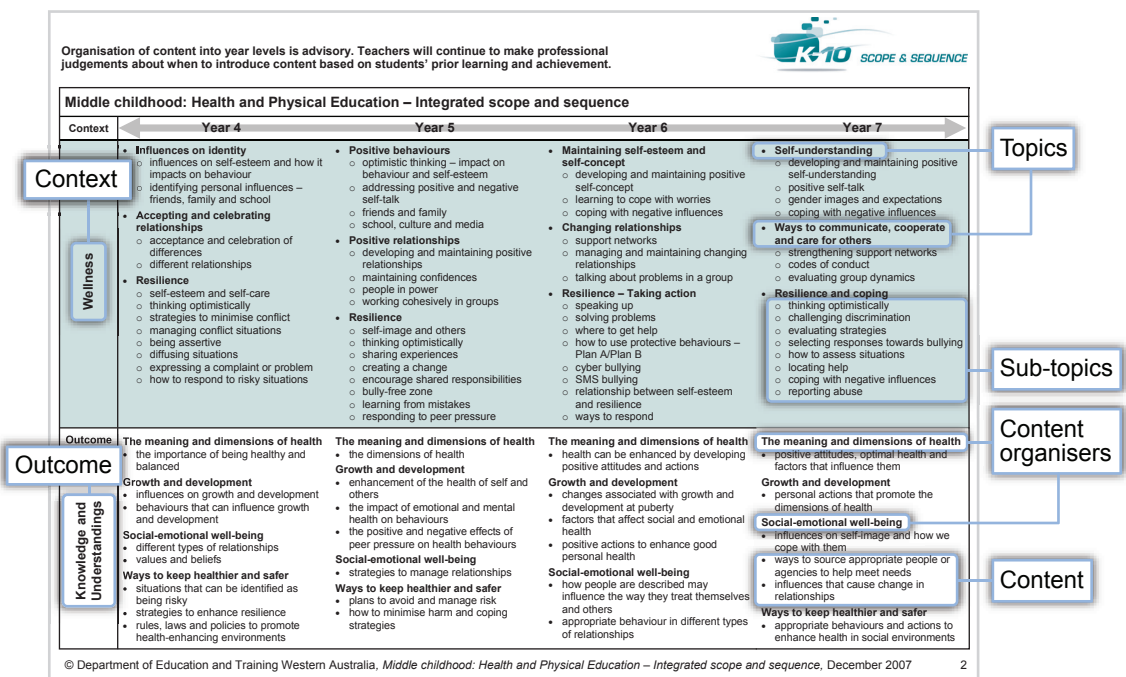
The content in the scope and sequence statement is expressed at specific year levels to provide teachers with advice on starting points for the development of learning, teaching and assessment programs.

Organisation of content into year levels is advisory. Teachers will continue to make professional judgements about when to introduce content based on children’s prior learning and achievement.

The integrated scope and sequence statement for Health and Physical Education integrates Knowledge and Understandings, Attitudes and Values, Skills for Physical Activity, Self-management Skills and Interpersonal Skills.

The integrated scope and sequence statement enables teachers to map outcomes to contexts and topics thus ensuring students have opportunities to demonstrate achievement of learning outcomes across the Health and Physical Education learning area.

The scope and sequence statement is organised to assist teachers’ planning for learning, teaching and assessment. The following graphic identifies the key features of the Health and Physical Education scope and sequence statement.



Key features of the integrated Health and Physical Education scope and sequence statement

### 3.7 Overview of the Languages (LOTE) learning area

#### What is Languages (LOTE) about?

In Languages (LOTE) students learn how to communicate appropriately in languages other than English. All languages have their own particular features and underlying cultural understandings that shape communication, and enable the achievement of a range of communicative purposes.

#### Why teach Languages (LOTE)?

Teaching Languages (LOTE) provides students with opportunities to:

- communicate and interact effectively with people from other cultural backgrounds
- develop literacy skills through identifying similarities and differences between English and other languages
- enhance their critical literacy skills by providing different text types to explore and the means to understand them
- develop their intercultural language skills through examination of, and reflection on, their own language(s) and culture(s) and those of other societies
- enhance their self esteem by valuing and acknowledging the importance of other languages
- acquire foundation knowledge and practical skills that are essential for further language studies.

#### How is the Languages (LOTE) learning area structured?

The *Curriculum Framework Languages Other Than English Learning Area Statement* consists of six interrelated outcomes grouped into two clusters.

Three communication outcomes:

- Listening and Responding, and Speaking
- Viewing, Reading and Responding
- Writing.

Three knowledge and skills outcomes:

- The System of the Target Language
- Cultural Understandings
- Language Learning Strategies.

#### Organisation of content

Content in this syllabus is organised into a scope and sequence statement for:

- Chinese
- French
- German
- Indonesian
- Italian
- Japanese.

### **Scope and sequence statements**

The scope and sequence statements identify the scope of content that students typically should be taught during the middle childhood phase for the selected target languages.

The content in the scope and sequence statement, for each target language is expressed at specific year levels to provide teachers with advice on starting points for the development of learning, teaching and assessment programs. Middle childhood teachers will use their knowledge of students' progressive achievement to make their own decisions about when it is appropriate to introduce content to individuals and groups of students.

Each Languages (LOTE) scope and sequence statement incorporates suggested contexts, with accompanying suggested vocabulary groups and text types.

In the scope and sequence statements the knowledge and skills outcomes are used as the content organisers. They provide the typical sequence of content to be taught in order for students to demonstrate achievement in the communications outcomes. The knowledge and skills outcomes are embedded in the communication outcomes and should be taught in a holistic way.



The scope and sequence statements are organised to assist teachers' planning for learning in Languages (LOTE). The following graphics identify the key features of the Languages (LOTE) scope and sequence statements.

Organisation of content into year levels is advisory. Teachers will continue to make professional judgements about when to introduce content based on students' prior learning and achievement.

**\*National Consistency in Curriculum Outcomes, Statement of Learning – ICT**

Overview	Phase overview						
<ul style="list-style-type: none"> <li>behaviours and forms of address related to introductory topics</li> <li>similarities and differences between students' own and target language and cultures as relevant to chosen contexts</li> <li>formulaic expressions that allow simple utterances in meaningful contexts</li> <li>strategies that support predominantly listening, responding and speaking</li> </ul>	<ul style="list-style-type: none"> <li>similarities and differences between students' own and target language and cultures as relevant to chosen contexts</li> <li>simple patterns and rules in the target language</li> <li>strategies that support the development of all target language communication</li> </ul>						
<p><b>Suggested contexts</b></p> <table border="1"> <thead> <tr> <th>Years 4-5</th> <th>Years 5-6</th> <th>Years 6-7</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>Getting to know you</li> <li>All about me</li> <li>Family and friends</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>My community</li> <li>At a <i>warung</i></li> <li>How I'm feeling</li> <li>My pet</li> <li>Daily routines</li> <li>Animal farm</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>My interests, hobbies and pastimes</li> <li>At the restaurant</li> <li>Out and about in a town</li> <li>My trip to Indonesia</li> <li>Going shopping</li> </ul> </td> </tr> </tbody> </table>		Years 4-5	Years 5-6	Years 6-7	<ul style="list-style-type: none"> <li>Getting to know you</li> <li>All about me</li> <li>Family and friends</li> </ul>	<ul style="list-style-type: none"> <li>My community</li> <li>At a <i>warung</i></li> <li>How I'm feeling</li> <li>My pet</li> <li>Daily routines</li> <li>Animal farm</li> </ul>	<ul style="list-style-type: none"> <li>My interests, hobbies and pastimes</li> <li>At the restaurant</li> <li>Out and about in a town</li> <li>My trip to Indonesia</li> <li>Going shopping</li> </ul>
Years 4-5	Years 5-6	Years 6-7					
<ul style="list-style-type: none"> <li>Getting to know you</li> <li>All about me</li> <li>Family and friends</li> </ul>	<ul style="list-style-type: none"> <li>My community</li> <li>At a <i>warung</i></li> <li>How I'm feeling</li> <li>My pet</li> <li>Daily routines</li> <li>Animal farm</li> </ul>	<ul style="list-style-type: none"> <li>My interests, hobbies and pastimes</li> <li>At the restaurant</li> <li>Out and about in a town</li> <li>My trip to Indonesia</li> <li>Going shopping</li> </ul>					

Text followed by an \* indicates National Consistency in Curriculum Outcomes, Statement/s of Learning

Broad understandings of content

Arrow indicates developmental learning

Suggested learning context

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Organisation of content into year levels is advisory. Teachers will continue to make professional judgements about when to introduce content based on students' prior learning and achievement.

**\*National Consistency in Curriculum Outcomes, Statement of Learning – ICT**

Years 4-5	Years 5-6	Years 6-7
<p><b>Content</b></p> <p>In order for students to make progress in the Communication outcomes, the following Knowledge and Skills outcomes should be taught:</p> <ul style="list-style-type: none"> <li>Cultural Understandings</li> <li>The System of the Target Language</li> <li>Language Learning Strategies.</li> </ul>		
<p><b>Cultural Understandings</b></p> <p>A language and its culture are inextricably linked and are continually changing. Culture is reflected in how we speak, listen, view, read and write. Intercultural language learning involves students examining, understanding and comparing their own and the target cultures' values, beliefs and norms and how they shape practices, language and communication.</p>		
<p><b>Conventions of interpersonal interaction</b></p> <ul style="list-style-type: none"> <li>appropriate non-verbal behaviour eg to beckon to someone by extending the hand, palm facing down and waving the fingers</li> <li>ways to express (lack of) understanding eg <i>saya belum mengerti, saya tidak mengerti, Tolong ulangi?</i></li> <li>features of register, formality and politeness eg the use of <i>Anda</i> or the name of the person instead of <i>kamu</i></li> <li>common behaviours and forms of address related to social interactions eg when greeting and leave taking, never touch someone on the head, use of right hand</li> <li>ways to politely interrupt, initiate and conclude conversation eg <i>permissi, maaf</i></li> </ul>		
<p><b>Communities and aspects of life</b></p> <ul style="list-style-type: none"> <li>cultural symbols and practices eg stories, games, rhymes, songs, signs, dance movements</li> <li>significance of and typical activities engaged in during important festivals, national holidays eg <i>Ramadan, Lebaran, Hari Kemerdekaan</i> (Independence Day), <i>Tahun Baru Hijrah</i> (Muslim New Year)</li> <li>traditional and contemporary cultural practices eg Indonesian art forms such as batik, wood carving, weaving, forms of entertainment and their role as means of communication eg <i>gamelan, wayang kulit</i>, dance</li> <li>similarities and differences between Indonesian and Australian way of life with respect to chosen contexts eg family structures</li> </ul>		

Text followed by an \* indicates National Consistency in Curriculum Outcomes, Statement/s of Learning

Arrow indicates developmental learning

Outcome and outcome elaboration

Content organiser

Content to be taught

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Key features of Languages (LOTE) scope and sequence statements

## 3.8 Overview of the Mathematics learning area

### What is Mathematics about?

*'Mathematics is often defined as the science of space and number ... [but] a more apt definition [is that] Mathematics is the science of patterns. The mathematician seeks patterns in number, in space, in science, in computers, and in imagination. Mathematical theories explain the relations among patterns ... Applications of Mathematics use these patterns to 'explain' and predict natural phenomena ...'* (Steen, LA, 1988, "The science of patterns", *Science*, 240, 29, 616. cited in Curriculum Council, 1998, pp 178)

Mathematics involves observing, representing and investigating patterns and relationships in social and physical phenomena and between mathematical objects themselves. In the Mathematics learning area, teachers teach about Mathematics, what it is and how it is used in making decisions and solving problems.

### Why teach Mathematics?

Teaching Mathematics provides students with opportunities to:

- see the Mathematics in situations encountered and choose appropriate Mathematics
- think creatively, critically, strategically and logically
- plan, investigate, make conjectures and decide on levels of accuracy

- reason inventively, analyse options and consider the consequences and implications of decisions
- understand the cultural and historical significance of Mathematics
- provide support for concurrent learning in other learning areas
- acquire knowledge, skills and understandings essential for success in further study of Mathematics.

### How is the Mathematics learning area structured?

The *Curriculum Framework Mathematics Learning Area Statement* has nineteen outcomes. These are grouped into seven clusters:

- Appreciating Mathematics
- Working Mathematically
- Number
- Measurement
- Chance and Data
- Space
- Algebra.

### Organisation of content

Content in this syllabus is organised into:

- K-10 overviews of each scope and sequence statement, except Working Mathematically
- scope and sequence statements.

## K-10 overviews

Kindergarten to year 10 overviews are provided in this syllabus to facilitate developmentally appropriate planning and delivery of learning and teaching programs. These overviews are designed to provide middle childhood teachers with a clear map of the progression of content. They will enable teachers to select content from syllabuses for other phases of development, if this is appropriate to support student learning.

The following graphic identifies the key features of the Mathematics K-10 overviews.

Organisation of content into year levels is advisory. Teachers will continue to make professional judgements about when to introduce content based on students' prior learning and achievement.

**K-10 overview: Mathematics:Space** – Students describe and analyse mathematically the spatial features of objects, and movements.

Arrow indicates developmental learning

Overview of content:	Cluster	Outcome	Aspect							
← K/P	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10 →
<b>Represent spatial ideas: Represent location</b>										
<ul style="list-style-type: none"> <li>everyday language of position, orientation and direction</li> <li>representation of position</li> </ul>	<ul style="list-style-type: none"> <li>language of position, orientation and direction</li> <li>informal maps</li> </ul>	<ul style="list-style-type: none"> <li>interpretation of simple maps and plans</li> </ul>	<ul style="list-style-type: none"> <li>language of position, orientation and direction</li> <li>interpretation of simple maps and plans</li> </ul>	<ul style="list-style-type: none"> <li>language for order and proximity</li> <li>simple maps and plans</li> </ul>	<ul style="list-style-type: none"> <li>language for position and direction</li> <li>maps and plans using simple scales</li> </ul>	<ul style="list-style-type: none"> <li>language for position and direction</li> <li>maps and plans using simple scales</li> </ul>	<ul style="list-style-type: none"> <li>language for maps and plans</li> <li>maps and plans using simple scales</li> </ul>	<ul style="list-style-type: none"> <li>directional language</li> <li>interpret and make maps which represent distance and direction showing a sense of scale</li> </ul>	<ul style="list-style-type: none"> <li>directional language and symbols</li> <li>interpret and make maps representing size and position accurately</li> </ul>	<ul style="list-style-type: none"> <li>directional language, symbols and methods</li> <li>interpret and make maps using bearings and precise measurement</li> </ul>
<b>Represent spatial ideas: Represent arrangements</b>										
<b>Represent spatial ideas: Represent shape</b>										
<ul style="list-style-type: none"> <li>language of shapes</li> <li>identification and representation of shapes in the environment</li> </ul>	<ul style="list-style-type: none"> <li>language of shapes and their attributes</li> <li>2D shapes in 3D objects</li> <li>simple drawings and representations of shapes</li> </ul>	<ul style="list-style-type: none"> <li>language of shapes and their attributes</li> <li>identification of 2D shapes in 3D objects</li> <li>drawings and representations of shapes</li> </ul>	<ul style="list-style-type: none"> <li>language to compare shapes and their attributes</li> <li>identification of 2D shapes in 3D objects</li> <li>drawings and representations of shapes</li> </ul>	<ul style="list-style-type: none"> <li>features of 2D shapes and 3D objects</li> <li>drawings of simple 2D shapes and 3D objects</li> </ul>	<ul style="list-style-type: none"> <li>features and models of 2D shapes and 3D objects</li> <li>drawings of 2D shapes and 3D objects</li> </ul>	<ul style="list-style-type: none"> <li>simple models of 3D objects</li> <li>drawings of 2D shapes and 3D objects</li> </ul>	<ul style="list-style-type: none"> <li>models of 3D objects</li> <li>conventions for the drawing of 2D shapes and 3D objects</li> </ul>	<ul style="list-style-type: none"> <li>shape and structure to make simple 3D models</li> <li>common conventions for drawing angles, 2D shapes and 3D objects</li> </ul>	<ul style="list-style-type: none"> <li>precision in producing models</li> <li>conventions to produce orthogonal, oblique, perspective and isometric drawings</li> </ul>	<ul style="list-style-type: none"> <li>make complex models based on drawings</li> <li>use geometric tools and technology to make accurate drawings</li> </ul>
<b>Represent spatial ideas: Represent transformations</b>										
<ul style="list-style-type: none"> <li>reorientation of shapes to match or fit</li> <li>creation of simple shape patterns</li> </ul>	<ul style="list-style-type: none"> <li>pictures and patterns with shapes</li> <li>creation of simple shape patterns</li> </ul>	<ul style="list-style-type: none"> <li>pictures and patterns with shapes</li> <li>creation of simple shape patterns</li> </ul>	<ul style="list-style-type: none"> <li>flipping, sliding and turning shapes</li> <li>creation of simple shape patterns</li> </ul>	<ul style="list-style-type: none"> <li>simple translations, rotations and reflections of shape</li> <li>creation of simple tiling patterns</li> </ul>	<ul style="list-style-type: none"> <li>translations, rotations and reflections of shape</li> <li>creation of tessellations</li> </ul>	<ul style="list-style-type: none"> <li>translations, rotations and reflections of shape</li> <li>creation of tessellations</li> </ul>	<ul style="list-style-type: none"> <li>translations, rotations and reflections of shape</li> <li>analysis of tessellations</li> </ul>	<ul style="list-style-type: none"> <li>recognise and visualise transformation and symmetry and produce spatial sequences</li> </ul>	<ul style="list-style-type: none"> <li>combine two transformations and produce symmetrical patterns</li> </ul>	<ul style="list-style-type: none"> <li>describe properties of transformations to reproduce drawings and complex patterns</li> </ul>

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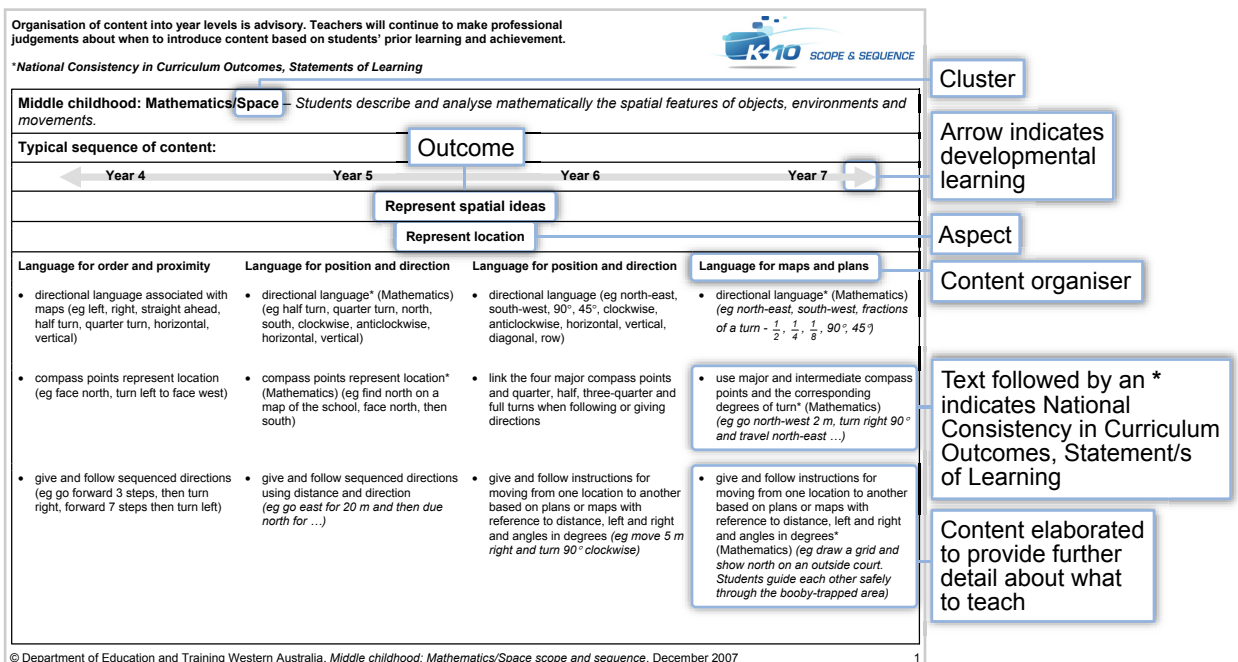
Key features of Mathematics K-10 overviews

## Scope and sequence statements

The content in the scope and sequence statements is expressed at specific year levels to provide middle childhood teachers with advice on starting points for the development of learning, teaching and assessment programs. Middle childhood teachers will use their knowledge of students' progressive achievement to make their own decisions about when it is appropriate to introduce content to individuals and groups of students.

The scope and sequence statements in this syllabus have been organised around the seven clusters, with content for Appreciating Mathematics embedded within the scope and sequence statements for Working Mathematically and the five conceptual clusters. This organisation of the scope and sequence statements reflects the organisation of the outcomes in the *Curriculum Framework Progress Maps – Mathematics/Outcomes and Standards Framework – Mathematics*.

The scope and sequence statements are organised to assist teacher's planning for learning, teaching and assessment. The following graphic identifies the key features of the Mathematics scope and sequence statements.



Key features of Mathematics scope and sequence statements

## 3.9 Overview of the Science learning area

### What is Science about?

Humans have always wondered about the world in which we live and attempted to understand it. Science education aims to stimulate this curiosity and give students the skills and knowledge to answer many of the questions they ask. Developing scientific literacy is important because it provides opportunities for students to grow into well-rounded citizens and enables them to develop values and make decisions about important societal issues.

Science is the study of the natural and made world, and the systems and processes that support life on the planet and beyond. It encourages questions and values evidence-based conclusions. Scientific knowledge is an important basis for enabling citizens to make informed and responsible decisions about how society should develop.

Care for the environment is an integral part of the study of Science and requires an understanding of diverse areas of scientific knowledge.

The process of scientific inquiry requires creativity and openness to new ideas, and a willingness to evaluate evidence with intellectual honesty and integrity. It is a dynamic process and scientific knowledge is constantly evolving.

### Why teach Science?

Teaching Science provides students with opportunities to:

- develop their understandings of the world around them
- communicate their understandings in a variety of scientifically literate forms
- pose questions that are relevant and meaningful to them and then test and evaluate evidence objectively
- use scientific knowledge and skills to make informed decisions and to consider the consequences and implications of these decisions in their lives
- acquire knowledge, skills and understandings essential for success in further study of Science.

### How is the Science learning area structured?

The *Curriculum Framework Science Learning Area Statement* consists of nine outcomes, which are organised into two interrelated parts: Working Scientifically, and four conceptual outcomes.

Working Scientifically outcomes describe the skills and processes for scientific investigation and consist of:

- Investigating
- Communicating Scientifically
- Science in Daily Life
- Acting Responsibly
- Science in Society.

The conceptual outcomes encompass scientific understandings, theories, ideas and knowledge and consist of:

- Earth and Beyond
- Energy and Change
- Life and Living
- Natural and Processed Materials.

Working Scientifically outcomes should be embedded and taught within the context of the four conceptual outcomes.

## Organisation of content

Content in this syllabus is organised into:

- K-10 overviews of each scope and sequence statement, except Investigating
- scope and sequence statements.

## K-10 overviews

Kindergarten to year 10 overviews are provided in this syllabus to facilitate developmentally appropriate planning and delivery of learning, teaching and assessment programs. These overviews are designed to provide middle childhood teachers with a clear map of the progression of content. They will enable teachers to select content from syllabuses for other phases of development, if this is appropriate to support student learning.

The following graphic identifies the key features of the Science K-10 overviews.

Organisation of content into year levels is advisory. Teachers will continue to make professional judgements about when to introduce content based on students' prior learning and achievement.  
 \*National Consistency in Curriculum Outcomes, Statements of Learning

**K-10 overview: Science/Life and Living – Students understand their own biology and that of other living things, and recognise the interdependence of life.**

When using animals, refer to *Guidelines for the care and use of animals in Western Australian schools and agricultural and TAFEWA colleges* and complete relevant documentation.

Overview of content:

	← K/P	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10 →
	<b>Interdependence of living things</b>										
<b>Outcome</b>	<ul style="list-style-type: none"> <li>• the school/home environment is everything around us and contains living things</li> <li>• living things have basic needs</li> <li>• plants and animals need special care</li> </ul>										
<b>Aspect</b>	<ul style="list-style-type: none"> <li>• the environment surrounds us and contains living and non-living things</li> <li>• living things have basic needs and these must be met for survival</li> <li>• people need to care for plants and animals in their immediate environment</li> <li>• ways to observe and care for animals and plants</li> </ul>										
<b>Content organiser</b>	<ul style="list-style-type: none"> <li>• living things can live in different types of environments* (Science)</li> <li>• living things need other living things to survive* (Science)</li> <li>• people need to care for living things and places where they live* (Science/ Civics &amp; Citizenship)</li> </ul>										
	<b>Structure and function</b>										
	<ul style="list-style-type: none"> <li>• living things have different features</li> <li>• living things can be grouped according to their features</li> <li>• living things survive because of essential life processes that non-living things do not have</li> </ul>										
	<ul style="list-style-type: none"> <li>• living things have special features that help them live</li> <li>• familiar living things can be grouped according to structures and features</li> <li>• living things have essential life processes that non-living things do not have</li> </ul>										
	<ul style="list-style-type: none"> <li>• living things have structural features that help them to live in their environment* (Science)</li> <li>• living things can be grouped according to identified characteristics* (Science)</li> <li>• living things have features that carry out life processes* (Science)</li> </ul>										
	<ul style="list-style-type: none"> <li>• living things have special structures</li> <li>• living things are grouped according to their features</li> <li>• living things have life processes that can be varied</li> <li>• the environment can change</li> </ul>										
	<ul style="list-style-type: none"> <li>• living things have structures and features that help them survive* (Science)</li> <li>• living things can be classified according to observable features* (Science)</li> <li>• all living things have a range of life processes</li> <li>• factors can impact on the environment of living things* (Science/Civics &amp; Citizenship)</li> </ul>										
	<ul style="list-style-type: none"> <li>• biodiversity is the variety of living things (organisms) and the environments they are found in</li> <li>• living things (organisms) need the living and non-living elements of an environment to survive</li> <li>• organisms have a number of life processes or sequences</li> <li>• factors that can impact on living things</li> </ul>										
	<ul style="list-style-type: none"> <li>• interdependence and balance within living and non-living environments* (Science/Civics &amp; Citizenship)</li> <li>• relationships between organisms in living communities* (Science)</li> <li>• organisms have structures and functions for life and survival in their environment* (Science)</li> <li>• living things can be classified according to their structural features* (Science/Civics &amp; Citizenship)</li> <li>• organisms within a group carry out life processes in similar ways</li> <li>• living things can respond to changes in the environment* (Science/Civics &amp; Citizenship)</li> </ul>										
	<ul style="list-style-type: none"> <li>• components of an ecosystem</li> <li>• relationships in ecosystems</li> <li>• plant and animal cells</li> <li>• life processes</li> <li>• classification</li> </ul>										
	<ul style="list-style-type: none"> <li>• changing ecosystems</li> <li>• cycling of matter and energy flow</li> <li>• cell organisation</li> <li>• organs and systems</li> <li>• methods of classification</li> </ul>										
	<ul style="list-style-type: none"> <li>• monitoring ecosystems</li> <li>• changes to matter cycles and energy flow</li> <li>• structure at the cellular level</li> <li>• life processes at the cellular level</li> </ul>										

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Key features of Science K-10 overviews

## Scope and sequence statements


The content in the scope and sequence statements is expressed at specific year levels to provide middle childhood teachers with advice on starting points for the development of learning, teaching and assessment programs. Middle childhood teachers will use their knowledge of students' progressive achievement to make their own decisions about when it is appropriate to introduce content to individuals and groups of students.

Scope and sequence statements for Investigating and the four conceptual outcomes (Earth and Beyond, Energy and Change, Life and Living and Natural and Processed Materials) are included in this syllabus. The remaining four outcomes that make up Working Scientifically (Acting Responsibly, Communicating Scientifically, Science in Daily Life and Science in Society) are embedded in the scope and sequence statements for the conceptual outcomes.

This organisation of the scope and sequence statements reflects the organisation of the outcomes in the *Curriculum Framework Progress Maps – Science/Outcomes and Standards Framework – Science*.

The scope and sequence statements assist teachers' planning for learning, teaching and assessment. The following graphic identifies the key features of the Science scope and sequence statements.

Organisation of content into year levels is advisory. Teachers will continue to make professional judgements about when to introduce content based on students' prior learning and achievement.



*\*National Consistency in Curriculum Outcomes, Statements of Learning*

**Middle childhood: Science/Life and Living** – Students understand their own biology and that of other living things and recognise the interdependence of life.

**Typical sequence of content:**

← Year 4      Year 5      Year 6      Year 7 →

When using animals, refer to *Guidelines for the care and use of animals in Western Australian schools and agricultural and TAFEWA colleges* and complete relevant documentation.

Interdependence of living things			
<p><b>Living things depend on each other and the environment in which they live</b></p> <ul style="list-style-type: none"> <li>• ways in which living things interact/depend on each other and the environment to survive</li> <li>• living things need the living (food) and non-living (shelter, water) environment to survive</li> </ul>	<p><b>Relationships that make up the living and non-living environment*</b> (Science/Civics &amp; Citizenship)</p> <ul style="list-style-type: none"> <li>• plants and animals within an environment depend on each other and have relationships to enable them to live together (eg some birds use twigs to make a nest, lizards bask on rocks and wind disperses seed)</li> <li>• some animals and plants may have specific needs within the environment (eg dead trees are important to animals such as numbats for food and cockatoos for shelter)</li> </ul>	<p><b>Biodiversity is the variety of living things (organisms) and the environments they are found in</b></p> <ul style="list-style-type: none"> <li>• an ecosystem is a community of organisms and non-living environment. Biodiversity relies on a sustainable ecosystem</li> <li>• ecosystems can consist of many habitats of living things that can be very different</li> </ul>	<p><b>Interdependence and balance within living and non-living environments*</b> (Science/Civics &amp; Citizenship)</p> <ul style="list-style-type: none"> <li>• a sustainable ecosystem relies on a balance within a living and non-living environment</li> <li>• organisms within an ecosystem have relationships which can help them survive or threaten their survival</li> </ul>

• survival of organisms in an environment is dependent on how well they are adapted to their environment (eg insects with better camouflage are less likely to be seen and eaten)

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**Outcome**

**Arrow indicates developmental learning**

**Aspect**

**Text followed by an \* indicates National Consistency in Curriculum Outcomes, Statement/s of Learning**

**Content organiser**

**Content elaborated to provide further detail about what to teach**

Key features of Science K-10 scope and sequence statements



### 3.10 Overview of the Society and Environment learning area

#### What is Society and Environment about?

The Society and Environment learning area develops students' understanding of how individuals and groups live together and interact with their physical and cultural environment. Students develop a respect for cultural heritage and a commitment to social justice, the democratic process and sustainability. These inform decision making that contributes to community cohesion and a positive future.

#### Why teach Society and Environment?

Society and Environment provides students with opportunities to:

- acquire knowledge, skills and values that enable them to analyse and reflect on their place in contemporary society as an individual and as a group member
- develop critical-thinking and problem-solving skills through the investigation of issues
- make reasoned and informed decisions, reflect on civic rights and responsibilities, develop a responsible global perspective and take appropriate civic action
- actively explore and participate in the world around them

- acquire knowledge, skills and understandings essential for success in further study.

#### How is the Society and Environment learning area structured?

The *Curriculum Framework Society and Environment Learning Area Statement* consists of seven interrelated outcomes:

- Investigation, Communication and Participation (social inquiry)
- Place and Space
- Resources
- Culture
- Time, Continuity and Change
- Natural and Social Systems
- Active Citizenship.

Social inquiry is a process of research that uses ethical practices in relation to data collection and evaluation, considers perspectives and applies empathy and critical thinking to reach findings. Findings are used to justify informed opinions that the student, as an active citizen can apply.

## Organisation of content

Content in this syllabus is organised into:

- K-10 overviews of each scope and sequence statement
- scope and sequence statements.

## K-10 overviews

Kindergarten to year 10 overviews are provided to facilitate developmentally appropriate planning and delivery of learning and teaching programs. These overviews are designed to provide middle childhood teachers with a clear map of the progression of content. They will assist teachers to select content from syllabuses for other phases of development, if this is appropriate to support student learning.

The following graphic identifies the key features of the Society and Environment K-10 overviews.

Organisation of content into year levels is advisory. Teachers will continue to make professional judgements about when to introduce content based on students' prior learning and achievement.  
 \*National Consistency in Curriculum Outcomes, Statement of Learning – Civics & Citizenship

**Outcome**

**K-10 overview: Society and Environment/Time, Continuity and Change – Students understand that people's actions and values are shaped by their understanding and interpretation of the past.**

**Social science discipline focus: History**

Refer to scope and sequence for specific discipline skills and opportunities for Values Education and Active Citizenship

**Arrow indicates developmental learning**

**Overview of broad understandings:**

K/P	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
<ul style="list-style-type: none"> <li>that the past, present and future are associated with particular people</li> </ul>	<ul style="list-style-type: none"> <li>that the past, present and future are associated with particular people and events</li> </ul>	<ul style="list-style-type: none"> <li>that personal life stories, family and local histories can be different</li> <li>that there are different personal perspectives about people, events and ideas</li> <li>investigate using historical records</li> </ul>	<ul style="list-style-type: none"> <li>that valued aspects of times past are preserved for the future</li> <li>the importance of past people, events and their effects</li> <li>that people see past events differently</li> </ul>	<ul style="list-style-type: none"> <li>that over time differences are created in people's lives and the environment</li> <li>the use of historical narratives to understand the past</li> <li>ways to identify different time periods</li> </ul>	<ul style="list-style-type: none"> <li>that people try to retain what they believe to be important from the past</li> <li>that different historical narratives have different perspectives</li> <li>that new ideas bring about change</li> </ul>	<ul style="list-style-type: none"> <li>that the narrative histories of particular periods of time reflect the stories of particular people, events and ideas</li> <li>that community life reflects heritage</li> </ul>	<ul style="list-style-type: none"> <li>that people's beliefs, values and actions are affected by their past experiences</li> <li>that community beliefs and traditions have been influenced by past people, events and ideas</li> <li>to draw conclusions from historical evidence</li> <li>that a variety of perspectives create multiple narratives</li> </ul>	<ul style="list-style-type: none"> <li>people, events and ideas are linked to historical time periods</li> <li>change has an impact on people, events, ideas and the environment</li> <li>a sense of heritage can result from continuity of people's actions, beliefs, values and ideas</li> <li>perspectives of people affect their interpretation of past events, ideas and actions*</li> </ul>	<ul style="list-style-type: none"> <li>historical recollections reflect a range of people and their perspectives in different contexts*</li> <li>people, events and ideas are interrelated and impact on opinions, actions, values and perspectives*</li> <li>a range of forces (political, economic, cultural, environmental) lead to change</li> <li>continuity can advantage and disadvantage different individuals, groups and ideas</li> <li>stereotypes affect the perspectives, interpretations and construction of historical narratives/ stories*</li> <li>an understanding of perspectives helps to develop empathy with the past and develop an individual perspective*</li> <li>that interpretation is influenced by personal and societal beliefs and values</li> </ul>	<ul style="list-style-type: none"> <li>interpretations of the significance of people, events and ideas/movements varies with time, place and cultural perspective*</li> <li>beliefs and values influence the motives and behaviours of individuals and groups that bring about change and continuity</li> <li>perspectives of people, events and ideas change over time*</li> <li>individual perspectives help to form opinions and influence decision-making and actions in contemporary situations*</li> <li>that interpretations of historical evidence can be challenged</li> </ul>

**Social science discipline/s connection**

**Concept to be taught**

**Text followed by an \* indicates National Consistency in Curriculum Outcomes, Statement/s of Learning**

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Key features of Society and Environment K-10 overviews

### **Scope and sequence statements**

The content in the scope and sequence statements is expressed at specific year levels to provide middle childhood teachers with advice on possible starting points for the development of learning, teaching and assessment programs.

Middle childhood teachers will use their knowledge of students' progressive achievement to make their own decisions about when it is appropriate to introduce content to individuals and groups of students.

The scope and sequence statements for the conceptual outcomes contain:

- suggested topics that reflect the conceptual outcome
- a developmental progression of broad understandings
- a sequence of skills specific to the social science discipline as represented in the conceptual outcome
- examples of Active Citizenship and Values Education opportunities specific to the conceptual outcome.

The scope and sequence statements reflect the organisation of the outcomes in the *Curriculum Framework Progress Maps – Society and Environment/Outcomes and Standards Framework – Society and Environment*.

The scope and sequence statements are organised to assist teachers' planning for learning, teaching and assessment. The following graphics identify the key features of the Society and Environment scope and sequence statements.

*\*National Consistency in Curriculum Outcomes, Statements of Learning*

**K-10 SCOPE & SEQUENCE**

**Middle childhood: Society and Environment/Time, Continuity and Change – Students understand that people's actions and values are shaped by their understanding and interpretation of the past.**

**Social science discipline focus: History**

Year 4	Year 5	Year 6	Year 7
<b>Suggested topics:</b>			
<ul style="list-style-type: none"> <li>pre-European settlement (eg Aboriginal people)</li> <li>migration (eg family/community identity)</li> </ul>	<ul style="list-style-type: none"> <li>maritime explorations of the Western Australian/Australian coastline (eg trade and colonisation)</li> <li>changing communities (eg compare and contrast changes in the local community from early settlement to the present)</li> </ul>	<ul style="list-style-type: none"> <li>colonisation (eg impact on Aboriginal peoples/free settlers/convicts; compare and contrast New South Wales [NSW] and Western Australia [WA])</li> <li>development of self-government of the colonies to Federation* (Civics &amp; Citizenship) (eg types of rule, democracy in Greece and Britain, key people influential in Australian democracy)</li> <li>Gold Rushes* (Civics &amp; Citizenship) (eg brought about the beginning of Australia's pluralist society)</li> </ul>	<ul style="list-style-type: none"> <li>exploration (eg seeking resources)</li> <li>equal rights* (Civics &amp; Citizenship) (eg the right to vote; Women's Suffrage)</li> <li>Australian and New Zealand Army Corps (ANZACs); World War I (WW1) (eg Gallipoli/returned soldiers: the Anzac legend)</li> </ul>

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Suggested topic

*\*National Consistency in Curriculum Outcomes, Statements of Learning*

**K-10 SCOPE & SEQUENCE**

**Organisation of content into year levels is advisory. Teachers will continue to make professional judgements about when to introduce content based on students' prior learning and achievement.**

**Developmental progression of broad understandings:**

Year 4-5	Year 5-6	Year 6-7
<b>Understanding the Past</b>		
<b>Methods for sequencing the past</b>		
<ul style="list-style-type: none"> <li>how people, events and ideas in the history of the family or local community can be identified through different historical time periods (eg pre-European settlement/early settlement/present)</li> </ul>	<ul style="list-style-type: none"> <li>how sequencing chronologically helps to identify relationships between people, events and ideas (eg historical timelines, milestones)</li> </ul>	<ul style="list-style-type: none"> <li>how events and ideas can be compared and contrasted between different time periods in history (eg colonisation of Australia: convicts versus free settlers)</li> </ul>
<b>About the interrelationship between people, events and ideas</b>		
<ul style="list-style-type: none"> <li>how family historical narratives reflect people, events and ideas (eg often migrants to Australia have left countries torn apart by war)</li> </ul>	<ul style="list-style-type: none"> <li>how historical narratives reflect the range of people, social, cultural, religious and ethnic diversity in different time periods and places (eg WA Gold Rushes: Chinese, Afghans, Irish, Aboriginals, Italians)</li> </ul>	<ul style="list-style-type: none"> <li>how past experiences can impact on people's beliefs, values and actions* (Civics &amp; Citizenship)</li> <li>how to draw conclusions from historical evidence</li> </ul>
<b>Continuity and Change</b>		
<b>That change is a feature of all societies</b>		
<ul style="list-style-type: none"> <li>that all communities (eg local, state, national and global) experience change over time</li> </ul>	<ul style="list-style-type: none"> <li>how change is reflected in ideas (eg Industrial Revolution)</li> </ul>	<ul style="list-style-type: none"> <li>how change impacts on people, lifestyles and nations (eg migration; multiculturalism)</li> </ul>
<b>That continuity and heritage are features of all societies</b>		
<ul style="list-style-type: none"> <li>that historical stories are about people, events and ideas that have contributed to the continuity of society (eg Federation)</li> </ul>	<ul style="list-style-type: none"> <li>how heritage is reflected in community life through rituals, symbols and buildings (eg ANZAC Day: parades, wreaths, dawn service, eternal flame, medals, flags at half mast, war memorials)</li> </ul>	<ul style="list-style-type: none"> <li>how heritage is reflected in the political, social and economic life of a community* (Civics &amp; Citizenship) (eg symbols used in the courts and Parliament reflect British heritage; key holidays reflect Christian heritage)</li> </ul>

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Arrow indicates developmental learning

Aspect

Content organiser

Concept to be taught

Text followed by an \* indicates National Consistency in Curriculum Outcomes, Statement/s of Learning

Key features of Society and Environment scope and sequence statements

Organisation of content into year levels is advisory. Teachers will continue to make professional judgements about when to introduce content based on students' prior learning and achievement.



\*National Consistency in Curriculum Outcomes, Statements of Learning

Typical sequence of skills:			
← Year 4	Year 5	Year 6	Year 7 →
<b>Conducting</b>			
<ul style="list-style-type: none"> <li>to identify key Australian symbols and what they represent* (Civics &amp; Citizenship)</li> <li>ways to place specific people, events, ideas from particular time periods on a timeline* (Mathematics)</li> <li>how to extract information from pictures, digital media, photographs, text, artefacts</li> <li>how to read and create timelines* (Mathematics)</li> <li>how to use simple surveys and interviews</li> </ul>	<ul style="list-style-type: none"> <li>that sources may contain information that include conflicting ideas and/or views</li> <li>that recording formats require particular skills (eg <i>timelines and flow charts need to know what comes first, second...; comparisons need to look at similarities and differences</i>)</li> <li>to distinguish between fact and opinion</li> <li>to read, create and analyse timelines* (Mathematics)</li> <li>how to use open-ended and closed questions in historical investigations</li> </ul>	<ul style="list-style-type: none"> <li>to relate, compare and evaluate information gained from sources</li> <li>how to identify cause and effect</li> <li>how to judge the reliability of evidence</li> <li>to use open-ended and closed questions in historical investigations</li> </ul>	<ul style="list-style-type: none"> <li>to identify the difference between, and how to locate, primary and secondary sources of information</li> <li>to disregard information that is not useful for a particular investigation</li> <li>that sources used will need to be questioned for the views that they represent</li> </ul>
<b>Processing and Translating</b>			
<ul style="list-style-type: none"> <li>how to select the information that best suits the proposed form of communication</li> <li>to sort information or place events in sequence* (Mathematics)</li> </ul>	<ul style="list-style-type: none"> <li>ways to evaluate information to ensure all variables have been included</li> <li>how to translate information in a variety of ways</li> </ul>	<ul style="list-style-type: none"> <li>to evaluate information to ensure all variables have been included</li> <li>to create and interpret databases* (Mathematics)</li> </ul>	<ul style="list-style-type: none"> <li>how to recognise techniques of persuasion and stereotyping</li> <li>how to recognise bias and prejudice and draw inferences from evidence</li> </ul>

History skill

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Organisation of content into year levels is advisory. Teachers will continue to make professional judgements about when to introduce content based on students' prior learning and achievement.



\*National Consistency in Curriculum Outcomes, Statements of Learning

Active Citizenship	
<p><b>How to critically reflect on planned actions and potential consequences when participating in society</b></p> <p>Responsible social action involves:</p> <ul style="list-style-type: none"> <li>identifying actions that can be taken, selecting an action to follow, considering how the action may impact on others and their rights</li> </ul>	<p>Values</p>
<p><b>When teaching history, students should be taught the values of social justice and democratic process. At the school level students should be given the opportunity to become involved in citizenship activities.*</b> (Civics &amp; Citizenship)</p> <ul style="list-style-type: none"> <li>National Aboriginal and Torres Strait Islander Week (NAIDOC) commemorations</li> <li>WA Week</li> <li>Access Asia</li> <li>local history</li> <li>ANZAC Day commemorations.</li> </ul>	<p>Active Citizenship opportunities</p>

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Key features of Society and Environment scope and sequence statements

### 3.11 Overview of the Technology and Enterprise learning area

#### What is Technology and Enterprise about?

The Technology and Enterprise learning area relates to the processes of applying knowledge, skills and resources to satisfying human needs and wants, extending capabilities and realising opportunities.

Technology uses resources, including materials (both raw and processed), tools and machines, knowledge, skills and experiences, as well as investment of time, energy and money. It involves systems for collecting, transporting and transforming materials, for storing and processing information and resources, and for communicating and marketing the outcomes. Technology also includes the processes and products that result from technological enterprise.

Enterprise involves the development and application of skills and attitudes that enable people to actively respond to and be involved in social and economic change.

Technology and enterprise have consequences, costs and benefits that need to be considered carefully and responsibly before decisions are made.

#### Why teach Technology and Enterprise?

Teaching Technology and Enterprise provides students with opportunities to:

- develop life skills such as problem

solving, negotiation and teamwork proficiency

- develop specific manipulative and technical skills and apply them to everyday situations
- develop technical literacy and the ability to communicate ideas effectively to a variety of audiences
- apply design and production skills to maximise benefits to consumers and minimise environmental impacts
- enhance understanding of enterprise and the interaction of technology with community, culture, values and attitudes
- develop safe and collaborative work habits using a variety of specialist materials and equipment
- extend their capabilities and specific technical skills to satisfy their personal interests.

#### How is the Technology and Enterprise learning area structured?

The *Curriculum Framework Technology and Enterprise Learning Area Statement* consists of seven outcomes:

- Technology Process
- Materials
- Information
- Systems
- Enterprise
- Technology Skills
- Technology in Society.

## Organisation of content

Content in this syllabus is organised into:

- K-10 overviews
- scope and sequence statements.

## K-10 overviews

Kindergarten to year 10 overviews are provided to facilitate developmentally appropriate planning and delivery of learning, teaching and assessment programs. These overviews are designed to provide Technology and Enterprise teachers with a clear map of the progression of concepts and processes. They will enable Technology and Enterprise teachers to select content from syllabuses for other phases of development, if this is appropriate to support student learning.

The following graphic identifies the key features of the Technology and Enterprise K-10 overviews.

**Outcome**

Arrows indicate content taught across school years

**K-10 overview: Technology and Enterprise/Information – Students design, adapt, use and present information that is appropriate to achieving solutions to technology challenges.**

Organisation of content into year levels is advisory. Teachers will continue to make professional judgements about when to introduce content based on students' prior learning and achievement.

Overview of concepts and processes:										
K/P	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
<b>The Nature of Information</b>										
<ul style="list-style-type: none"> <li>information can be from visual, sound or physical sources</li> <li>there are common forms of information</li> </ul>	<ul style="list-style-type: none"> <li>information can be from visual, sound or physical sources</li> <li>there are common forms of information</li> </ul>	<ul style="list-style-type: none"> <li>information is an idea communicated between people</li> <li>there are many forms of information</li> </ul>	<ul style="list-style-type: none"> <li>information can be defined as a message between sender and receiver</li> <li>there are many forms of information</li> </ul>	<ul style="list-style-type: none"> <li>information can be defined as a message between sender and receiver</li> <li>various forms and modes of information and information products exist</li> </ul>	<ul style="list-style-type: none"> <li>information has meaning</li> <li>various forms and modes of information and information products</li> </ul>	<ul style="list-style-type: none"> <li>information has meaning</li> <li>the form of information and information products will be influenced by the purpose and features of the intended audience</li> </ul>	<ul style="list-style-type: none"> <li>information is comprised of data and can be stored and transmitted</li> <li>various forms of information are designed and produced for particular audiences</li> </ul>	<ul style="list-style-type: none"> <li>information is comprised of data retrieved, manipulated and can be stored and transmitted</li> <li>information can be created, stored, modified with special effects, or transmitted in a variety of ways and forms for particular audiences</li> </ul>	<ul style="list-style-type: none"> <li>data becomes information when it has a use or meaning</li> <li>the ways information is created, stored and transmitted can contribute to meaning and accessibility for particular audiences</li> </ul>	<ul style="list-style-type: none"> <li>similar information can be represented by variations of data</li> <li>the interrelationships between conventions and protocols and the ways information is created, stored and transmitted affect the use and impact of information</li> </ul>
<b>The Creation of Information</b>										
<ul style="list-style-type: none"> <li>particular needs that may be met through the creation of an information product</li> </ul>	<ul style="list-style-type: none"> <li>particular needs that may be met through the creation of an information product</li> </ul>	<ul style="list-style-type: none"> <li>ways to identify and document needs and uses for information products</li> </ul>	<ul style="list-style-type: none"> <li>ways to identify and document needs and uses for information products</li> </ul>	<ul style="list-style-type: none"> <li>ways to identify the needs, wants and opportunities that might be met by information products</li> </ul>	<ul style="list-style-type: none"> <li>ways to identify the needs, wants and opportunities that might be met by information products</li> </ul>	<ul style="list-style-type: none"> <li>how to examine and evaluate information products in the light of how needs and wants are met</li> </ul>	<ul style="list-style-type: none"> <li>strategies for examining alternative ways to meet identified needs and wants</li> </ul>	<ul style="list-style-type: none"> <li>ways to identify, classify and organise information when examining information products</li> </ul>	<ul style="list-style-type: none"> <li>to use methods and criteria for classifying, organising, interpreting, analysing and evaluating information products</li> </ul>	<ul style="list-style-type: none"> <li>to use criteria for analysing and establishing the use and usefulness of information products</li> </ul>

**Concept to be taught**

**Aspect**

**Process to be taught**

© Department of Education and Training Western Australia, K-10 overview: Technology and Enterprise/Information, December 2007

Key features of Technology and Enterprise K-10 overviews

## Scope and sequence statements

The content in the scope and sequence statements is expressed at specific year levels to provide Technology and Enterprise teachers with advice on starting points for the development of learning, teaching and assessment programs. Teachers continue to make professional judgements about when to introduce content based on students' prior learning and achievement.

The scope and sequence statements are organised around the Technology Process, Materials, Information and Systems outcomes and content for the Enterprise, Technology Skills and Technology in Society outcomes are embedded within these.

The scope and sequence statements are organised to assist teachers' planning for learning in Technology and Enterprise. The following graphic identifies the key features of the Technology and Enterprise scope and sequence statements.

Organisation of content into year levels is advisory. Teachers will continue to make professional judgements about when to introduce content based on students' prior learning and achievement.

**\*National Consistency in Curriculum Outcomes, Statements of Learning – ICT**

**Typical sequence of content:**

Year 4	Year 5	Year 6	Year 7
<b>The Nature of Information</b>			
<ul style="list-style-type: none"> <li>information can be defined as a message between sender and receiver (eg email, fax, letters, newspapers, greeting cards)</li> <li>various forms and modes of information and information products exist* (eg audio, visual and multimedia)</li> <li>the form and modes of information and information products affect their use and popularity* (eg the decline in the use of cassette tapes and videos gradually being replaced by DVDs)</li> <li>information products can be constructed in many ways (eg written, animated, drawn or collated)</li> <li>people use information in many ways* (eg local, national and international news keeps people informed about what is going on, reading public transport timetables)</li> </ul>	<ul style="list-style-type: none"> <li>information has meaning (eg newspapers, travel brochures, recipes, biographies)</li> <li>various forms and modes of information and information products exist* (eg audio, visual, tabular, graphic, oral and multimedia)</li> <li>the form of information and information products will be influenced by purpose and features of the intended audience* (eg compare and contrast magazine articles with newspaper reports)</li> <li>intended audience and purpose affect the construction of particular information products and processes* (eg information might be presented as an animated cartoon for young children)</li> <li>information and information products and processes impact on people in many ways* (eg ability to make informed decisions, learning about other cultures)</li> </ul>	<ul style="list-style-type: none"> <li>information has meaning (eg interviews, autobiographies, blogs, posters, reviews)</li> <li>various ways to classify information and information products* (eg textual, fictional, factual, graphical)</li> <li>the form of information and information products will be influenced by purpose and features of the intended audience* (eg road directories must be constantly updated to keep up with changes in land development)</li> <li>intended audience and purpose affect the construction of particular information products and processes* (eg school newsletters vary from school to school because of the information provided to parents)</li> <li>information and information products and processes impact on people in many ways* (eg ability to persuade and influence others in factual writings)</li> </ul>	<ul style="list-style-type: none"> <li>information comprises data, and can be stored and transmitted (eg saving and sending an email or a voice mail)</li> <li>standards and conventions used to classify and organise information and information products* (eg genres of movies, writing styles, styles of font)</li> <li>choices in the use of information and information products will affect meaning and audience response* (eg greeting cards are designed to suit a large range of audiences)</li> <li>particular contexts demand information to be presented in particular forms* (eg accountants use spreadsheets; actors use play scripts)</li> <li>information and information products impact on people in unexpected ways* (eg use of SMS and MSN as a means of bullying, mobile phone etiquette)</li> </ul>

© Department of Education and Training Western Australia, Middle childhood: Technology and Enterprise/Information scope and sequence, December 2007

Arrows indicate content taught across school years

Aspect

Content elaborated to provide further detail about what to teach

Text followed by an \* indicates National Consistency in Curriculum Outcomes, Statement/s of Learning

Key features of Technology and Enterprise scope and sequence statements



## 4 Planning for learning in the middle childhood phase of development

School planning is an integral part of the improvement process. It typically involves four stages:

- identification of needs through collection and analysis of student achievement information
- planning for improvement
- implementation
- review.

### 4.1 Breadth and balance in curriculum planning

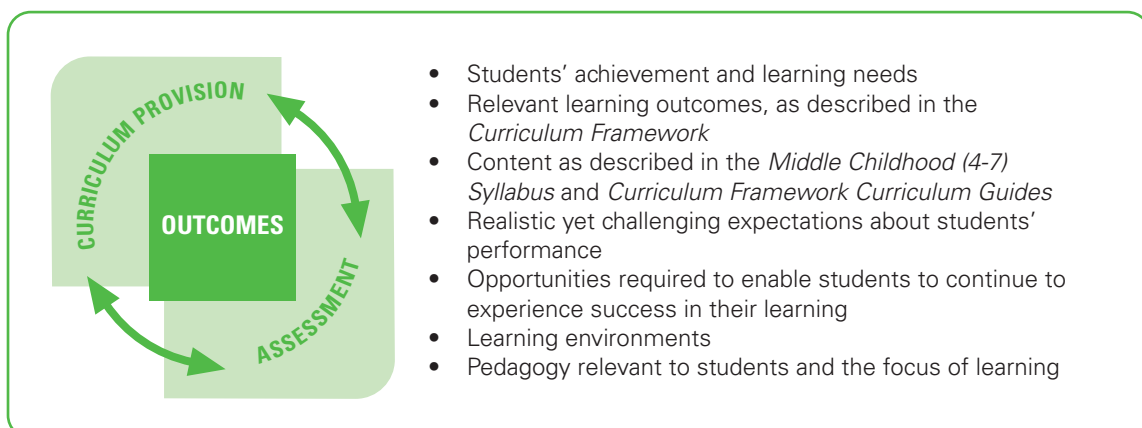
This syllabus identifies content relevant to learning in the middle childhood phase of development.

When planning with this syllabus, school leaders and middle childhood teachers will continue to exercise professional judgements about the full range of learning, teaching and assessment programs that will meet the learning needs of their students. These judgements are made in the context of the overall school plan, which takes into account relevant legislative and policy requirements, and community expectations.

School leaders and middle childhood teachers may use this syllabus in conjunction with the *Curriculum Framework Curriculum Guides* to plan for a rich and varied curriculum that takes into account the learning needs and interests of students.

### 4.2 Whole-school planning

The elements of whole-school curriculum planning are encapsulated in the following diagram.



Elements of whole-school curriculum planning

## **Students' achievement and learning needs**

Examination of student achievement information enables school leaders and middle childhood teachers to make judgements about whether students are making sufficient progress with their learning in relation to relevant standards. Sources of information include:

- teachers' records of student assessment
- teacher moderation of student work
- standardised test data.

## **Learning outcomes and content**

Examination of student achievement information and judgements made about students' progress inform analysis of existing curriculum provision, which includes consideration of relevant learning outcomes and content. This enables school leaders and middle childhood teachers to make informed decisions about the adequacy of current curriculum provision and whether modifications are required. It may result in curriculum modifications to ensure that students have adequate opportunities to make progress in their learning.

## **Expectations of students' performance**

Considerations of outcomes and content also incorporates setting realistic, yet challenging, targets for student performance. Target setting ensures that decisions lead to school leaders and middle childhood teachers developing and implementing challenging and developmentally appropriate learning,

teaching and assessment programs for students.

## **Continued success in learning**

The focus of whole-school curriculum planning is the continued learning success of all students in the school. While the majority of students will continue to achieve within an expected range, some students will require learning and teaching adjustments to support their learning. Whole-school curriculum planning assists school leaders and middle childhood teachers to identify individuals and groups of students who require Documented Plans.

## **Learning environments**

The environment of a school and its classrooms needs to be inclusive, supportive and promote learning. Issues that school leaders and middle childhood teachers could review as part of whole-school curriculum planning include:

- working relationships among
  - teachers
  - students
  - teachers and students
  - teachers, students and their parents/caregivers
  - the school and the community
- management of student behaviour
- level of inclusion in relation to language background, gender, culture, socioeconomic status, abilities or disabilities, and individual differences

- existence of adequate and fair access to, and use of, appropriate and varied resources (space, equipment, materials and technology)
- ways in which students are grouped and arranged in the school and classrooms
- ways in which time is allocated for curriculum provision
- learning opportunities outside the school
- opportunities for students to negotiate the curriculum, if appropriate.
- decisions about teaching time should be influenced by student achievement data, indicating students' learning needs in the context of the school
- school system/sector priorities and curriculum policies
- students from years 1-10 should participate in at least two hours of physical activity per week
- expectation of the teaching of content described in the *NCCO Statements of Learning* in Civics and Citizenship, English, ICT, Mathematics and Science.

## **Pedagogy**

Whole-school curriculum planning includes school leaders and middle childhood teachers reviewing and selecting a range of approaches to learning, teaching and assessment. Pedagogical approaches selected by teachers should be informed by the principles of learning and teaching in the *Curriculum Framework*.

## **Time allocation**

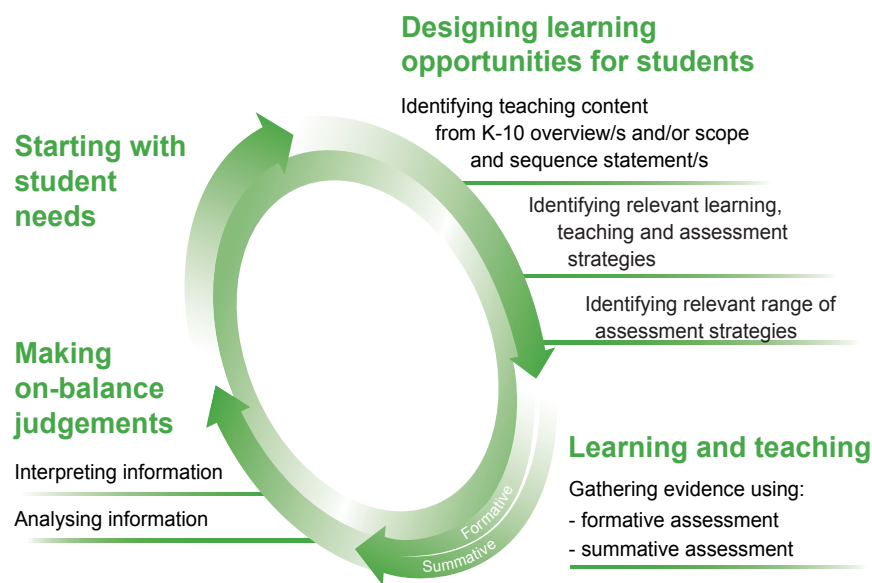
To achieve a balanced curriculum, schools should provide the appropriate resources, including time, to ensure progress towards achievement of all learning outcomes identified in this syllabus.

When making decisions about the allocation of teaching time the following should be considered:

- while the eight learning areas in the *Curriculum Framework* are all held in equal esteem, equal time does not need to be allocated to each

### 4.3 Planning using the *Middle Childhood (4-7) Syllabus*

The key elements of planning for learning are outlined in the diagram below. Planning begins with an assessment of students' learning needs so that teachers can design developmentally appropriate programs. Relevant content can then be selected from the K-10 overviews and scope and sequence statements in this syllabus. Teachers select approaches to learning, teaching and assessment that are relevant to their students and the contexts of their schools.



Key elements of planning for learning

Considerations for planning across the phase include:

- incorporating the focus of learning and strategies the school has committed to in the whole-school curriculum plan
- use of K-10 overviews and scope and sequence statements as a basis for auditing, validating and augmenting existing programs as required
- collaborative planning and decision making about contexts for learning and teaching to ensure minimal repetition
- consideration of available resources
- continuation of year level planning with a focus on adapting programs, if required, to meet the needs of groups and individuals.

When using this syllabus for planning learning, teaching and assessment programs, teachers can:

- identify *Curriculum Framework* learning outcomes that will be highlighted in the unit of work/program
- reflect the principles of learning, teaching and assessment in the *Curriculum Framework*
- use K-10 overview/s and/or scope and sequence statement/s to select relevant content
- identify appropriate targets for particular groups and individuals that connect to whole-school targets
- identify what students will need to do to demonstrate their learning
- identify review points for monitoring and assessing student progress
- gather information about students' learning using a range of assessment strategies and provide ongoing feedback that is meaningful to students
- make ongoing use of information about student progress to reflect on and modify learning and teaching opportunities.

#### 4.4 Integrating learning

The *Curriculum Framework* identifies effective learning as that which enables students to make connections between ideas, people and things, and to relate local, national and global

events and phenomena. Students are more likely to achieve desired learning outcomes when they see connections between their various learning experiences and can build on their experiences across learning areas.

#### Planning for integration

An integrated approach to curriculum planning links content across learning areas in purposeful ways. Integrating learning enables middle childhood teachers to plan learning, teaching and assessment programs that focus on:

- making the purpose and relevance of learning more explicit
- supporting application of knowledge, understandings and skills across learning areas
- providing opportunities for students to make authentic connections within and across learning areas, their school, their home and the wider context of the world
- the efficient use of learning and teaching time.

When supporting integration of learning, middle childhood teachers:

- identify connected ideas and relevant contexts across learning area as a basis for learning, teaching and assessment programs
- teach relevant skills and knowledge, and then provide opportunities for practise, in a range of contexts.

When planning and delivering integrated programs, it is important to also maintain a balanced focus on the content and learning outcomes related to specific learning areas. This ensures that students have appropriate opportunities for rigorous and specialised learning as well as opportunities to integrate their learning.

### **The inquiry process**

The *Curriculum Framework* learning outcomes describe the knowledge, understandings, skills and values students should develop during the course of their schooling. These learning outcomes include a focus on the process of inquiry as a means of supporting learning. The inquiry process also provides students with opportunities to acquire the knowledge, skills and understandings to effectively locate, obtain, evaluate, use and share information.

Each of the *Curriculum Framework* learning areas advocate a specialised approach to the process of inquiry to engage students in learning that is meaningful, values focused and developmentally appropriate. These approaches have common elements, as students learn to:

- recognise when and what information is needed
- locate and consider information from a range of sources or perspectives
- evaluate information, reach an informed conclusion, and use and share information with others.

When planning programs of learning, teaching and assessment for students in the middle childhood phase of development, teachers can focus on an integrated approach to inquiry by including the common elements listed above. Such an approach to inquiry will provide a sound basis on which students can develop more specialised inquiry skills as they progress with learning through subsequent phases of development.

The following diagrams indicate opportunities for integrating national and state initiatives across learning areas.

## Advice for integrating Civics and Citizenship across learning areas

### English

- Relating literature to aspects of contemporary society and personal experience.
- Knowing that understandings and interpretations of texts vary according to cultural, social and personal differences.
- Expressing, listening to and considering different opinions and supporting reasons.
- Developing and considering reasoned arguments.
- Understanding the influence of media on people and government.

### The Arts

- Participating in collaborative problem solving and decision making through activities such as preparing an art exhibition or developing a dance performance.
- Exploring attitudes and issues through the interpretation and presentation of arts works such as a poster on bullying or a devised drama about saving water.
- Celebrating cultural diversity through the experience of arts works such as Aboriginal dot paintings or a performance of anklung music.
- Gaining an understanding of the ideas, values and experiences of other times and places through researching the context of an arts work.

### Technology and Enterprise

- Understanding the development and use of technology for social benefit.
- Understanding how cultural beliefs, values and ethical positions are interconnected in the development and use of technologies.
- Appreciating the influence of ICT on people and government.

### Health and Physical Education

- Applying decision-making processes, ethical behaviour, responsibility and following rules.
- Developing interpersonal skills through communication, collaboration, cooperation and leadership and respecting the rights of others.
- Resolving conflict through negotiation and peer mediation.

## Civics and Citizenship

### Science

- Acting responsibly with care and concern for the implications of actions so that responsible decisions can be made.
- Exploring Science in society through the differing views of people, societies and cultures about scientific research and the resulting technological developments.
- Considering scientific developments over time and the influences of cultural, social, political and economic factors.

### Languages (LOTE)

- Developing an understanding of different beliefs and values that people bring to community and civic life.
- Understanding the beliefs and values that inform how societies and governments are organised.
- Developing intercultural understandings through exploring:
  - interpersonal relations
  - human rights and responsibilities
  - cultural traditions, attitudes and beliefs
  - political and social issues
  - environmental protection
  - cultural achievements
  - current affairs.

### Society and Environment

- Applying informed decisions as active participants in the community.
- Making reasoned and informed decisions through the process of social inquiry.
- Understanding historical perspectives on Australia's development as a democratic nation.
- Understanding that other nations are governed in ways that are similar to, and different from, Australia.
- Understanding the regional, global and environmental implications of being a citizen in a democracy.
- Appreciating how citizens and government contribute to a socially cohesive, democratic community and adopt values, behaviours and life styles required for a sustainable future.
- Evaluating appropriate civic action on local, community and/or global issues.
- Appreciating the uniqueness and diversity of Australia as a pluralist society.

### Mathematics

- Solving problems.
- Investigating, generalising and reasoning.
- Explaining and justifying conclusions.
- Collecting, representing and analysing data on systems of government.
- Examining the history of Mathematics in different cultures and how this has changed attitudes and values.

## Advice for integrating Information and Communication Technologies across learning areas

### Science

- Using robotics programs.
- Using electronic demonstrations.
- Using weather stations to detect and record weather information.
- Using Internet browsers to view virtual dissections of animals, webcams and digital images to see things that cannot readily be observed.
- Using digital cameras to record growth rates or patterns.
- Searching the Internet to research and identify information.
- Playing interactive, content rich, digital resources and activities.
- Using technologies such as email and blogs to communicate.
- Using word processing software to produce flow charts, diagrams, plans and reports.
- Using spreadsheets to create charts, tables and graphs.

### Health and Physical Education

- Using Internet browsers to view virtual tours, webcams and digital images to see things that cannot readily be observed.
- Videeing to collect data on physical performance.
- Searching the Internet to research and identify information.
- Playing interactive, content rich, digital resources and activities.
- Using word processing software to produce flow charts, diagrams and reports.
- Using spreadsheets to create timetables, charts, tables and graphs.

### Technology and Enterprise

- Using computer aided design or drawing software to design products, games and equipment.
- Operating ICT safely and ethically.
- Searching the Internet to research and identify information.
- Playing interactive, content rich, digital games and activities.
- Using technologies such as email and blogs to communicate and gather information.
- Using word processing software to produce flow charts, diagrams, survey results, instructions, letters, plans, product evaluations and reports.
- Using spreadsheets to create databases, charts, tables and graphs.
- Creating a video presentation as a final product.

### The Arts

- Searching the Internet to research and identify information for use in creating arts works in dance, drama, media, music and visual arts.
- Using software to explore shape, colour and pattern, produce soundtracks and music, create a short film clip, explore lighting and other effects or develop choreography.
- Manipulating digital images to create 2D and 3D works, to enhance and alter images.
- Using digital cameras to photograph art work and produce a virtual gallery online.
- Using software to scan original art work and designs into documents.
- Using electronic clip galleries – art, sound and animations.
- Using the resources of the web to communicate and present arts works.

## Information and Communication Technologies

### Languages (LOTE)

- Playing interactive, content rich, digital resources and activities to practise the target language.
- Using technologies such as email and blogs to communicate and gather information.
- Using online dictionaries.
- Using videos, microphones and software to produce multimedia presentations.
- Using text manipulation software to translate languages.
- Using presentation software to create written work.
- Creating a storyboard in the target language and using a digital camera to take photographs.
- Searching the Internet to research and identify information.

### English

- Planning and conducting structured searches.
- Using word processing software to produce letters, plans, reports, reviews, stories, scripts, comics and newspapers.
- Using desktop publishing software to produce brochures, menus, invitations, advertisements, cards, postcards, newsletters, awards, web pages and flyers.
- Using audio devices and microphones to record oral presentations.
- Creating a story board and using a digital camera to take photographs and photo stories.
- Using video equipment to produce movies, advertisements and interviews and to record responses to texts.
- Using electronic clip galleries – art, sound and animations.
- Searching the Internet to research and identify information.
- Playing interactive, content rich, digital resources and activities.
- Using technologies such as email and blogs to communicate and gather information.

### Society and Environment

- Applying a code of practice when using ICT in terms of safety, ethical practice and responsibility.
- Adopting ethical behaviours when investigating.
- Using websites and URLs to locate relevant and reliable information.
- Viewing online satellite images, maps, charts and photographs.
- Using online encyclopaedias and atlases.
- Using print and electronic sources of information.
- Using technologies such as email and blogs to communicate and gather information.
- Using GIS (Geographical Information Systems) as a source of information.
- Using word processing software to produce flow charts, diagrams, models, databases, graphs and reports.

### Mathematics

- Using spreadsheets to create charts, tables, graphs and to use formula to solve equations.
- Using mathematical symbols and notation in word processing software to complete tasks.
- Using software and 'drawing' tools to create repeating patterns such as tessellations, 2D and 3D shapes and nets.
- Designing and producing 3D models.
- Using software and 'drawing' tools to investigate scale, ratios, distortion, rotation, reflection, translation, symmetry, angles and other geometrical features.
- Searching the Internet to research and identify information.
- Playing interactive, content rich, digital resources and activities.
- Using technologies such as email and blogs to communicate and gather information.
- Using word processing software to produce flow charts, diagrams and reports.
- Considering costs, profits, loss, and selling price in relation to enterprise and ventures.
- Using measuring instruments, computers and calculators to communicate, collect, represent and interpret data.



## Advice for integrating Literacy across learning areas

### English

- Understanding codes and conventions of written, spoken and visual texts.
- Comprehending and composing a range of imaginative, information and argument texts in written, spoken and visual forms.
- Understanding the purposes of different written, spoken and visual texts.
- Recognising that texts can be used in different ways for different cultural and social functions.
- Understanding that texts can position readers, viewers and listeners in different ways.
- Understanding the impact of audience on text interpretation and construction.

### Health and Physical Education

- Using verbal and non-verbal skills to communicate understanding of concepts.
- Critically analysing the messages and information conveyed in the media.
- Discussing and developing understandings of issues related to healthy environments.
- Using assertive communication, mediation and negotiation skills related to relationships and lifestyles.
- Using subject-specific vocabulary including abstract words to describe emotions.
- Stating and clarifying opinions and ideas.
- Understanding and using Health and Physical Education vocabulary.

### Technology and Enterprise

- Understanding specialised vocabulary to communicate and explore ideas and information related to the Technology Process.
- Formulating questions for investigating technologies, materials or systems.
- Reading and writing procedures and instructions.
- Communicating ideas and presenting information appropriate to audience and purpose.
- Evaluating the Technology Process and products.
- Understanding and using Technology and Enterprise vocabulary.

### Mathematics

- Reading, writing and speaking using the vocabulary of Mathematics in a variety of contexts and forms.
- Interpreting text containing mathematical notation or ideas.
- Preparing arguments to convince others about mathematical ideas.
- Clarifying and refining questions for planning investigations and surveys.
- Recording findings.
- Presenting data.
- Producing written and oral explanations of the thought processes involved in solving problems.
- Transferring number sentences into number stories and vice versa.
- Understanding and using Mathematics vocabulary.
- Reading and interpreting visual images and symbolic forms such as number representations, diagrams, graphs and tables.
- Reading and interpreting information from secondary sources.



## Literacy

### Languages (LOTE)

- Listening and speaking to exchange information and responding to the speech of others in the target language.
- Understanding the cultural constructs presented in texts.
- Reading and understanding texts in the target language.
- Learning vocabulary and the corresponding meaning in English.
- Understanding the grammatical structures used in texts of the target language.
- Understanding how punctuation influences meaning.
- Comprehending and composing a range of texts in the target language.

### Society and Environment

- Developing focus questions when planning investigations.
- Viewing and reading information from print and electronic sources.
- Summarising information from a range of sources and making notes.
- Collecting, organising, analysing and evaluating information.
- Using graphic organisers to show cause and effect, compare and contrast and sequence information.
- Communicating findings according to purpose and audience.
- Comprehending and composing written, visual and spoken texts.
- Identifying point of view and author's purpose in a range of information and argument texts.
- Using literacy to develop the skills of critical inquiry and ethical decision making to become better informed, active citizens.
- Understanding and using Society and Environment vocabulary when investigating and communicating about past people events and times, places, cultures, governments and the economy.

### Science

- Reading to find scientific information in print and electronic texts.
- Clarifying ideas through discussion.
- Writing explanations and solutions for scientific problems.
- Formulating questions to solve problems.
- Communicating findings and scientific information.
- Understanding the vocabulary of Science.

### The Arts

- Describing, interpreting, analysing and evaluating arts works.
- Reading for information when researching ideas for creating arts works in dance, drama, media, music and visual arts.
- Using a range of written forms for recording arts experiences in all arts forms.
- Developing speaking and listening skills through creation and presentation in drama and media.
- Consolidating and extending speaking and listening skills through discussion when creating and responding in dance, drama, media, music and visual arts.
- Writing and reading scripts in drama and media.
- Developing visual literacy through creating and responding in media and visual arts.
- Using critical thinking skills to shape responses to arts works in dance, high level drama, media, music and visual arts.
- Understanding and using arts vocabulary.

## Advice for integrating Numeracy across learning areas

### English

- Reading, writing and speaking using the vocabulary of Mathematics in a variety of contexts and forms.
- Interpreting text containing mathematical notation or ideas.
- Preparing arguments to convince others about mathematical ideas.
- Clarifying and refining questions for planning investigations and surveys.
- Recording findings.
- Presenting data.
- Producing written and oral explanations of the thought processes involved in solving problems.
- Transferring number sentences into number stories and vice versa.
- Using language to understand, develop and communicate ideas and information and interact with others.
- Reading and interpreting visual images and symbolic forms such as number representations, diagrams, graphs and tables.
- Reading and interpreting information from the media and secondary sources.

### The Arts

- Applying time and tempo in music and dance.
- Extending spatial awareness in dance and drama.
- Using symmetry and asymmetry in design in visual arts, dance and drama.
- Making 2D and 3D models, designs and drawings in visual arts, drama and media.
- Using scale and perspective in visual arts, media and drama.
- Measuring and manipulating time in media and drama.
- Using numbers in sequence in music and dance.
- Using pattern and repetition in dance, drama, media, music and visual arts.
- Collecting data on preferences for display and interpretation.
- Considering the shape of performance areas, such as referring to the Golden Ratio.
- Costing productions, ticketing and money matters associated with performances.

### Technology and Enterprise

- Reading plans and designs.
- Collecting and recording data including graphs, tables and tallies.
- Collating data in graph form.
- Measuring tasks, distance, height, weight, area, volume, time and scale ensuring accuracy of results.
- Designing and producing 2D and 3D models.
- Selecting and using appropriate measurement instruments and using standard and non-standard units to measure.
- Using operations when required.
- Using measuring instruments, computers and calculators appropriately.
- Considering costs, profit, loss and selling price in enterprising ventures.

### Health and Physical Education

- Timetabling activities.
- Measuring tasks – distance, time, pulse rates, height, weight, kilojoules and length.
- Collecting and recording data including graphs, tables and tallies.
- Selecting and using appropriate measurement instruments and using standard and non-standard units to measure.
- Calculating numbers associated with health and fitness levels and sporting events.
- Collecting and processing data on health, fitness and sporting events.
- Understanding numbers, shapes and areas associated with different sports.

## Numeracy

### Science

- Collecting and recording data.
- Recording findings in simple terms in tables, graphs and tallies.
- Identifying common patterns in events and data.
- Identifying shapes and structures.
- Measuring tasks – distance, height, weight, area, volume, time and scale.
- Selecting and using appropriate measurement instruments and using standard and non-standard units to measure.
- Estimating.
- Using operations when required.
- Grouping and classifying.
- Measuring physical quantities such as temperature and capacity.

### Languages (LOTE)

- Listening, speaking, reading, writing and viewing activities involving numbers and mathematical concepts such as:
  - expressing dates and/or time (12 and 24 hour clock) and making appointments
  - understanding culturally-specific interpretations of time
  - counting sequences
  - following directions
  - converting foreign currencies using exchange rates
  - using timetables
  - presenting data and information from surveys in graph form
  - understanding quantities and prices.

### Society and Environment

- Locating places and reference points on maps and street directories using alpha-numeric grids.
- Using scale on maps to determine area and distances.
- Using latitude and longitude coordinates to locate features, measuring in degrees.
- Using databases to organise information so that it can be analysed.
- Drawing and making maps and models to scale.
- Using time lines.
- Using data in economic decision making.
- Interpreting patterns and trends in data.
- Identifying and recognising spatial patterns in the environment.
- Using data in the management of financial resources.
- Interpreting a scale drawing or weather map.
- Using statistical literacy skills to interpret.
- Using map projections and timezones.

### Mathematics

- Calculating mentally the discount for a sale item.
- Measuring and adjusting the ingredients for a recipe.
- Estimating whether a bookshelf will fit in a space.
- Calculating the likelihood of success in a game.
- Applying problem-solving techniques.
- Using appropriate technology and tools.
- Adopting personal and collaborative management strategies.
- Making sense of results, explaining and justifying conclusions reached.
- Investigating, generalising and reasoning about patterns in number, space and data.
- Using Mathematics to assist with understanding new situations and understanding its influence in our lives.
- Drawing on spatial and quantitative knowledge to understand new information and situations, solve problems not previously encountered and judge the reasonableness of particular uses of Mathematics (eg plan a new garden bed).

## Advice for integrating Physical activity across learning areas

### English

- Giving sequential, audible instructions in games.
- Following instructions within a game.
- Identifying language used when umpiring a game.
- Actively listening to comments or advice from coaches or team mates and asking clarifying questions.
- Creating a physical activity diary.
- Providing positive and encouraging feedback.

### The Arts

- Extending fundamental movement skills through dance.
- Warming-up practices in dance and drama.
- Using body skills and techniques in dance and drama.
- Increasing flexibility and control through dance and drama.

### Technology and Enterprise

- Investigating, designing and making play equipment.
- Designing a physical activity program to suit the needs of an individual or group.
- Building and constructing designs.

### Health and Physical Education

- Participating in:
  - modified sports
  - dance
  - gymnastics
  - fitness-based games
  - water safety
  - outdoor education
  - adventure games.



## Physical activity

### Science

- Exploring and investigating the outdoors.
- Measuring the impact of exercise on the body.
- Investigating how muscles enable movement.
- Planting trees, plants or weeding.
- Engaging in sustainability activities.

### Languages (LOTE)

- Participating in dances and games from different countries.
- Participating in leisure activities from other countries that have contributed to Australian culture.
- Creating a World Games competition.

### Society and Environment

- Participating in field work.
- Understanding civic responsibilities in teams and sporting clubs.
- Understanding how the features of the environment impact on physical activity.
- Understanding that beliefs and values about sport vary between groups.
- Following directions and navigating maps in orienteering.
- Engaging in sustainability activities.

### Mathematics

- Measuring the dimensions of playing fields and courts.
- Graphing speed and fitness levels.
- Using measuring equipment such as timers, stop watches, tape measures and trundle wheels.
- Scoring games and activities.
- Calculating numbers associated with health and fitness levels and sporting events.
- Collecting and processing data on health, fitness and sporting events.
- Understanding numbers, shapes and areas associated with different sports.

## Advice for integrating Values across learning areas

### English

- Presenting views and contesting unfair and unjust situations.
- Developing functional and critical literacy.
- Recognising the importance of language as a vehicle for communication, a thinking tool, a means of creativity and a source of pleasure.
- Understanding the role language plays in the construction of gender, ethnicity and socioeconomic class.
- Understanding that reader and viewer interpretations are influenced by the knowledge and values of the groups to which they belong.
- Understanding that texts can portray people, characters and events in particular ways.
- Conducting English activities with respect for the environment.
- Behaving ethically in English.
- Pursuing personal excellence in English.

### The Arts

- Developing self understanding, self management and self esteem through personal expression.
- Developing creative imagination.
- Exploring and developing values and attitudes which are considered and well founded.
- Developing skills of critical reflection.
- Developing respect for their own cultural heritage and the cultural heritage of others.
- Engaging in cooperative and collaborative work practices.
- Respecting diversity of belief and expression.
- Conducting arts activities with respect to the environment.
- Behaving ethically in The Arts.
- Pursuing personal excellence in The Arts.

### Technology and Enterprise

- Using technology to meet societal needs over time.
- Understanding how cultural beliefs, values, abilities and ethical positions are interconnected in the development and use of technologies.
- Applying persistence, resourcefulness, creativity and boldness when completing challenges.
- Developing understandings about the natural and built environment.
- Meeting people's needs and wants by balancing environmental protection, social advancement and economic prosperity.
- Conducting Technology and Enterprise activities with respect to the environment.
- Behaving ethically in Technology and Enterprise.
- Pursuing personal excellence in Technology and Enterprise.

### Health and Physical Education

- Recognising and accepting cultural and social diversity.
- Developing interpersonal skills through effective communication, empathy, collaboration, cooperation, initiative and leadership and respecting the rights of others.
- Resolving conflict through peaceful means.
- Developing a sense of well-being through a healthy, active lifestyle.
- Developing sound self-management skills.
- Conducting Health and Physical Education activities with respect for the environment.
- Behaving ethically in Health and Physical Education.
- Pursuing personal excellence in Health and Physical Education.

## Values

### Science

- Taking a responsible role in using Science and Science applications in daily life.
- Exploring Science in society through the differing views of people, societies and cultures about scientific research and the resulting technological developments.
- Considering scientific developments and the link to environmental responsibility.
- Conducting Science activities with respect to the environment.
- Behaving ethically in Science.
- Pursuing personal excellence in Science.

### Languages (LOTE)

- Working collaboratively to achieve identified goals.
- Encouraging positive interaction with those of a different language background.
- Developing intercultural skills and understandings through the study of other languages and cultures.
- Engaging with linguistic and cultural diversity in ways that respect difference and challenge stereotypes.
- Reflecting on own values, beliefs and traditions by comparing them to those of other communities.
- Enhancing self esteem and sense of personal identity through valuing languages and communicating with other language learners and speakers.
- Understanding the ways in which language and culture affect identity and perception of others.
- Respecting difference between cultures.
- Conducting Languages (LOTE) activities with respect for the environment.
- Behaving ethically in Languages (LOTE).
- Pursuing personal excellence in Languages (LOTE).

### Society and Environment

- Using the social inquiry process to develop skills of critical reflection and ethical behaviour.
- Appreciating differing cultural perspectives and showing responsible behaviour and respect for others.
- Upholding the principles of social justice, democratic process and sustainability.
- Making decisions to meet the needs of current and future generations by balancing environmental protection, social advancement and economic prosperity.
- Communicating and applying informed opinions which reflect ethical investigations.
- Taking appropriate civic action on local community and/or global issues.
- Conducting Society and Environment activities with respect for the environment.
- Behaving ethically in Society and Environment.
- Pursuing personal excellence in Society and Environment.

### Mathematics

- Investigating, generalising, explaining and justifying conclusions.
- Respecting and accepting differing ways to achieve the same outcome.
- Understanding the influence Mathematics has in daily life.
- Identifying the diverse, historical and cultural influences that have contributed towards Mathematics.
- Showing initiative, flexibility and persistence when working mathematically.
- Conducting Mathematics activities with respect for the environment.
- Behaving ethically in Mathematics.
- Pursuing personal excellence in Mathematics.

# 5 Assessment

Assessment is an integral part of learning and teaching and informs curriculum planning.

The purpose of assessment is to:

- monitor students' progress to inform teacher planning and student learning
- gather and interpret evidence that enables middle childhood teachers to make informed decisions on students' achievement and progress as a basis for reporting.

Assessment relies on the professional judgement of the teacher. It is based on valid, comprehensive and reliable information about student achievement that has been collected over time. Assessment tasks must be fair, challenging and educative.

Middle childhood teachers are expected to provide feedback to students on learning tasks, so that students know what to do to improve and teachers know what to plan for next in their teaching.

The scope and sequence statements in this syllabus have been developed with reference to information on students' progressive achievement of learning outcomes as detailed

in the *Curriculum Framework Progress Maps/ Outcomes and Standards Framework*.

In planning and delivering learning, teaching and assessment programs using the scope and sequence statements, middle childhood teachers can support students to work towards or beyond what is described in relevant standards. Students with particular needs may, however, require individual or group Documented Plans to support their learning.

Schools should have an assessment policy based on the principles of assessment in the *Curriculum Framework* and communicate this to students and the school community.

## 5.1 The process of assessment

Assessment involves:

- providing students with opportunities to apply and demonstrate what they know, understand and can do
- gathering and recording the evidence of students' demonstrations of their learning
- using evidence to make on-balance judgements about students' achievement

- giving students advice about how to improve and continue their learning
- providing students with opportunities to be involved in reviewing assessment information and setting learning goals
- providing students with the skills necessary to successfully complete the assessment type.
- enable collaboration with colleagues, in and across schools, to evaluate evidence so that judgements about student achievement are valid, reliable and comparable
- result in adjustments to teaching to take into account the information that assessment provides
- allow for input from students and parents/caregivers.

## 5.2 Principles of assessment

Assessment should:

- be based on the belief that all students can improve in their learning
- be developed with reference to the principles of learning, teaching and assessment in the *Curriculum Framework*
- be referenced to common standards as described in the *Curriculum Framework Progress Maps/Outcomes and Standards Framework*
- provide feedback to students about the progress of their learning, the quality of their work and the direction they need to take in future learning
- enhance students' resilience and motivation
- recognise and value the diverse backgrounds and experiences of students
- involve observing students during learning activities

Middle childhood teachers do not need to assess every learning experience. Teachers will use their professional judgement to inform decisions about when to assess, whether the assessment evidence should be collected formally or informally, and which evidence provides the most valuable and reliable information about student learning.

## 5.3 Assessment in the middle childhood phase of development

Assessment should reflect current knowledge of the typical characteristics of students in the middle childhood phase of development. The characteristics of students in the middle childhood phase of development identified in this syllabus can be used to inform approaches to assessment. This will enable middle childhood teachers to consider how students in this phase of development behave, grow, think, interact and learn when planning, developing and implementing assessment tasks.

Formative assessment usually focuses on particular aspects of learning to enable middle childhood teachers to adjust learning and teaching programs and provide students with specific information that assists them to improve. Incidental and detailed feedback can help to identify gaps in learning and allow teachers and students to monitor progress. Middle childhood teachers can gather information about student progress through analysis of students' work, observation of students' engagement with tasks and involvement in discussions.

Summative assessment usually focuses on determining the extent to which students have achieved learning outcomes.

Summative judgements are informed by student achievement over time and across a range of contexts.

## 5.4 Methods for gathering information

Methods for gathering information about student learning can include:

- attitude surveys
- concept maps
- demonstrations of skills in simulated and real contexts
- dialogue and listening
- individual discussions with students
- investigations
- journals and learning logs

- open-ended questioning
- open-ended tasks
- oral presentations
- projects/assignments/reports
- reflective student assessment
- roleplays
- running records
- self and peer assessment
- sketches and drawings
- structured whole or small-group discussions
- student portfolios
- tests
- work in progress
- work samples.

## 5.5 Recording assessment information

When recording assessment information, middle childhood teachers should select methods that:

- are time efficient
- are effective in informing student learning
- enable assessment over a period of time
- accommodate a range of assessment types
- can be linked effectively to standards that inform reporting.

Methods of recording assessment information include:

- anecdotal records
- annotated work samples
- audio and visual (including photographic and video) recordings
- checklists
- Documented Plans (Individual Education Plans and Group Plans)
- marking keys
- observation notes
- portfolios
- reflection sheets, diaries or scrapbooks
- records of test results
- rubrics
- sample assessment items
- student/teacher journals.

Teachers can use the following frameworks to inform the recording of assessment information:

- *Curriculum Framework Progress Maps/ Outcomes and Standards Frameworks*
- *English as a Second Language or Dialect (ESL/ESD) Progress Maps*
- *First Steps Developmental Continua*
- *Literacy and Numeracy Net.*

## 5.6 Making judgements and reporting

Teacher judgements are fundamental to assessment and reporting processes.

Middle childhood teachers assess using ways with which they feel comfortable to monitor students' progress and determine summative grades for reporting.

Middle childhood teachers do not have to level or grade every piece of student work.

Judgements about student achievement are based on knowledge of the students and their work, accumulated over time and in a range of situations. The frequency, consistency and degree of independence shown by students in demonstrating achievement provide a basis on which middle childhood teachers can make on-balance judgements about assessment of learning outcomes. Valid and reliable on-balance judgements can be supported by moderation processes within and between schools. Moderation processes should take into account individual staff differences and readiness.

Middle childhood teachers also refer to information from standardised tests to inform their judgements about students' achievement.

Teacher judgements inform summative grades for reporting. Reporting is a process, both formal and informal, for providing



information about the progress of student achievement. It provides a vital part of developing and maintaining the partnership between school and home.

When reporting, care needs to be taken to give students and parents/caregivers information that:

- is free of jargon and complex technical language
- focuses on strengths and what the student has achieved in the learning period
- reports student achievement in relation to standards, including national benchmarks
- is reliable and valid within and across schools
- is comprehensible to them (this may require use of interpreters and/or translations).

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# *Middle Childhood (4-7) Syllabus* Summary

The *Middle Childhood (4-7) Syllabus* is designed to support teachers with planning and delivering learning, teaching and assessment programs in the context of the *Curriculum Framework*. The syllabus details content at each year of schooling across the middle childhood phase of development. When using these advisory materials, teachers will continue to make professional judgements about when to introduce content based on students' prior learning and achievement.

## **1 Purpose**

This syllabus provides teachers with advice about content, planning, teaching and assessment in years 4-7.

### **Connections with other curriculum policy and support documents**

This syllabus is consistent with, and can be used in conjunction with, the following policy and support documents:

- The *Curriculum Framework for Kindergarten to Year 12 Education in Western Australia* produced by the Curriculum Council of Western Australia. The *Curriculum Framework* establishes the learning outcomes expected of all Western Australian students from kindergarten to year 12.
- The Curriculum Council's *Curriculum Framework Progress Maps*. These describe progressive student achievement from kindergarten to year 12 and are a guide for monitoring and planning for student achievement.
- The Department of Education and Training's *Outcomes and Standards Framework*. This is similar to the *Progress Maps* but also includes Achievement Targets for years 3, 5, 7 and 9 in WA public schools.
- The Curriculum Council's *Curriculum Framework Curriculum Guides*. These describe, in phases of development, content to support students' progress from kindergarten to year 12.

- The MCEETYA *National Consistency in Curriculum Outcomes (NCCO) Statements of Learning*. These are statements of learning agreed to by State and Territory Ministers for Education and are intended to provide greater consistency in curriculum outcomes across Australia.

As part of a K-12 approach, this syllabus also:

- builds on the *Early Childhood (K-3) Syllabus*
- prepares students for learning in years 8-10.

## 2 Phase of Development

### Students in years 4-7:

- begin to see themselves as members of larger communities
- are better able work collaboratively and have greater interaction with people inside and outside the classroom
- begin to understand and appreciate different points of view and are interested in people from other times, places and cultures
- develop the ability to think in more abstract terms
- ask more focused questions
- can assume greater responsibility for managing and organising classroom activities.

The *Curriculum Framework* identifies seven principles of effective learning and teaching:

- opportunity to learn
- connection and challenge
- action and reflection
- motivation and purpose
- inclusivity and difference
- independence and collaboration
- supportive environment.

The principles of effective learning and teaching can be incorporated into teaching in years 4-7 in ways which take account of students' current stages of development.

### **3 Content**

Content in this syllabus is organised into:

- K-10 overviews
- scope and sequence statements expressed in year levels to provide advice on starting points for learning, teaching and assessment programs.

Scope and sequence statements are provided for the following learning areas:

- The Arts
- English
- Health and Physical Education
- Languages (LOTE)
- Mathematics
- Science
- Society and Environment
- Technology and Enterprise.

In addition cross-curriculum content relevant to the following national and state priority areas has been incorporated within the scope and sequence statements:

- Civics and Citizenship
- Information and Communication Technology (ICT)
- Literacy
- Numeracy
- Physical activity
- Values.

### **4 Planning**

When using the content in this syllabus to plan for learning, teachers of years 4-7 need to take into account the following:

- relevant policies and curriculum priorities
- students' achievement and learning needs



- opportunities to integrate learning
- the *Curriculum Framework's* principles of learning, teaching and assessment.

## 5 Assessment

The purpose of assessment is to monitor students' progress to:

- provide feedback
- inform planning, teaching and reporting.

When assessing, middle childhood teachers need to take into account the *Curriculum Framework's* principles of assessment and keep in mind the following:

- assessment relies on teachers' professional judgements
- assessment should be referenced to common standards as described in the *Curriculum Framework Progress Maps/Outcomes and Standards Framework*
- teachers do not have to formally level or grade every piece of student work
- schools should have an assessment policy which is communicated to students and other members of the school community
- assessment can be undertaken in a variety of ways including via collection and marking of student work, observation, checklists, portfolios, recordings and anecdotal records
- teachers can select from a range of published or teacher developed resources to record assessment information.