Government of **Western Australia**
School Curriculum and Standards Authority

Early childhood

Teaching and learning exemplar

Year 1, Term 1

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Background

This teaching and learning exemplar (the exemplar) has been developed by the School Curriculum and Standards Authority (the Authority) as part of the *School Education Act Employees (Teachers and Administrators) General Agreement 2017* (Clause 61.1–61.3).

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The Western Australian Curriculum

The *Western Australian Curriculum and Assessment Outline* (the *Outline* – https://k10outline.scsa.wa.edu.au) sets out the mandated curriculum, guiding principles for teaching, learning and assessment, and support for teachers in their assessment and reporting of student achievement. The *Outline* recognises that all students in Australian schools, or international schools implementing the Western Australian Curriculum, are entitled to be given access to the eight learning areas described in the *Alice Springs (Mparntwe) Education Declaration*, December 2019.

This exemplar

This exemplar demonstrates one approach to planning from the *Outline* and exemplifies the Principles and Practices from the *Early Years Learning Framework* (*EYLF*). These elements are fundamental to early childhood pedagogy and curriculum decision-making.

Early Years Learning Framework **Principles**	***Early Years Learning Framework*** **Practices**
• Secure, respectful and reciprocal relationships • Partnerships • High expectations and equity • Respect for diversity • Ongoing learning and reflective practice	• Holistic approaches • Responsiveness to children • Learning through play • Intentional teaching • Learning environments • Cultural competence • Continuity of learning and transitions • Assessment for learning

(Department of Education and Training, 2019).

Teaching and learning is represented in learning sequences to demonstrate the progression of knowledge, understanding and skills taught during the ebb and flow of teaching and learning in the early years.

The teaching and learning experiences provided in this exemplar are not exhaustive, and teachers, in collaboration with their colleagues, are encouraged to make professional decisions about which learning experiences, and the sequence in which they are delivered, are best suited to their classroom context, taking into account the availability of resources and children's ability. This exemplar is a sequence of teaching and learning that provides the teacher with autonomy in the teaching and learning process.

Exemplar structure

It is important to recognise that in the early years, consistent with the *EYLF*, considerable focus is placed on personal, social and emotional development. In addition, research shows that a curriculum which provides a broadly based, integrated program is most likely to provide foundations for success in later learning.

While each of the learning areas have been exemplified independently, it is understood that early childhood practitioners will naturally integrate learning areas. Children's knowledge is constructed by the integration of concepts that are obtained from a variety of related and repeated experiences. This is particularly important in the early and primary years when teachers can make explicit connections between learning experiences in an education environment and children's lives, including their experiences both inside and outside the classroom.

Note: This teaching and learning exemplar provides a series of learning experiences that addresses some aspects of the Year 1 curriculum content for the learning areas/subjects. To ensure that all aspects of the year-level curriculum are taught, refer to the learning area page of the Western Australian Curriculum on the School Curriculum and Standards Authority (the Authority) website https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser.

This exemplar demonstrates teaching and learning for two hours of English instruction. The remaining four hours provides opportunities for the implementation of school-based programs.

Catering for diversity

This exemplar provides a suggested approach for the delivery of the curriculum and reflects the rational, aims and content structure of each learning area. When planning the learning experiences, consideration has been given to ensuring they are inclusive and can be used in, or adapted for, children's capabilities. It is the classroom teacher who is best placed to consider and respond to (accommodate) the diversity of the children. Reflecting on the learning experiences offered in this exemplar will enable teachers to make appropriate adjustments (where applicable) to be responsive to children's gender, personal interests, achievement levels, socio-economic, cultural and language backgrounds, experiences and local area contexts.

Using this exemplar

This teaching, learning and assessment exemplar provides suggestions to support the delivery of the mandated curriculum content. The exemplar provides:

- a teaching and learning sequence
- the mandated curriculum content to be taught, suggested resources, and suggested assessment points and ideas for integrating the learning across learning areas
- learning intentions and support notes that may provide additional information and/or examples to assist with the interpretation of the curriculum content
- teaching and learning experiences that outline one way to teach the content using developmentally appropriate intentional approaches
- opportunity for teachers to consider the provocations and environments (both indoor and outdoor) to actively engage children in the learning, based on the children's curiosities and needs
- opportunity for teachers to reflect on their teaching and the children's learning.

When using this exemplar, teachers should consider the Year level description and Achievement standard for each learning area.

Links to electronic resources

This sequence of lessons may utilise electronic web-based resources, such as videos and image galleries. Teachers should be present while an electronic resource is in use and close links immediately after a resource, such as a video, has played to prevent default 'auto play' of additional videos. Where resources are referred for home study, they should be uploaded through Connect, or an equivalent system, that filters advertising content.

Best practice

Teaching and learning

The teaching and learning opportunities offered in this exemplar are not exhaustive. Thus, teachers are encouraged to make professional decisions about which learning experiences, and the sequence in which they are delivered, are best suited to their classroom context, taking into account the availability of resources and student ability.

This sample may prove a useful starting point for amplifying creativity in the classroom, while presenting the embedded expectations of the *Outline*.

Teachers may find opportunities to incorporate the General Capabilities and the Cross-curriculum Priorities into the teaching and learning program.

Ways of teaching

Each of the learning areas in the *Outline* provide information on the ways of teaching. To access this information refer to the learning area overview which can be found at: https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser.

Assessing

Assessment and evaluation for, as and of learning, refers to the process of gathering and analysing information as evidence about what children know, can do and understand. It is part of an ongoing cycle that includes planning, documenting and evaluating children's learning and development (Department of Education and Training, 2019).

This exemplar includes suggested assessment opportunities and a variety of monitoring templates for teachers to use and/or adapt, considering the contexts of their classroom and children.

Ways of assessing

Each of the learning areas in the *Outline* provide information on ways of assessing. To access this information refer to the learning area overview which can be found at: https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser.

Reflecting

Reflective practice involves a cyclic process during which teachers continually review the effects of their teaching and make appropriate adjustments to their subsequent plans. The cycle involves planning, teaching, observing, reflecting and replanning in which teachers make constant adaptations to their plans as they work with their students to maximise learning throughout the year. Consequently, a long-term set of tightly planned lessons is not conducive to reflective practice.

This exemplar is intended to support reflective practice and is, therefore, flexibly structured. While it specifies how the content could be combined and revisited throughout the year, teachers will choose to expand or contract the amount of time spent on developing the required understandings and skills according to their reflections and professional judgements about their children's evolving learning needs.

Early childhood phase of schooling (typically Kindergarten to Year 2)

Young children have a natural curiosity about their physical, social and technological world. They have a strong desire to make sense of their world and to represent and communicate their experiences and understandings through language and various art forms. They develop their understandings through their relationships and interactions with others, indoor and outdoor environments and the use of their senses. Young children learn through a variety of means – including play and experimentation – to observe, manipulate and explore objects and ideas, materials, technologies and other phenomena.

In the early years of schooling, children should be provided with a holistic curriculum through which they are able to build, design, problem solve, represent and reflect on new learning in ways that are meaningful to them. This learning is supported through intentional teaching in planned and unplanned experiences to extend learning. They need frequent opportunities to develop shared understandings and dispositions as well as content knowledge. The emphasis on literacy and numeracy is encapsulated in a holistic approach to learning where key ideas and concepts in a range of learning areas are presented in phase appropriate ways. They should have opportunities to develop their control and understanding of the symbolic representations associated with written language and mathematics. Social and emotional development is emphasised so that children build strong relationships, can work with others and develop a positive sense of self.

Curriculum experiences will typically integrate knowledge, understandings, skills and values and attitudes across learning areas. Learning programs should be appropriate and connected to the child's current thinking, interests and ways of learning. They should encourage children's autonomy, intellectual risk-taking, responsibility, agency and control of learning. Effective teachers use a variety of strategies, including structured and unstructured play and explicit approaches with whole-class, small-group and individual encounters. It is important that learning experiences build upon each child's current understandings, skills, values and experiences.

Young children are intimately connected to their families so teachers need to foster strong relationships with families and communities and draw upon these strong relationships to provide culturally appropriate programs. Learning and teaching programs must be responsive to children's continuing growth and development.

Years 1 and 2 Statement

The *Years 1 and 2 Statement* sets out the standards for high-quality, child-centred early childhood education in Western Australia that builds on each child's funds of knowledge to foster learning, development and wellbeing.

All children engage in learning that promotes confident individuals and successful lifelong learners. All children are active and informed members of their communities with knowledge of Aboriginal and Torres Strait Islander perspectives. *– Vision, Early Years Learning Framework V2.0*

All Western Australian children have a fundamental right to high-quality early childhood education informed by approved frameworks tailored to community contexts.

Collaboration and a shared understanding among educators and school leaders play a vital role in delivering high-quality early childhood education. Educators are responsive and draw on their professional knowledge using a blend of developmentally appropriate intentional approaches, including play-based learning, inquiry and explicit teaching. These methods are designed to develop curriculum experiences that integrate knowledge, understandings, skills, and values and attitudes across the learning areas.

Educators and school leaders maintain high expectations, emphasising culturally responsive, relational and place-based pedagogies to develop meaningful teaching and learning experiences. They use insights from contemporary early childhood research and engage in critical reflection, analysis of holistic data and participate in ongoing professional learning.

School initiatives and plans reflect the community context and enact the Vision, Principles, Practices and Pedagogy of the *Early Years Learning Framework* (*EYLF*). Additionally, they align with the *Western Australian Curriculum and Assessment Outline* (the *Outline*), including the Principles of Teaching, Learning and Assessment.

Years 1 and 2 children continue to develop effective learning and life skills through high-quality early childhood teaching, learning and assessment practices.

Each child is unique and viewed as competent, capable and agentic. Rich learning occurs through responsive and thoughtful interactions between educators, children and the learning community, in a range of planned and spontaneous experiences. Educators teach specific skills, concepts and knowledge through a combination of child-initiated, adult-led and shared approaches. They build connections across learning areas to make learning meaningful, engaging and relevant. They cultivate opportunities for children to transfer and adapt what they have learned from one context to another as they connect with and contribute to their world.

Children exercise their agency to initiate and inform learning, engage in a range of multimodal literacies, and contribute to the learning of others. Learning experiences foster critical and creative thinking through independent and collaborative tasks. Thinking and learning are interrelated and developed through engagement in integrated programs, interactions and experiences with people, places, materials, objects and technologies.

Well planned and intentionally designed physical, temporal, social and intellectual indoor and outdoor learning environments enhance learning and reflect each child's identity, culture and community. Resources, including technologies, provoke interest, engagement, and more complex and increasingly abstract thinking. Daily rituals foster a sense of predictability and belonging, while

flexible routines allow for sustained periods of time indoors and outdoors and maximise opportunities for optimal learning.

Assessment and evaluation practices acknowledge each child's strengths and abilities and support progress for setting learning goals. Collecting information about, and with, children, their families and other educators is vital in assessment and evaluation. Using strategies such as observation, documentation, reflection, conferences and everyday work samples provide authentic information for assessment and evaluation. Children's self-assessment, reflection, insights and goal setting are integral to this process.

Years 1 and 2 children have a positive sense of identity and wellbeing

As children transition through early childhood and beyond, they continue to build a positive sense of identity as knowledgeable and confident learners across the breadth of the curriculum, with belonging, being and becoming evident. Educators intentionally foster wellbeing and dispositions for learning, including curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity. A sense of achievement, fun, happiness and optimism are significant to children's emotional and mental wellbeing and resilience. Personal and social capabilities enable children to be successful learners, improve their academic learning, and reach their full potential as confident individuals and active, informed members of their communities.

Collaborative partnerships and effective relationships in Years 1 and 2 make significant contributions to children's learning and development

When educators work together in partnership with children, their families, school leaders, other professionals and community members, children thrive in their learning, development and wellbeing. Educators respect families' practices and aspirations for their children. They nurture relationships through culturally safe environments and responsive approaches. Non-judgemental, open, respectful and two-way communication between educators and families builds a shared understanding of children's learning and engagement. Effective partnerships and relationships acknowledge, value and respect the diversity of families and the holistic nature of each child, with collaborative decision-making ensuring learning experiences are meaningful, inclusive and equitable. Each child's unique educational journey is recognised and celebrated.

Learning sequence 1

English – Learning sequence 1

Western Australian Curriculum Language	Western Australian Curriculum Literature	Western Australian Curriculum Literacy
Language for interacting with others • Explore language to provide reasons for likes, dislikes and preferences **Text structure, organisation and features** • Explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain **Language for expressing and developing ideas** • Understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details, such as when, where and how (adverbs) • Compare how images in different types of texts contribute to meaning • Recognise the vocabulary in everyday contexts as well as learning area topics	**Literature and contexts** • Discuss how language and images are used to create characters, settings and events in literature by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators **Engaging with and responding to literature** • Discuss literary texts and share responses by making connections with children's own experiences **Examining literature** • Discuss plot, character and setting in stories **Creating literature** • Retell or adapt a story using plot and characters, language features, including vocabulary, and structure of a familiar text through spoken texts, role-play, writing, drawing or digital tools	**Interacting with others** • Use interaction skills, including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions **Analysing, interpreting, and evaluating** • Describe some similarities and differences between imaginative, informative and persuasive texts • Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning in texts by drawing on vocabulary and growing knowledge of context and text structures

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Appropriate literary texts; set of cards illustrating clauses/non-clauses.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• The focus of the teaching and learning is on the purpose, language features and structure of a personal recount.
• Anchor charts (success criteria for recounts) can be created with the class.
• The learning experiences should be combined with opportunities to explicitly teach phonics and word knowledge through oral language and effective systematic approaches that align with the school context.
 	
Assessment
• Record anecdotal observations of the children's writing.
	Opportunities
	• Read a book to the class that is about a celebration or a holiday. Discuss the text and ask the children to make connections to the text.
	• Show the class a souvenir or photograph that will allow you to personally recount an event to the children, e.g. a recent holiday or celebration.
	  ▪ Orally recount the event, modelling the structure of a recount that includes an orientation, events in order and a conclusion that includes an emotion or response.
	• Ask the children to bring in a photograph or object that will allow them to recount an event or celebration. Alternatively, show them a photograph of a recent event the class participated in.
	  ▪ Sit the children in two circles, half facing outside with the other half sitting opposite them facing inside (inside/outside circle). Guide the pairs of children to talk about their experiences. Rotate the inside circle clockwise to give them an opportunity to discuss with another child. Invite some children to share their recount with the class.
	  ▪ Identify the structure of a recount, some linking words (chronological conjunctions), and other language features such as past tense. Use this to construct an anchor chart or develop success criteria.
	• Prepare a set of cards that illustrate clauses and non-clauses that recount your experience; for example, I flew to Bali.; I rode on a bike.; A group of birds.; Sandy beach.
	  ▪ Explain that a clause contains a verb and a noun and makes sense on its own. With the class, sort the cards into clause/non-clause, identifying the verbs and explaining why some don't make sense. Explain that a clause can also be called a simple sentence.
	  ▪ Ask the children to write one or two of their own simple sentences about a personal event.

Teacher intentions	Learning experiences
	• Model writing your own recount, thinking aloud what to include, where to put full stops and capitals and so on. Include an introduction, events in order and a simple conclusion. Model a range of linking/time order words, such as first, after a while, finally. • Ask the children to write a recount of their own experience and share with the class. • As a class, orally reflect on the purpose, structure and some language features of a personal recount. • Provide images of class or school events in a writing corner to inspire the children to talk about and write about personal experiences.

Teacher self-reflection:

Mathematics – Learning sequence 1

Western Australian Curriculum Number and algebra	Western Australian Curriculum Measurement and geometry	Western Australian Curriculum Probability and statistics
Understanding number • Say, read, write and order numbers to 120 and recognise the repetition of the 0–9 sequence of digits. Skip count collections by twos, fives and tens from zero	**Non-spatial measurement** • Read the time on digital clocks and make connections to routines. Explore and describe duration informally in years, months, weeks, days, hours, minutes and seconds	**Statistics** • Answer simple questions of interest by collecting and comparing categorical data to record frequencies

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Book: *One is a Snail Ten is a Crab* by April Pulley Sayre and Jeff Sayre (Appendix A). Images of animals from the book, small collections of objects, number cards, labelled containers, chalk, a wide range of manipulatives, dice, pop sticks, playdough counters.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes **Counting** • It's important that the children have numerous opportunities to associate numbers to collections. While most of the children know the order of the numbers, it's important they are taught that the order is a representation of growing collections. The use of manipulatives is fundamental. • Review the counting principles/strategies used. • Check and review prior knowledge of numbers 0–10 before moving on to larger numbers. **Skip counting** • Many children might be familiar with skip counting from incidental experiences; however, this is the first formal teaching of it. The children must start with physically skipping numbers, making groups etc. to understand this strategy. The children should not memorise the pattern, e.g. by chanting 2, 4, 6 … without making sense of what this means. **Subitising** • The children would have been exposed to subitising in Pre-primary, with plenty of opportunities to practise it. Continue to explicitly encourage the children to subitise collections as a counting strategy. **Collecting data** • It's important that the children collect/record data in literal ways, e.g. by grouping themselves, before they can make sense of tallies. **Naturally arising opportunities and incidental learning** • Use everyday routines to reinforce and explore counting and skip counting, e.g. sorting stationery, or determining how many people are in the room.	**Opportunities** • Show the class pictures of animals with different numbers of legs. Ask the children what they notice about the pictures and the numbers of legs. Alternatively, take the class outside and look for animals. Create a list of the animals they find and discuss the numbers of legs. • Read a story, such as *One is a Snail Ten is a Crab*, and review the principles of counting by discussing the images and asking the children questions, such as: ▪ Why is it important to stop counting when you reach the final number you are counting to? ▪ What does the author mean when they say 7 is an insect and a snail? ▪ If we count the snail first and then the dog, will we get the same numbers of legs? ▪ Why is 20, two crabs? ▪ The story says that 100 is 10 crabs or if you count slowly it is 100 snails. What do you think this means? • Provide the children with small collections and ask them to associate them to numbers. Invite the children to identify the card with the corresponding number, e.g. look at a collection of five items, say 'five', find the card with the number 5. • Provide opportunities for the children to explore associating numbers up to 20, in collections; for example, by labelling collections or placing a certain amount in a labelled jar. Extend to larger numbers when the children are ready. • Introduce number tracks and provide pairs of children with a number track from 0 to 30. Examine the repetition of the 0–9 pattern in the sequence of digits through asking questions such as: ▪ What happens when we count by 1? ▪ What do you notice about the teen numbers? ▪ Where do we see repeating patterns?

Teacher intentions	Learning experiences

• Within everyday routines, refer to time telling, months, weeks and days and their duration. Ensure correct and age-appropriate mathematical language is used in these contexts.
 	
Assessment
Observe the children counting numbers in order. Make anecdotal notes of the strategies the children can use and are developing in order to inform future teaching.
	• Provide activities for the children to complete using the number tracks.
	  ▪ Ask them to place the correct amount of manipulatives under numbers on the track.
	  ▪ Ask them to find certain numbers by calling them out or picking them out of a bag.
	  ▪ Encourage them to observe that larger numbers are to the right whereas the smallest numbers, including zero, are to the left.
	• Using the outdoor space, draw a number track on the floor and encourage the children to count by walking from one number to the next, saying it out loud each time.
	• Display a large quantity of counters on the floor and ask the children to share strategies that would facilitate counting. Explore their ideas and preferences by discussing skip counting in twos, fives and tens. Encourage children to make small groups of counters to help them count.
	• Sit the children in a circle and place small collections of manipulatives in front of each pair of children. Ask them to count how many manipulatives there are. The children can use any strategy they wish (one to one correspondence, mentally counting, grouping or skip counting). Ask them to give their total answer and explain the strategy used to count. Each time the children provide an answer, write the correspondent numeral and say the number name. Repeat for a variety of different numerals.
	• Show the class images of the animals from the book *One is a Snail Ten is a Crab*. Discuss with the class, how they could find out which animal in the book is the favourite of the children in the class.
	• Place the pictures of the animals on the ground and ask the children to stand by their favourite animal. Organise the children to create a physical graph.
	• Model how to record the data using objects and discuss how they know which animal is the favourite of the class.

Teacher intentions	Learning experiences
	Small group opportunities • Use dice to review subitising. Ask the children to roll the dice and show the number rolled as a quantity using pop sticks. Ask them to label it with the numeral. • Provide the children with number cards and playdough. Ask them to make the corresponding amount of balls to match the number on the card.

Teacher self-reflection:

Science – Learning sequence 1

Western Australian Curriculum Science understanding	Western Australian Curriculum Science inquiry
Chemical sciences • Materials can be changed physically without changing their composition	**Planning and conducting** • Engage in guided investigations to answer questions, test predictions and assess risks • Make and record observations, including informal measurements

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	A variety of materials that can be changed physically, e.g. elastic, playdough, plastic/paper straws or cling wrap. Materials that have different reactions to heat, such as chocolate, aluminium foil, ice cubes, plastic, glass marbles; heat source/s.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• The focus of the teaching and learning is to record the children's current knowledge of how materials can be physically changed.
• The type of heat source used depends on the chosen materials. Some options include using body heat, heat from the sun, placing in hot water or using a hairdryer. Adults should model safe behaviours with the heat sources.
• Guide the children to use specific vocabulary when describing how the resources change. Keywords include pulled, stretched, bent, twisted, wrapped, long, short, melt, tough, flexible, weak, or hard.
 	
Integration ideas
• English – the children describe how the materials physically changed.
 	
Assessment
• Observe the children describing the ways everyday materials can be physically changed using content-specific vocabulary. Make anecdotal notes of language used to describe each object.
• Observe the children's engagement with the investigation, and their ability to follow instructions and act in a safe manner appropriate to the situation.
	Opportunities
	• Show the class the materials that can be physically changed and allow them time to touch and explore each one.
	• On the whiteboard, create a mind map and pose the question 'How can these materials be physically changed?' Include the name of each of the objects around the edge.
	• Guide the children in an investigation of the materials. Divide the children into groups so there is one object per group/pair of children in the class. Ask them to then take turns in their groups to physically manipulate the objects and observe what happens.
	• Ask the children to pose questions about the objects. Support them with vocabulary, modelling and scaffolding as needed.
	• When attempting to answer some of their questions, the children describe how they physically changed each object. Teacher records key phrases and ideas using the mind map.
	• Encourage the children to consider how the object may be affected by the addition of heat.
	  ▪ Co-construct a plan in which the class determines how they will go about investigating the effects of heat on their objects.
	  ▪ Encourage the children to pose a question such as 'How will heat affect the chocolate?'
	  ▪ Guide them through the co-constructed plan to apply heat to the objects and observe the effects.
	  ▪ Discuss and model steps taken by the adults in the room to keep everyone safe. For example, only the adults use the chosen heat source.
	  ▪ Record findings by scribing the children's thoughts.
	  ▪ Provide an opportunity for the children to discuss their findings.

Teacher intentions	Learning experiences

	• Encourage the use of specific language, such as pulled, stretched, bent, twisted, wrapped, long, short, melt, tough, flexible, weak or hard.
	• Rotate groups through each object. Use slightly shorter times for exploration for each of these rotations and ask the children to contribute key ideas and phrases about how to describe the changes in each object.
	• Provide time at the end of the lesson for child-led play using each of the objects. Move around the classroom recording any additional keywords and phrases provided by the children. Pose questions such as:
	  ▪ What is this object used for?
	  ▪ What else could you use it for?
	  ▪ Does the object take back its original shape after being physically changed?
	• Review each object and collect data on the whiteboard as to how many ways each object can be changed. If appropriate, this data can be displayed in a table or a T-chart. Interpret data as a class and decide which object is the most malleable (define this word). Discuss the words used to describe how each object was physically changed. Keep the mind map and display in the classroom.
	• Encourage the children to reflect on their assumptions about different materials and how this compared to the actual object, e.g. 'I thought it would be easy to stretch an elastic band, but the thick one was hard to pull.'

Teacher self-reflection:

Humanities and Social Sciences – Learning sequence 1

Western Australian Curriculum Knowledge and understanding	Western Australian Curriculum Humanities and Social sciences skills
History • The diverse structures and sizes of families, the familial roles today and how these have changed or remained the same over time	**Questioning and researching** • Reflect on current understanding of a topic • Pose and respond to reflective questions about objects, people, places and events in the past and present • Locate information from a variety of provided sources **Analysing** • Process information and/or data collected **Evaluating** • Draw conclusions based on information and/or data **Communicating and reflecting** • Present findings in a range of communication forms, using relevant terms

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Book: *What Do You Call Your Grandma?* by Ashleigh Barton (Appendix A).	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The focus of the teaching and learning is the concepts of continuity and change, and empathy. • Record the children's voices when observing and interacting to assess their prior knowledge of this topic. • Encourage conversations around Aboriginal and Torres Strait Islander peoples local to your school's context. • While discussing family structures in different cultures, inform the children that when Aboriginal and Torres Strait Islander peoples say 'family', they mean extended family members including parents, children, aunts, uncles, cousins, and grandparents. This is also true of many other cultures. • Teachers are encouraged to be sensitive when discussing topics to do with family dynamics, model appropriate language and foster a sense of respect and equality. • Collect the children's family drawings to use in Visual Art or construct family images in another medium, such as a collage or diorama. **Integration ideas** • The Arts, Visual Arts – creating portraits of family members. **Assessment** • Observe how the children reflect on their current understanding of family, and scribe each child's definition of family and what family means to them personally.	**Opportunities** • Write the word 'family' on the board and create a class brainstorm reflecting the children's current understanding of the topic. • Discuss the meaning of the word and ask the children to list who is in their family. Allow them to list anyone who they consider their family. Record ideas according to family relation, e.g. cousin, mother, father, brother, sister. When recording names of family members from different languages/cultures, use authentic titles, such as 'nonna' or 'oma' for grandparent. Throughout the lesson, include questions such as: ▪ What makes a family? ▪ Who do you think of as family? ▪ What are the different types of families? • Read a book such as *What Do You Call Your Grandma?* Use it as a stimulus to brainstorm a classroom chart of names children call their grandparents and/or other family members. • Watch videos or show a slideshow about families around the world, specifically looking at who lives in single households in different cultures/countries. • Survey the class for family sizes of who lives under their roof (children who spend time in different households can answer the survey questions twice).

Teacher self-reflection:

Technologies – Learning sequence 1

Western Australian Curriculum Design and Technologies	Western Australian Curriculum Digital Technologies	Western Australian Curriculum Design thinking skills
Materials and technologies specialisations • Properties of a material determine its selection for a specified purpose **Technologies and society** • People use technologies to create products for personal needs	**Data representation** • Data can be represented as images, symbols, numbers and words **Digital implementation** • Follow a visual representation of an algorithm (sequence of steps)	**Designing** • Design solutions through drawing, modelling and/or a sequence of steps

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Images of houses from the past and present; classroom items to build replica rooms/houses from the past. Set of programmable robots.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The focus of the teaching and learning is to explore how community needs are met in the form of shelters. • Move around the class as the children are making their replica model of a room and remind them of the differences in items from the past versus the present, e.g. technology was not yet developed for a clothes dryer in the laundry. • Review left and right prior to Digital Technologies lesson as the children will be working with directions. **Integration ideas** • Humanities and Social Sciences – History: houses from the past and present. • Science – how things move. **Assessment** • Observe how the children develop and communicate their design ideas to one another. • Make anecdotal notes of directional language used when the children describe the movement of their robot.	**Opportunities** **Design and Technologies** • Discuss household designs from the past versus the present. Examine images of houses from the past and compare to the children's houses in the present. Explain how houses meet community needs of providing shelter, warmth and safety for families. Include specific rooms, such as the kitchen, family room and bedrooms. Ask questions such as: ▪ What are the houses made of? ▪ What does each room include? ▪ Are there elements of a house from the past that we don't have in the present? ▪ Has that element been replaced? o Ask children to work in pairs or small groups to use classroom items to make a replica model of a specific room of a house from the past. Images of different versions of each room in the house can be distributed. o Discuss how the room was designed to meet family needs in the past. Which classroom objects have been used to represent household objects? **Digital Technologies** • Brainstorm 'Technologies we use at home' and list all of the children's responses. Do the same for 'Technologies we use at school'. Categorise the provided technologies. • Look at a programmable robot. Discuss the technology features a robot uses (hardware and software). Model how to program a robot and show the class how each program step can be written using a symbol (arrow). Program the robot to do four steps. Have the children record the four steps on their own whiteboard.

Teacher intentions	Learning experiences
	▪ Ask the children to work in pairs or groups to experiment programming a robot to complete four steps. Ask them to write their four steps using arrows on their whiteboard and trial their robot, thus representing data in symbols. ▪ Bring the children together to show their programming and model using their robot. Provide feedback for any children who have a robot that moves in a different direction to their program symbols, e.g. turns left instead of right. • Review the technology used to program robots by discussing how a sequence of steps can be expressed as symbols. • Note: If programmable robots are not available, the children could program each other to walk steps in different directions. Using masking tape, set up a 5x5 grid of squares that the children can use while pretending to be the robots and following the arrow directions.

Teacher self-reflection:

The Arts, Visual Arts – Learning sequence 1

Western Australian Curriculum Making	Western Australian Curriculum Responding
Skills • Development of artistic skills through experimentation with: ▪ shape (geometric shapes) ▪ colour (mixing primary colours to create secondary colours) ▪ line (broken, jagged, dashed) ▪ space (background, foreground) ▪ texture (changes in texture; transfer of texture) to create artwork	• Appreciation of different types of artwork, and where and how it is displayed

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Images of portraits by famous artist; family photographs; mirrors.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• The focus of the teaching and learning is to explore line and space to produce a self-portrait.
• Define a portrait as an artistic representation of a person in which their face and expression are visible or as a way to record someone's appearance.
 	
Integration ideas
• Health Education – positive ways to react to their own emotions in different situations.
 	
Assessment
• Observe how the children express their ideas and feelings through their artwork.
  ▪ Is the emotion identifiable in the drawing?
  ▪ How is their use of line and space supporting the representation of their emotions?
	Opportunities
	• Look at images of portraits by famous artists, such as Frida Kahlo, Andy Warhol or Vincent van Gogh. Discuss what is the same about all the artworks. Who is the subject of the artwork? What does each artwork include?
	  ▪ Discuss how the shapes of people's face, and their facial features, depict different emotions. Include the history of the portraits and why they were used (before photography to capture people's images). Include how portraits were used in history as a symbol of the power, wealth and importance of royals and prominent people in the community.
	  ▪ Look at a collection of images that families have sent in from home in Humanities and Social Sciences. Encourage children to closely examine the facial features of each person and discuss what their facial expression says about their emotions, e.g. 'They look very happy because they have big smiles.'
	  ▪ Ask the children to sit with a mirror and practise using their facial features to express different emotions. Discuss which facial features move for each emotion, e.g. mouth smiling when happy. Discuss the way the lines and shapes of their faces move as they express different emotions, e.g. smile line curves or round eyes get slimmer when smiling.
	  ▪ Model how to draw a portrait of a child. Ask one child to show a facial expression and capture this in a drawing on the board or A3 paper.
	  ▪ Ask the children to sit facing their partner and decide on an emotion to draw. They then take turns representing that emotion using their facial features and drawing one another. This drawing can be done using pencil and should focus on accurately relaying each facial feature's movement to portray the overall emotion.
	• Ask the children to present their drawings and have other children in the class decide on which emotion was drawn. Provide the children additional time across the week to complete this drawing if required.

Teacher self-reflection:

The Arts, Music – Learning sequence 1

Western Australian Curriculum Making	Western Australian Curriculum Responding
Skills • Development and consolidation of aural skills by exploring the elements of music, including: ▪ rhythm (difference between beat and rhythm; terminology and notation: graphic and standard I, ⊓, Z) ▪ tempo (getting faster, getting slower) ▪ pitch (explore a limited pitch set) ▪ dynamics (use terminology and symbols for loud (*forte*, ***f***) and soft (*piano*, ***p***)) ▪ form (echo patterns, call and response) ▪ timbre (recognition of familiar sounds produced by instruments, voice and sound sources) to create music	• Places and occasions where different types of music are experienced and performed

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Bumble bee toy/puppet/image; slide whistle, tambour or similar non-tuned percussion instrument to play a number of beats on. Songs: *Bee Bee Bumble Bee*. My Song File. (n.d.). https://mysongfile.com/songs/bee_bee_bumble_bee (Appendix A); *Keyen koodjal daambart* by Gina Williams and Guy Ghouse https://www.youtube.com/watch?v=0s4YrwAf3DE (Appendix A); *Apple tree* from *Bop in the bath* by Susie Davies-Splitter and Phil Splitter https://www.youtube.com/watch?v=WIS5nn18ewM (Appendix A).	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes **Welcome activity** • A slide whistle is an essential resource in the music classroom. It can be used to indicate pitch direction and offers a valid visual cue at the same time. • Vary the tempo and pitch direction to stimulate listening strategies to correctly mimic the pitch patterns. **Name song activity** • *Bee Bee Bumble Bee* is a simple song using three notes that requires children to sing back their name during the song using just two notes. Use a bumble bee toy, puppet or image on a pop stick to provide a visual stimulus, and clearly identify which child has the turn to sing by tapping them on the shoulder with it. The sheet music for the song and a sound file to listen to the melody can be found using the link provided in Appendix A. • It is important when introducing this song for the first time that only the children who are confident to participate are selected to sing their name. • This is a great first song to use in the classroom if they are a new class and names are unfamiliar. • This song forms the basis of the welcome for this series of experiences. **Song**: **activity** • *Keyen koodjal daambart* is an original song by Gina Williams and Guy Ghouse, and is sung in Noongar followed by the English translation • The theme of the song is about a family and how many children there are in the family (dad, mum and five children). **Song/game activity** • *Apple Tree* is a song game from *Bop in the Bath*. • At the end of the song, use a tambour or other suitable non-tuned percussion instrument to play the number of apples on the tree. Ask the children to form	**Opportunities** **Welcome activity** • Greet the class with a simple welcome song and invite them into the classroom. • Sit the children in front of you and show them the slide whistle. • Explain that the slide whistle helps us say ‘hello’ in really interesting ways. • Play the slide whistle in a variety of pitch directions and encourage the children to use their voices to mimic the pitch patterns as the word ‘hello’. • Model how the pitch direction can also be demonstrated with pitch patterning using the hand. • Explain how we can use our voices for speaking and for singing. We can use our speaking voices in interesting ways and make them sound high, make them sound low and make them sound in-between. Our singing voices work in a different way. • Tell the children that their voices are going to be used for singing and they must use their ears to listen carefully and match their singing to the correct pitch. **Name song activity** • Sing the song *Bee Bee Bumble Bee,* substituting the teacher name as the response after the song. For example, My name is Mr _____. • Sing through several times selecting children to respond by singing their own name using the *so-mi* pattern pitches in the song. • Tap the selected child’s shoulder with the ‘bee’ to indicate it is their turn to respond with their name singing. • Record the names of the selected children who have responded in this lesson to make sure that different children are chosen next lesson.

Teacher intentions	Learning experiences
groups of that number. Count with them how many groups of that number there are (and how many are left over). **Integration ideas** • Mathematics – say, read, write and order numbers to 120. **Assessment** • Use a checklist to assess the children on their ability to accurately pitch and maintain pitch when responding with a two-note pattern (‘Bee bee’).	**Song activity:** • Play the recording of *Keyen koodjal daambart* for the children. • Discuss the English translation and who or what the counting is referring to. • Repeat the Noongar words for the numbers one to five and invite the class to echo. • Repeat the Noongar names for dad and mum. • Play the YouTube recording again and invite the children to hold up corresponding fingers as they hear the Noongar words for the numbers. • Count up to five using the Noongar words for the numbers, and indicate that the children should find a place in the room for the next activity. **Song/game activity** • Play the slide whistle from low to high. • Ask the children to respond with their whole bodies in the direction of the pitch. • Repeat several times until all the children are moving from a crouch position to a standing position. • Introduce the song *Apple tree* by singing it and keeping in time with the beat. Demonstrate the upward direction of low to high as if climbing a ladder as the song is sung. • Teach the song by rote, showing the pitch direction of the song with your hand and demonstrating on the slide whistle. • Ask the class to march on the spot in time as they sing the song. • Ask the children to act out the song words while singing. • At the end of the song, play a number of beats on a tambour or other suitable non-tuned percussion instrument. Ask the children to count the number of beats and find groups of that number then sit when the number is correct.

Teacher intentions	Learning experiences
	• As a class, check count that each group has the right number of children. Determine as a class how many are left over and how many children would be needed to be added to make up a whole group. • Sing and play several times, changing the number of beats each time. **Conclusion** • Sing the welcome song as an 'end to music' song and lead the class in a conga line to their next lesson as the children echo sing.

Teacher self-reflection:

Health Education – Learning sequence 1

Western Australian Curriculum **Personal, social and community health**
Personal identity and change • Personal strengths and qualities and how they change over time

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Storybook about personal strengths, such as *ABC I like Me* by Nancy Carlson (Appendix A).	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• Encourage the children to think of their strengths not just as physical things they can do well. For example, showing kindness, and caring for the environment, can also be considered personal strengths.
 	
Integration ideas
• The Arts, Visual Arts – self-portraits.
 	
Assessment
• Observe and record the positive language the children use to describe their strengths. The children's voices can be captured and displayed alongside their photographs to create a learning journey.
	Opportunities
	• Read a story book about personal strengths, such as *ABC I Like Me*.
	  ▪ Discuss developmental stages where the children have achieved a new milestone and how it made them feel, e.g. riding a bike for the first time or swimming independently.
	  ▪ Create a brainstorm with the words 'strengths and qualities' in the middle. Conduct an inside-outside circle (half the class sitting in a circle facing outside, half the class sitting in another circle facing the children in the inside circle), where children take turns identifying their personal strengths and qualities, and discuss how they feel when they identify these.
	  ▪ Using the brainstorm, tally all the things the children describe as being their strengths. Count all tally marks and establish which is the most common strength in your class.
	• Ask the children to draw a self-portrait of their face adding an expression for how they feel when they experience their strength. Add a speech bubble to include each child's strength on their artwork. Differentiate writing as needed, allowing children to write independently or have their ideas scribed for them.
	• Review all the different strengths in the class.

Teacher self-reflection:

Physical Education – Learning sequence 1

Western Australian Curriculum **Movement and physical activity**		
Movement skills • Introduce fundamental movement skills: Body management ▪ side roll (pencil) ▪ dynamic balance Locomotor ▪ jump (one foot) ▪ jump (distance) ▪ skip (step-hop movement) Object control ▪ overarm throw ▪ kick-off the ground ▪ two-handed strike • Apply and consolidate fine and gross motor skills previously learnt through minor games and play situations	**Understanding movement** • Ways in which the body reacts during moderate physical activity • Simple rules and fair play in partner or group activities, and minor games	**Interpersonal skills** • Cooperation skills in partner and group work during physical activity practices

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**
	Website: *Fundamental Movement Skills* webpage on https://myresources.education.wa.edu.au/programs/fundamental-movement-skills (Appendix A). Knowledge of *Kangaroos and Rabbits* game.

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes Refer to the relevant section/s of the *Fundamental Movement Skills* resource. The focus of the teaching and learning is: • locomotor skills (walking, marching, skipping, jogging, running, jumping [one foot] and distance) • body awareness • spatial awareness • keeping yourself and others safe. **Activity 1** • The children are not expected to demonstrate all of the points indicated in the technique exemplification. This is for teacher reference only. **Assessment** • Observe the children as they perform the skill, taking into consideration the four elements: consistency, precision, fluency and control.	**Opportunities** **Tuning in** • Establish boundaries and rules for the physical education space. • Establish an 'attention getter' for movement time and practise this at regular intervals, e.g. teacher blows a whistle and the children stop, look and listen. **Activity 1** • Ask the children to explore movement options including walking, marching, skipping, jogging and running. ▪ Identify the movement options and introduce a simple game that allows the children to demonstrate and practise movement skills. ▪ Model appropriate techniques to the class. ▪ Give verbal feedback focusing on the strengths of the performance. ▪ Provide opportunity for the children to practise and correct their technique in a controlled setting. **Activity 2** • Ask the children to practise hopping and jumping in a game of *Kangaroos and Rabbits* – hopping and jumping around a designated space, without bumping into one another. ▪ Show the children the correct technique of hopping and jumping. ▪ Stop the class at intervals to discuss: o how to move without bumping into each other o how they are feeling physically, paying attention to breathing and sweating. • Conclude the lesson with a demonstration of each of the locomotor skills addressed.

Teacher self-reflection:

Learning sequence 2

English – Learning sequence 2

Western Australian Curriculum Language	Western Australian Curriculum Literature	Western Australian Curriculum Literacy
Text structure, organisation and features • Explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain **Language for expressing and developing ideas** • Understand that a simple sentence consists of a single independent clause representing a single event or idea • Understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details, such as when, where and how (adverbs) • Recognise the vocabulary in everyday contexts as well as learning area topics	**Literature and contexts** • Discuss how language and images are used to create characters, settings and events in literature by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators **Engaging with and responding to literature** • Discuss literary texts and share responses by making connections with children's own experiences **Creating literature** • Retell or adapt a story using plot and characters, language features, including vocabulary, and structure of a familiar text through spoken texts, role-play, writing, drawing or digital tools	**Texts in context** • Discuss different texts and identify some features that indicate their purposes **Interacting with others** • Use interaction skills, including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions **Analysing, interpreting and evaluating** • Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning in texts by drawing on vocabulary and growing knowledge of context and text structures **Creating texts** • Create, re-read and co-edit short written and/or multimodal texts to report on a topic, express an opinion, or recount a real or imagined event or experience, and use imagination to tell, retell or adapt a story, using grammatically correct simple sentences, some topic specific vocabulary, sentence boundary punctuation and correct spelling of one- and two-syllable words

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Book: *Pictures from Our Vacation* by Lynne Rae Perkins (Appendix A). Postcards, photographs and picture books about travel and adventure.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• The learning experiences should be combined with opportunities to explicitly teach phonics and word knowledge through oral language and effective systematic approaches that align with the school context.
 	
Integration ideas
• Humanities and Social Sciences – family structures.
 	
Assessment
• Observe the children engaging in conversations and turn taking when sharing ideas. Take anecdotal notes to inform further learning opportunities.
	Opportunities
	• Read a storybook about families doing activities together, such as *Pictures from Our Vacation*.
	  ▪ Use hoops for children to step into to briefly retell the story using beginning, middle and end.
	  ▪ Encourage the children to retell the story using details about how the character might feel, what they might do, and then compare this to something they may have experienced themselves.
	  ▪ Invite the children to draw their favourite part of the story and write a sentence about what happened.
	• Ask the class to think about an experience they have had with their family members. Share experiences orally. Link the discussion to where family structures are discussed in Humanities and Social Sciences.
	• Ask the children to write and draw about an experience that they have had with their family, including how they felt or reacted.
	• Revise learning about clauses/simple sentences with a sorting activity or similar. Identify the nouns and verbs in each clause.
	• Model writing about shared experiences and think aloud such things as the text structure, sentence boundary punctuation, coordinating conjunctions and linking words for cohesion.
	• Provide opportunities for the children to tell and write about their own experiences in intentional and play-based contexts.

Teacher self-reflection:

Mathematics – Learning sequence 2

Western Australian Curriculum Number and algebra	Western Australian Curriculum Measurement and geometry	Western Australian Curriculum Probability and statistics
Understanding number • Say, read, write and order numbers to 120 and recognise the repetition of the 0–9 sequence of digits. Skip count collections by twos, fives and tens from zero • Explore different ways to represent and partition collections up to 100, including in groups of 10, using concrete materials	**Non-spatial measurement** • Read the time on digital clocks and make connections to routines. Explore and describe duration informally in years, months, weeks, days, hours, minutes and seconds	**Statistics** • Answer simple questions of interest by collecting and comparing categorical data to record frequencies

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Self-adhesive notes; resealable bags for bundling, number chart; manipulatives, number track/120 chart; photographs of the children; containers; string and numbered pegs.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes **Skip counting** • Explore different ways in which the children can count collections, e.g. one-to-one correspondence, skip count etc. • Provide manipulatives to assist the children in ordering numbers, keeping the quantities they refer to in mind. **Statistics** • Engage the children to describe displays by posing questions of interest and encouraging them to interpret the information shown. • The topic of the survey should be changed to suit the children's interests and multidisciplinary learning. **Naturally arising opportunities and incidental learning** • Use incidental opportunities to reinforce and explore counting and skip counting, e.g. sorting stationery, determining how many people are in the room. • The children may run simple surveys related to interdisciplinary learning or to assist with everyday classroom decisions, e.g. 'Should we play outside or inside today?' • Within everyday routines, make reference to time telling, months, weeks and days, and their duration. Ensure correct and age-appropriate mathematical language is used in these contexts. **Assessment** • Observe and make anecdotal notes of the children counting and ordering numbers 0–120. • Determine whether the children count numbers in order and can do so backwards and forwards.	**Opportunities** • Continue to provide opportunities for the children to associate numbers to quantities, as well as to order them. **Activity 1** • Supply each of the children with a single self-adhesive note with a number between 0 and 30. Play music for the class to move around to. When the music stops, ask them to move into the order of their numbers from lowest to highest. Give the children three attempts and change their numbers to increase difficulty. Extend the learning experience to include numbers between 0 and 120, and to order themselves from highest to lowest. **Activity 2** • Take the class on a nature walk and ask the children to collect a handful of loose items, such as leaves and sticks. Return to the classroom and place all the objects together. Ask the children how they could count all the objects they had found and discuss ideas. • Model bundling by 10 to facilitate counting. Divide the class in pairs, giving one child the job of making the bundles, putting each bundle of 10 into a clear, resealable bag, and the other the job of checking and ensuring it contains exactly ten objects. • Once the class has completed the bundling, ask the children to determine how many objects they collected. Model one-to-one counting of bundles and link to skip counting by tens. Take this opportunity to highlight patterns in the number system (e.g. each decade repeats 0–9), relating to a number chart to see the patterns. • Identify the left over objects as ones, e.g. '… and I have 6 left over.' • On the board, write the amount of tens and associate it to the collection of bundles.

Teacher intentions	Learning experiences

• Observe and note the children's understanding of bundles as ways to facilitate counting.	• Provide pairs of children with small quantities (up to 50) of manipulatives, such as small cubes or pop sticks, and encourage them to make as many bundles of ten as possible, then determine how many they have in total.
	• As a class, represent the numbers on the board using ten-frames highlighting the connection between the amount of bundles and the number of tens – this is a large learning jump and children will need to review this a number of times throughout the year.
	• Revisit skip counting strategies and extend to 120.
	  ▪ Explain to the children that by forming groups, counting can be facilitated. This can be demonstrated on a number track or a 120 chart.
	  ▪ Provide opportunities for the children to skip count in twos, fives and tens and locate patterns in the number system.
	  ▪ Ask children to colour in the numbers on a 120 chart. Children will identify the pattern in skip counting in tens by spotting that the ones don't change and only one decade is added each time.
	  ▪ Help children understand skip counting as a strategy to make it easier to determine the total amount in a collection.
	• With the children sitting/standing in a circle, start counting from any number less than 10. When you stop counting, the children have to carry on counting around the circle. Increase difficulty by skip counting in twos, fives and tens, using the 120 chart until all children are ready to move on.
	
	Statistics
	• Provide opportunities for the children to conduct a survey to collect data about their families, such as:
	  ▪ How many people are in your family?
	  ▪ How many siblings/grandparents are in your family?
	  ▪ How many pets do you have?

Teacher intentions	Learning experiences

	• As a class, collect the data to answer one of the questions and co-construct a graph by asking the children to place a photograph of themselves next to their preference.
	• Ask the children questions about the data displayed.
	
	Small group opportunities
	• Play guess the number. Provide the children with a number track labelled 0–20.
	  ▪ Give them instructions to begin to eliminate numbers until they figure out what number you are thinking of, e.g. 'My number is bigger than 10.', 'My number is smaller than 14.' or 'My number has a 2 in the ones column.' (draw a ones and tens column on the whiteboard to review this if this has already been introduced).
	  ▪ Continue with clues until they find the number. The children can work in pairs to help one another.
	  ▪ Model on a large number track so they can track numbers that are eliminated. The children can use counters to cover eliminated numbers.
	• Label containers 0–99. Ask the children to fill each container with the matching number of manipulatives and then order the containers from 0–99.
	• Ask the children to use a piece of string and numbered pegs to order pegs on the 'washing line'. Hang string between two chairs in the classroom, with the children working as a team to order all of the numbered pegs into the correct order from 0–99 along the string. This can be extended by including higher numbers. This activity can reinforce skip counting, asking the children to put the pegs on according to a skip counting pattern, e.g. 2, 4, 6 …

Teacher self-reflection:

Science – Learning sequence 2

Western Australian Curriculum Science understanding	Western Australian Curriculum Science inquiry
Chemical sciences • Materials can be changed physically without changing their composition	**Questioning and predicting** • Pose questions and make predictions based on knowledge and experiences **Planning and conducting** • Engage in guided investigations to answer questions, test predictions and assess risks • Make and record observations, including informal measurements

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Bowls, brushes, dolls, magnifying glasses, play food items, apron, cooking utensils, aluminium foil, play jewellery, tools, paperclips, flowers/foliage, pots, vases, soil.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The focus of the teaching and learning is for the children to participate in guided investigations to physically change different materials. • All resource items can be used for the lesson, and a smaller amount set up for play and exploration at a later time. • Guide the children's discussion to what resources they are working with and how those resources physically change. Discuss how these experiences relate to science in daily life, e.g. tying a shoelace requires it to be bent. • Supply the children with specific language to use during discussions, such as cause, change, experiment and apply. • Occupations can be changed to suit your class context and the resources available. • If the children have family members who have an occupation that physically changes materials, e.g. welder, invite them to discuss their job with the class. **Assessment** • Observe how the children answer questions about how each occupation physically changes the resources they use, e.g. a hairdresser can bend and twist hair to create a hairstyle.	**Opportunities** • Brainstorm familiar occupations and display images or write them on the board. Explicitly describe the way each occupation physically manipulates materials for their profession. For example, bakers mix ingredients, fold dough, add heat etc. • Set up stations for the class to investigate different jobs from the past and present that involve physically changing resources. Before the children explore, ask them to predict what each does job does to physically change the resources they work with. The children can work in small groups to explore each occupation. Provide a range of stimulus questions for each group to discuss while playing. What resources does this occupation physically change? What physical changes occur? Can they be changed back? For example, once hair has been curled, a wash would bring it back to natural but if it is cut it must grow back. Model with one of the following experiences. ▪ Hairdressers – using accessories to physically change people's hair, e.g. bending, twisting, tying or cutting (imaginary). ▪ Cook – making ingredients fit into different shaped dishes, e.g. cake mixture (playdough could be used) into a cupcake patty/baking dish/cake mould/biscuit cutter. Another example would be stretching and cutting dough to make pasta. ▪ Artist – physically changing materials of different textures to make a collage, e.g. cutting paper, ripping fabric or bending card. ▪ Jeweller – combining metals to make jewellery. Aluminium foil can be used in various shapes and sizes. Play jewellery, hammers, paperclips and tools can be added.

Teacher intentions	Learning experiences
	• Review each occupation and what the children did when they experienced that occupation. Note the changes that they experienced while role-playing each occupation. Discuss how some occupations have changed over time, and how some elements have now been taken over by technology, e.g. chefs preparing food using appliances rather than manually mixing ingredients. Invite the children to communicate their observations and answer questions that were posed at the start of the learning experiences.

Teacher self-reflection:

Humanities and Social Sciences – Learning sequence 2

Western Australian Curriculum Knowledge and understanding	Western Australian Curriculum Humanities and Social Sciences skills
History • The diverse structures and sizes of families, the familial roles today and how these have changed or remained the same over time	**Questioning and researching** • Reflect on current understanding of a topic • Pose and respond to reflective questions about objects, people, places and events in the past and present • Locate information from a variety of provided sources **Analysing** • Process information and/or data collected **Evaluating** • Draw conclusions based on information and/or data **Communicating and reflecting** • Present findings in a range of communication forms, using relevant terms

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Books: *Tom Tom* by Rosemary Sullivan and Dee Huxley (Appendix A); *We Are Family* by Patricia Hegarty (Appendix A). Picture books about families; T-chart or Venn diagram. Videos about the roles of mothers and fathers in the past, such as *Back in Time for Dinner*. ABC Education https://www.abc.net.au/education/digibooks/back-in-time-for-dinner/101748174 (Appendix A).	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The focus concepts for the teaching and learning are continuity and change, and empathy. • Teachers are encouraged to be sensitive when discussing topics to do with family dynamics, model appropriate language and foster a sense of respect and equality. **Integration ideas** • English – reading literature about families. • Mathematics: Statistics – collecting data about families and creating pictographs. **Assessment** • Observe and record the language the children use to describe time.	**Opportunities** • Read and discuss a picture book, such as *Tom Tom*, that depicts one example of life in an Aboriginal community. • Ask the children draw their family and discuss the range of family structures featured within the class by comparing images to one another. • Read a picture book celebrating family diversity, such as *We Are Family*. • Review the survey from the previous lessons about what family structures are featured in the class and how these are similar to/different from those in the story. • Collect data about the number of family members in each family within the class to create a pictograph. ▪ Pose questions about the data, such as 'What can you observe about our families?' • View a video that shows how the roles of mothers and fathers was in the past and discuss how these roles have changed. A suitable example is: *Back in Time for Dinner*. • Co-construct a T-chart or a Venn diagram with the children to compare and contrast the family roles over time. • Invite grandparents or other guests to class to answer questions and speak about family life in the past.

Teacher self-reflection:

Technologies – Learning sequence 2

Western Australian Curriculum Design and Technologies	Western Australian Curriculum Digital Technologies	Western Australian Curriculum Design thinking skills
Technologies and society • People use technologies to create products for personal needs	**Data representation** • Data can be represented as images, symbols, numbers and words **Digital implementation** • Follow a visual representation of an algorithm (sequence of steps)	**Investigating and designing** • Explore ideas and design opportunities for a personal need

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Book: Barnett, M. (2017). *Noisy Night.* St Martin's Press (Appendix A). Groceries (or pantry items), images of the town/city where your school is located, online images of large cities; classroom resources/loose parts to create design solutions, including string and elastic bands, small cube blocks. Programmable robots; maps of Australia.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • This lesson will vary greatly depending on your location. Change and adapt this experience to suit your context. • When supplying the children with resources to construct their design, include items such as string and elastic bands to help with the construction of something that will move items up. **Assessment** • Observe and take notes on how the children work together to make solutions for the design problem. Do they discuss the problem? Pose solutions? Discuss ideas with their peers? • Invite the children to provide feedback on their peers' sequences of steps, and observe the children's understanding of how to follow the instructions. Use a checklist to determine the children's ability to correctly scribe symbols for different directions.	**Opportunities** **Design Technologies** • Read a story book based on urban city life, such as *Noisy Night*. ▪ Offer images of the town your school is located in, compare these images of the nearest city. Discuss the differences in landscapes and building sizes. Encourage the children to contribute their experiences visiting cities (if they have) with big buildings like those in the book. ▪ Display online images of big cities across the world (New York, Dubai, Tokyo, and Shanghai). Discuss what it would be like to live in these places compared to where the children live now or have lived previously. Discuss how most people in large cities live in tall buildings. Guide a discussion around everyday occurrences that would be difficult to complete if you lived in a tall building, e.g. bringing groceries inside the house or moving furniture. Ask questions, such as: ○ How would you move furniture when moving house? ○ What would be different about living on the ground floor versus the top floor? • Ask the children to imagine they live on the 15th floor of a building in a big city and have to get their groceries inside their home. In pairs, the children can create a tall building using blocks. ▪ Design (using classroom resources) a way to get groceries from the ground floor to the top story of their building. Give each pair the item that they must carry to get inside their home, and base their design on. It is important that all children are given the same item, such as a small cube block.

Teacher intentions	Learning experiences

	Digital Technologies
	• Look at a programmable robot and/or a map showing how things move from one place to another. Use the robot to show how it might move from one spot on the map to another.
	  ▪ Discuss different familiar locations on the map. Encourage the children to decide on where they would like their robot to start and end their journey.
	  ▪ In groups, the children use an enlarged map of Australia and trial moving their robot from the start location to the end location. Once they finalise the steps needed, they can write the program using arrow symbols. As the robot moves in 15-centimetre increments, they will need to be programmed to an approximate location rather than a specific spot as the movements may not align to the 15-centimetre increments.
	  ▪ Ask the children to swap programs with a different group and trial using the different program to move the robot between locations. Ask the children to make changes for any steps of the program that were not correct.
	• If a programmable robot is not available, the children can use a map of Australia with a grid overlayed on the image. They can then program the arrows by writing them in on top of the grid, and/or as a separate sequence beside the image.

Teacher self-reflection:

The Arts, Visual Arts – Learning sequence 2

Western Australian Curriculum Making	Western Australian Curriculum Responding
Ideas • Exploration of, and experimentation with, the visual art elements of shape, colour, line, space and texture • Exploration of different materials, media and/or technologies, when creating artwork **Skills** • Exploration of techniques and art processes, such as mixed media, colour mixing or drawing	• Personal opinions, feelings and ideas about artwork they view and make

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Book: *How the Birds Got Their Colours?* by Pamela Lofts & Mary Albert (Appendix A). Images of Australian landscapes; paint, rocks; mortar and pestle.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• The focus of the teaching and learning is to explore colour using different materials to make and use ochre paint.
• You could arrange a visit from an Aboriginal or Torres Strait Islander Elder regarding the use of ochre paint and the importance of the Dreaming. Additionally, consult with your local community and gain permission to use rocks to create ochre paints.
• The children can begin collecting different coloured rocks for this lesson beforehand, exploring their own yards and the school yard to find naturally occurring rocks in different colours and sizes. Rocks must be approximately the size of a marble for this lesson.
• Ochre paint is formed using pigment in natural ingredients such as stones, charcoal or soil. Ochre paint is still used for traditional ceremonies, but more vibrant colours are now accessible for different purposes, such as in the suggested storybook read to the class.
 	
Integration ideas
• Science – materials can be changed physically without changing their composition.
• Humanities and Social Sciences – the location of local places and their natural features.
 	
Assessment
▪ Observe the children discussing the art processes used to create ochre paint. Ask questions, such as:
  ▪ What are we using to make ochre paint?
  ▪ How is this process different from what they would have done traditionally?
  ▪ What are some challenges of painting with your fingers compared to using different technology such as a paint brush or roller?
	Opportunities
	• Show the class a variety of coloured rocks (limestone rocks break down easier) sourced from the teacher's yard, local parks or collected by the children around the school.
	• Discuss that a long time ago Aboriginal and Torres Strait Islander peoples were the only people living in Australia and they made their own paint.
	• Read a story, such as *How the Birds Got Their Colours?* and discuss the artistic element (colours) of the story and the fact that this story is from the Bardi people, living in Broome.
	• Sort rocks into colours, match similar shades of the same colour together.
	• Discuss the meaning of ochre and how it compares to what we use now for colours in artworks. Explain how a long time ago they would have made ochre paint using a grinding stone but today they will be using a mortar and pestle. Provide images of a grinding stone to compare to the mortar and pestle.
	• As a class, grind down rocks to form a powder using the mortar and pestle, with the children taking turns to describe what is happening to the rocks. Add small amounts of water to create a paint like texture. Observe how the powder and water mix together and how you are unable to remove the powder once mixed. Relate this to the children's current Science learning on the physical changing of materials.
	• Model a drawing of a bird that includes large spaces in the bird to allow for easy painting using a finger-painting technique.
	• Ask the children to draw images of a bird and explain that the images will be painted using the ochre paint they create.
	• The children use ochre paints on their fingers to paint the birds.

	• Discuss different types of artworks and the restrictions of using ochre paints (only a few shades of colour) versus using a vibrant colour palette, such as in the chosen storybook. Ask the children to compare their artworks to images in the book. Additionally, discuss that ochre paints are natural and don't generate rubbish when made using traditional methods.

Teacher self-reflection:

The Arts, Music – Learning sequence 2

Western Australian Curriculum Making	Western Australian Curriculum Responding
Skills • Development and consolidation of aural skills by exploring the elements of music, including: ▪ rhythm (difference between beat and rhythm; terminology and notation: graphic and standard I, ⊓, Z) ▪ tempo (getting faster, getting slower) ▪ pitch (explore a limited pitch set) ▪ dynamics (use terminology and symbols for loud (*forte,* ***f***) and soft (*piano,* ***p***)) ▪ form (echo patterns, call and response) ▪ timbre (recognition of familiar sounds produced by instruments, voice and sound sources) to create music **Performance** • Development of performance skills (singing in tune, moving and playing classroom instruments with correct timing)	• Personal responses expressing ideas and feelings about the music they listen to and make

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Slide whistle, tambour or similar non-tuned percussion instrument. Songs: *Bee Bee Bumble Bee*. My Song File. (n.d.). https://mysongfile.com/songs/bee_bee_bumble_bee (Appendix A); *Song of the bee.* Rhymes and Songs – ABC Education https://www.abc.net.au/education/the-song-of-the-bee/104199294 (Appendix A); *Keyen koodjal daambart* by Gina Williams and Guy Ghouse https://www.youtube.com/watch?v=0s4YrwAf3DE (Appendix A). Book: *Over in the Meadow* by Feierabend and Napoletano (Appendix A).	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes **Welcome activity** • Take note of the children who 'hear' the pitch changes and respond quickly and confidently. **Name song activity** • Assist the children who are having difficulty pitching correctly by singing with them and encouraging them to 'siren' up to the correct pitch before singing their response. Modelling and gentle encouragement to assist the children to sing accurately must be practised continually. **Song activity** • *Song of the bee* is a traditional song which can be found at the link provided in Appendix A. • As well as the suggested activities at the link, the children could also play a tagging game. Separate the class into two groups with a group to stand as the 'flowers' and the other group to be 'bees'. Once the song has completed its first cycle, a 'bee' must tag a 'flower' and they swap places. The purpose of this game is that the 'bees' step in time (step to the beat) to the music as they fly around the flowers. **Stimulus questions** • What is the purpose of bees? • Why do they hover around flowers? • Where do flowers grow? • Does an apple tree have flowers? **Music and literature** • The book *Over in the Meadow* is a traditional counting rhyme incorporating animals that might be found in a meadow. There are many different versions of the song, and the suggested book is one of many that are available.	**Opportunities** **Welcome activity** • Greet the class with the welcome song from Learning sequence 1 and invite them into the classroom to sit on the floor. • Play the slide whistle in a variety of pitch directions as before and invite the children to use their voices to mimic the pitch patterns as the word 'hello'. • Model pitch patterning using the hand and encourage the children to copy. • Play a few patterns and invite the children to show the changing pitch direction with their whole bodies and not just their hands. • Tell the children that their voices are going to be used for singing now and they must use their ears to listen carefully and match their singing to the correct pitch. **Name song activity** • Sing the song *Bee Bee Bumble Bee*, selecting different children to respond with singing their own name using the *so-mi* pattern pitches in the song. • Tap the selected child's shoulder with the 'bee' to indicate it is their turn to respond with their name singing. • Record the names of the newly selected children who have responded in this lesson to make sure that different children are chosen next lesson. • Transition into the next song by playing the audio recording of *Song of the bee*. Invite the children to find an individual place in the room. **Song activity** • Play *Song of the bee* again and model stepping to the beat throughout the music, while holding an imaginary bee between the thumb and first finger that is zooming around looking for a flower. • Use the stimulus questions to discuss bees and what they do and produce.

Teacher intentions	Learning experiences
• The sheet music for the song and a recording of the music is available with the suggested book and the melody is also readily available from many sources.  • Use the above sung question to encourage the children to respond by singing their response using a so-mi pitch pattern. **Stimulus question** • What do you notice about the words of the song? **Integration ideas** • Humanities and Social Sciences – concept of family connections. • English – rhyming text. • Science – plants and living things and their interconnectivity. • Mathematics – counting. **Assessment** • Use a checklist, to assess the children's ability to: ▪ pitch a two-note response accurately ▪ step in time to the beat of music.	• Explain that half the class will be flowers and the other half will be bees. As the first part of the song finishes, the bees must 'tag' a flower and they switch places for the second part of the song on the audio. • Tell the children that their feet must keep in time with the music. • Play/sing the song again as the children who are bees step to the beat and then switch roles with the children who are flowers. • Ask the children to imagine what kind of flower they might be and to create a pose that reflects their chosen flower. • Repeat the activity mixing up the two groups. • Play the song one last time as all the children return to the floor in the front of the classroom. **Music and literature** • Introduce the book *Over in the Meadow* by singing the question 'What can you see on the cover of my book?' • Elicit responses from the children that are sung to a *so-mi* pitch pattern of their own devising. • Sing the book to the class. • At the conclusion, nurture a discussion about the animals depicted and the numbers of each of the families in the book. • As a class, discover the rhyming nature of the words and highlight them verbally or written in a form that can be easily retrieved for future reference. • Transition to the concluding activity, referring to another type of family. **Conclusion** • Remind the children of how to count to five in Noongar, and practise. • Play and sing the English words of *Keyen koodjal daambart* as a concluding song. • Add appropriate gestures/actions to aid in memorisation of the words in English.

Teacher self-reflection:

Health Education – Learning sequence 2

Western Australian Curriculum **Personal, social and community health**
Personal Identity and change • Changes to the body, visible and private, as individuals grow older

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Images of family members across three generations; access to face changing applications; costumes to depict the elderly, baby dolls, dolls clothes and bedding. Website: *My milestones – birth to now lesson (GDHR)* https://gdhr.wa.gov.au/learning-activities at The Department of Health's Growing and developing healthy relationships (Appendix A).	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • Prior to this lesson, ask families if they have any milestone events that are celebrated at a certain age within their family's culture. • Reference to private body parts may be discussed in subsequent learning experiences, when deemed appropriate by the teacher and community. **Integration ideas** • Humanities and Social Sciences – the diverse structures and sizes of families. **Assessment** • Observe how the children identify different experiences relating to different phases of life. Ask questions, such as 'What happens to your body when you are an infant?'; 'What are some milestones you may achieve with your development?'	**Opportunities** • Provide the children with images of three generations to examine and ask them to describe who is in the images and roughly how old they are. ▪ The children can describe physical changes that have occurred between the images. Think about significant life events that happen for each stage of life they are examining, e.g. a baby is born, an adult may get a job, and an older person may retire from working. Discuss the physical changes occurring at each stage of life, e.g. adulthood can be facial hair, and an older person may need additional help to see or hear. ▪ Look at different skills that are mastered in each stage of life. Separate the class into three groups to look at the three stages of life. In each group, the children decide on one skill/physical change in that age group of people and act it out; for example, infants walk as their bones and muscles strengthen; adults work in a job; an older person may not be able to move as fast/be as flexible as they did when they were young. ▪ As a class, the children use a face changing application to look at elderly versions of themselves. When each elderly image is generated, discuss physical changes that have occurred on their face. • Additional resources can be located on *My milestones – birth to now lesson (GDHR)*.

Teacher self-reflection:

Physical Education – Learning sequence 2

Western Australian Curriculum **Movement and physical activity**		
Movement skills • Introduce fundamental movement skills: Body management ▪ side roll (pencil) ▪ dynamic balance Locomotor ▪ jump (one foot) ▪ jump (distance) ▪ skip (step-hop movement) Object control ▪ overarm throw ▪ kick-off the ground ▪ two-handed strike • Apply and consolidate fine and gross motor skills previously learnt through minor games and play situations	**Understanding movement** • Ways in which the body reacts during moderate physical activity • Simple rules and fair play in partner or group activities, and minor games	**Interpersonal skills** • Cooperation skills in partner and group work during physical activity practices

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**
	Videos: *Tip & tag warm-up game: 'Silly Bananas' (K-3) | Teaching Fundamentals of PE* https://www.youtube.com/watch?v=dOwN-moi3fw (Appendix A); *PAC Man – hopping , jumping and leaping* [YouTube] https://www.youtube.com/watch?v=-Fm4AO8nfyA (Appendix A). Website: *Jump for distance,* Fundamental Movement Skills https://myresources.education.wa.edu.au/programs/fundamental-movement-skills (Appendix A). Cones, hoops, foam discs/small pool noodles.

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes Refer to the relevant section/s of the *Fundamental Movement Skills* resource. The focus of the teaching and learning is: • locomotor skills (jumping techniques) • body awareness • spatial awareness • keeping yourself and others safe. **Activity 2** • The children are not expected to demonstrate all of the points indicated in the technique exemplification. This is for teacher reference only. • Use the *Jump for distance* information provided in the Resources section of this learning sequence to form the descriptions. For example: **Preparation** ▪ Ankles, knees and hips bend ▪ Eyes focus forward ▪ Swing arms behind body **Execution** ▪ Legs begin to straighten for propulsion ▪ Arms swing forward and upward in time with the straightening of the legs **Completion** ▪ Hips, knees and ankles bend on landing for cushioning ▪ Contact with the ground is made with the balls of the feet **Assessment** • Observe children's individual skills as they perform the skill, taking into consideration the four elements: consistency, precision, fluency and control.	**Opportunities** **Tuning in** • Establish boundaries and rules for the physical education space. • Establish an 'attention getter' for movement time and practise this at regular intervals, e.g. teacher blows a whistle and the children stop, look and listen. **Activity 1** • Revise the locomotor skills learned in the previous week. Practise changing movement using the attention getter to prompt a change in direction, movement and pace. ▪ Model best performance and identify where parts of the body need to be during the action. Remind the children to check the location of head, eyes and arms during the movement. ▪ Have the children practise locomotor movement in the game *Silly Bananas*. ▪ The children try to escape two monkeys who are trying to tag them and turn them into a banana. If the children get tagged to turn into a banana, they freeze and put their arms above their head, palms touching. Untagged children can free them by peeling their arms down (like a banana) and they join back in the game. Teacher chooses different locomotor movement for children to do to escape being tagged, e.g. jump, skip, run. ▪ Draw the children's attention to their raised heart rates and increased breathing rate as they participate for longer and work harder. • Discuss the benefits of physical activity. **Activity 2** ▪ The children explore and practise jumping techniques, jump on one foot and jumping for distance with two feet and leaping from one foot. ▪ Demonstrate a hop or jump on one foot.

Teacher intentions	Learning experiences
	▪ Identify the different parts of the movement and the specific body actions involved. ▪ Explore different techniques. See Activity 2 notes and experiment with what happens when the best technique is not used; for example, when jumping on one foot. ▪ Discuss the results and explain the best form for executing the movement. ▪ Ask the children to practise hopping on one foot, with good form and technique. Have a peer provide positive feedback about the action. Teacher may need to model what to look for: balance, direction, head position, arm action and position, bent leg position, height of hop. ▪ Use the locomotor of hopping as a movement option in a game called *Pacman*. Explain the rules and discuss spatial awareness and safe behaviours in the space. ▪ At the conclusion of the game, draw the children's attention to their heart rate and breathing rate. Discuss the energy requirements for hopping compared to walking. ▪ Identify the different parts of the movement and the body actions involved. ▪ Explore different techniques. See Activity 2 notes and experiment with what happens when the opposite of the best technique is used. ▪ Provide the children with opportunities to practise and correct the technique for jumping for distance. ▪ Discuss options for testing and recording the jump. Consider using a digital device and time lapse to demonstrate and review the jump.

Teacher self-reflection:

Learning sequence 3

English – Learning sequence 3

Western Australian Curriculum Language	Western Australian Curriculum Literature	Western Australian Curriculum Literacy
Text structure, organisation and features • Explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain **Language for expressing and developing ideas** • Understand that a simple sentence consists of a single independent clause representing a single event or idea • Understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details, such as when, where and how (adverbs) • Recognise the vocabulary in everyday contexts as well as learning area topics • Understand that written language uses punctuation, such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns	**Literature and contexts** • Discuss how language and images are used to create characters, settings and events in literature by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators **Engaging with and responding to literature** • Discuss literary texts and share responses by making connections with children's own experiences **Creating literature** • Retell or adapt a story using plot and characters, language features, including vocabulary, and structure of a familiar text through spoken texts, role-play, writing, drawing or digital tools	**Texts in context** • Discuss different texts and identify some features that indicate their purposes **Interacting with others** • Use interaction skills, including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions **Analysing, interpreting and evaluating** • Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning in texts by drawing on vocabulary and growing knowledge of context and text structures **Creating texts** • Create, re-read and co-edit short written and/or multimodal texts to report on a topic, express an opinion, or recount a real or imagined event or experience, and use imagination to tell, retell or adapt a story, using grammatically correct simple sentences, some topic specific vocabulary, sentence boundary punctuation and correct spelling of one- and two-syllable words

Western Australian Curriculum Language	Western Australian Curriculum Literature	Western Australian Curriculum Literacy
		• Create and deliver short oral and/or multimodal presentations on personal and learnt topics, which include an opening, middle and concluding statement, some topic-specific vocabulary and appropriate gesture, volume and pace

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Picture book, such as *A Walk in the Bush* by Gwyn Perkins (Appendix A). Props, costumes or art materials, if preferred.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• The learning experiences should be combined with opportunities to explicitly teach phonics and word knowledge through oral language and effective systematic approaches that align with the school context.
 	
Assessment
• Observe how the children orally recount their own stories and retell familiar texts. Devise success criteria for the creation of a retell or text innovation.
	Opportunities
	• Read a story where a character is recounting an experience, such as *A Walk in the Bush*. Use the front cover to predict what might happen.
	  ▪ Have children share their own experiences about walking in the bush or another place, such as a park or beach.
	  ▪ Read the story a second time.
	  ▪ Identify how each of the characters may be feeling.
	  ▪ Identify adjectives, verbs and adverbs that may give clues about the characters.
	  ▪ Ask the children to write a sentence about each of the main characters using correct sentence boundary punctuation and capitals for names.
	  ▪ Have the children write questions to the characters using a question mark. Discuss with the class and encourage the children to answer in character. This could be done as a 'hot seat' or *Who am I?* game.
	• Identify experiences the children enjoy participating in, and have them recount these with a partner or in a small group. Encourage them to include information about what, when, where, who and how to fully describe their experiences.
	• Model telling a similar story (text adaption) but with different main characters, events or setting. Think aloud the structures and conventions you want the class to learn.
	• In small groups, have them innovate on the story and orally plan their own story based on this one but with a difference, e.g. different characters, events or settings. Teachers could provide props and costumes, or art materials to create a multimodal text.
	• Ask the children to independently create their own version of the story with words and images, or with a dramatic role-play.

Teacher self-reflection:

Mathematics – Learning sequence 3

Western Australian Curriculum Number and algebra	Western Australian Curriculum Measurement and geometry	Western Australian Curriculum Probability and statistics
Understanding number • Say, read, write and order numbers to 120 and recognise the repetition of the 0–9 sequence of digits. Skip count collections by twos, fives and tens from zero • Explore different ways to represent and partition collections up to 100, including in groups of 10, using concrete materials **Patterns and relationships** • Continue and create repeating patterns. Explore and label repeating patterns to show how many of each element is in a repeat unit (core)	This strand is not the focus of these learning experiences.	This strand is not the focus of these learning experiences.

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Book: *Counting on Fall* by Lizann Flatt (Appendix A). Digital device for taking photographs; 120 chart; tactile media, e.g. playdough, pasta, beads, colour blocks, stamps, pop sticks; MAB blocks, number cards; materials for bundling, e.g. bags or containers to place bundles inside; interconnecting blocks.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
Place value
• The focus of the teaching and learning is to provide opportunities for the children to see collections in groups of 10, which lays the foundation for them to believe one ten is the same as ten ones or unitising.
 	
Assessment
• Observe how the children start to spot patterns in the environment, including those based on colours, shapes, sounds, movements etc.
	Opportunities
	• Share a book about counting, such as *Counting on Fall*.
	• Discuss how skip counting could be used to count the images in the story. Practise skip counting the images by 2, 5 and 10.
	• Take the children on a walk around the school and ask them to look out for collections of objects. This could be flowers, windows on buildings, sports equipment in a box, fence posts. Provide the children with a digital device so they can take photographs of the collections they find.
	• Back in the classroom, display some of the photographs and discuss how to use skip counting to work out the totals.
	• Ask the children to use manipulatives or materials in the classroom to create an image where skip counting could be used to count the objects, such as towers made from objects, interlocking blocks, car wheels, pairs of socks, animal legs etc.
	• Ask the children to count the objects in each other's images.
	• Play Guess my number with the whole class using a 120 chart. Use clues, such as 'It is smaller than …', 'It is bigger than …', 'It is between …', 'It has a 3 in the ones column', 'It has 4 bundles of 10'.
	• Present a blank 120 chart to the class with some random numbers filled in. Invite the children to come and fill in a number, justifying the placement. For example, 'I put 35 below 25 because it is 10 more.'
	• Brainstorm the meaning of the word 'pattern'. Ask the children to share examples where they have seen patterns in their everyday life. To encourage the children, provide examples such as:
	  ▪ colour – traffic lights, flags, beach umbrella
	  ▪ movement – hop-skip pattern, clapping rhythms.
	• Explain that patterns are repeated information and can be seen in several different ways. Relate to the examples from the discussion above.

Teacher intentions	Learning experiences
	• Demonstrate a sequence resulting of a simple colour pattern, such as blue-blue-red-blue-blue-red and discuss the repeated unit (core). Ask the children to: ▪ continue that pattern ▪ explain how they knew what would come next ▪ identify 'what repeats' (unit → blue-blue-red). • Provide the children with different patterns and repeat the steps above, giving them opportunities to continue, explain and describe each pattern. • Supply the children with a wide range of tactile media, e.g. playdough, pasta, beads, colour blocks, stamps etc. and foster exploration of such media to create different patterns. ▪ Encourage children to swap their patterns with a partner so that they can each continue a pattern created by someone else. ▪ Encourage them to describe each pattern. ▪ As the children become more familiar with patterns, encourage them to represent the same pattern using different media, e.g. blue-blue-red can be dot-dot-dash. **Small group opportunities** • Ask the children to continue to count collections using chosen strategies, e.g. one-to-one, skip counting, bundling. • Provide the children with numbers to make with MAB blocks. Ask the children to record the numbers made and the number before and after. • Provide the children with sets of 10 number cards (0–120) to order from lowest to highest and highest to lowest. • Provide children with patterns made from manipulatives, such as interconnecting blocks in different colours. Encourage them to continue the patterns using the same manipulatives.

Teacher intentions	Learning experiences
	• Ask the children to make patterns with objects from the outside environment or with objects of interest. • Use a 120 chart that has been cut up into logical pieces to create a puzzle. Ask the children to place decades in the correct place to sequence and recreate the chart.

Teacher self-reflection:

Science – Learning sequence 3

Western Australian Curriculum Science understanding	Western Australian Curriculum Science inquiry
Chemical sciences • Materials can be changed physically without changing their composition	**Questioning and predicting** • Pose questions and make predictions based on knowledge and experiences **Planning and conducting** • Engage in guided investigations to answer questions, test predictions and assess risks • Make and record observations, including informal measurements **Communicating** • Communicate observations, ideas, and findings using everyday and scientific vocabulary

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Book: *Harry and Gran Bake a Cake* by Fiona McIntosh (Appendix A). Digital device for taking photographs (if using); jars, thermometers, ice blocks, spray bottles; chocolate, ceramic plates, metal tray/spoon. Dramatic play toys, such as scientist coats, glasses, beakers, test tubes, microscope and magnifying glasses.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The focus of the teaching and learning is how materials physically change when heat is applied. • Scientific language has been used when naming resources (e.g. thermometer) as it is important for children to know how to identify the tool. They are not expected to use this language independently or be assessed on the use of the tool. • Parent volunteers would be helpful for this sequence as each of the experiments requires an adult to supervise and guide the discussion when the children make their predictions. Experiments can be set up ahead of time to begin the process of changing form, or adults can set up and facilitate conversations during the learning sequence. • Guide the children's discussion to use specific language such as hot, cold, melt, solid, change, energy and temperature. **Integration ideas** • English – reading and viewing picture book, orally describing changes during experiments. **Assessment** • Collect work samples of how the children represent and communicate their observations. If required, scribe the children's explanations of what happened onto their work samples.	**Opportunities** • Create a brainstorm for the word 'heat'. Ask the children to contribute ideas for things that change when heat is applied. Encourage them to think of things that are naturally heated and things that are heated by flames. Scribe key words onto the brainstorm and describe how resources change when heat is applied. • Read or source and watch an online video of *Harry and Gran Bake a Cake* and discuss all the things that happened and how the substances changed, e.g. cracking the eggs, spilling the flour. Record the children's responses onto the whiteboard when they describe what happened when the heat source was applied. Use prior knowledge to discuss what a cake feels, smells, looks and tastes like once it has been cooked. The cake cannot be changed back into raw cake batter. • Explain that a variety of experiments are going to be done using various forms of heat. The children will be making predictions and recording observations using photographs or drawings of what changes occurred. ▪ Place three glass jars of water with thermometers in them – one outside in the direct sun; one outside in the shade; one inside in a dark place. Ask the children to predict which setting will have the coldest water. When reading the thermometer temperature, they can identify the warmest jar by identifying the largest number, rather than reading and understanding the temperature from the thermometer. ▪ Melt ice blocks using cold water or hot water from a spray bottle. Ask the children to predict which type of water will melt the ice faster. ▪ Melt chocolate on different surfaces in the sun. Ask the children to predict which surface (paper, ceramic plate or metal tray/spoon) will make the chocolate melt the fastest.

Teacher intentions	Learning experiences
	• Discuss how the sun was used to provide heat during the experiments – 'The sun is very far away from us, so we only get a small amount of heat compared to if we were closer.'

Teacher self-reflection:

Humanities and Social Sciences – Learning sequence 3

Western Australian Curriculum Knowledge and understanding	Western Australian Curriculum Humanities and Social Sciences skills
History • The diverse structures and sizes of families, the familial roles today and how these have changed or remained the same over time • The differences and similarities between children's daily lives and life during their parents' and grandparents' childhoods and how daily lives have changed	**Questioning and researching** • Reflect on current understanding of a topic • Pose and respond to reflective questions about objects, people, places and events in the past and present • Locate information from a variety of provided sources **Analysing** • Process information and/or data collected **Evaluating** • Draw conclusions based on information and/or data **Communicating and reflecting** • Present findings in a range of communication forms, using relevant terms

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Book: *When I Was Little Like You* by Mary Malbunka (Appendix A). Picture books, images and videos of games and toys in the past, such as *Olden day games* – ABC Education https://www.abc.net.au/education/olden-day-games/13648208 (Appendix A); *This Day Tonight: Playgrounds, billycarts and hot rods* – ABC Education https://www.abc.net.au/education/this-day-tonight-playgrounds-billycarts-and-hot-rods/13705676 (Appendix A); *Our Dolls and Toys* – My Doll Cottages https://www.mydollcottage.com.au/ (Appendix A); *School in the 1940s* – ABC News https://www.abc.net.au/education/school-in-the-1940s/13500322 (Appendix A). T-chart.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• The focus concept for this teaching and learning is continuity and change as the children investigate how children's daily lives have changed over time.
 	
Assessment
• Have the children fold a piece of paper in half and label the halves as Now and Then. Have them write and/or draw about how everyday life has changed for children in terms of games, toys, family structures and school life.
	Opportunities
	• Read and discuss the book *When I Was Little Like You*. Ask the children to draw a picture of some of the things the character did as a child, and hold a discussion to compare this to the children's own lives.
	• As a class, write a list of games that the children like to play.
	• Watch and discuss videos that show games played in the past:
	  ▪ *Olden day games*
	  ▪ *This Day Tonight: Playgrounds, billycarts and hot rods*.
	• Show the children a selection of images that show toys from the past.
	  ▪ *Our Dolls and Toys*.
	• Ask the class how children may have played with the toys from the past.
	• Sequence the times that the toys were popular with the help of an Internet search.
	• Make a T-chart of current and old-fashioned toys and games.
	• Teach the children some games that were played in the past, such as *What's the time Mr Wolf*, clapping games, hopscotch, elastics or knuckle bones.
	• Explore how school life has changed over time. As a class, watch the video *School in the 1940s*.
	• Discuss how children from the past may have felt while experiencing a typical day, noting changes such as in responsibility, academic expectations and access to local facilities.
	• Invite parents, grandparents or guest speakers in to talk about their school days. Have the children pre-prepare questions to ask them that reflect their curiosities.

Teacher self-reflection:

Technologies – Learning sequence 3

Western Australian Curriculum Design and Technologies	Western Australian Curriculum Digital Technologies	Western Australian Curriculum Design thinking skills
Materials and technologies specialisations • Properties of a material determine its selection for a specified purpose **Technologies and society** • People use technologies to create products for personal needs	**Digital systems** • Digital systems have hardware and software that are used together	**Designing** • Design solutions through drawing, modelling and/or a sequence of steps

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Images of boats; classroom objects to use as boats; plasticine; small cubes.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • When supplying the class with resources to construct their design, include things like string and elastic bands to help the children attach materials to one another. **Integration ideas** • Science – Materials can be changed physically without changing their composition. **Assessment** • Observe the children's ideas to create solutions for the design problem. Ask the children to explain what materials make their boat float. • Observe how the children describe the difference between hardware and software.	**Opportunities** **Design and Technologies** • Provide the children with images of different boats from places around the world. Include images of boats carrying food items and boats from the past. • Inspire a brainstorm based on the word 'boat'. This can include what a boat is; what a boat does and what is needed to classify it as a boat. • Display a variety of classroom objects and ask the children if those objects could be a boat. Survey the class asking yes or no for each item. Tally the results and review after experimenting, to see if the classroom object floats in a bucket of water. • Show children a hard round ball of plasticine. Ask them if the plasticine is a boat; can it be made into a boat?; what has to change about it for it to become a boat? Test if the plasticine floats in its current form. ▪ List the children's suggestions about what could be changed for it to become a boat, including what they would do to change it, e.g. squish it flat or roll it with a rolling pin. ▪ Discuss the changes suggested and how they would change the characteristics of the plasticine. For example, rubbing the plasticine a lot would cause it to soften and make it more malleable. Link this discussion to Science and highlight body heat as a source of heat on the plasticine. ▪ As a class, create criteria for a boat, e.g. must float on water and hold six small cubes. ▪ Ask the children to draw a design of a boat they would create from the ball of plasticine.

Teacher intentions	Learning experiences

	Digital Technologies
	• Teach the children the differences between hardware and software.
	  ▪ Have the children work in small groups to examine a hardware device, such as a smart device, desktop computer, phone, camera or gaming console.
	  ▪ Ask the children to discuss different features of their device with their group.
	  ▪ Invite the children to share what their device does. Teach them the software features of each device.
	• Explicitly teach the children how to use the Scribblify® application (or another suitable drawing application) to design a home.
	• While using the application, invite the children to identify different software features, e.g. is this drawing/colouring tool a hardware or software feature?

Teacher self-reflection:

The Arts, Visual Arts – Learning sequence 3

Western Australian Curriculum Making	Western Australian Curriculum Responding
Ideas • Exploration of, and experimentation with, the visual art elements of shape, colour, line, space and texture **Skills** • Exploration of techniques and art processes, such as mixed media, colour mixing or drawing **Production** • Use of visual art elements and techniques, to create 2D and 3D artwork, that communicate an idea to an audience	• Personal opinions, feelings and ideas about artwork they view and make

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Objects in Australian outback colours. Story: *The Rainbow Serpent* (many versions of this story exist both in hard copy or online).	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The focus of the teaching and learning is line, colour and shape. Colour hues are used to compare colours with the colours of the Australian outback. • If possible, invite a local Aboriginal and Torres Strait Islander Elder to come and tell the story of *The Rainbow Serpent.* **Integration ideas** • Humanities and Social Sciences – the location of local places and their natural features. • English – literature. **Assessment** • Record the children explaining their choice of colours.	**Opportunities** • Display objects in the colours of the Australian outback. These can be in the form of colour palette swatches, bottles of paint, paint in a paint palette or items containing these colours, e.g. an orange, a rock, some blue fabric, a brown stick or a green pencil. • Read a version of *The Rainbow Serpent* story. ▪ Identify different landscapes in the story, i.e. flat plains, rugged mountains, tall hills and winding rivers. ▪ Discuss how the colours selected match with the climate and temperatures in Australia (warm colours and cool colours). • As an alternative, a local Aboriginal and Torres Strait Islander Elder may be invited to tell the children the story of the Rainbow Serpent. • Ask the children to draw their own landscape using different types of lines. Encourage them to use straight lines, curved lines, dotted lines and dashed lines. This experience can be modelled by the teacher or the children can use images from the text/online as inspiration for what to include in their landscape. • Images can be painted/collaged/coloured using warm colours. Encourage the children to explain their reasoning for colour selections. • Ask the children to present their artwork to their peers in small groups and explain their choice in colours.

Teacher self-reflection:

The Arts, Music – Learning sequence 3

Western Australian Curriculum – Making	Western Australian Curriculum – Responding
Skills ▪ Development and consolidation of aural skills by exploring the elements of music, including: ▪ rhythm (difference between beat and rhythm; terminology and notation: graphic and standard I, ⌐, Z) ▪ tempo (getting faster, getting slower) ▪ pitch (explore a limited pitch set) ▪ dynamics (use terminology and symbols for loud (*forte*, ***f***) and soft (*piano*, ***p***)) ▪ form (echo patterns, call and response) ▪ timbre (recognition of familiar sounds produced by instruments, voice and sound sources) to create music **Performance** Development of performance skills (singing in tune, moving and playing classroom instruments with correct timing)	• Personal responses expressing ideas and feelings about the music they listen to and make

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Songs: *The song of the bee* Rhymes and Songs – ABC Education https://www.abc.net.au/education/the-song-of-the-bee/104199294 (Appendix A); *Busy buzzing bee* music score (Appendix A); *Bounce high, bounce low* https://www.youtube.com/watch?v=ZqPfbwVs-mg (Appendix A)*;* *Keyen koodjal daambart* by Gina William & Guy Ghouse – Topic. https://www.youtube.com/watch?v=0s4YrwAf3DE (Appendix A). Book: *Over in the Meadow* by Feierabend and Napoletano (Appendix A). Small basketball; slide whistle; relevant instruments (or images of).	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes **Welcome activity** • Using kinaesthetic movement to music helps consolidate the concept of beat as the children are using aural and movement skills to build muscle memory. The concept of beat embeds strongly when practised through movement. • The instrumentation of *Song of the bee* is for a string quartet (two violins, viola and cello). **Stimulus questions** • How does the music for *Song of the bee* make you feel? • How else can you make the sound of the bee buzzing? • What do you like about the sound of the instruments? **Beat and rhythm activity** • It is important to introduce beat as a separate entity to rhythm as this prevents confusion in children. Consolidating the idea of beat and its relationship to tempo should occur over several experiences before introducing the element of rhythm. **Tempo activity** • The tempo terminology will be revisited over the term and into next term as the children require repetition within a range of activities to consolidate their knowledge and understanding. It is helpful to have the terminology on cards or posters that can be displayed in the music classroom/area as a reminder. **Game activity** • An example of the song Bounce high, bounce low can be found at the link provided in Appendix A. • The best ball to use is a firm but pliable small basketball that ensures ease of catching by the children. Make sure that it bounces well but not too high.	**Opportunities** **Welcome activity** • Play the *Song of the bee* as you greet the children into their music time. • Invite the children to walk to the beat of the music as they sing along with any of the words they remember. • When the instrumental sections occur, model freezing then recommencing walking to the beat when the singing begins again. • When song is complete, have the children gather on the mat at the front of the classroom. • Discuss the instruments that can be heard accompanying the song and in the instrumental break. Provide pictures of the instruments heard or display real ones if available. • Discuss how the instruments can be used to try to make the sound of a bee buzzing. • Ask selected children to express their feelings/responses to the song. • Transition to play the next bee song. **Beat and rhythm activity** • Sing 'Bee bee' and select the remaining children to respond by singing their name. • Sing the song again and encourage all the children to place the beat of the song as a body percussion beat. • Sing the song several times, placing the beat in different places, e.g. on knees, shoulders, hands, chests. • Explain that when we keep time to music, we are keeping the beat. Explain that when we walk in time to the music Song of the bee, we are walking to the beat. 'Finding' the beat helps us to know how fast or slow the music is. • Read or sing the book *Over in the Meadow* as a transition into the next activity.

Teacher intentions	Learning experiences

• Sing the words as suggested in the link. The name 'Shiloh' can be substituted with the names of the children who are being bounced to at the moment of the name being sung (every second child). The ball will need to be bounced twice around the circle to ensure everyone gets their name sung.
 	
Integration ideas
• English – explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs.
• Physical Education – apply and consolidate fine and gross motor skills previously learnt through minor games and play situations.
 	
Assessment
• Use a checklist to assess the children's ability to:
  ▪ sing in tune
  ▪ maintain the beat with body percussion, singing and moving
  ▪ maintain the beat with the ball
  ▪ respond to changes in tempo with movement.
	Tempo activity
	• Introduce the song *Busy buzzing bee*.
	• Sing with bee actions indicating high and low, slow and fast.
	• Form a conga line and weave around the classroom as the song is sung, making sure that movement matches the tempo markings of the music.
	• On the last phrase 'fly back home', have the children drop to the ground.
	• Repeat several times to build familiarity with the song.
	• Gather the children into a circle using the conga line. Use the slide whistle to seat the children (high to low).
	• Discuss the tempo changes in the song. Identify the tempos and teach the children the correct terminology – largo, moderato, allegro.
	• Discuss why the song refers to the bee as a 'he' and what 'home' refers to.
	
	Game activity
	• Briefly discuss the pets that the children have at their homes. If there are dogs as pets, discuss the kinds of things that dogs like to play with (catching balls in the park).
	• Introduce the song *Bounce high, bounce low*.
	• Explain that the game works best if the ball is kept moving in time to the music and that the song must be sung in time with the ball movement.
	• Ask the children to stand with the slide whistle (low to high) and demonstrate the game.
	• Stand in the middle of the circle. Bounce the ball once towards one of the children who bounces it back to you/the middle person. The ball is then bounced to the next child in the circle and bounced back. The game continues in this manner around the circle.
	• Adjust the tempo of the song to match the ball bouncing beat.
	• Remove the ball from the circle and begin playing the next song.

Teacher intentions	Learning experiences
	Conclusion • Play and sing the English words of *Keyen koodjal daambart* as a concluding song. If able, add in some of the Noongar words, particularly in the chorus. • Add appropriate gestures/actions to aid in memorisation of the words in English.

Teacher self-reflection:

Health Education – Learning sequence 3

Western Australian Curriculum **Personal, social and community health**
Personal identity and change • Personal strengths and qualities and how they change over time

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Leaves; self-portraits from Learning sequence 1; strength words cards. Book: *A Hero Like You* by Nikki Rogers (Appendix A).	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• When children collect a leaf, encourage them to choose one that feels unique or special to them.
 	
Assessment
• Observe the language the children use to describe their personal strengths. Can they identify their own strengths and discuss how they know they are good at it?
	Opportunities
	• Read the book, *A Hero Like You* and discuss what makes people heroes.
	• Review what a personal strength is. Discuss how strengths can be physical skills or personal attributes, such as always showing kindness or being inclusive of others. Look at all the strengths from the brainstorm from Learning sequence 1.
	  ▪ Display the self-portraits drawn in Learning sequence 1 that included the children's words of strengths/personal qualities.
	  ▪ Create a class 'tree of strength'. Ask the children to select leaves and copy their strengths from the self-portrait, onto a leaf. Alternatively, the children may have a different strength they would like to add. Attach the leaves to the class tree, alongside the portraits of the children.
	• Using word cards containing the strengths identified in the class, work with the children to create categories; for example, body movement, learning skills, skills that involve interacting with others.
	• While sorting, discuss things such as:
	  ▪ Does everyone have the same strength?
	  ▪ How does something become a strength?
	  ▪ How do you know something is a strength?
	  ▪ Can strengths change over time?
	• Review the strengths and qualities on the strength tree.

Teacher self-reflection:

Physical Education – Learning sequence 3

Western Australian Curriculum **Movement and physical activity**		
Movement skills • Introduce fundamental movement skills: Body management ▪ side roll (pencil) ▪ dynamic balance Locomotor ▪ jump (one foot) ▪ jump (distance) ▪ skip (step-hop movement) Object control ▪ overarm throw ▪ kick-off the ground ▪ two-handed strike • Apply and consolidate fine and gross motor skills previously learnt through minor games and play situations	**Understanding movement** • Ways in which the body reacts during moderate physical activity • Simple rules and fair play in partner or group activities, and minor games	**Interpersonal skills** • Cooperation skills in partner and group work during physical activity practices

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**
	Coloured cones. Websites: *Fundamental Movement Skills* webpage on https://myresources.education.wa.edu.au/programs/fundamental-movement-skills (Appendix A); *Assessment support materials*. School Curriculum and Standards Authority https://k10outline.scsa.wa.edu.au/home/assessment/assessment-support-materials (Appendix A).

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes Refer to the relevant section/s of the *Fundamental Movement Skills* resource. The focus of the teaching and learning is: • locomotor skills (hopping, skipping, jumping) • body awareness and direction change • spatial awareness • keeping yourself and others safe. **Activity 2** • Children are not expected to demonstrate all of the points indicated in the technique exemplification. This is for teacher reference only. **Dodge technique** ▪ Eyes are focused forward throughout the movement. ▪ Knees are bent while changing direction. ▪ Direction changes by pushing off the outside foot. ▪ Uses one step to change direction. ▪ Body is lowered for balance while changing direction. ▪ Movement is performed equally well to and from either side of the body. **Assessment of individual skills** • Observe the children as they perform the skill, taking into consideration the four elements: consistency, precision, fluency and control. • Refer to the relevant section/s of the *Assessment Support Materials*.	**Opportunities** **Tuning in** • Establish boundaries and rules for the physical education space. • Establish an 'attention getter' for movement time and practise this at regular intervals, e.g. teacher blows a whistle and the children stop, look and listen. **Activity 1** • Have the children explore movement options including hopping, skipping and jumping (two feet for movement and to change location). ▪ Revise the locomotor skills. Practise changing movement using the attention getter to prompt a change in direction, movement and pace. ▪ Model best performance and identify where parts of the body need to be during the action. Remind the children to check the location of their head, eyes and arms during the movement. ▪ Draw attention to raised heart rates and increased breathing rates as the children participate for longer and work harder. Identify the easiest movement option and discuss why this may be the case. ▪ Discuss the benefits of physical activity. **Activity 2** • Have the children explore and practise dodge techniques, or changes in direction. ▪ Demonstrate direction changes using a game context. Use name locations appropriate to the space, coloured cones or other suitable indicators that will make the children change direction quickly. ▪ Practise dodge techniques using different movements. For example, the children skipping towards the goal posts, then run towards you when you blow the whistle. ▪ Allow the children to choose the locomotion and the direction change.

Teacher intentions	Learning experiences

	▪ Praise examples of best practice and clearly specify the techniques that make the movement effective. Select children who are demonstrating best practice to model and exemplify the correct technique.
	▪ Provide opportunity for the dodge skill to be practised through a simple game.
	  ○ Explain the rules.
	  ○ Discuss spatial awareness and safe behaviours in the space.
	▪ At the conclusion of game, discuss heart rate and breathing rate.

Teacher self-reflection:

Learning sequence 4

English – Learning sequence 4

Western Australian Curriculum Language	Western Australian Curriculum Literature	Western Australian Curriculum Literacy
Text structure, organisation and features • Explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain **Language for expressing and developing ideas** • Understand that a simple sentence consists of a single independent clause representing a single event or idea • Understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details, such as when, where and how (adverbs) • Recognise the vocabulary in everyday contexts as well as learning area topics • Understand that written language uses punctuation, such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns	**Literature and contexts** • Discuss how language and images are used to create characters, settings and events in literature by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators **Engaging with and responding to literature** • Discuss literary texts and share responses by making connections with children's own experiences **Creating literature** • Retell or adapt a story using plot and characters, language features, including vocabulary, and structure of a familiar text through spoken texts, role-play, writing, drawing or digital tools	**Texts in context** • Discuss different texts and identify some features that indicate their purposes **Interacting with others** • Use interaction skills, including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions **Analysing, interpreting and evaluating** • Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning in texts by drawing on vocabulary and growing knowledge of context and text structures **Creating texts** • Create, re-read and co-edit short written and/or multimodal texts to report on a topic, express an opinion, or recount a real or imagined event or experience, and use imagination to tell, retell or adapt a story, using grammatically correct simple sentences, some topic specific vocabulary, sentence boundary punctuation and correct spelling of one- and two-syllable words

Western Australian Curriculum Language	Western Australian Curriculum Literature	Western Australian Curriculum Literacy
		• Create and deliver short oral and/or multimodal presentations on personal and learnt topics, which include an opening, middle and concluding statement, some topic-specific vocabulary and appropriate gesture, volume and pace

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	A range of imaginative picture books and images of interesting characters. A picture book, such as *The Gruffalo* by Julia Donaldson (Appendix A).	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The focus of the teaching and learning is to focus on the imaginative aspect of narratives, how they differ from a personal recount and their purpose to entertain. • Any familiar imaginative storybook that features a character with unique physical features would work well for this unit of work; this can be integrated with other class learning and interests. • The learning experiences should be combined with opportunities to explicitly teach phonics and word knowledge through oral language and effective systematic approaches that align with the school context. **Assessment** • Observe the children orally retelling the story in small groups. Make anecdotal notes. • Record the children describing an image of a familiar character. • Use a retell of the story and some oral questioning to find information about the children's comprehension.	**Opportunities** • Read a storybook to the children that includes an unusual character, such as *The Gruffalo*. ▪ Discuss if this story is based on real life or came from someone's imagination. Explain the purpose of imaginative stories and how they are written to entertain. Usually they include setting, characters, problem and resolution. ▪ Identify the setting, characters, problem and resolution in the story you have read to the class. ▪ Pose the questions: 'What does the author want you to feel about this character?'; 'How do you know?'. Give the children time to discuss the author's portrayal of the main character with a partner and then with the class. Explore how the words and images contribute to meaning. ▪ Working in small groups, ask the children to retell the story as a dramatic performance or in pictorial form, including opening, problem, resolution and ending. • View images of interesting characters. Brainstorm descriptive vocabulary to describe them. ▪ As a class, invent an imaginary character. Encourage the children to use describing words, e.g. wears a large blue hat. ▪ Co-construct a simple narrative that includes this character. Tell the story orally. ▪ Ask the children to draw their own characters. ▪ Have the children use their drawings to create a story, sharing ideas in small groups. Encourage them to follow the narrative structure and include the opening, problem, resolution and ending. Their final story could be written, oral, visual or multimodal. • Observe the children as they work and use this to teach or revise word, sentence or text level structures.

Teacher self-reflection:

Mathematics – Learning sequence 4

Western Australian Curriculum Number and algebra	Western Australian Curriculum Measurement and geometry	Western Australian Curriculum Probability and statistics
Understanding number • Say, read, write and order numbers to 120 and recognise the repetition of the 0–9 sequence of digits. Skip count collections by twos, fives and tens from zero **Calculating with number** • Manipulate collections to add and subtract quantities to 20 and beyond, exploring a range of strategies	**Two-dimensional space and structures** • Name and classify familiar two-dimensional shapes based on sides and vertices using informal language **Three-dimensional space and structures** • Recognise, sort and name familiar three-dimensional objects and identify the two-dimensional shapes that comprise them	This strand is not the focus of these learning experiences.

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Books: *Ten in the Bed* by Penny Dale (Appendix A); O*ne is a Snail Ten is a Crab* by April Pulley Sayre and Jeff Sayre (Appendix A). Ten fames, 10-bead strings; counters, toys (including a toy bed) and manipulatives to show parts in the story. Ten-sided dice; two-dimensional shapes; three-dimensional objects, materials for stamping 2D shapes onto paper. Animal figurines or images. Video: *Subtraction Song for kids* | Subtraction Facts | Subtraction Action | Jack Hartmann https://www.youtube.com/watch?v=pwQKugrFmJQ (Appendix A).	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes **Addition and subtraction** • Addition and subtraction should be taught together to help the children understand their link, i.e. inverse relationship. • It is important that the children work on understanding and representing problems at this stage, rather than calculating. • Throughout all learning opportunities, ensure number stories have the unknown value in different places in the sentence, and include the use of varied language so that the children need to interpret and comprehend the story each time, e.g. 4 + ____ = 9; ____ + 5 = 9; 4 + 5 = ____. • Numbers that add together to make ten are often called *Rainbow Facts*, *Friends of Ten*, or *Ways to Make Ten*. The children will need to be exposed to the different vocabulary, to see they are interchangeable. They should also explore and find these relationships, rather than memorise the facts without associating them to meaning and quantities. • It may be helpful to print images of characters from the book, and a bed for children to use in their manipulation of the story. • Additional resource – video such as *Subtraction Song for kids*. **Assessment** • Observe the strategies the children use, e.g. counting on, when adding or subtracting single digit numbers. • The change stories that the children create with manipulatives may be recorded as evidence of their progress.	**Opportunities** • Model a simple change problem by reading and acting out a storybook featuring the quantity of 10 increasing or decreasing, such as *Ten in the Bed*. Read the story a second time and role model using dolls/toys in a replica bed. ▪ Ask the children to model their own version of the stories individually or in pairs. ▪ Encourage the children to verbalise the movements in the story, associating them to a new total quantity of children in the bed. ▪ Reverse the story starting with all the dolls/toys on the floor and 'adding' them to the bed by twos. ▪ Encourage the children to verbalise the movements in this new story, associating them to a new total quantity of dolls/toys in the bed. • Introduce different stories (change problems), encouraging the children to use manipulatives to represent them. • Reverse the stories explicitly demonstrating the relationship between addition and subtraction. • Invite the children to create their own stories using manipulatives. • Provide pairs of children with bead strings with ten beads. Play games to review addition and subtraction facts to 10, such as: ▪ Tug of war – the children hold one end of the bead string each. One child rolls a 10-sided dice and then pulls the number of beads to match the number on the dice to their side of the string. The children say the matching number sentence out aloud, e.g. 'I have 6, you have 4, altogether we have 10.' The partner then rolls the dice and has a turn following the same process. Alternatively, the children could use a subtraction number sentence, e.g. 'We had 10, you took 6, I have 4.' ▪ Hide and seek – the children hold one end of the bead string each. One child rolls a 10-sided dice and then hides the number of beads under their hand. The partner says the matching number sentence out aloud,

Teacher intentions	Learning experiences

	e.g. 'I have 3, you hid 7, altogether we have 10', or the corresponding subtraction number sentence 'We had 10, I have 3, you hid 7.'
	• Once the children have acquired the concepts related to the operations, they may use more abstract representations, such as ten frames.
	  ▪ Use ten frames filled with counters to model subtraction stories with counters. Give the children a number to take away from ten by removing the counters from the frames.
	  ▪ Using an empty frame, give the children two numbers (that will add up to no more than ten) and encourage them to show the numbers on the frame using red or blue counters to represent each of the two numbers. Ask the children to calculate the total by counting one by one or using strategies such as skip counting.
	• Drawing on previous experiences, review two-dimensional shapes encouraging the children to sort them by a number of features, e.g. number of corners, sides etc. Ask the children to explain the reasoning behind their sorting.
	• Place a number of two-dimensional shapes in a mystery bag and encourage the children to feel them and describe any features they identify to the rest of the class. The other children attempt to name the shape being described.
	• Provide the children with a set of three-dimensional objects and model how the children can use them as stamps to produce 2D shapes on paper. Invite the children to stamp 2D shapes and create characters, places and objects around it, e.g. use a triangle as the body of a bird.
	Small group opportunities
	• Revisit the story *One is a Snail Ten is a Crab*. Use figurines or images of the animals in the book to add together the number of legs. How many legs do two dogs have? The children can draw images of the animals and their legs, and record the matching number sentence.

Teacher intentions	Learning experiences
	• Provide the children with ten frames. Ask the children to roll a 10-sided dice, then fill the ten frame with the corresponding counters and identify how any more would be needed to make 10. • Have the children record addition/subtraction stories and represent them using either manipulatives and taking photographs/videos, or a drawing application. • Invite the children to draw objects in which they can spot two-dimensional shapes, e.g. 'the lid in my lunchbox is a rectangle'. • Provide the children with tangrams or plastic sets of 2D shapes to construct pictures. They may trace around the final result, and orally list the shapes used in that design.

Teacher self-reflection:

Science – Learning sequence 4

Western Australian Curriculum Science understanding	Western Australian Curriculum Science inquiry
Chemical sciences • Materials can be changed physically without changing their composition	**Questioning and predicting** • Pose questions and make predictions based on knowledge and experiences **Communicating** • Communicate observations, ideas, and findings using every day and scientific vocabulary **Collaborating and applying** • Use science knowledge and understandings to make decisions and choices in their environment

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Aboriginal land map of Australia. Sunflower seeds; mortar and pestle.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The focus of the teaching and learning is on exploring how Aboriginal and Torres Strait Islander peoples physically change materials for specific purposes such as food or medicine. Teachers should ensure appropriate cultural responsiveness is applied during this learning sequence. • If possible, invite an Aboriginal or Torres Strait Islander person from your local area to come and discuss some ways that people change materials to make food and medicine. Aboriginal and Torres Strait Islander peoples or a school Aboriginal and Islander Education Officer may have knowledge and understandings about the area specific to their Country. • Topics of conversation that may arise during this lesson include traditional ways to prepare food, make medicine and purify water for drinking. Discuss how Aboriginal and Torres Strait Islander peoples ensure food and water are suitable to consume, e.g. picking ripe berries or straining large pieces of sediment out of water for drinking. • Aboriginal and Torres Strait Islander peoples use natural materials that may be scarce and only available seasonally. Their methods of retrieval and storing are unique to their culture. They endeavour to maintain environmental balance and not overuse any natural resources. **Integration ideas** • Mathematics – measurement of time using Aboriginal and Torres Strait Islander peoples' seasons. • Humanities and Social Sciences – Aboriginal land map of Australia. **Assessment** • The children could record a sentence about what they observed during this lesson. Use this as a work sample to monitor their science understanding.	**Opportunities** • Discuss life in the past and the present. Talk about when Aboriginal and Torres Strait Islander peoples were the only ones living in Australia and how they sourced food. Retrieve the children's perceptions of how Aboriginal and Torres Strait Islander peoples sourced/cooked their food. Record the children's voices by scribing ideas on the whiteboard. • Explain that the children will be able to explore a variety of methods Aboriginal and Torres Strait Islander peoples use to source food and medicine. Highlight how they change materials from wet to dry, use rocks to grind things into paste/powder, select useful/not useful materials, and preserve (prepare for long term storage) food for future use. ▪ Brainstorm materials that can be changed from wet to dry, ground into powder/paste or preserved (children may be familiar with tea tree or eucalyptus). • Show children an Aboriginal land map of Australia. Highlight the area of your school and see which Aboriginal and Torres Strait Islander peoples' communities are nearby, e.g. if you are in the Perth metropolitan area, it will be the Whadjuk Noongar peoples. • Display a bowl of sunflower seeds. Discuss how seeds similar to these would be sourced by Aboriginal and Torres Strait Islander peoples to use as food and medicine. Ask the children to predict how they would get the seed out of the seed shell. Record different methods. ▪ Give each child a seed shell to experiment retrieving the seed in a set time. ▪ Review methods used. Highlight strategies that were successful. ▪ Inform the children how Aboriginal and Torres Strait Islander peoples sometimes gather seed shells and extract the seeds within to be used in food and medicine. Seeds are made into powder using a grinding stone.

Teacher intentions	Learning experiences
	▪ Model seeds being made into powder using a mortar and pestle. Additionally, the children can source rocks from their home and the schoolyard and attempt to make their own grinding stone. • Link discussions to sustainability and the Aboriginal and Torres Strait Islander peoples' seasonal calendars. Look at the seasons on the Aboriginal and Torres Strait Islander peoples' calendars and discuss what happens during each season compared to our seasons. • Review ways Aboriginal and Torres Strait Islander peoples change materials for different purposes. Discuss how the seeds are turned into a powder.

Teacher self-reflection:

Humanities and Social Sciences – Learning sequence 4

Western Australian Curriculum Knowledge and understanding	Western Australian Curriculum Humanities and Social Sciences skills
History • The diverse structures and sizes of families, the familial roles today and how these have changed or remained the same over time • The differences and similarities between children's daily lives and life during their parents' and grandparents' childhoods and how daily lives have changed	**Questioning and researching** • Reflect on current understanding of a topic • Pose and respond to reflective questions about objects, people, places and events in the past and present • Locate information from a variety of provided sources **Analysing** • Process information and/or data collected **Evaluating** • Draw conclusions based on information and/or data **Communicating and reflecting** • Present findings in a range of communication forms, using relevant terms

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Images of modern and old-fashioned technologies. Book: *The Little Red Hen* (Appendix A). Ingredients and equipment to churn butter: heavy cream, salt; small clean jar with a tight-fitting lid, measuring spoons, small bowl, plastic knife or spoon, paper towel. Ingredients and equipment to make damper: self-raising flour, salt, butter, milk, water; measuring cups and spoons, large mixing bowl, wooden spoon, lined oven tray, oven or electric frypan.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• The focus concept of these opportunities is continuity and change.
Integration ideas
• English – procedural recipe and writing a recount.
• Mathematics – measuring ingredients.
• Science – combining ingredients.
Assessment
• Create a past and present chart with drawings, images from magazines or photocopied images.
	Opportunities
	• Create a brainstorm to identify everyday technology in the children's homes.
	  ▪ What tools and appliances are used for cooking?
	  ▪ What tools and appliances are used for entertainment and communication?
	  ▪ What tools and appliances are used for home maintenance?
	  ▪ What technology is used for transport?
	• Show the children images of modern and old-fashioned technologies, such as a horse and cart, old and new cars, open cooking fires and old stoves, black and white televisions, flat screens, radios, telephones and smart devices. Sort images into past and present. Discuss how technology has changed to make modern life easier and more time efficient.
	• Read the children the story of *The Little Red Hen*. Discuss how the flour was produced by grinding the wheat, the bread was kneaded by hand, and the butter was churned by hand. Compare this to how we now have ingredients available to buy at the shops.
	• Make damper with the children and have the class churn their own butter to put on it.
	  ▪ The children can take turns and make shared decisions to follow the steps, measuring/mixing ingredients and recounting each step of the procedure.
	  ▪ Co-construct a procedure or recount of this activity.

Teacher self-reflection:

Technologies – Learning sequence 4

Western Australian Curriculum Design and Technologies	Western Australian Curriculum Digital Technologies	Western Australian Curriculum Design thinking skills
Materials and technologies specialisations • Properties of a material determine its selection for a specified purpose **Technologies and society** • People use technologies to create products for personal needs	**Data representation** • Data can be represented as images, symbols, numbers and words	**Designing** • Design solutions through drawing, modelling and/or a sequence of steps **Producing and implementing** • Use available technologies and materials to safely create a solution

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Plasticine, buckets, counters; boat designs, images of boats from different cultures carrying food items; digital device to take photographs. Book: *The Gruffalo* by Julia Donaldson (Appendix A). Devices/data tally worksheets.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • Encourage the children to use their original design to 'guess and check' or test the capabilities of their boat when floating. **Integration ideas** • Mathematics – collect and comparing data. **Assessment** • Record the children's thoughts as they discuss the different design ideas present in their boat. Have an individual conversation with each child to provide targeted feedback according to the criteria. • Observe how the children represent the data collected about the characters. Use the data tally sheets to determine the children's success in representing the data collected.	**Opportunities** **Design and Technologies** • Review previous lesson discussing boats, including what a boat is. Display boat designs from the children. Remind the class of criteria for what the boat must do (float and hold materials). ▪ On each child's design sheet, add the criteria (float and hold objects) with a tick box next to each. This can be scribed by the teacher, independently written by the child or copied from the board. ▪ Give the children an allocated timeframe to complete their designs using soft modelling material. Discuss the safe use of this resource and any equipment to create solutions for their boats. Bring them together on the mat and test each boat. Give a tick for each criteria their boat meets and use this as a self-assessment. Record how much each boat could hold before breaking/sinking. For boats that were unsuccessful, discuss changes the child could make to their design to ensure success next time. ▪ Survey the features of the successful boat designs. Were there common design elements for those holding heavy weight? How many times did they trial their own design? Did their design change from the original plan? • Have the children take photographs of their boats and as a class, compare successful designs to images of boats from different cultures carrying food items (can be viewed digitally or printed). Would their boats be able to carry those same food items? **Digital Technologies** • Read the story *The Gruffalo*. Survey the children to identify their favourite physical features of the Gruffalo. ▪ Present the data in the form of symbols/pictures. ▪ Invite the children to discuss this as a data set. Pose questions such as:

Teacher intentions	Learning experiences
	○ What does this data tell us? ○ What are the most/least popular features of the Gruffalo? ○ Can we use the same survey on a different character we know? • In small groups, have the children select a picture book/film they are familiar with and create a survey to collect data on the characters' physical features, e.g. Shrek or a Minion. Provide a range of books as stimulus for the children. ▪ Ask the children to draw images of the characters' physical features they wish to collect data on. ▪ Have the children ask their peers about their character. ▪ Collect data using symbols to represent the features. This may be done on a device or using a data tally worksheet. ▪ Spot patterns in the data. • Bring the children together on the mat to share the conclusions they have made from the data gathered, e.g. three children think Shrek's funny ears are his best feature.

Teacher self-reflection:

The Arts, Visual Arts – Learning sequence 4

Western Australian Curriculum Making	Western Australian Curriculum Responding
Ideas • Exploration of, and experimentation with, the visual art elements of shape, colour, line, space and texture • Exploration of different materials, media and/or technologies, when creating artwork **Skills** • Exploration of techniques and art processes, such as mixed media, colour mixing or drawing	• Appreciation of different types of artwork, and where and how it is displayed

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Paint, plastic tablecloths (if being used), masking tape.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• The focus of the teaching and learning is for the children to explore the technique of printmaking.
• Provide buckets of water and hand towels for the children to wash their hands between making each print.
• Label A4 sheets with the children's names prior to printmaking.
• Have a drying rack nearby.
 	
Integration ideas
• Science – materials can be changed physically without changing their composition.
 	
Assessment
• Record the language about shape, colour and line that the children use during this experience. Photographs can be taken to show the process and displayed alongside the finished product to create a learning journey.
	Opportunities
	• Discuss how visual art is not always simply a painting – it can be an experience that the viewer undertakes, e.g. a light show projected onto a building.
	• Review the five senses and what each one does.
	• On each desk in the room, place a small blob of paint (about the size of a 20-cent coin).
	  ▪ Invite the children to each choose a colour of paint. They can use their hands to smear the paint over a small portion of the desk that has been marked out using masking tape.
	  ▪ Using their sense of touch, the children use their fingers and hands to make prints in the paint. Encourage the children to use adjectives to describe the feeling of the paint.
	  ▪ At the end of the experience, have the children place their A4 piece of paper over their design and press it down to create a print. Place prints onto the drying rack.
	  ▪ Encourage the children to compare the differences between each child's design. For example, 'I like how Claire has a lot of continuous lines on her page and how John has used dots on his print.'
	  ▪ The children can then select a different colour to work with. Add a small amount of white paint to each colour and investigate how the white changes the existing colour to create a different shade. Repeat this sensory experience making more prints.
	• Have a class discussion about the different prints used. How were those marks made? Discuss how they should be displayed.

Teacher self-reflection:

The Arts, Music – Learning sequence 4

Western Australian Curriculum Making	Western Australian Curriculum Responding
Skills • Development and consolidation of aural skills by exploring the elements of music, including: ▪ rhythm (difference between beat and rhythm; terminology and notation: graphic and standard I, ⊓, Z) ▪ tempo (getting faster, getting slower) ▪ pitch (explore a limited pitch set) ▪ dynamics (use terminology and symbols for loud (*forte, **f***) and soft (*piano, **p***)) ▪ form (echo patterns, call and response) ▪ timbre (recognition of familiar sounds produced by instruments, voice and sound sources) to create music **Performance** • Development of performance skills (singing in tune, moving and playing classroom instruments with correct timing)	This strand is not the focus of these learning experiences.

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Dynamic word cards for the word wall; slide whistle; range of non-tuned percussion instruments so that every child can access one. Songs: *Bee Bee Bumble Bee* https://mysongfile.com/songs/bee_bee_bumble_bee (Appendix A); *Sailor, sailor on the sea* song/game *https://www.bethsnotesplus.com/2023/07/sailor-sailor-on-the-sea.html* (Appendix A); *Listen to the pattern* music score (Appendix A); *Keyen, Koodjal, Daambart* by Gina William & Guy Ghouse – Topic. https://www.youtube.com/watch?v=0s4YrwAf3DE (Appendix A).	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes **Welcome activity** • Add the new dynamic word cards to the word wall display. It is helpful to include the symbol for the dynamics as well as the word. For example: *piano,* ***p*** – soft. • Varying the dynamic of your speaking voice when talking with the children throughout the lesson and expecting that they will respond with the matching dynamic, is a useful way to build memory regarding dynamics as an element of music and its application across a range of activities. **Game activity** • The song/game *Sailor, sailor on the sea* can be found in Appendix A. • As the song is in $6/8$ time, it has a skip feel and so is an ideal vehicle to develop aural awareness of the feel of different time signatures. • Stimulus questions: ▪ Why do you think we should skip around the circle to the beat instead of walking? ▪ What tells us that we should skip rather than walk? **Beat activity** • The song *Listen to the pattern* allows for each instrument group to echo rhythms. There is, however, an example in the song to create a variety of four beat rhythms for the children to echo. • The song can be mixed around to create a variety of activities, such as: ▪ invite one group of children to maintain the beat throughout while another group echoes the rhythm ▪ play two or three rhythms for each group to echo on each turn ▪ invite all groups to maintain the beat while the first part of the song is sung	**Opportunities** **Welcome activity** • Lead the children into the classroom with a conga line singing 'Bee bee'. Vary the tempo and the dynamic. At the end of the song, stop and turn and select a child to respond at the same tempo and the same dynamic as the song has been sung. • Repeat several times selecting different children who then become the leader of the conga line when they have sung their response. • Gather the children in a circle (manipulated from the movement of the conga line) and seat them using the slide whistle. • Discuss the tempos used in the repetitions of the song and recap the terminology of the tempo markings. • Elicit information from the children regarding the dynamic changes in each repetition. • Explain that just as there are music words for fast and slow, there are also music words for loud and soft. These words help us understand how to play or sing music (*piano* – soft, *forte* – loud). • Use the voice to elicit matching responses to variations in the dynamic of the spoken voice. **Game activity** • Introduce the song/game *Sailor, sailor on the sea* by singing the first verse. • As the sailor, skip around the circle in time with the singing, and stand behind a child when the song is finished. • Explain that the selected child is the farmer and is involved in the next part of the song. The class must sing the melody with the 'farmer' lyrics. • At the end of the 'farmer' verse, the sailor asks the farmer 'how many?' and holds up between one and five fingers behind the head of the farmer. The farmer must answer a number between one and five.

Teacher intentions	Learning experiences
▪ invite two groups to echo the rhythms while other groups keep the beat ▪ invite selected children to offer a four-beat pattern for others to echo. **Integration ideas** • English – explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs. **Assessment** • Use a checklist to assess the children to determine their ability to: ▪ match pitch when singing ▪ maintain the beat in a variety of ways ▪ play non-tuned percussion instruments with correct technique and correct timing ▪ echo simple four beat rhythms with accuracy.	• If the answer is correct, the children trade places. If incorrect, the sailor goes around again. • This is an opportunity to use the Noongar words for numbers one to five and consolidate the children's use of them. • Record the names of the children who have had a turn in the game so others can be chosen next time. • When the game is finished, elicit from the children responses to the stimulus questions regarding the time signature feel of the song. **Beat activity** • Distribute even groups of non-tuned percussion instruments. For example, divide the children into four evenly numbered groups. Each group receives a set of the same non-tuned percussion instrument, such as claves, finger cymbals, triangles, tambours or similar according to availability. • Each group sits in the whole class circle formation in their instrument group. • Sing the song *Listen to the pattern* while keep the beat on a non-tuned percussion instrument such as a floor tom or similar. • The song allows for each instrument group to echo rhythms played by the teacher. • Sing the song through several times making sure that all groups have equal turns to echo the rhythms. • If time allows, rotate the children through the groups of non-tuned percussion instruments so that they get an opportunity to play a different instrument. Invite the children to stand and walk around the circle until they reach a different set of instruments. • Repeat the song several times giving the children ample opportunity to play the new instrument. • Have the children return the instruments to their correct place.

Teacher intentions	Learning experiences
	Conclusion • Play the song *Keyen koodjal daambart* from Learning sequence 1 as the children transition to the next lesson.

Teacher self-reflection:

Health Education – Learning sequence 4

Western Australian Curriculum **Personal, social and community health**
Personal identity and change • Personal strengths and qualities and how they change over time

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	List of appropriate milestones and each of their definitions.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • Prepare a list of milestones and each of their definitions that the children may refer to in this lesson. **Assessment** • Observe the children describing the emotions they experienced when achieving their milestone event.	**Opportunities** • Ask the children to list major milestones that have happened in their life so far. Give examples of what a milestone is (doing something on their own for the first time), such as first word, starting school, riding a bike or learning to write. • Brainstorm words to describe how the children felt achieving these milestones. Describe physical and emotional feelings. Provide the class with examples of how emotions change over time as the importance of an achievement or milestone can have a significant impact on life, e.g. graduating university or gaining a new job. • Ask the children to draw an image of the milestone they feel is most important to them. Scribe what the milestone is and how the child felt knowing they had achieved it. • Inspire the children to present their milestone event to the class and act out the emotions they felt when they achieved it. • Ask the children to reflect on how their milestones have changed over time.

Teacher self-reflection:

Physical Education – Learning sequence 4

Western Australian Curriculum **Movement and physical activity**		
Movement skills • Introduce fundamental movement skills: Body management ▪ side roll (pencil) ▪ dynamic balance Locomotor ▪ jump (one foot) ▪ jump (distance) ▪ skip (step-hop movement) Object control ▪ overarm throw ▪ kick-off the ground ▪ two-handed strike • Apply and consolidate fine and gross motor skills previously learnt through minor games and play situations	**Understanding movement** • Ways in which the body reacts during moderate physical activity • Simple rules and fair play in partner or group activities, and minor games	**Interpersonal skills** • Cooperation skills in partner and group work during physical activity practices

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**
	Cones, bibs, large soft balls. Websites: *Fundamental Movement Skills* webpage on https://myresources.education.wa.edu.au/programs/fundamental-movement-skills (Appendix A); Website: *Assessment support materials*. School Curriculum and Standards Authority https://k10outline.scsa.wa.edu.au/home/assessment/assessment-support-materials (Appendix A).

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes Refer to the relevant section/s of the *Fundamental Movement Skills* resource. The focus of the teaching and learning is: • fundamental skills (kicking) • body awareness and direction change • spatial awareness • keeping yourself and others safe. **Activity 2** • The children are not expected to demonstrate all of the points indicated in the technique exemplification. This is for teacher reference only. **Kick technique** **Preparation** • Body is balanced on approach. • Eyes are focused on the ball. • Non-kicking foot placed beside the ball with knee slightly bent. • Non-kicking foot points towards the target. **Execution** • Head is above, or slightly behind, the ball. • Kicking leg is bent to at least 90° during backswing. • Ball makes contact with the top or the inside of the foot. • Opposite arm to kicking leg, swings forward and out for balance. **Completion** • Kicking leg follows through, swinging towards intended target. **Assessment** • Observe the children as they perform the skill, taking into consideration the four elements: consistency, precision, fluency and control. • Refer to the relevant section/s of the *Assessment Support Materials*.	**Opportunities** **Tuning in** • Establish boundaries and rules for the physical education space. • Establish an 'attention getter' for movement time and practise this at regular intervals, e.g. teacher blows a whistle and the children stop, look and listen. **Activity 1** • The children explore and practise dodge techniques through a simple game of Dodge. ▪ Revise the locomotor skills. Practise changing direction using the attention getter to prompt a change in direction, movement and pace. ▪ Discuss being safe and avoiding collisions. ▪ Exemplify good performance and identify where parts of the body need to be during the change of direction. Remind the children to check the location of their head, eyes, and arms during the movement. **Activity 2** • The children explore and practise kicking techniques. ▪ Demonstrate the correct kicking technique to the children, selecting a few simple points to focus on and explicitly teach. ▪ Allow the children to practise kicking. Use simple activities to facilitate practise opportunities. These may include, but are not limited to: ○ kicking for distance – did it make it to the marker? ○ kicking for direction – did it make it to the intended recipient? ○ kicking for accuracy – did it make it between the markers? ▪ Provide opportunity for the skill of kicking to be practised through a simple game, such as kick to kick. ▪ Explain the rules and discuss spatial awareness and safe behaviours in the space. ▪ Highlight the children's participation and teamwork.

Teacher self-reflection:

Learning sequence 5

English – Learning sequence 5

Western Australian Curriculum Language	Western Australian Curriculum Literature	Western Australian Curriculum Literacy
Text structure, organisation and features • Explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain **Language for expressing and developing ideas** • Understand that a simple sentence consists of a single independent clause representing a single event or idea • Understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details, such as when, where and how (adverbs) • Recognise the vocabulary in everyday contexts as well as learning area topics • Understand that written language uses punctuation, such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns	**Literature and contexts** • Discuss how language and images are used to create characters, settings and events in literature by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators **Engaging with and responding to literature** • Discuss literary texts and share responses by making connections with children's own experiences **Creating literature** • Retell or adapt a story using plot and characters, language features, including vocabulary, and structure of a familiar text through spoken texts, role-play, writing, drawing or digital tools	**Texts in context** • Discuss different texts and identify some features that indicate their purposes **Interacting with others** • Use interaction skills, including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions **Analysing, interpreting and evaluating** • Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning in texts by drawing on vocabulary and growing knowledge of context and text structures **Creating texts** • Create, re-read and co-edit short written and/or multimodal texts to report on a topic, express an opinion, or recount a real or imagined event or experience, and use imagination to tell, retell or adapt a story, using grammatically correct simple sentences, some topic specific vocabulary, sentence boundary punctuation and correct spelling of one- and two-syllable words

Western Australian Curriculum Language	Western Australian Curriculum Literature	Western Australian Curriculum Literacy
		• Create and deliver short oral and/or multimodal presentations on personal and learnt topics, which include an opening, middle and concluding statement, some topic-specific vocabulary and appropriate gesture, volume and pace

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Wordless picture books or images to use for storytelling.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• The focus of the teaching and learning is retelling a narrative.
• The learning experiences should be combined with opportunities to explicitly teach phonics and word knowledge through oral language and effective systematic approaches that align with the school context.
 	
Assessment
• Use a rubric or checklist to assess the children's emerging writing skills.
• Provide time for the children to create their own narrative with the success criteria that have been developed throughout the learning sequences.
	Opportunities
	• Provide opportunities for the children to read, view and/or listen to a number of narratives.
	  ▪ Discuss how the words and images contribute to the meaning of each of the stories.
	  ▪ Discuss the setting, events and characters.
	  ▪ Explore the vocabulary used to describe settings, events and characters.
	  ▪ Use one of the narratives to retell with a five-sentence story, i.e. 'Once there was …, One day …, Suddenly …, Later …, Finally …'.
	  ▪ Ask the children to practise this orally with partners and then draw five images and write a sentence for each one.
	• 'Read' a wordless picture book with the children, encouraging them to use the images and their imagination to tell a story. Model how to write words for the images.
	  ▪ Allocate a page to each child or pair of children to write the words. Share with the class.
	  ▪ Discuss the continuity of the story and add words to connect the text for cohesiveness.
	• Place the children in groups of two or three and provide them with a wordless picture book or set of images to make up their own story. Each group shares with the class. The children could record themselves or each other telling their story or film the images on a digital device.
	• Observe the class and focus on one aspect of the storytelling to model and improve, e.g. an interesting opening, good endings, problems that make interesting stories.

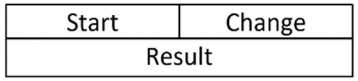
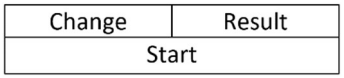
Teacher self-reflection:

Mathematics – Learning sequence 5

Western Australian Curriculum Number and algebra	Western Australian Curriculum Measurement and geometry	Western Australian Curriculum Probability and statistics
Understanding number • Say, read, write and order numbers to 120 and recognise the repetition of the 0–9 sequence of digits. Skip count collections by twos, fives and tens from zero **Modelling with number** • Represent quantities and actions in real-world situations involving adding, taking away, sharing or equal groupings using role-play, concrete materials, drawings or numbers. Describe the meaning of the representations and answers in context	**Two-dimensional space and structures** • Give and follow directions within familiar locations	This strand is not the focus of these learning experiences.

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Book: *My Mob Going to the Beach* by Sylvia Emmerton (Appendix A). Pipe cleaners, large beads, think boards; manipulatives; memory cards 0–10, devices, counters, pop sticks, bundling materials (elastic bands, bags, containers).	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes **Addition and subtraction** • Change problems involve quantities that change either by adding to or taking from. • Example of *Change Join* situations: start + change = result *Kate had 6 pencils and then her brother gave her 4 more pencils. Now she has 10 pencils.*  • Example of *Change Separate* situations: start – change = result *Kate had 6 pencils and then her brother took 4 of her pencils. Now she has 2 pencils.*  • Once the children become more familiar with addition and subtraction through the use of change problems, introduce combine problems, in which the quantities are static (no movement). • Continue to ensure the unknown values are placed in different positions. Encourage the children to understand and interpret the stories, through representing them and then selecting the operation needed to solve the problem. • Model a variety of language that can be associated to addition, subtraction or both. • Explicitly model and teach strategies to solve problems. • Explicitly teach the modelling process. **Location** • It is important that the children give and follow directions to familiar locations, therefore, starting with the classroom and a location within the school is suitable. • Children are not expected to draw or read maps at this stage. A book, such as *My Mob Going to the Beach*, helps provide the context for directional language.	**Opportunities** • Provide the children with pipe cleaners and large beads and tell them a *Change Addition* story. As you tell the story, invite them to add beads to the pipe cleaner to represent the parts of the story. The result should be up to 20 or a number the class is confident with. • Encourage the children to use the pipe cleaners and large beads to tell their own addition and subtraction stories. • Model how to record the addition or subtraction stories on a Think board with drawings and numbers. • Continue to model change problems (showing movement) and introduce stories based on combine problems (see notes), such as 'I have 7 teddies, and my sister has 4. How many teddies do we have together?' Ensure the unknown value continues to be represented in different positions of the number sentence. • Share commutative addition number sentences (8 + 2 = and 2 + 8 =) for all ways to make ten. Have the children practise representing stories using concrete materials. Encourage them to spot the patterns, and take the opportunity to review the commutative property of addition. • Create addition number stories based on a text used for English. If *The Gruffalo* was used, create word problems such as 'If I have some Gruffalos in one house and four Gruffalos in another house, and there were nine altogether, let's find out how many would have been in the first house.' Encourage the children to model the problem using role-play, then represent and describe the addition or subtraction required to solve it using a 10 frame. The children can record their findings on a Think board using drawings and numbers. • As the children become more confident in their addition and subtraction understanding, provide and scaffold short modelling activities that use strategies, such as:

Teacher intentions	Learning experiences
Assessment • Observe the strategies the children use to solve change and combine problems involving addition and subtraction. • Observe the way the children use and understand directional language when giving and receiving instructions.	▪ counting in ones ▪ skip counting in twos, fives and tens ▪ using known facts, e.g. ways to make ten ▪ simple rearranging, e.g. 8 + 12 is the same as 10 + 10 if you 'transfer' the two from 12 to 8. The children can rely on their knowledge of ways to make ten as well as on subitising when using manipulatives to assist with rearranging. • Provide an opportunity for the children to review or be exposed to basic directional language (forward, backwards, left and right). • Give the children oral instructions to follow in class. For example, sit on a chair, sit under a desk, stand to the left of a desk or move forward three steps. • Provide directions for the children to arrive at a certain location in the outside environment, e.g. hide a secret treasure and the children follow instructions to get to its location. • Ask the children to identify a place within the school that they are familiar with (library, canteen or oval). As a class, walk towards the chosen location listing the directions necessary to get there from the class mat. ▪ Once back in the classroom, review the directions included and add/remove/clarify as needed. ▪ Invite the children to strictly follow those instructions to test how accurate they are. ▪ Make the necessary adjustments. • Read a story book about travelling to a place, such as *My Mob Going to the Beach*. Review the journey the characters went through to get to the beach and together with the children record these as a sequence of steps using directional language and the landmarks.

Teacher intentions	Learning experiences
	Small group opportunities • Have the children represent a variety of stories used in the learning experiences, e.g. 'The main character in the story ate three apples and six lemons, how many pieces of fruit did they eat all together?'. The children may use manipulatives or drawings. • The children play 'Memory' using number cards zero to ten. Place all cards face down and children must turn over two cards and make two piles of manipulatives, if together they make a total of ten they may keep the cards and manipulatives. • Record a variety of number stories adding to no more than 10. Ask the children to attempt to calculate the result using manipulatives. They may record the number related to the total on whiteboards. • Working in pairs, one child hides a 'treasure' in the classroom and uses directional language to help the partner find it.

Teacher self-reflection:

Science – Learning sequence 5

Western Australian Curriculum Science understanding	Western Australian Curriculum Science inquiry
Chemical sciences • Materials can be changed physically without changing their composition	**Questioning and predicting** • Pose questions and make predictions based on knowledge and experiences **Processing, modelling and analysing** • Sort and order data using provided tables and represent data using visual or physical models **Evaluating** • Compare observations to predictions and identify further questions for investigation

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Images from Learning sequences 1 and 3, if available, or online images of melted objects; various materials such as water, rocks, metal spoon, lolly, playdough. A sample of these materials need to be placed in the freezer prior to the lesson and a sample left at room temperature for the class to observe.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The focus of the teaching and learning is on using prior experiences to make predictions, as well as practising presenting and evaluating results. • Choose materials that will act in a variety of ways after being placed in the freezer, including solid objects that don't change apart from their temperature, such as metal. **Integration ideas** • English – writing predictions and representing results, choosing appropriate vocabulary. **Assessment** • Note the children's predictions and vocabulary choice when describing observations. • Observations of the children comparing their predictions to results.	**Opportunities** • Display images from Learning sequences 1 and 3 if available, or online images of melted objects. • Recount what happened in those previous learning sequences and how heat changed the materials. • Explain that the class will be investigating what happens when materials go into the freezer. Heat is being taken away from the materials – the opposite of what was investigated previously. • Show the children the materials that have been chosen prior to the lesson and put into the freezer. Allow the children time to touch and manipulate the materials, making verbal observations of what they notice. • Choose one of the materials and model how to make a prediction of what will have happened to the material in the freezer using appropriate vocabulary, such as cold, hard, frozen, stiff, solid. • Assist the children to choose one of the other materials, and make and record a prediction of their own in an appropriate manner; for example, writing a sentence, recording their voice, drawing a picture or scribing. • Have the children form a circle and bring out the materials from the freezer one at a time, allowing the children to touch and make verbal observations. • Model comparing your prediction to the results and encourage the children to do the same verbally. • Model a sentence on the board about what happened to the chosen material. For example, 'When _____ is put in the freezer it gets very hard and can't be squeezed anymore.' • Assist the children to do the same with their chosen material by writing or scribing. • Use thumbs up/thumbs down for the children to indicate whether they think the material will go back to its original state after coming out of the freezer. For example, 'Will the water go back to liquid out of the freezer?'.

Teacher self-reflection:

Humanities and Social Sciences – Learning sequence 5

Western Australian Curriculum Knowledge and understanding	Western Australian Curriculum Humanities and Social Sciences skills
History • How the present, past and future are represented by terms indicating time as well as by dates and changes that may have personal significance	**Questioning and researching** • Reflect on current understanding of a topic • Pose and respond to reflective questions about objects, people, places and events in the past and present • Locate information from a variety of provided sources **Analysing** • Process information and/or data collected **Evaluating** • Draw conclusions based on information and/or data **Communicating and reflecting** • Present findings in a range of communication forms, using relevant terms

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	Resources	Environment *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Timeline, the children's individual photographs of past events.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • Communicate with the children's families to ensure they are aware of the learning experiences and can contribute to these where possible. • Teachers are encouraged to be sensitive when discussing topics to do with family dynamics, model appropriate language and foster a sense of respect and equality. **Integration ideas** • Maths –- time order vocabulary. **Assessment** • Have the children reflect on their learning in a discussion and then complete a three-columned T-chart to show what they understand about the past, present and future.	**Opportunities** • Call out some everyday events and have the children indicate whether they have happened (the past), are happening now (the present) or will happen (the future). For example, 'I am at school', 'I brushed my teeth this morning', 'I will go to high school'. • Make a timeline of the children's birthdays and identify which birthdays have happened and which are yet to happen. Use questions such as: ▪ Whose birthday was the earliest? ▪ Whose birthday is yet to happen? ▪ Whose birthday came before …? ▪ Who had their birthday last year? • Brainstorm and discuss terms about time, such as 'when I was a baby', 'when my mum was little', 'a really long time ago',' the olden days', 'then and now', 'yesterday', 'last year', 'the past', 'in the 1900s'. Leave the terms on display for the children. • Construct a simple timeline using some of these terms, i.e. place them in time order with the children's input. • Add significant events, such as when the children were born, when the school opened, when their grandparents were born. Have the children add photographs or drawings to this throughout the learning experience. • Have the children make their own simple personal timeline to represent significant events in their life. Encourage them to add photographs of events such as birthdays, special holidays, starting kindy, family weddings and celebrations. • Ask the children to imagine how their life may be in the future, consider jobs of the future, technologies and everyday life. Have the children draw or write about this and create a Future Wall.

Teacher self-reflection:

Technologies – Learning sequence 5

Western Australian Curriculum Design and Technologies	Western Australian Curriculum Digital Technologies	Western Australian Curriculum Design thinking skills
Materials and technologies specialisations • Properties of a material determine its selection for a specified purpose **Technologies and society** • People use technologies to create products for personal needs	**Digital systems** • Digital systems have hardware and software that are used together **Digital implementation** • Follow a visual representation of an algorithm (sequence of steps)	**Investigating and defining** • Explore ideas and design opportunities for a personal need **Evaluating** • Use personal preferences to evaluate the solution for a personal need

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Images of mia mias, figurine of a person, materials for building mia mias, watering can, blank checklist for children to self-assess; digital devices for taking photographs; clipboards and paper.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • Mia mias are traditional shelters of Aboriginal and Torres Strait Islander peoples. • Consulting a local Aboriginal and Torres Strait Islander Elder may be appropriate before constructing a mia mia with the children. • Build the mia mia in an area that can get wet. • Use resources that are easily available to your class. During the building phase, compare resources to those they would have used in the past. **Integration ideas** • Mathematics – collect and comparing data. **Assessment** • Provide the children with a blank checklist to self-assess their mia mia. Make anecdotal notes about how the children worked to meet the design criteria and discuss changes or improvements for their design. • Observe how the children collect data. Collect the children's data tallies and use these to assess their ability to record and represent collated data.	**Opportunities** **Design and Technologies** • Review what the children know about mia mias/introduce mia mias and show images. • Compare a mia mia to the children's own home by nurturing a conversation comparing layouts, materials used to build them and inclusions inside the homes. Inform the class that these homes were generally used in the past when Aboriginal and Torres Strait Islander peoples lived off the land. • Inspire the children to design a mia mia using classroom resources that would protect a person (figurine) in the season of Makuru if in Noongar Country, alternatively a cold/wet season that aligns with the local area. Ask the children to draw their design and share their design ideas with a partner. ▪ Inform the children that their mia mia will be tested by replicating Makuru (pouring a watering can filled with water onto their mia mia). Their mia mia will have to keep their person dry after the whole watering can has been emptied. ▪ Build mia mia designs using classroom resources, then test them. ▪ Using a checklist, review successful design elements and reflect on what would need to be changed, based on personal preferences, if these houses were being used in the natural environment. • Have the children photograph their designs on a device. As a class, create a collage with the photographs using an app, such as Pic Collage®, to show all of the different mia mias. **Digital Technologies** • Discuss the concept of data and inform the class that data is not always represented by numbers and words, but it is also things we observe. For example, light outside the classroom is a form of data telling us it is daytime. Teach the children that data helps give us information about a topic.

Teacher intentions	Learning experiences

	• Tell the children that they will be collecting data from everyone in the class to find out further information about things the children like.
	• Model collecting data for a simple question, such as what the children's favourite animal is.
	  ▪ Use symbols to represent data for each animal category.
	  ▪ Interpret the overall data as a class. Identify popular animals and explain how the data provides this information.
	  ▪ Provide the children with a clipboard and paper each to collect their own data from one another. Scribe each child's question onto their paper to create a title for their data.
	  ○ The children ask one another their question and record the data using symbols. Questions for investigation could be favourite place to visit, food to eat, toy to play with, movie to watch or sporting activity.
	• Invite the children to present their data to the class.

Teacher self-reflection:

The Arts, Visual Arts – Learning sequence 5

Western Australian Curriculum Making	Western Australian Curriculum Responding
Production • Use of visual art elements and techniques, to create 2D and 3D artwork, that communicate an idea to an audience	• Appreciation of different types of artwork, and where and how it is displayed

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	Resources	Environment *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Play dough; smart devices to search for images of houses.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• The focus of the teaching and learning is for children to create a 3D house by sculpting playdough.
• During this lesson, discuss relevant learning from other experiences that will be helpful for this lesson, such as homes in the past and traditional homes of Aboriginal and Torres Strait Islander peoples.
 	
Integration ideas
• Technologies – Design thinking skills, designing a house.
 	
Assessment
• Observe the children reflecting on their own 3D artwork and providing feedback to others.
	Opportunities
	• Review and define 2D (limited to a flat surface) and 3D (includes weight, height and depth) art.
	• Discuss what shelter is and how houses provide shelter. Discuss what elements of houses protect us from the elements.
	• Provide each of the children with a ball of playdough and ask them to make a 3D house.
	  ▪ The children can use smart devices to search for images of houses.
	  ▪ Encourage the children to make houses from different cultures or time periods.
	  ▪ As a class, create the success criteria for the children to meet. Must their house have a roof? Walls? Does it need to stand independently?
	• Allow the children time to view each other's work and share opinions in the form of two stars (positive elements) and a wish (something they could change for next time).

Teacher self-reflection:

The Arts, Music – Learning sequence 5

Western Australian Curriculum Making	Western Australian Curriculum Responding
Ideas • Improvisation with sounds, simple pitch and rhythm patterns to create music ideas **Skills** • Development and consolidation of aural skills by exploring the elements of music, including: ▪ rhythm (difference between beat and rhythm; terminology and notation: graphic and standard I, ⊓, Z) ▪ tempo (getting faster, getting slower) ▪ pitch (explore a limited pitch set) ▪ dynamics (use terminology and symbols for loud (*forte, **f***) and soft (*piano, **p***)) ▪ form (echo patterns, call and response) ▪ timbre (recognition of familiar sounds produced by instruments, voice and sound sources) to create music **Performance** • Development of performance skills (singing in tune, moving and playing classroom instruments with correct timing)	This strand is not the focus of these learning experiences.

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Songs: *The crazy conductor* Susie Davies-Splitter & Phil Splitter – Topic. https://www.youtube.com/watch?v=xSHaOdCnq-I (Appendix A); *Listen to the pattern* music score (Appendix A); *Keyen, Koodjal, Daambart* Gina William & Guy Ghouse – Topic. https://www.youtube.com/watch?v=0s4YrwAf3DE (Appendix A). Video: *People in your neighbourhood: Conductor*. Sesame Street https://www.youtube.com/watch?v=MJ4UGtDLLYc (Appendix A). A range of non-tuned percussion instruments; a baton or mallet, audio device.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes **Welcome activity** • When introducing pitch discernment to Year 1 children, placing definitions on parts of the body aids in learning because of the kinaesthetic nature of the actions/movements. • In reference to solfa – *soh* is placed on the head, *mi* on the waist, *doh* on the toes and *lah* in the hand position just above the head (the *fah* and *re* are added in later years). • It is important that the children understand that the solfa is not fixed to a specific pitch but is rather thought of as the relationship between pitches. It is preferable to begin early to demonstrate to the children that a song can begin at any pitch but the names we give the pitches remain the same no matter what pitch the melody begins on. The message is reiterated as the children progress through the early years of music learning that solfa is moveable and noting that names (e.g. A, B, C, D) are fixed. • This process enables the children to understand pitch as a relational element, i.e. there is a specific relationship between pitches that assists in developing an understanding of intervals. **Stimulus questions** • What does a conductor use to conduct the orchestra? (A baton.) • Why is a conductor important to an orchestra? **Beat activity** • *The crazy conductor* is a song that includes changes in tempo and dynamic. The children must listen carefully to the lyrics of the song and watch the teacher carefully to know when and how to play the instruments. • There are also places in the music when the music stops and then begins again. This provides a good opportunity to discuss how silence in music is sometimes as important as the music and rhythm that is played.	**Opportunities** **Welcome activity** • Greet children by singing the song 'Bee bee' and forming a conga line with children taking the lead and choosing the dynamic and tempo as done previously. • Organise the children into a circle on the last round of the song. • Sing the song one more time without the answer and pitch pattern with hand in the air, inviting the children to copy. • Determine with the children how many pitches there are (three) using your pitch pattern hand positions to guide them to the correct answer. • Explain that some pitches are high and some are low. This song has three pitches, and it starts on the middle of the three. The middle pitch is going to have the pitch pattern hand placed on their head, the low pitch on their waist, and the high pitch just above their head. • Sing the song, demonstrating the placement of the pitches and invite the children to copy. • Explain that different pitches have different names that can be used so that a melody can be understood. • Explicitly teach the solfa names of the three pitch positions. ▪ Sing through with words, then solfa with the placing of pitch on body positions as explained. **Conductor activity** • Gather the children and view the short Sesame Street video *People in your neighbourhood: Conductor*. • Lead a discussion on what a conductor does and why an orchestra needs a conductor. • Explain the importance of a baton and the role of the conductor.

Teacher intentions	Learning experiences
• There are two natural breaks in the music where the children can swap over being the conductor, but ensure that only one child is the conductor at any one time. The other children wait outside the circle and take turns to swap. • In future iterations of this activity, the children who are conducting can indicate that two groups play the beat at the same time or select combinations of instruments to play at the same time. **Stimulus questions** • Can you describe what changes you hear in the song? • What musical words can you remember to describe the way the music sounds? **Integration ideas** • Aboriginal and Torres Strait Islander Peoples Histories and Cultures – song using English and Noongar language. **Assessment** • Use a checklist to assess the children, to determine their ability to: ▪ match pitch when singing ▪ place pitch appropriately in the allocated body position ▪ maintain the beat in a variety of ways ▪ play non-tuned percussion instruments with correct technique and correct timing ▪ echo simple four beat rhythms with accuracy.	**Beat activity** • Organise children into a circle and distribute a range of non-tuned percussion instruments as for Learning sequence 4. If possible, the children should play an instrument that they haven't already played. • Explain that the teacher is the conductor for this activity and each group of non-tuned percussion instruments must only play when the teacher indicates with the baton (use a mallet or a real baton if available). • The children play the beat in time with the music *The crazy conductor*. • At the conclusion of the song, the children place their instruments down at the indication of the conductor. • Play the song again and select children to be the conductor and direct which group of instruments will be played when. • Discuss with the children the differences in the duration of sound of the non-tuned percussion instruments – short and long. **Game activity** • The children retain their instruments (or rotate to play a different instrument). • Play Listen to the pattern through several times, inviting selected children to provide a pattern for the rest of the children to echo. **Conclusion** • Gather the instruments back. • Sing *Keyen koodjal daambart* with the audio as the children ready themselves for the next lesson.

Teacher self-reflection:

Health Education – Learning sequence 5

Western Australian Curriculum **Personal, social and community health**
Interacting with others • Skills and strategies to develop respectful relationships

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Slideshow/picture collage of relevant people; digital device for taking photographs. Video clip or storybook on respectful relationships to show/read to children, such as book *How to be a Friend: A Guide to Making Friends and Keeping Them* (2001) by Marc Brown and Laurene Krasny Brown. Hatchette Children's Books (Appendix A). Website: The Department of Health's *Growing and developing healthy relationships* https://gdhr.wa.gov.au/learning-activities (Appendix A).	

Children’s curiosities and interests:

Teacher intentions	Learning experiences
Notes • Prior to this learning experience, the teacher prepares a slide show or a picture collage showing the different people in their life who they have a relationship with. This could include a friend, partner family member, colleague or someone within the wider community (if not comfortable, use images of generic community members relevant to a teacher). Pets can be included in this as some of the children will have a close relationship with the animals they live with. • Discuss how changes occur as we grow up, and that they may be physical, mental and emotional. Relationships are an example of interactions that change and evolve over time, as children grow up. • Teachers are best placed to be sensitive to the children's personal situations when discussing changes in relationships. • Discuss strategies and skills for developing respectful relationships with others. **Integration ideas** • Humanities and Social Sciences – the diverse structures and sizes of families, the familial roles today and how these have changed or remained the same over time. **Assessment** • Make anecdotal notes as the children describe who they have a significant relationship with and how they could build respectful relationships with these people. These notes can be part of a whole class learning journey and displayed in the classroom.	**Opportunities** • Inspire a brainstorm on the word 'relationship'. Ask the children to explain what they think a relationship is and with which people they have a relationship. Discuss people with whom the children may have had a previous relationship with, e.g. friends from a different school or previous neighbours. • Use a digital application to display a slideshow or picture collage of all the different people with whom a teacher could have a relationship. Integrating digital technologies in this form will model the end outcome of these learning opportunities for the children. ▪ Explain who each person is and include key words and phrases about the type of relationship that relates to each person, e.g. friend, cousin, colleague. ▪ Include things that the teacher does to build respectful relationships with these people, e.g. share stories, use kind words, share a meal together. • Watch a video or read a book aimed at children displaying respectful behaviour to others, such as *How to be a Friend: A Guide to Making Friends and Keeping Them*. Discuss and brainstorm these skills as a class. For example, using kind/caring words, being fair in games, taking turns when sharing/talking, asking permission to touch someone or to use their things. • Give the children five individual small pieces of paper and ask them to draw a simple image of a person on each one. ▪ Have the children take a photograph of each image and create a collage using an app such as Pic Collage®, or by gluing all the images onto a larger piece of paper. ▪ Around the outside of the collage, the children write or draw things they can do with these people to build respectful relationships, using the class brainstorm to assist.

Teacher intentions	Learning experiences
	• Choose one respectful behaviour from the list to focus on each week throughout the term and display it where all the children can see. The teacher can then praise and acknowledge the children by naming the skills, e.g. using kind words, taking turns. • See *Growing and Developing Healthy Relationships* webpage for additional teacher resources and activities.

Teacher self-reflection:

Physical Education – Learning sequence 5

Western Australian Curriculum **Movement and physical activity**		
Movement skills • Introduce fundamental movement skills: Body management ▪ side roll (pencil) ▪ dynamic balance Locomotor ▪ jump (one foot) ▪ jump (distance) ▪ skip (step-hop movement) Object control ▪ overarm throw ▪ kick-off the ground ▪ two-handed strike • Apply and consolidate fine and gross motor skills previously learnt through minor games and play situations	**Understanding movement** • Ways in which the body reacts during moderate physical activity • Simple rules and fair play in partner or group activities, and minor games	**Interpersonal skills** • Cooperation skills in partner and group work during physical activity practices

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**
	Large pins/coloured cones, bibs, soccer balls, large soft balls, small soccer goal, chalk, small fabric tunnel. Websites *Fundamental Movement Skills* webpage on https://myresources.education.wa.edu.au/programs/fundamental-movement-skills (Appendix A); *Assessment Support materials*. School Curriculum and Standards Authority https://k10outline.scsa.wa.edu.au/home/assessment/assessment-support-materials (Appendix A).

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes Refer to the relevant section/s of the *Fundamental Movement Skills* resource. The focus of the teaching and learning is: • fundamental skills (kicking) • body awareness and direction change • spatial awareness • keeping yourself and others safe. **Activity 2** • The children are not expected to demonstrate all of the points indicated in the technique exemplification. This is for teacher reference only. **Kick technique** **Preparation** • Body is balanced on approach. • Eyes are focused on the ball. • Non-kicking foot placed beside the ball with knee slightly bent. • Non-kicking foot points towards the target. **Execution** • Head is above, or slightly behind, the ball. • Kicking leg is bent to at least 90° during backswing. • Ball makes contact with the top or the inside of the foot. • Opposite arm to kicking leg swings forward and out for balance. **Completion** • Kicking leg follows through swinging towards intended target. **Assessment of individual skills** • Observe the children as they perform the skill taking into consideration the four elements: consistency, precision, fluency and control. • Refer to the relevant section/s of the *Assessment Support Materials*.	**Opportunities** **Tuning in** • Review boundaries and rules for the physical education space. • Review 'attention getter' for movement time and practise this at regular intervals, e.g. teacher blows a whistle and children stop, look and listen. • **Activity 1– Stations for kicking off the ground** ▪ Using support documents from the *Fundamental Movement Skills* website, set up stations for the children to practise at and rotate around ▪ Revise rules, spatial awareness and safe behaviours in the space. ▪ Station 1 – Soccer bowling ○ Use large pins/cones to set up a target for kicking a soccer ball at to try and knock over as many pins as possible. ▪ Station 2 – Goal shooting ○ Use a small soccer goal for children to practise shooting goals. ▪ Station 3 – Kick for distance ○ Mark on the floor different colour zones. (Use cones or chalk to show the zones.) ○ Each zone is worth a different number of points, with the closer zones being worth less points and the further ones worth more. For example, short distances could be 1 point and the longest distance, 5 points. ○ The children take turns kicking from a marked line to see how many points they can get. ▪ Station 4 – Tunnel kick ○ Use a small fabric tunnel for the children to practise kicking a ball through to another person on the opposite end of the tunnel. • Provide opportunity for kicking skills to be practised through a simple game.

Teacher intentions	Learning experiences
	Activity 2 – Kick to number • Have the children stand in two parallel lines with a suitable kicking distance between them. • Number each child with one line being even numbers and the other being odd numbers. • Select one child to begin the game with the soccer ball in front of them. • Call out a number from the opposite line and the child with that number shouts out 'Pass me the ball.' • The child who has the ball kicks it to the child who called 'Pass me the ball.' • If it gets close to the target, the kicker gets a point. If the child whose number was called out stops the ball successfully, they also get a point. • Continue play until all the children have had a turn to kick the ball.

Teacher self-reflection:

Appendix A

Resources

English

Learning sequence	Resource	Link/information
2	Book	Perkins, L. R., & Wigham Family Collection (University of Lethbridge. Faculty of Education. Curriculum Laboratory). (2007). *Pictures from our Vacation*. New York: HarperCollins Publishers
3	Book	Perkins, G., & Brooks, L. (2018). *A Walk in the Bush*. Story Box Library
4	Book	Donaldson, J. (2017). *The Gruffalo*. Macmillan Children's Books

Mathematics

Learning sequence	Resource	Link/information
1	Book	Sayre, A. P., Sayre, J., & Cecil, R. (2010). *One is a Snail, Ten is a Crab big book: A counting by feet book*. Candlewick Press (MA)
3	Book	Flatt, L. (2012) *Counting on Fall,* OwlKids Books
4	Book	Dale, P. (2006). *Ten in the Bed*. Walker
	Video	Jack Hartmann Kids Music Channel. (2016, June 3). *Subtraction Song for kids | Subtraction Facts | Subtraction Action | Jack Hartmann* https://www.youtube.com/watch?v=pwQKugrFmJQ
5	Book	Emmerton, S., & Elliott, J. (2004). *My Mob Going to the Beach*
	Video	Silkstone State School. (2020, April 28). *My mob going to the beach* http://www.youtube.com/watch?v=Da2JM1XWt8Y

Science

Learning sequence	Resource	Link/information
3	Book	Mcintosh, F. (2025). *Harry and Gran Bake a Cake.* Penguin

Humanities and Social Sciences

Learning sequence	Resource	Link/information
1	Book	Barton, A. (2021). *What Do You Call Your Grandma*? ABC Books
2	Books	Sullivan, R. (2008). *Tom Tom*
		Hegarty, P. (2021). *We Are Family*. Tiger Tales
	Video	ABC Education – *Back in Time for Dinner* https://www.abc.net.au/education/digibooks/back-in-time-for-dinner/101748174
3	Book	Malbunka, M. (2005). *When I Was Little Like You*
	Websites	*Olden day games*. (2021, November 25). ABC Education. https://www.abc.net.au/education/olden-day-games/13648208
		This Day Tonight: Playgrounds, billycarts and hot rods. (2022, January 14). ABC Education. https://www.abc.net.au/education/this-day-tonight-playgrounds-billycarts-and-hot-rods/13705676
		WA Museum of Dolls & Toys – WA's Largest Doll Collection | My Doll Cottage. *Our Dolls and Toys* (2025). https://www.mydollcottage.com.au/
		School in the 1940s. (2022). ABC News. https://www.abc.net.au/education/school-in-the-1940s/13500322
4	Book	*The Little Red Hen* (many versions of this story exist both in hard copy or online)

Technologies

Learning sequence	Resource	Link/information
2	Book	Barnett, M. (2017). *Noisy Night.* St Martin's Press
4	Book	Donaldson, J. (2017). *The Gruffalo*. Macmillan Children's Books

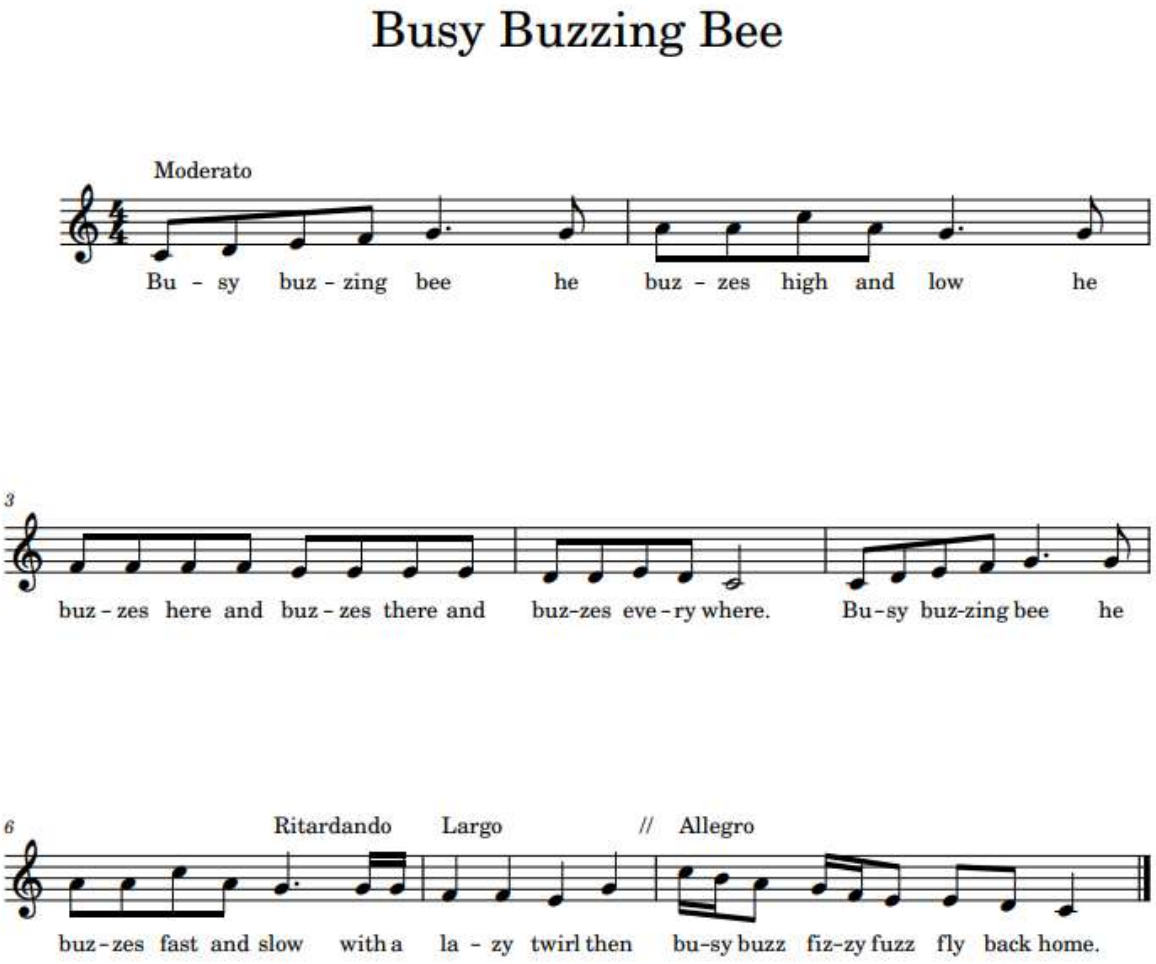
The Arts, Visual Arts

Learning sequence	Resource	Link/information
2	Book	Lofts, P. & Albert, M. (1989). *How the Birds got their Colours*
3	Book	*The Rainbow Serpent* (many versions of this story exist both in hard copy or online)

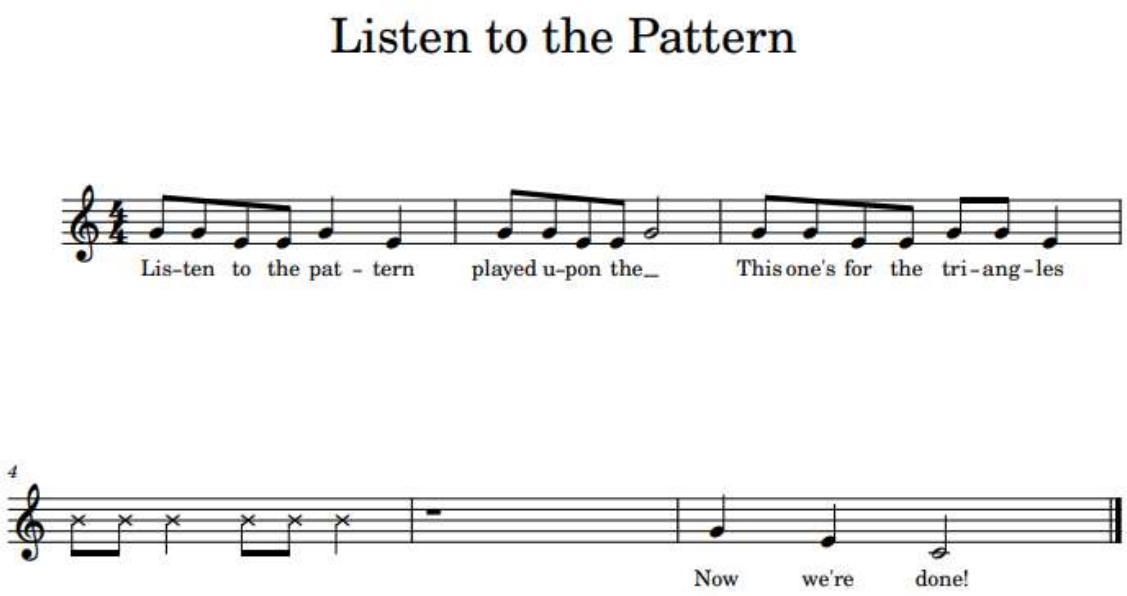
The Arts, Music

Learning sequence	Resource	Link/information
1	Song	My Song File. (n.d.). *Bee Bee Bumble Bee*. https://mysongfile.com/songs/bee_bee_bumble_bee
	Book	*Apple Tree.* Davies-Splitter, P. (2009). *Bop in the Bath*. https://www.youtube.com/watch?v=WIS5nn18ewM
	Video	Gina William & Guy Ghouse – Topic. (2020, March 4). *Keyen, Koodjal, Daambart* https://www.youtube.com/watch?v=0s4YrwAf3DE
2	Video	Rhymes and Songs: *The Song of the Bee*. ABC Education. https://www.abc.net.au/education/the-song-of-the-bee/104199294
	Book	Feierabend, J. M., & Napoletano, M. (2016). *Over in the Meadow* (Illustrated ed.). GIA Publications
3	Song	*Bounce high, Bounce Low*. https://www.youtube.com/watch?v=ZqPfbwVs-mg
	Video	Rhymes and Songs: *The Song of the Bee*. ABC Education. https://www.abc.net.au/education/the-song-of-the-bee/104199294
4	Song	*Sailor, sailor on the sea*. https://www.bethsnotesplus.com/2023/07/sailor-sailor-on-the-sea.html
5	Videos	Sesame Street: People in Your Neighbourhood – Conductor https://www.youtube.com/watch?v=MJ4UGtDLLYc
		Susie Davies-Splitter & Phil Splitter – Topic. (2015, October 21). *The crazy conductor* [YouTube clip]. https://www.youtube.com/watch?v=xSHaOdCnq-I

Learning sequence 3: Music score



Learning sequences 4–5: Music score



Health Education

Learning sequence	Resource	Link/information
1	Book	Carlson, N., (1999), *ABC I like Me*, Penguin Random House
1-5	Website	*Growing & developing healthy relationships* (Australian Department of Health): Learning activities | GDHR https://gdhr.wa.gov.au/learning-activities
3	Book	Rogers, N., (2020), *A Hero Like You,* Created to Be
5	Book	Brown, M., Krasny Brown, L., (2001), *How to be a Friend: A Guide to Making Friends and Keeping Them*, Hatchette Children's Books

Physical Education

Learning sequence	Resource	Link/information
1–5	Website	*Fundamental Movement Skills* page on Department of Education Steps resources website https://myresources.education.wa.edu.au/topics/steps-resources
2	Videos	Prime Coaching Sport. Silly Bananas Game, video Tip & tag warm-up game: 'Silly Bananas' (K-3) | Teaching Fundamentals of PE https://www.youtube.com/watch?v=dOwN-moi3fw
		Paul Fischenich. Pacman Game, video PAC Man - hopping , jumping and leaping - YouTube https://www.youtube.com/watch?v=-Fm4AO8nfyA
3–5	Website	School Curriculum and Standards Authority. Assessment Support Materials. https://k10outline.scsa.wa.edu.au/home/assessment/assessment-support-materials

Appendix B

Observation and monitoring templates

English: Content specific language and text structure

Purpose: Formative

Assessment goal: to observe the use of content specific language and text structure in the children's writing.

Name	When	Where	What	Who	Why

Notes to inform future teaching and learning:

Mathematics: Addition and subtraction strategies

Purpose: Formative

Assessment goal: to gain further understanding of the strategies the children use when adding or subtracting single digit numbers.

Name	Strategy	Comments for future teaching and learning

Science: Scientific observations

Purpose: Formative

Assessment goal: to provide an opportunity for the children to express their own observations based on their science understanding about this topic.

Name:
I observed:

Name:
I observed:

Name:
I observed:

Name:
I observed:

The Arts, Visual Arts: Content specific language

Purpose: Summative

Assessment goal: to observe the language the children use to describe shape, colour and line.

Anecdotal notes:

Name:

Shape:

Colour:

Line:

Acknowledgements

This exemplar

Adapted from: Department of Education and Training. (2019). *Belonging, Being & Becoming – The Early Years Learning Framework for Australia*.
© Commonwealth of Australia. Retrieved October, 2021, from https://www.dese.gov.au/national-quality-framework-early-childhood-education-and-care/resources/belonging-being-becoming-early-years-learning-framework-australia (Original work published 2009)
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Best practice

Assessing

Adapted from: Department of Education and Training. (2019). *Belonging, Being & Becoming – The Early Years Learning Framework for Australia*.
© Commonwealth of Australia. Retrieved October, 2021, from https://www.dese.gov.au/national-quality-framework-early-childhood-education-and-care/resources/belonging-being-becoming-early-years-learning-framework-australia (Original work published 2009)
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Years 1 and 2 Statement

Adapted from: Australian Government Department of Education [AGDE]. (2022). *Belonging, Being and Becoming: The Early Years Learning Framework for Australia* (V2.0). Australian Government Department of Education for the Ministerial Council. Retrieved March, 2026, from https://www.acecqa.gov.au/belonging-being-becoming-early-years-learning-framework
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