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

Early childhood

Teaching and learning exemplar

Year 2, Term 2

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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Contents

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 2 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 how language can be used for appreciating texts and providing reasons for preferences **Text structure, organisation and features** • Explore how texts across learning areas are organised differently and use language features depending on purposes • Understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred • Navigate print and digital texts using chapters, table of contents, indexes, sidebar menus, drop-down menus or links **Language for expressing and developing ideas** • Understand that, in sentences, nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups	This strand is not the focus of these learning experiences.	**Texts in context** • Identify how similar topics and information are presented in different types of texts **Interacting with others** • Use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions **Analysing, interpreting and evaluating** • Identify the purpose and audience of 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 a range of texts for different purposes

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 suitable non-fiction informative texts; suitable non-fiction books; non-fiction short video and book on the same topic. Images without captions sourced from non-fiction books.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• The focus of the teaching and learning is understanding the purpose of non-fiction informative texts and their features.
• Ensure a range of suitable non-fiction informative texts is available for these learning opportunities.
• Source a short video with non-fiction information and a book on the same topic.
• The learning experiences should be combined with opportunities to explicitly teach phonic and word knowledge through oral language and effective systematic approaches that align with the school context.
 	
Assessment
• Keep anecdotal records on the children's reading interests.
• Collect the child-generated diagrams and facts about the book they read as formative assessment.
	Opportunities
	• Based on the children's interests, choose a suitable informative text to read to the class that has a range of features such as a contents page, images, glossary, diagrams, headings and captions.
	• Read the informative text to the class and foster a discussion using guiding questions such as:
	  ▪ What is this text about?
	  ▪ Have you ever read a text like this before? Why? What is the purpose of the text?
	  ▪ Have you learnt anything new from this text?
	  ▪ Did you notice anything special about the structure of this text?
	  ▪ What is the purpose of some of the text features, such as contents page, index, and diagrams?
	• Examine the text, highlight each text feature and review its purpose. Invite the children to share their knowledge of the topic as you are reading.
	• Put the children in pairs and provide each pair of children with a non-fiction book and invite them to identify each text feature, e.g. 'Can you find the index in your book?'; 'What does it tell you?'; 'Can you find a photograph and read the caption?'. Use sticky notes to label text features, such as a diagram or heading.
	• Preview a non-fiction book by flicking through contents, headings and images. Ask the children to write questions that they think may be answered in the book. The children are to work with a partner to write some questions.
	• Come together as a class to find the answers. Model how to use the text features to find the answers and allow the children time to find answers to their own questions.
	  ▪ Ask the children to independently write two facts learnt from the featured text. Have them include a diagram to further illustrate the facts. Once complete, ask them to share their text with others.

Teacher intentions	Learning experiences

	• Select a short informative video about the same topic. After viewing, ask the children what the two texts have in common and how they are different.
	  ▪ Ask the children to write a few sentences about the information from the video.
	  ▪ Have the children share their sentences with one another.
	• Provide the children with images, such as diagrams, sourced in non-fiction books without the captions and ask them to create their own captions to suit the images.

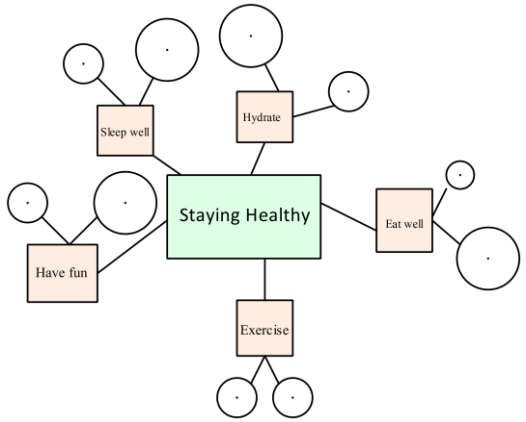
Teacher self-reflection:

Health and Physical Education, Health Education – Learning sequence 1

Western Australian Curriculum **Personal, social and community health**
Healthy and active communities • Strategies and behaviours that promote health and wellbeing • Ways health messages are communicated in the media and how they can influence personal health choices **Interacting with others** • Ways to interpret the feelings of others in different situations to help develop respectful relationships 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?)*
	Website: Cancer Council – *Slip, Slop, Slap, Seek, Slide* https://www.cancer.org.au/cancer-information/causes-and-prevention/sun-safety/campaigns-and-events/slip-slop-slap-seek-slide (Appendix A). Range of age-appropriate sun-smart media releases, e.g. pamphlets, videos, advertisements boards. Different coloured counters/objects in a dark coloured bag.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • Information that may be useful for teachers preparing for this lesson can be found at Cancer Council's *Slip, Slop, Slap, Seek, Slide* website. • Teachers are encouraged to use the updated slogan 'Slip, slop, slap, seek, slide'. • These learning experiences focus on healthy messages promoted by the media. It is an opportunity to make the children aware of the fact the media also promotes unhealthy choices. • The suggested sharing strategy may be replaced, according to the classroom context. **Integration ideas** • Technologies, Design and Technologies: Materials and technologies specialisations – using materials to design sun-smart clothing. **Assessment** • Observe how the children identify helpful strategies to stay healthy, e.g. what kinds of behaviours keep us safe when crossing the street/going to the beach/eating?	**Opportunities** • Discuss the importance of adopting sun smart behaviours and making safe choices when spending time outdoors. • Ask the children to discuss what it means to stay healthy. Draw a mind map on the board completing the orange rectangles (as modelled below). Ask the children to add actions they can take to stay healthy in each particular way, then add those to the circles.  • Display a number of age-appropriate media releases related to sun-smart behaviours. Include multi-modal texts, e.g. pamphlets, videos, advertisement boards. • Invite the children to identify similarities and differences between the media releases. Guiding questions may include: ▪ What is the main message in these media releases? ▪ What is the purpose of them? ▪ How do they get the viewer's attention? ▪ Are they effective? Why/why not?

Teacher intentions	Learning experiences

	• Ask the children if they believe the media influences choices people make and how. Encourage a discussion between the children.
	  ▪ As a class, list ways in which the media influences choices about health, e.g. clever slogans, giveaways, television advertising.
	  ▪ Highlight that media influence may not always be beneficial, e.g. promotes sun smart behaviours, which is positive, but it also promotes fast food, which is not a healthy choice.
	• In a dark coloured bag, place equal amounts of blue, yellow and red counters, totalling enough for each child to have one. Ask the children to pick a random counter from the bag. Once each child is holding a counter, encourage them to find someone with the same colour and share their findings and thoughts based on these learning experiences.
	• After providing the children with enough time to discuss their ideas, ask the children to now find a person with a different colour to theirs to ask them a question based on these learning experiences.

Teacher self-reflection:

Health and Physical Education, Physical Education – Learning sequence 1

Western Australian Curriculum **Movement and physical activity**		
Movement skills • Apply and consolidate movement skills previously learnt through game and play situations • Movement skills that combine the elements of effort, space and time	**Understanding movement** • Importance of rules and fair play in partner or group activities, and in a range of minor games and physical activities	**Interpersonal skills** • Positive choices when participating in group activities

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**
	Bibs, or similar. Websites: *Fundamental Movement Skills* https://myresources.education.wa.edu.au/programs/fundamental-movement-skills (Appendix A); The Physical Educator – *Space Invaders* https://thephysicaleducator.com/game/space-invaders/ (Appendix A). Equipment, such as foam balls, hoops, cones, small ring, bowling pins, basketballs, medicine balls (if using).

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 (striking/batting)
• body awareness and direction change
• spatial awareness
• keeping yourself and others safe.
 	
Game – Tag
• Use bibs, or something the children can hold, to identify the taggers.
 	
Activity 1
• Watch or read *Space Invaders* to understand the three builds of the game.
• Collect relevant equipment.
• When explaining how to apply force, use the example of giving a high five. When it is slow there is soft contact. Speed it up and you end up with a clapping sound. Increase the distance travelled with speed will give good contact and a sore hand. Ask the children to give themselves a high five.
 	
Assessment
• Note whether the children understand the importance rules have on play, and how rules can be adapted to create a new game with a desired outcome.
• Assess the children's accuracy when conducting an underarm throw.
• Observe whether the children are able to make positive choices when sharing/changing positions in team play.
	Opportunities
	
	Game – Tag
	• As the class moves into the physical education space, have the children move into two marked zones.
	• Explain to the class that they are going to demonstrate their ability to evade a tag, and then explain the rules of the game to them.
	• Commence play.
	• Pause play and ask the children to reflect on the game and whether or not it challenged them to use their tactics to avoid a tag. Questions could include:
	  ▪ What were your eyes doing during play?
	  ▪ What tactics could you use to evade a tag?
	  ○ Move to space
	  ○ Scan the play
	  ○ Change direction
	  ○ Change pace
	  ○ Dodging
	  ▪ What is the difference between dodging a tag and running away?
	• Apply a new rule, such as only tagging with your left hand, and restart play.
	• Pause play and reflect on the rule change and how effective it was in creating a harder game. Discuss what the children did differently in the second game that they didn't do in the first. Give an example of a tactic you saw a child do differently in play; for example, 'I saw Tim moving back into space to scan the play - last time he just stood still and kept his eye on the tagger.'
	• Adjust the rules if needed, and restart play to allow the children to apply their understanding.

Teacher intentions	Learning experiences

	Activity 1
	Refer to *Space Invaders* webpage for *Build One: Space Towers* and *Build Two: Power Stations*.
	• Set up the playing field.
	• Explain *Build One: Space Towers*.
	• Demonstrate what the feedback will sound/look like by role-playing. Encourage the children to practice giving feedback.
	• Divide the class into small groups. The game instruction has six teams, but this can be doubled to have two teams working to the same task.
	• Commence play. After each turn, the thrower collects the ball and returns for feedback from their partner.
	• Ask the children to consider:
	  ▪ What key points are important when controlling a ball?
	  ▪ What do I need to change in my underarm throw to get a heavier object to move?
	  ○ Increase the force by increasing the backswing, increasing the speed at which they swing the arm through
	  ○ Increase the range of movement.
	• Rotate through six rotations.
	• As a class, discuss the key points of object control to gain accuracy:
	  ▪ Do a *Think-pair-share* activity on the key points of underarm throwing.
	Concluding activity
	• Explain *Build Two: Power Stations*.
	• Commence play, rotating through six stations, allowing the children to give feedback as appropriate.
	• As a class, discuss the key points of manipulating the ball to get more power in their throw.

Teacher self-reflection:

Humanities and Social Sciences – Learning sequence 1

Western Australian Curriculum Knowledge and understanding	Western Australian Curriculum Humanities and Social Sciences skills
Geography – People are connected to many places • How people and places interconnect across Australia, Asia and the world	**Questioning and researching** • Reflect on current understanding of a topic • Locate information from a variety of provided sources **Analysing** • Process information and/or data collected **Evaluating** • Participate in decision-making processes **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, such as Margret and H. A. Rey (2020). *Curious George and the Summer Games*. Clarion Books (Appendix A). Images or video clips from different world sporting events, world map; images of different parts of a sporting event, large sheets of paper.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • Concepts covered: place, space, interconnections. • Before commencing the lesson, identify world sporting events that relate to the children's interests. **Integration ideas** • Mathematics: Probability and statistics – collecting and comparing data about sports the children like to play or watch. • Health and Physical Education: Health Education – looking at perseverance and resilience in relation to achieving sporting goals. • Health and Physical Education: Physical Education – reviewing the importance of rules and fair play in sporting events. **Assessment** • Observe the children working in groups to identify the connections with athletes.	**Opportunities** • Review the different ways Australia connects with the other countries of the world as discussed last term including family, travel for holidays/special events, food. • Explain to the class that one of the interconnections Australia has across the world is through sporting events. Discuss with the children what sports they like to play or watch, and examples they have seen where countries play sport against each other. • Read a story, such as *Curious George and the Summer Games,* and discuss how sport helps people from different countries meet and work together. • Show images or video clips from different sporting events that are related to the children's interests, such as the Olympic games, netball world championship, or FIFA World Cup. Discuss the number of countries involved in the selected sporting events and why some events have more countries compete than others. On a world map, identify Australia and the host countries of the sporting events that were selected. • Place the children in groups and provide each group with a selection of images from different parts of a sporting event. If the event is the Olympics, the parts could include the athlete's village, opening ceremony, events/competition, medal ceremonies and closing ceremony. Ask the groups to record notes on a large sheet of paper of how the athletes might connect with each other in each situation. Have the groups share their ideas with the rest of the class. • Ask the children to create a poster about how sport connects people. This could include drawing a picture of an athlete and including notes about how athletes build relationships with each other. • Ask the children how the public can support sporting events. Ideas may include watching on TV, travelling to watch an event, news and interviews, and

Teacher intentions	Learning experiences
	school and community celebrations. Explain that when people do these things, it shows that they are connected to the event and supporting the athletes.

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 • Read, write and order numbers to at least 1020, including on a number line. Recognise the repetition of the 0–99 sequence of digits and the role of zero. Skip count forwards and backwards by twos, threes, fives and tens from any starting point • Explore different ways to represent and partition two- and three-digit numbers, including in groups of 10 and 10 groups of 10 to make 100, using concrete materials, numbers and symbols • Explore the relationship between addition and subtraction with small collections using part-part-whole knowledge, numbers and symbols **Calculating with number** • Add and subtract one- and two-digit numbers, using a range of strategies	**Two-dimensional space and structures** • Identify and draw two-dimensional shapes and describe their similarities and differences using formal spatial language **Three-dimensional space and structures** • Manipulate, visualise and name familiar three-dimensional objects, informally describe features and connect to common uses	• 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?)*
	Manipulatives; interconnecting blocks; wheel or dice, counters or pop sticks, elastic bands (and other bundling materials), sample bank book; 3D solids, tablecloth or similar with grid background; random number generator (online) or dice/spinners, containers, labels; clipboards or similar, paper plates or trays; 2D shapes, digital device for taking photographs (if available). Website: Dr Paul Swan – *Games* https://drpaulswan.com.au/resources/games/ (Appendix A). Assessment templates (Appendix B).	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes **Place Value** • Be aware that the children may 'memorise' the ones, tens and hundreds place but be unclear what value each number represents. Ensure the children have opportunities to demonstrate their understanding of the quantity represented by a number when representing ones, tens and hundreds place. ▪ Are the children aware that the numeral 3 in number 36 represents a quantity of 30? • Provide plenty of opportunities for the children to bundle large quantities of manipulatives and associate them with quantities. **Addition and subtraction** • Continue to provide opportunities for the children to work with part-part-whole models. At this stage, one-to-one correspondence is important. Interconnecting blocks are recommended. • Continue to discuss different problem types (change, combine and compare), as seen in Term 1. At this stage, continue to provide answers in instances where the children are focusing on comprehension and representation of the problem. On other occasions, the children can work out the results employing learned strategies, e.g. part-part-whole models. • Ensure stories have the unknown variable in different places (first or second term, or result, e.g. 3 + 2 = ?, ? + 2 = 5; 3 + ? = 5). • When working on modelling and solving problems, encourage the use of skip counting to facilitate calculations. Based on Term 1 experiences, the children may need the opportunity to review skip counting at this stage.	**Opportunities** • Write the number 36 on the board and ask the children to use manipulatives or drawings to represent the quantity indicated by the number 6. Repeat the exercise for the number 3. Observe the way the children represent 3 tens to identify their conception of place value. This will inform the subsequent learning experiences involving place value. • Demonstrate place value by using interconnecting blocks to represent numbers on the board. Start with a number smaller than 10 by displaying individual blocks and writing the correspondent number. Add individual blocks to the number until 10. Once formed, connect all the blocks forming one long row (one ten) and place it over in the tens column. Explain that you now have one bundle of ten and zero ones. Continue to add blocks to demonstrate more bundles of ten. Determine the level of complexity of this activity based on the children's needs. • Play 'banking' with the class by inviting them to 'make amounts of money' by spinning a wheel or tossing dice. Model using counters or pop sticks to represent the money. Every time the children make 10, they must go to the bank and swap that for a bundled version (using elastics, for example). When they make 100, they must swap again. Encourage the children to have a bank book where they keep notes or tallies on their money. The act of bundling must be carried out each time. • Review situations in which addition and subtraction may be useful. Encourage the children to come up with examples and represent them on the board. Provide opportunities for them to represent their own stories. They may use drawings/manipulatives in a one-to-one correspondence to build part-part-whole models. • Tell addition and subtraction stories without identifying the relevant operation. Work with the class to identify the operation needed. Invite the

Incidental and naturally arising opportunities

- Bundling is an important exercise, and the children should be given opportunities to do so in meaningful, everyday contexts, such as collecting stationery.

Assessment

- Observe the children's understanding of place value. Pay particular attention to the quantity the children attach to a digit in a certain place, e.g. 5 in the tens place is 50. Refer to the assessment templates (Appendix B).

children to test ideas, even if incorrect, and talk through any misconceptions. This may take place by:

  - role-playing stories
  - modelling stories using manipulatives
  - drawing stories, e.g. comic strip
  - other expression forms preferred by the children.
- Provide the children with a wide range of 3D solids. Ask small groups of children to sort them by any criteria they choose, highlighting they will need to explain their reasoning to the class.
  - Using the children's criteria, discuss features of 3D solids that were observed by them, e.g. these solids were put together because they all stack.
  - Ask each group of children to choose one of their solids and perform one step slide. Ask the children to describe the effects of this.
  - It may be helpful to provide a grid background for the children to work on, e.g. a picnic tablecloth.
  - Encourage the class to explore this exercise with a range of different solids. Ask guiding questions to help them identify differences and similarities. Model suitable vocabulary to help the children describe and explain their transformations.

Small group opportunities

- Have the children use a random number generator (available online or they may use dice or spinners) to determine a target number. Ask them to then count in twos, fives or tens to fill a container with that quantity of marbles. Have the children to label the container.
- Have pairs of children sit in front of each other with a barrier in the middle, e.g. a clipboard. Both children have the same paper plate or tray and the same collection of 2D shapes. One child arranges their shapes, e.g. 4 and 6 and describe what they have done for the partner to copy. For example, 'I have 4 + 6 squares.' or 'I took 25 triangles away from my collection.' The partner must reproduce that arrangement using their own shapes.

Teacher intentions	Learning experiences
	• The children represent a range of addition and subtraction stories (created by themselves and peers or written by the teacher). If available, they may use digital devices to photograph and sequence their stories or use an app to create a booklet. • Dr Paul Swan's website (Appendix A) contains a list of Maths games to choose from. The PDFs will need to be downloaded, printed and laminated. Suggested games are COMBO Total, Shake and Spill, and POP Games pack.

Teacher self-reflection:

Science – Learning sequence 1

Western Australian Curriculum Science understanding	Western Australian Curriculum Science inquiry
Biological sciences • Plants and animals have life cycles through which they grow, change and have offspring	**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 **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?)*
	Book: Philip Bunting (2021). *The Gentle Genius of Trees*. Scholastic Australia (Appendix A). Pictures of, or real, native plants; craft materials; beans or other seeds, cotton wool, digital device for taking photographs, labels.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• The focus of the teaching and learning is investigating the lifestyles of living things with a focus on native plants.
• To inform future planning, observe the language the children use to describe the different stages of a plant's life cycle.
 	
Integration ideas
• Digital Technologies – Digital implementation: Follow an algorithm (sequence of steps) to achieve an outcome.
 	
Assessment
• Observe the way the children use scientific vocabulary, produce models or diagrams and label them.
	Opportunities
	• Discuss the importance of plants, linking the conversation to sustainability. The book *The Gentle Genius of Trees* could provide insight for this discussion.
	• Talk about how plants/trees grow and change throughout their life based on the book. Record any scientific vocabulary that the children share such as seed, seedling, germinate.
	• Provide an opportunity for the children to explore the parts of a plant (roots, stem, leaf, and flower) using pictures or real native plants. Ask the children to produce a diagram or model using a selection of craft materials to demonstrate the parts and functions of a plant. Model vocabulary and strategies to assist the children to label their work.
	• Plant seeds, such as beans in cottonwool.
	  ▪ Provide the class with a sequence of steps for planting.
	  ▪ Ask the children to take photos of each stage of growing and label their plants at the end, before taking them home.

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 • Materials can be combined to produce a product for a specified purpose **Technologies and society** • People use selected technologies to make familiar products and environments to meet local needs	**Digital implementation** • Follow algorithms (sequence of steps) including decisions made by the user	**Project management** • Plan, share ideas and work with others to develop a solution for a known user **Investigating and defining** • Explore ideas and design opportunities for a known user

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 or actual beach bags, beach umbrella, sunscreen, chairs, towels, hats, sunglasses, water bottles, photos of beach goers and their set-ups (or other product and related items, as selected); mini whiteboards. Video: Josh Darnit – *Exact Instructions Challenge – PB&J Classroom Friendly* https://www.youtube.com/watch?v=FN2RM-CHkuI (Appendix A).	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • This focus of the teaching and learning is on the children designing a beach bag that encourages and facilitates sun smart behaviours. However, if the class discussion leads to another similar product (a sunshade or a trolley to transport everything), teachers are encouraged to adapt to suit the children's interests and create a sense of ownership of this project. • Organise a collection of examples of the object selected or collate photos to share with the children. • Teachers may choose to use a video to demonstrate the importance of following exact instructions. An example is the *Peanut Butter Sandwich experiment* (Appendix A). **Integration ideas** • Health Education – Healthy and active communities: Actions that keep people safe and healthy. **Assessment** • Observe how the children identify design criteria through the discussion about what makes a good beach bag. • Observe the children's understanding of the importance of following a sequence of steps to achieve a determined result.	**Opportunities** **Design and Technologies** • Show examples or images of and discuss objects that people pack when they go to the beach, such as beach umbrellas, sunscreen, chairs, towels, hats, sunglasses, water bottles. • Invite the children to investigate different beach bags, keeping in mind that their purpose is to help beach goers organise everything they need for entertainment, hydration and sun safety. • Ask the children to list (by writing or drawing using mini whiteboards) what they pack in their beach bags in summer. • Discuss what makes a good beach bag, e.g. big enough for everything you need, easy to 'flick' sand off, waterproof. As a class, develop and list a set of criteria to assess the beach bags against. • Display examples of beach bags of different models and designs (either bring bags to school or use images) and ask the children to highlight the strengths and weaknesses of each design. A link may be established if sun safety is being discussed in Health Education. • Guide a discussion about ways in which those designs may or may not have met the previously discussed criteria. • Explain to the children that they will be designing their own beach bags in future learning sequences. **Digital Technologies** • Have the children go and wash their hands. Then ask them to list all the steps required to wash hands properly (squeeze some soap onto your hand, turn on the tap, rub hands together etc.). Explain that this is called a 'sequence' – a series of tasks that are followed in order, to achieve a goal.

Teacher intentions	Learning experiences

	• Ask the children to brainstorm events/situations in which they notice sequences happening, e.g. a dance routine or placing a lunch order at the canteen.
	• Describe a scenario in which someone gives someone else a sequence in the wrong order. For example, when brushing teeth:
	  ▪ rinse and spit
	  ▪ brush teeth
	  ▪ put toothpaste on the brush
	  ▪ get out your toothbrush
	  ▪ rinse your toothbrush.
	• Ask the children to discuss why this would not work.
	• Invite the children to draw and annotate the steps to brushing their teeth in the correct order.
	• Ask the class to share their sequences and as a group, identify any missing or unclear steps.
	• Discuss the importance of following sequences carefully in order to achieve the desired result (e.g. if you brush your teeth before you've applied the toothpaste, it won't work).

Teacher self-reflection:

The Arts, Music – Learning sequence 1

Western Australian Curriculum Making	Western Australian Curriculum Responding
Ideas • Exploration of, and experimentation with, the elements of music through movement, body percussion, singing and playing instruments to create music ideas • Communication and recording of music ideas using graphic and/or standard notation, dynamics and relevant technology **Skills** • Development and consolidation of aural and theory skills by exploring the elements of music, including: ▪ rhythm (experience and identify time signatures $\frac{2}{4}, \frac{3}{4}, \frac{4}{4}$; use bar lines as a division for beats; terminology and notation for $\mathbb{d}$, $\mathbb{o}$) ▪ tempo (changing tempos) ▪ pitch (repetition, unison, small range of pitch patterns based on the pentatonic scale) ▪ dynamics (getting louder, getting softer, very soft (***pp***) and very loud (***ff***)) ▪ form (introduction, verse, chorus rounds and ostinato) ▪ timbre (sound qualities of instruments; matching different sounds to specific instruments) ▪ texture (melody and accompaniment) to create music **Performance** • Practise of simple songs and their own and others' compositions, to perform for different audiences	• Responses that identify specific elements of music and how they communicate mood and meaning

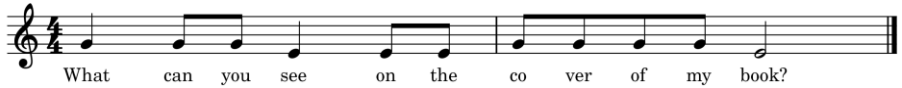
Western Australian Curriculum **Making**	**Western Australian Curriculum** **Responding**
• Development of performance skills (singing in tune, moving and playing classroom instruments with correct timing and technique)	

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?)*
	Song: *The Acknowledgement Song* – https://www.acknowledgementsong.com/ (Appendix A). A wide range of percussion instruments, such as claves, finger cymbals, maracas, tambours, tambourines, bells, cow bells, and less common instruments, such as vibraslap, guiro, ratchet, agogo bells, caxixi and wind chimes; digital device to record the class making music. Book, such as *Where the Forest Meets the Sea* by Jeannie Baker. An online version read by Corrine Ranieri is available at: https://www.youtube.com/watch?v=1LBuiEX8o4w (Appendix A).	

Children’s curiosities and interests:

Teacher intentions	Learning experiences

Notes
 	
Welcome activity
• *The Acknowledgement Song* was written by Jemma King in consultation with the Noongar founders of the Madjitil Moorna Choir. The lyrics were originally written for Wadjuk Noongar lands, but permission has been given to alter the lyrics to name other traditional lands. The link below offers the music and associated backing tracks and lyrics for a nominal price https://www.acknowledgementsong.com/ (Appendix A).
 	
Movement to music
• Ensure a wide range of percussion instruments are pre-arranged at the front of a large open space that allows for free movement.
• Percussion instruments belong together because they are either hit, banged together, shaken or scraped. They are also instruments (primarily for this age group) that cannot play a melody but rather are used for rhythmic purposes. The concept highlighted in this activity is the distinctive timbre of the instruments. Demonstrate if there are ways that instruments can be played differently, such as the tambourine can be shaken or tapped.
• If time allows, categorise the instruments as a class. There are several ways that percussion instruments can be categorised:
  ▪ material made of
  ▪ short or long duration of sound
  ▪ method of sound production – hit, banged together, shaken or scraped
  ▪ volume of sound produced when played – dynamic. Please note that most instruments can be played softly as well but this refers to sound produced with an expected average force.
	Opportunities
	
	Welcome activity
	• Welcome the children by singing *The Acknowledgement Song.*
	• Teach the words of the song by rote.
	• Explain what the words mean, where the song comes from and how the lyrics reflect that the first inhabitants across Australia were the Aboriginal and Torres Strait Islander peoples.
	• Sing through the song several times.
	• This song is used over the course of this unit to mark the beginning of music time.
	
	Movement to music
	• Explain that the instruments on display belong to the one instrument family called ‘percussion’. Each instrument has its own unique sound which can be a long sound (triangle) or a short sound (claves). This is called ‘timbre’ (the sound something produces).
	• Direct the children to really listen to the sound produced on each instrument and reflect how they hear that sound in a body movement. The children spread out within the open space with adequate room to move.
	• Play a pattern on each instrument, varying tempo and dynamics, making sure that the children have time to respond appropriately to each one.
	• Discuss with the class words that could be used to describe the timbre of each instrument, e.g. claves – short, brisk, harsh, hard, wooden.
	• Discuss with the class the music terminology of dynamics (p, f, pp and ff – *piano*, *forte*, *pianissimo* and *fortissimo*).
	
	Music and Literature
	• Read, or watch an online version of, the book *Where the Forest Meets the Sea*, or similar.

Teacher intentions	Learning experiences
Music and Literature  • Above is an example of a short melodic phrase to sing a question, or choose your own. Directing the children to observe the cover of their book helps them to focus their attention with the following activity. • *Where the Forest Meets the Sea* is an example of how the artwork and the designs on the trees and in the forest relate to the idea of graphic notation of music. The different lines could represent the sounds of specific instruments. For example, images of clusters could relate to rapid playing of an instrument while the direction of branches and limbs suggest a change in pitch direction. **Integration ideas** • English – Language: texts and language features. • Mathematics – Number and algebra: counting beats. **Assessment** • Video record the class during the opportunities described: ▪ creative movement ▪ performance of the soundscape. • Assess individual children on: ▪ their creative movement ▪ maintaining their own part ▪ their contribution to a collaborative expression of music.	• 'Sing' the question 'What can you see on the cover of my book?' • Select children to answer by mimicking the short melodic phrase, e.g. 'I see a beach'. • Read the story, then open to a page that illustrates different textures, lines and marks. • As a class, discuss and choose percussion instruments that sound like they represent the visual images on the page. For example, something that looks circular and knobbly could be represented by claves, or a zigzag line could be represented by a guiro. • Decide when, how and what order the instruments will be played – as if walking through the forest at this place and passing through the trees from left to right of the page. • Allocate the selected instruments to groups of children, making sure every child has an instrument and arrange them in the order decided. • 'Perform' the music that the page of the book elicits, creating a soundscape of forest music. • Discuss if there are changes to improve the class music performed, apply the changes and perform again. • Record the class music making for assessment purposes and for capturing the collaborative creative expression of the class.

Teacher self-reflection:

The Arts, Visual Arts – Learning sequence 1

Western Australian Curriculum Making	Western Australian Curriculum Responding
Ideas • Exploration of, and experimentation with, the visual art elements of shape, line, colour, space and texture and how these are used in the environment **Skills** • Development of artistic skills through experimentation with: ▪ shape (symmetrical shapes; simple tessellating shapes) ▪ colour (warm, cool colours) ▪ line (horizontal, vertical, diagonal, spiral; lines that show motion) ▪ space (overlapping to show depth; horizon line) ▪ texture (different man-made and natural materials) to create artwork	• Appreciation of the choices made when creating and displaying artwork • Personal responses, identifying elements of shape, line, colour, space and texture in 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?)*
	Picture book, such as Bronwyn Bancroft (2012). *Why I Love Australia*. Hardie Grant Children's Publishing (Appendix A). Photos of Australian landscapes.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• The focus of the teaching and learning is on the purposeful use of colour.
 	
Integration ideas
• Humanities and Social Sciences – Geography: landscapes around the world, in the chosen continents.
• Science – Biological sciences: Australian animals and plants.
 	
Assessment
• Observe the way the children experiment with colours. Observe their perceptions of the effects of colour in different elements of their landscapes.
	Opportunities
	• Share a picture book, such as *Why I Love Australia*.
	• Have a discussion with the class about the colours used in the landscapes shown in the book. Discuss:
	  ▪ how certain colours may elicit certain feelings, e.g. blue – cool
	  ▪ how colours are used to represent natural elements, e.g. water, land, animals
	  ▪ how a mix of colours may elicit certain feelings, e.g. warm and cool colours.
	• Foster a conversation about things the children love about Australia, with a focus on natural landscapes, animals and plants.
	• Invite the children to create their own 'book page' depicting a landscape that represents something they love about Australia.
	• Distribute prepared examples of Australian landscapes and discuss the type of content observed, e.g. nature in the book, then brainstorm ideas of what the children could include in their book page.
	• Using a think-pair-share strategy, ask the children to brainstorm ideas for their own designs, focusing on how they intend to use colour to convey a message/feeling, e.g. 'I will use lots of red to represent warm summer days.'
	• Have the children sketch their initial designs on blank paper and draft an accompanying sentence starting with 'I love Australia because …'.

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 across learning areas are organised differently and use language features depending on purposes • Understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred **Language for expressing and developing ideas** • Understand that images add to or multiply the meanings of a text	This strand is not the focus of these learning experiences.	**Texts in context** • Identify how similar topics and information are presented in different types of texts **Analysing, interpreting and evaluating** • Identify the purpose and audience of 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 a range of texts for different purposes **Creating texts** • Plan, create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and correct spelling of some common 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?)*
	A range of non-fiction informative texts about living things, large strips of paper.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • Gather a range of information texts based on the children's interests. • According to the context of your class, adapt the teaching of sentence structure and cohesion. • The learning experiences should be combined with opportunities to explicitly teach phonic and word knowledge through oral language and effective systematic approaches that align with the school context. **Assessment** • Observe how the children extract information from the non-fiction texts they are exposed to. • Observe how the children write sentences based on information they have learnt. Make anecdotal notes to inform future teaching and learning.	**Opportunities** • Decide on an animal that the class are interested in. Place the children in small groups, each with a collection of non-fiction informative texts about living things. Ask each group to browse the books and decide which ones will be useful to find out information about the topic. Include books that are not on the topic or may be fictional to allow the children to discuss and decide their suitability. ▪ Provide each group with several large strips of paper and ask them to find and record one piece of information for each of the below headings: o description o what it eats o where it lives o life cycle. ▪ Bring the strips of paper to the front of the class when complete and ask the children to place their strips under the correct heading (see above) and read aloud to their peers. ▪ Model writing one paragraph of information based on the collection of paper strips under a certain heading. • Send the groups back to find more information to record on strips of paper, categorising the information under the correct headings. • Model how to write a brief report using the information the children have provided. • View and discuss the images in the books. Ask each child to provide an image to include in the report. Encourage the use of labelled diagrams, life cycle diagrams or other suitable images.

Teacher intentions	Learning experiences

	• Use the topic to teach the children about sentence structure. For example:
	  ▪ Model and encourage the children to combine simple sentences to write compound sentences, e.g. 'Frogs live near water. Frogs can travel far from ponds when the weather is wet.'; 'Frogs live near water **but** can travel far from their ponds when the weather is wet.'
	  ▪ Model and discuss ways that the children can ensure cohesion in their texts by using pronoun substitution and omitting words, e.g. 'Frogs live near water. ~~Frogs~~ They catch insects with their long sticky tongue ~~near the water~~.'

Teacher self-reflection:

Health and Physical Education, Health Education – Learning sequence 2

Western Australian Curriculum **Personal, social and community health**
Healthy and active communities • Strategies and behaviours that promote health and wellbeing • Ways health messages are communicated in the media and how they can influence personal health choices • Actions that keep people safe and healthy

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?)*
	Magazines and newspapers. Bell to ring; bucket, soap, hand sanitiser, shampoo, toothbrush, toothpaste; laptop or device with headphones; images of or plastic food, promotional material by the Health Department; pillows, blankets, pyjamas, teddy bears, story books; children's water bottles, books, posters and information about hydration; equipment such as a variety of balls, skipping ropes, hoops, sunscreen, hats. Website: The Wiggles – *We're All Fruit Salad! 30 Years of the Wiggles* https://www.youtube.com/watch?v=XCoQlFw-ZSQ (Appendix A).	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• Set up a number of stations, focused on different activities or behaviours important for health and well-being.
• Suggested stations
  ▪ Personal hygiene: set up near a sink or use a bucket, soap, hand sanitiser (safe for the children to use), shampoo, toothbrush and toothpaste (not for use by the children).
  ▪ Positive nutrition choices: Set up a laptop or device with headphones where the children can listen to *We're All Fruit Salad* or a different song about positive nutrition choices. Display images or plastic food representing different types of food. Include promotional material by the Health Department to support children's learning.
  ▪ Sufficient sleep: pillow, blankets, pyjamas, teddies and story books.
  ▪ Staying hydrated: place the children's water bottles in this station, alongside books, posters and information about the importance of staying hydrated for the children to explore.
  ▪ Regular physical activity: a variety of balls, skipping ropes, hoops etc., sunscreen, hats.
 	
Integration ideas
• Technologies, Design and Technologies: Materials and technologies specialisations – using materials to design sun-smart clothing.
 	
Assessment
• Note the children's understanding of strategies and behaviours that promote health and wellbeing.
	Opportunities
	• Continue the discussion from Learning sequence 1, considering health messages the children may see in the media.
	• Discuss messages that are more healthy or less healthy as well as strategies used by the media to convey them.
	• Provide the children with access to magazines and newspapers (on paper and online, if suitable) and ask them to identify examples of these messages, e.g. advertising for fast food and for exercise, and look for differences and similarities.
	• Steer the discussion towards behaviours that ensure health, such as personal hygiene and positive nutrition choices.
	• Ask the children to walk around the classroom and observe the stations set up around the room.
	• Ask them to predict what they will learn about during these learning experiences.
	• Discuss the importance of adopting healthy habits in day-to-day life.
	• Have the class rotate through the stations exploring the elements in each of them. Periodically, ring a bell to indicate that the children must stop where they are and discuss their ideas with the person standing closest to their left shoulder. Model this strategy prior to starting the rotations.
	• Discuss ways in which each of the elements represented in the rotations contributes to healthy living. Guiding questions may include:
	  ▪ What would happen if you did not brush your teeth? How could that affect your life?
	• Ask the children to make a poster representing what they have learned about wellbeing, either using pencil and paper or appropriate digital software.

Teacher self-reflection:

Health and Physical Education, Physical Education – Learning sequence 2

Western Australian Curriculum **Movement and physical activity**		
Movement skills • Introduce fundamental movement skills: Body management ▪ forward roll Locomotor ▪ jump (height) ▪ side gallop Object control ▪ one-handed strike ▪ hand dribble ▪ ball bounce and catch • Apply and consolidate movement skills previously learnt through game and play situations • Movement skills that combine the elements of effort, space and time	**Understanding movement** • Importance of rules and fair play in partner or group activities, and in a range of minor games and physical activities	**Interpersonal skills** • Positive choices when participating in group activities

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**
	Websites: *Fundamental movement skills* https://myresources.education.wa.edu.au/programs/fundamental-movement-skills (Appendix A); The Physical Educator – *Race To The Bases* https://thephysicaleducator.com/game/race-to-the-bases/ (Appendix A). A variety of balls including dodgeballs, pom pom balls, tennis balls or bean bag balls, tee-ball tees, baseballs/softballs, cones; suitable music.

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 (striking/batting) • body awareness and direction change • spatial awareness • keeping yourself and others safe. **Ball manipulation** • Place a range of different sized cones with a selection of balls which could include, but is not limited to, dodgeballs, pom pom balls, tennis balls, foam balls or bean bag balls. **Activity 1** • Watch *Race To The Bases* to understand the three builds. • Unlike the example, the children will be using one hand to complete a one-handed strike instead of a bat. Encourage the class to think of their hand as the bat. This will also help limit how far the ball travels. • Collect equipment (per group): ▪ one ball – a low compression ball or a wiffle ball are good for restricting the distance the ball travels ▪ one tee ▪ one cone. • When discussing how to direct a struck ball, connect their understanding of where the force is applied on the ball to the direction of the flight path. • To increase force applied, link back to Learning sequence 1, relating to how to increase force to hit a heavier target, and apply this understanding to striking a	**Opportunities** **Ball manipulation** • The children will practise throwing and catching to self to practice their ball handling skills. • As the class enters the physical education space, have the children move in and out of the cones to music, ensuring they don't knock any over. • When the music stops, have the children collect a ball from the top of a cone and follow the teacher's instructions for the activities listed below. • When the music restarts, the children replace the ball on top of the cone and commence moving in and out of the cones. • Continue in this manner working your way through the following list of activities. ▪ Circle ball around ankles, knees, waist, neck and head. ▪ Figure of 8 around and between each leg. ▪ Throw and catch to self. ▪ Touch your toes and catch. • Observe and assist throwing and catching where necessary. • Highlight and go through the pointers of a good technique for throwing and catching. Discuss: ▪ How do you get the ball to go straight up and down in the air so you can catch it without moving? ▪ How can you make it go even higher? ▪ How do you get the ball to not bounce out of your hands when catching? **Activity 1** *Race To The Bases – Build one: Batting Practice* and *Build two: Race to the Bases* • Divide the class into small groups and assign each child a number within the group.

Teacher intentions	Learning experiences
ball. By increasing the rotation/backswing and speed we increase the force applied to the ball. **Assessment** • Record anecdotal notes, observing the children's application of the key points of striking when participating in game play. • Record anecdotal notes on the children's ability to work cooperatively with team members when responding to a movement challenge.	• Set up a playing field with a running base and a batting base. • Explain and demonstrate striking practice, using one open hand to strike the ball off the tee in a specific direction. • *Build one: Batting Practice* – allow for exploration in this build giving little or no instruction on the skill of striking other than safety aspects. • The children rotate in order of their number, each having a turn to strike the ball off the tee. **Concluding activity** • When all the children have had time to have a turn at striking the ball, regroup the class and discuss these questions: ▪ How can I increase the force applied to the ball when I strike it? ▪ How can I increase my chance of scoring more runs as the batter? ▪ How can the fielding team limit the number of runs made by the batter? • As a class, watch as one child demonstrates striking the ball and look at the key points of the strike. • Continue the game.

Teacher self-reflection:

Humanities and Social Sciences – Learning sequence 2

Western Australian Curriculum Knowledge and understanding	Western Australian Curriculum Humanities and Social Sciences skills
Geography – People are connected to many places • The location of the major geographical divisions of the world in relation to Australia	**Questioning and researching** • Reflect on current understanding of a topic **Evaluating** • Participate in decision-making processes **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?)*
	Large world map including continents; your school's Acknowledgement of Country; photocopied map of the world without continents. Book: Aunty Fay Muir and Sue Lawson (2024). *Country*. Wild Dog (Appendix A). Song: Hopscotch Songs – *Seven Continents Song* https://www.youtube.com/watch?v=K6DSMZ8b3LE (Appendix A).	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• Concepts covered: place and space.
• Discuss the concepts of countries, continents and oceans.
• Investigate together the difference between Country and a country. Incorporate Aboriginal and Torres Strait Islanders peoples' perspectives and discuss the difference in the meanings.
 	
Integration ideas
• The Arts, Visual Arts – artwork from different continents.
• English: Reading and viewing – read stories from different continents and locate where the story takes place on a world map.
 	
Assessment
• Observe how the children start to locate different continents on the map.
	Opportunities
	• Display a large world map. Review what the children know about the world and write key words on the board. Lead a discussion using the following questions as a guide.
	  ▪ What is the world?
	  ▪ What does a map of the world show us?
	  ▪ Where is Australia on the map?
	  ▪ What do you know about the size of Australia compared to other places?
	  ▪ Where in Western Australia do we live?
	  ▪ What is a continent?
	• Establish what a country means when talking about places in the world.
	• Read a text, such as *Country* and guide a discussion about what Country means to Aboriginal and Torres Strait Islander people.
	• Identify the Country the school is located on and discuss the importance of the school's Acknowledgement of Country.
	• Ask the children to fold a piece of paper in half and on one side draw or write what they learned about Country from the story. On the other side, ask them to draw or write what the word country means when the class talked about places.
	• Teach the class the names of the continents and identify them on the map.
	• Play a song about the continents, such as *Seven Continents Song*.
	• Establish the meaning of a continent.
	• Review what the children know about the Northern and Southern hemispheres and the equator.
	• Using a map of the world, ask the children to identify the continents that are located in each hemisphere. Southern hemisphere consists of Oceania, Antarctica and some of Africa, South America and Asia. Northern hemisphere consists of North America, Europe and some of Africa, South America and Asia.

Teacher intentions	Learning experiences
	• Provide the children with a map of the world and ask them to colour and label the continents.

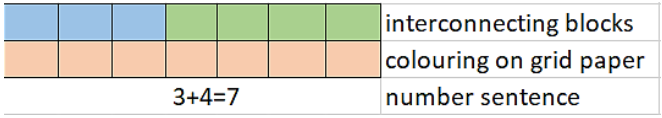
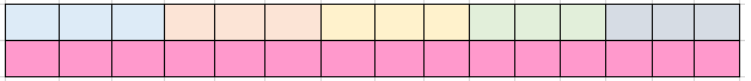
Teacher self-reflection:

Mathematics – Learning sequence 2

Western Australian Curriculum Number and algebra	Western Australian Curriculum Measurement and geometry	Western Australian Curriculum Probability and statistics
Understanding number • Read, write and order numbers to at least 1020, including on a number line. Recognise the repetition of the 0–99 sequence of digits and the role of zero. Skip count forwards and backwards by twos, threes, fives and tens from any starting point • Explore different ways to represent and partition two- and three-digit numbers, including in groups of 10 and 10 groups of 10 to make 100, using concrete materials, numbers and symbols • Explore the relationship between addition and subtraction with small collections using part-part-whole knowledge, numbers and symbols • Explore multiplication and division using repeated addition, equal grouping and arrays **Calculating with number** • Add and subtract one- and two-digit numbers, using a range of strategies **Financial mathematics** • Explore and describe the relationship between dollars ($) and cents (c) and their value in the contexts of spending, saving and donating	• 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?)*
	Interconnecting blocks, grid paper. Objects with price tags attached, checklist with photos of priced objects (optional); Australian play coins. Wallets or purses, calculators, challenge cards, dice, mirror.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes **Attaching number sentences to representations of addition and subtraction** • Support the children in labelling their representations and moving towards writing complete number sentences as the symbols become meaningful to them. The children should not write number sentences that they cannot interpret. • The children continue to use part-part-whole models; however, they can start to use grid paper for their representations. They should continue to be using one-to-one correspondence. • Once the children are familiar with 'ways to make twenty', introduce strategies to facilitate calculations that rely on known facts. For example, by knowing that 15 + 5 = 20, children may calculate 17 + 5 by adding 15 + 2 + 5 = 22. • Provide contexts in which the children operate with repeated addition as a foundation for the understanding of multiplication. **Introducing multiplication** • Model the transition between thinking of repeated addition to thinking of groups of, which will lead the children into representing multiplication in arrays. • At this stage, the children may think of multiplication as stories without a focus on symbols or number sentences. **Australian coins** • The children will have been exposed to recognising and ordering Australian coins and notes in the previous year; however, an assessment of the cohort will dictate the level of revision necessary. • Continuously provide the class with opportunities to manipulate coins and notes in context; for example, in a shop or bank role-play. This content will be revisited throughout the year. • Year 2 children are not expected to understand how to calculate change.	**Opportunities** • Continue to provide opportunities for the class to represent mathematical stories. Start to encourage accompanying simple number sentences by asking the children to label parts of the story. For example, writing the number 25 under their drawing of 25 children at the party. Review the use of symbols to complete a sentence as the children become confident with their meaning. • Encourage the children to use part-part-whole models as the main form of representing addition and subtraction problems. Using interconnecting blocks, ask the children to make the additions out of two different colours and represent the total on grid paper (ensure the size of the grid matches the size of the blocks).  • Use interconnecting blocks to make part-part-whole models to demonstrate the commutative property of addition by inverting the order of the terms. This is also a good opportunity to practice 'ways to make twenty'. • Share a repeated addition story with the class. For example, 5 children came for a sleep over and each of them brought 3 toys. How many toys did the children bring all together? (Choose a story that is suitable to the children's interest.) ▪ Ask the children to represent the story by drawing, enacting or using one-to-one correspondence in manipulatives. ▪ Discuss strategies the children can use to solve the problem. • Ask the children to construct a part-part-whole model to represent the repeated addition, such as 3 + 3 + 3 + 3 + 3 as demonstrated below: 

Teacher intentions	Learning experiences
Assessment • Observing the children's knowledge of Australian coins and notes will help tailor future planning and teaching.	▪ Reword the problem to demonstrate that it can be thought of in 'groups of', e.g. there were five groups of 3 toys and ask the children to represent it in a way that is meaningful to them (drawing or using manipulatives). • Review Australian coins and notes reminding the class of their value. Foster a discussion about the value of coins and notes and their use in the context of spending, saving and donating. • Provide opportunities for the children to calculate how much money they have, using the strategies previously discussed, e.g. counting in 5s or 10s. • Set up a shop in the classroom by attaching price tags to a number of objects. Encourage the children to 'go shopping' (they may use a checklist with photos of the priced objects) and determine the total cost of their purchases. • Use financial mathematics as a context for modelling with number problems, such as: ▪ If Lou buys 5 bags of 5 pencils and each pencil costs one dollar, how much is Lou going to spend? (The children model repeated addition.) • Ask the children represent the problem using models or representations of their choice and then make the correct amount of money using play Australian coins and notes. **Small group opportunities** • Provide the children with a range of wallets/purses. Inside each wallet/purse there is a different amount of money. Have the children pick up a wallet/purse and determine how much money is inside. Optionally, they may attempt to determine what they can buy from the classroom shop (described in the experiences above) with the money in that particular wallet/purse. • Calculator game: the children play in pairs and agree on a 'game number'. They take turns to add the game number to an unknown number of their choice (secret number) and after pressing the equal sign, they give the calculator to

Teacher intentions	Learning experiences
	their partner. The partner uses the results to work out the secret number. For example, the game number is 10. Secret number + 10 = 22 secret number 10 22 The partner works out that the secret number was 12. • Provide 'challenge' cards containing a variety of problems for the children to explore different ways to represent and solve. They may add number sentences to their work. • The children toss a dice and calculate double that number. They may do so by placing a second dice in the exact same position or by placing it near a mirror.

Teacher self-reflection:

Science – Learning sequence 2

Western Australian Curriculum Science understanding	Western Australian Curriculum Science inquiry
Biological sciences • Plants and animals have life cycles through which they grow, change and have offspring	**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 **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 **Communicating** • Communicate observations, ideas, and findings using everyday 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?)*
	Websites: Weeds Australia – https://weeds.org.au/ (Appendix A); ABC Kids – *How do weeds spread?* Gardening Australia Junior Podcast https://www.youtube.com/watch?v=hLzRAAGZwzo (Appendix A). Images of plants found in different continents; digital devices (if needed), bar graph templates to match needs and contexts of students.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • These learning opportunities engage the children in applying their knowledge and understanding of plants' life cycles to weeds. • The Weeds Australia resource (Appendix A) may be useful for teachers to use in preparation for these learning experiences. • Weeds are plants that are growing in a place they are not wanted. • Discuss the importance of collecting accurate data when working in science investigations, methods to collect data and a procedure, e.g. how to cover the school grounds, how to keep track of the plants that have been counted, how to distribute jobs. • Consider the Aboriginal and Torres Strait Islanders peoples' perspectives and traditional knowledge when discussing native plants and species which have been introduced. Teachers should research Aboriginal names used for common plants and weeds found in the local area. **Integration ideas** • Mathematics – Probability and statistics: Statistics. • English – Language: Language for interacting with others. **Assessment** • Observe the development of the children's inquiry skills by recording their questions, hypothesis and explanations, e.g. are they making predictions about known objects or events?	**Opportunities** • Prompt the class to share their knowledge about weeds. Guiding questions include: ▪ What is a weed? ▪ Where do we find weeds? ▪ What are some of the characteristics of weeds? ▪ How do seeds move? ▪ How would knowledge about weeds and plants help us manage the amount of weeds in our community area? ▪ Why are some weeds bad? ▪ How do you know if it is a weed or a cultivated plant? • Have the children listen to a podcast about weeds, such as *How do weeds spread?* Discuss the definition of a weed and identify all of the ways weeds spread in the podcast. Ask the children to make a prediction about the number of weeds versus the number of plants in the school setting. The following question may guide the investigation: ▪ Are there more weeds than cultivated plants in the school garden? • Guide an investigation that allows the children to identify the number of weeds and cultivated plants, and determine which group is most represented in the school grounds. The children are unlikely to know the different varieties of weeds, but there may be opportunity for them to identify similar weeds (most prominent in the area). Teachers should adapt the investigation to suit their contexts. • Invite the children to share their ideas of how best to collect and record the data for the investigation. • With scaffolding, the children may create bar graphs (using templates) to represent this data.

Teacher intentions	Learning experiences

	• Pose questions to develop a criterion about what makes something a cultivated plant or a weed.
	  ▪ How do weeds reproduce?
	  ▪ How are weeds managed in your local area?
	  ▪ How do weeds spread to a new area?
	• Discuss the reasons why people usually attempt to eradicate weeds.
	• Provide an opportunity for the children to look at images and discuss plants found in different continents. Discuss how the same plant can be considered a weed in one place, and not in another.
	• Ask the children to compare their observations with those of their peers.
	• Engage the class in exploring Aboriginal names and uses for commonly found plants and weeds.

Teacher self-reflection:

Technologies – Learning sequence 2

Western Australian Curriculum Design and Technologies	Western Australian Curriculum Digital Technologies	Western Australian Curriculum Design thinking skills
Materials and technologies specialisations • Materials can be combined to produce a product for a specified purpose **Technologies and society** • People use selected technologies to make familiar products and environments to meet local needs	**Digital implementation** • Create an algorithm (sequence of steps) including decisions made by the user • Follow algorithms (sequence of steps) including decisions made by the user	**Project management** • Plan, share ideas and work with others to develop a solution for a known user **Investigating and defining** • Explore ideas and design opportunities for a known user **Designing** • Design solutions through discussion, drawing, modelling and/or a sequence of steps **Evaluating** • Use personal preferences and the needs of the known user to evaluate the 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?)*
	Range of different materials; range of beach bags or beach bag images. Small cards or voice recorders.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The children will continue to work on their Beach Bag project. The focus will be on examining different materials and their suitability for this purpose. • The goal of the robot sequencing activity is to highlight the importance of giving clear instructions and keeping a sequence in the correct order. It may be adapted to suit the context and interests of the children. **Integration ideas** • The Arts, Visual Arts – exploration and experimentation of texture and how they are used in the environment. **Assessment** • Observe how the children decide the suitability of different materials in line with their design criteria. • Observe how the children are able to create a sequence of steps when programming their 'robot'.	**Opportunities** **Design and Technologies** • Following a review of Learning sequence 1, provide a range of different bags as examples for the children to explore. • Discuss the different materials bags are made from and ask the children to identify differences and similarities between them. • Provide the children with a range of different materials. Encourage them to touch, bend and explore to determine the materials' suitability for a beach bag. • Discuss the criteria the children could use to choose the best material for a beach bag; for example, the material must: ▪ bend ▪ be able to be stitched, stapled or glued together ▪ not be too heavy ▪ be thin, thick or soft. • In small groups, ask the children to discuss and select which material they would like to use for their bags. They will need to justify their choice based on the design criteria discussed previously. • Invite the children to explore the existing bags on display by turning them inside out, analysing their shapes and components, e.g. straps, pockets, and start to create a design for their own bags. ▪ Remind the class that their bags should be suitable for people going to the beach and carrying their items. ▪ The children could share their own experiences with using beach bags, e.g. 'I wish my bag had an outside pocket for my water bottle.' • In pairs, ask the children to produce a sketch of their beach bag design and label it. Provide the children assistance with vocabulary if needed.

Teacher intentions	Learning experiences

	• Ask the children to explain ways in which their designs address the needs of beach goers.
	
	Digital Technologies
	• Reviewing the previous Learning sequence, invite the children to create a set of steps to be followed by a voice activated 'robot'.
	  ▪ Provide the children with small cards/voice recorders in which they can write or represent the steps they would like the robot to take (move forward, turn left, sit down etc.).
	  ▪ Provide the children with a challenge; for example, they must 'program' the robot to walk from the door to the mat and sit down.
	  ▪ In pairs, ask the children to create their sequence of steps.
	  ▪ Periodically remind the children that a robot would not know where 'the mat is', they might need a specific number of steps; a robot would not know where 'Jenn's desk is' etc.
	  ▪ When the children are finished, the teacher, or other children, use the children's sequences to act as the robot, following the instructions exactly.
	  ▪ Engage the class in determining how efficient each sequence is and what they could include to become clearer/more effective.
	• Discuss the importance of sequences for computers. Explain that software follows a series of commands or steps exactly, to perform tasks. If the steps are unclear, the result won't be as expected.
	• Invite the children to share any prior knowledge about the way computers work. Some may have worked with basic coding software before. Encourage the children to share their experiences facilitating the class understanding of the importance of sequences of steps for computer programming.

Teacher self-reflection:

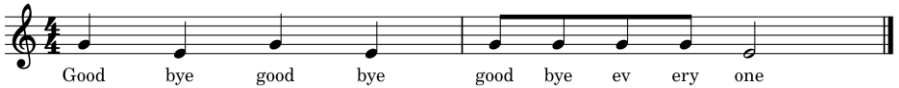
The Arts, Music – Learning sequence 2

Western Australian Curriculum Making	Western Australian Curriculum Responding
Ideas • Exploration of, and experimentation with, the elements of music through movement, body percussion, singing and playing instruments to create music ideas **Skills** • Development and consolidation of aural and theory skills by exploring the elements of music, including: ▪ rhythm (experience and identify time signatures $\frac{2}{4}, \frac{3}{4}, \frac{4}{4}$; use bar lines as a division for beats; terminology and notation for ,) ▪ tempo (changing tempos) ▪ pitch (repetition, unison, small range of pitch patterns based on the pentatonic scale) ▪ dynamics (getting louder, getting softer, very soft (***pp***) and very loud (***ff***)) ▪ form (introduction, verse, chorus rounds and ostinato) ▪ timbre (sound qualities of instruments; matching different sounds to specific instruments) ▪ texture (melody and accompaniment) to create music **Performance** • Practise of simple songs and their own and others' compositions, to perform for different audiences • Development of performance skills (singing in tune, moving and playing classroom instruments with correct timing and technique)	• Reasons why people make music in different places and for different occasions • Responses that identify specific elements of music and how they communicate mood and meaning

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 Acknowledgement Song* – https://www.acknowledgementsong.com/ (Appendix A); Aboriginal Songs Volume 2 – *Bibbulmun Bonar* https://madjitilmoorna.org.au/store (Appendix A); Student Symphony Orchestra of USC – *Carnival of the Animals, Camille Saint-Saens: Aviary* https://www.youtube.com/watch?v=mdO-lMpr8Sg (Appendix A); Student Symphony Orchestra of USC – *Carnival of the Animals, Camille Saint-Saens: Kangaroos* https://www.youtube.com/watch?v=PX5VRoWE0sY (Appendix A). A range of percussion instruments, including claves. Website: Bureau of Meteorology – *Indigenous seasonal calendars* https://www.bom.gov.au/resources/indigenous-weather-knowledge/indigenous-seasonal-calendars (Appendix A). Video recording of the forest soundscape recorded in Learning sequence 1; Seasons Soundscape planning sheets (Appendix A). The story to go with the music *Carnival of the Animals Saint-Saëns: Kangaroos* (Appendix A).	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes **Welcome activity** • *The Acknowledgement Song* provides an opportunity to discuss the connection to land that Aboriginal and Torres Strait Islander Peoples have. **Exploring music making** • The *Bibbulmun Bonar* song names the six Noongar seasons and refers to the distinguishing features of each. Aboriginal Songs Volume 2 is available for purchase from the website https://madjitilmoorna.org.au/store. • *Bibbulmun Bbonar* is a song to listen to for the lyric content and is not suggested to be taught to a Year 2 class. • Information that can be included on a chart about the six Noongar seasons identifying the distinguishing features, can be found on the *Indigenous seasonal calendars* page of the Bureau of Meteorology's website. • The 'seasons soundscape' is structured by dividing the children into six groups. Each group selects four appropriate percussion instruments to represent features of their allocated season and create a graphic score of which, when and how instruments will be played. For example, the rainy season, *Djilba*, can include a rain stick to represent the rain, a triangle to represent the flowers growing, a vibraslap for the kangaroo jumping and claves for the birds building a nest. • The soundscape activity will continue to be developed and be performed and recorded at the end of this learning sequence. **Movement to music** • Use the video *Carnival of the Animals, Camille Saint-Saens: Kangaroos*. The story of the music involves a hide-and-seek game, so when the chords are low	**Opportunities** **Welcome activity** • Welcome the children to their music time by singing *The Acknowledgement Song* from the previous Learning sequence. • Remind the children of the lyrics and sing as a whole class. • Suggest that the song needs a percussion accompaniment and as a class, discuss the type of percussion instruments that Aboriginal and Torres Strait Islander Peoples use to accompany their music (claves known as rhythm sticks or tapping sticks). • Select three to four children to accompany the song with a simple *ostinato* (repeating pattern) devised by the teacher or the class. • Sing again as a class with the accompaniment. **Exploring music making** • Play the song *Bibbulmun Bonar (Six Seasons)* (Madjitil Moorna Second Song Book) or similar and listen carefully to the lyrics. • Identify the distinguishing features of each season and create a chart. • Lead a discussion on how to create a musical soundscape of each of the seasons as a class. • Remind the children of the musical soundscape of Learning sequence 1 related to *Where the Forest Meets the Sea* by Jeannie Baker and the music made with the visual stimulus of one of the pages. ▪ Show the video recording of their performance to stimulate the reflective process. • Divide the children into their six groups. Have them use the provided Seasons Soundscape planning sheet (Appendix A) to record their ideas. Allow opportunities to test out the sounds of the instruments they select for their season of the soundscape.

Teacher intentions	Learning experiences
pitched, the children 'hide' and when the chords are high pitched, they are 'peeking'. **Conclusion**  • Above is an example of a simple Goodbye song. **Integration ideas** • English – Language: texts and language features. • Mathematics – Number and algebra: counting beats. **Assessment** • Using a checklist, assess the children on: ▪ their ability to maintain the rhythmic ostinato while *The Acknowledgment Song* is being sung ▪ the accuracy of their singing ▪ their creativity of movement when responding to the music *Kangaroos* ▪ their capacity to respond to the obvious changes in pitch in *Kangaroos* with appropriate body positions.	• Gather the named planning sheets for continuation in the next learning sequence. **Movement to music** • Play and remind the children of *Carnival of the Animals: Aviary* listened to last term. • Play the music *Carnival of the Animals: Kangaroos* and tell the story. • Ask the children to move to the music paying particular attention to the pitch of the held chords and adjusting their height according to the pitch. **Conclusion** • Ask for descriptive words to describe the music *Kangaroos* and record them. • Sing goodbye using the same melodic phrase used for introducing the book in Learning sequence 1. • Invite the children to echo sing.

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, line, colour, space and texture and how these are used in the environment **Skills** • Development of artistic skills through experimentation with: ▪ shape (symmetrical shapes; simple tessellating shapes) ▪ colour (warm, cool colours) ▪ line (horizontal, vertical, diagonal, spiral; lines that show motion) ▪ space (overlapping to show depth; horizon line) ▪ texture (different man-made and natural materials) to create artwork **Production** • Presentation and display of original artwork	• Appreciation of the choices made when creating and displaying artwork • Personal responses, identifying elements of shape, line, colour, space and texture in 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?)*
	Picture book, such as Bronwyn Bancroft (2012). *Why I Love Australia*. Hardie Grant Children's Publishing (Appendix A). Materials for different paining techniques. Assessment template (Appendix B).	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The focus of the teaching and learning is on colour use. • The children will have an opportunity to discuss painting techniques. • Whilst the class explore techniques, this learning experience has been designed for the children to use different sized brushes and acrylic paint. **Integration ideas** • Science – Biological sciences: native plants and weeds (used as paintbrushes). • Humanities and Social Sciences – Geography: appreciation of a location. • English – Language: use of adjectives, language to show appreciation of a landscape. **Assessment** • Take note of the feelings, ideas and objects the children associate with different colours, focusing on the use of warm and cool colours. • Observe and record how they respond to artwork made by others, using the provided *Assessment templates* (Appendix B).	**Opportunities** • Once the children have worked on their drafts from Learning sequence 1, encourage them to discuss their choice of drawings and the colours they intend to use and for what purpose. Refer to a picture book, such as *Why I Love Australia*. ▪ Foster a discussion about different painting techniques the children could use when using water colours, such as dabbing with a sponge, using sticks, leaves and cotton as brushes. ▪ Provide an opportunity for the children to experiment with these techniques and evaluate each of them in the context of this learning experience, e.g. 'Are you able to keep detail clear when dabbing with a sponge?' ▪ When the children are ready to start painting, discuss strategies that may be helpful, e.g. paint everything that is the same colour at once, then change colours; or paint the top of the piece first to avoid smudges. ▪ Have the children select from a range of paintbrush sizes and work on their pieces for the remainder of this learning experience. ▪ Once the pieces have dried, the children may choose to use a thick black marker to outline and sign their designs. • Promote an art exhibit around the classroom in which the children divide themselves in two groups. One group 'shows' their work to the group who are acting as the visitors to the gallery. They have an opportunity to talk about their pieces, focusing on the use of colour. Swap groups if there is time.

Teacher self-reflection:

Learning sequence 3

English – Learning sequence 3

Western Australian Curriculum Language	Western Australian Curriculum Literature	Western Australian Curriculum Literacy
Language for interacting with others • Explore how language can be used for appreciating texts and providing reasons for preferences **Text structure, organisation and features** • Explore how texts across learning areas are organised differently and use language features depending on purposes • Understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred • Navigate print and digital texts using chapters, table of contents, indexes, sidebar menus, drop-down menus or links **Language for expressing and developing ideas** • Understand that, in sentences, nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups	This strand is not the focus of these learning experiences.	**Texts in context** • Identify how similar topics and information are presented in different types of texts **Interacting with others** • Use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions **Analysing, interpreting and evaluating** • Identify the purpose and audience of 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 a range of texts for different purposes **Creating texts** • Plan, create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and correct spelling of some common 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?)*
	Suitable non-fiction informative reports and websites; photocopies of selected informative texts; devices for online investigations.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• The focus on the teaching and learning is on the creation of an informative report.
• Throughout these learning opportunities, take naturally arising opportunities to explore language features, such as:
  ▪ sentence structure
  ▪ noun groups
  ▪ sentence boundary punctuation
  ▪ connectives.
• Reinforce the use of compound sentences by providing simple sentences (independent clause) on the topic of choice and practise joining these with coordinating conjunctions; for example, 'Fish have mouths. Fish breathe through their gills.'; 'Fish have mouths but breathe through their gills.'
• The learning experiences should be combined with opportunities to explicitly teach phonic and word knowledge through oral language and effective systematic approaches that align with the school context.
 	
Assessment
• Observe the children's use of sentence boundary punctuation.
• Observe the children's ability to read the texts provided.
	Opportunities
	• Choose a suitable informative report as a model and read this with the class for meaning. Pose questions about the content of the text and answer any questions to provide clarification.
	• Deconstruct an informative text with the children, e.g. highlight or draw a circle around each paragraph and label according to its topic, such as the habitat, life cycle, physical description and so on.
	• Photocopy a selected informative text and cut it in paragraphs with the subheadings in separate pieces.
	  ▪ Ask the children to match paragraphs to the correct subheading and put them in order.
	  ▪ Have the children draw an image to accompany each paragraph.
	  ▪ Find pronouns and omissions in the text that have made the text less repetitive and more cohesive. Use examples to model the use of these language features.
	• Model how simple sentences can be turned into compound sentences by using coordinating conjunctions.
	  ▪ Ask the children to identify simple sentences from the informative text and list them on the board.
	  ▪ As a class, create compound sentences based on these simple sentences by adding a coordinating conjunction and another independent clause to them.
	• Ask the children to use a game of silly sentences to construct compound sentences by combining simple sentences, e.g.' The clown walked across the tightrope~~.~~ (and)~~The clown~~ fell asleep in a bucket.'
	• Decide on a topic to investigate. As a class, generate a list of focus questions.
	  ▪ Provide a range of suitable texts and websites for the children to investigate.

Teacher intentions	Learning experiences
	▪ Set the children to work in small groups to find the answers to the focus questions. ▪ Once the children have completed this, come together as a class and record the information they have found. • Use the information to model how to write a report or place the children into small groups to create group reports.

Teacher self-reflection:

Health and Physical Education, Health Education – Learning sequence 3

Western Australian Curriculum **Personal, social and community health**
Personal identity and change • Personal strengths, qualities and achievements, and how they contribute to developing identities

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?)*
	Digital device for voice recording (if relevant); paper divided in three sections.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The focus of the teaching and learning experience is on discussing tasks the children are allowed to do by themselves and explaining how these have changed since they were younger. • Create a positive environment to discuss and celebrate all achievements in the children's lives. • The children will also have an opportunity to discuss changes in relationships with carers and friends. **Integration ideas** • Science: Biological sciences – Plants and animals have lifecycles through which they grow, change and have offspring. **Assessment** • Observe the children's understanding of physical, social and emotional changes as they grow older, e.g. What kind of changes have they already observed? Can they explain why some of these changes happen?	**Opportunities** • Discuss responsibilities the children wish they could have, will have one day or don't want to have. • Lead a discussion about the responsibilities we gain as we grow older, e.g. start helping with household chores. • Encourage the children to brainstorm reasons why these responsibilities change as they grow older. Discussion points may include: ▪ responsibilities associated with a skill ▪ responsibilities associated with physical attributes, e.g. reaching a tall cupboard ▪ responsibilities related to families wishing to keep children safe, e.g. not using sharp knives until older. • Ask the children to record (write/draw/voice record) three responsibilities they hope to have as they grow, e.g. make breakfast, walk to the shop by themselves, and make phone calls. Have the children share their ideas with the class. • On paper divided into three sections, ask the children to illustrate responsibilities they had in the past, currently have and may have in the future. • Foster a conversation about differences and similarities. Encourage the children to explain and justify their ideas. • Discuss how growing up may have changed relationships in the children's lives. Discussion prompts may include: ▪ different friendships over time, e.g. with a younger neighbour ▪ relationships with caregivers, e.g. babies might sleep with their parents, older children might sleep in their own beds ▪ relationships with teachers, e.g. in kindergarten, teachers might take children to the toilet, whereas in Year 2 children can walk by themselves. • Provide an opportunity for the children to brainstorm why such changes may have happened.

Teacher self-reflection:

Health and Physical Education, Physical Education – Learning sequence 3

Western Australian Curriculum **Movement and physical activity**		
Movement skills • Introduce fundamental movement skills: Body management ▪ forward roll Locomotor ▪ jump (height) ▪ side gallop Object control ▪ one-handed strike ▪ hand dribble ▪ ball bounce and catch • Apply and consolidate movement skills previously learnt through game and play situations • Movement skills that combine the elements of effort, space and time	**Understanding movement** • Importance of rules and fair play in partner or group activities, and in a range of minor games and physical activities	**Interpersonal skills** • Positive choices when participating in group activities

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**
	Website: *Fundamental movement skills* https://myresources.education.wa.edu.au/programs/fundamental-movement-skills (Appendix A). Bombardment (Appendix A); variety of balls that bounce such as basketballs, tennis balls etc, chalk, dodgeballs, cones, poly dots.

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 (striking/batting) • body awareness and direction change • spatial awareness • keeping yourself and others safe. **Bombardment** • Collect a selection of balls that will bounce when hitting the ground, such as basketballs or tennis balls. • Use poly dots to mark the spot where the children stand when catching the ball to prevent the children diving for the ball and to improve safety. • Have the children throw in the same direction so as to not throw across each other. • Instruct the children to go around other throwers to collect equipment, not through the throwing zone. **Activity 1** • On a paved area write the numbers one to five in enough lines for the number of groups in the class. For example, if you have four small groups, write one to five four times. **Concluding activity variations:** • Use small dodgeballs. • Have two games running simultaneously. • Change the size of the teams. • Have three teams rotating through batting whilst two teams field each time.	**Opportunities** **Bombardment** (Appendix A) • As the class enters the physical education space, direct the children to collect a ball and spread out along a line. Explain to the children they are going to explore how they can bounce their ball in a way that they can catch it again when it comes back up. • Have the children bounce their ball several times trying to increase their accuracy when catching each time. • Ask the children to swap balls with someone else and see how this affects the way the ball bounces. Have them swap balls again and repeat the activity. • Regroup as a class and discuss: ▪ What did you change to control the direction the ball bounced? • Have the children form pairs and number themselves one and two. One collects the ball and two stands on a designated line, spaced out. • Explain they are to throw the ball to their partner, with a bounce between them. If they both successfully catch the ball without dropping it, number one takes a step backwards. • The children continue until the distance becomes too great. • Regroup again as a class and discuss: ▪ What did your throw look like when you were close? Further apart? ▪ What helped to make your bounce accurate? ▪ How did you get your ball to travel further? **Activity 1** • Allocate the class into small groups and line them up behind a row of numbers. • Explain to the children that they need to run to each number then bounce and catch the ball the same number of times. For example, at number 1, they

Teacher intentions	Learning experiences
Assessment • Observe striking skills in gameplay and during bounce and catch activities.	bounce and catch once before moving to the next number and at number 2, the children bounce and catch twice before moving to the next number. • Once the children finish number 5, they run back to their team to pass the ball on, and sit at the back of the line. The first team with everyone sitting wins. • Before beginning, discuss with the children how to play fair and encourage their team members. • Play the game again with a slight variation to the rules, such as hopping to each number or skipping every second number. **Concluding activity** • Explain to the children they will be using their striking skills to clear an imaginary pirate ship of cannonballs whilst the Navy attempts to return fire by returning the balls underarm to the ship. • Revise key points of striking. In this game the pirates will use one flat hand to strike the dodgeballs away and out of the ship. • Create two teams - one team will be the Navy attempting to throw dodgeballs into the 'ship', and one team will be the pirates attempting to strike the dodgeballs away. The team with the least number of balls in their area after a certain time wins. • Mark out playing area. • Ask the children to have a team discussion to predict possible outcomes and form strategies to combat this, and then start play. • Stop play and discuss strategies that helped teams move through faster: ▪ Where do you need to aim the ball when striking to limit the return of the ball? ▪ How can you increase the distance the ball travels when striking it? ▪ Is it better to focus on technique or speed to get the balls into play?

Teacher intentions	Learning experiences
	▪ How can we as a team get the ‘cannonballs’ back to the ship quickly? ▪ Is it faster to run the balls back in or throw them in? • Count up balls and rotate teams. • Ask the children: ▪ To reflect on their performance as a team. ▪ What were their successes for today?

Teacher self-reflection:

Humanities and Social Sciences – Learning sequence 3

Western Australian Curriculum Knowledge and understanding	Western Australian Curriculum Humanities and Social Sciences skills
Geography – People are connected to many places • The location of the major geographical divisions of the world in relation to Australia	**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 **Evaluating** • Draw conclusions based on information and/or data

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?)*
	Blank world map; cut outs of Australia; the children's own world maps from Learning sequence 2. Video: Smile and Learn – *Oceans for Kids - Geography for Kids* https://www.youtube.com/watch?v=zGtemTLAjCw (Appendix A).	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• Concepts covered: place, space and scale.
• Teach the continents and the position of each in relation to Australia. Emphasise continents relevant to the origins of the children and their family.
• Review the position and purpose of the equator.
 	
Integration ideas
• Mathematics: Measurement and Geometry – comparing the size and area of the continents by superimposing.
• English: Writing – create a small fact book about continents and locations in the world, such as:
  ▪ Australia is an island continent. It is close to Asia and far from Europe. It is located between the Indian and Pacific Ocean in the Southern Hemisphere.
 	
Assessment
• Questions and answers from the quiz activity can be used to assess the children's understanding about the location of continents and oceans, and their ability to pose and respond to questions.
	Opportunities
	• Show the children a blank world map and review the continents. Lead a discussion by asking questions, such as:
	  ▪ Which continent is the biggest?
	  ▪ Which continent is the smallest?
	  ▪ Which continent is closest to Australia?
	  ▪ Which continent is furthest away from Australia?
	• Show the class cut outs of Australia. Compare the size of Australia to another continent by placing the cut outs on top. Folding or cutting up may be required.
	• Ask the children to work in pairs to explore how many times Australia would fit into each of the continents. This could be done through estimating or superimposing cut outs of Australia onto different continents.
	• Review the children's findings.
	• Pose the question 'Where in the world do we find water?' Make a list of the children's responses.
	• Show the class a video about the world's oceans, such as *Oceans for kids*.
	• Discuss why oceans are important.
	• Ask the children to locate and label the oceans on their own world maps started in Learning sequence 2.
	• As a class, model how to construct questions that could be used to quiz their peers about continents and oceans.
	• Have the children work together in pairs to create their own quiz questions about the location of continents and oceans in relation to Australia. Ensure the children have access to books and maps to refer to for help with writing questions.

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 • Read, write and order numbers to at least 1020, including on a number line. Recognise the repetition of the 0–99 sequence of digits and the role of zero. Skip count forwards and backwards by twos, threes, fives and tens from any starting point • Explore the relationship between addition and subtraction with small collections using part-part-whole knowledge, numbers and symbols **Patterns and relationships** • Recognise and continue increasing or decreasing additive patterns with collections and numbers, and identify missing elements in a pattern	This strand is not the focus of these learning experiences.	**Probability** • Classify familiar events involving chance as being 'possible' or 'impossible' and using the everyday language of chance to compare the likelihood of them happening

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?)*
	Pattern/s to be displayed on the board; objects to represent patterns, such as fruit, pasta, coloured counters; sticky notes; manipulatives; hoops and; situation cards for possible and impossible events. 2D shapes and 3D objects. Website: Toy Theatre – *Pattern* https://toytheater.com/category/math-games/patterns/ (Appendix A).	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes **Patterns and relationships** • Adapt this sequence of learning experiences to suit the needs of the children, based on the experiences in Term 1 and their demonstrated understanding of patterns. • Provide frequent opportunities for the children to interact with patterns represented in different media, e.g. clapping, playdough, blocks, body movements, letters. • It is important that the children see the pattern within the numbers in a sequence. Encourage concrete representation, e.g. in drawings or manipulatives. **Probability** • When discussing words associated with probability, it is important to highlight the mathematical meaning of them, differentiating them from everyday use, e.g. using 'certain' to express a strong opinion. **Assessment** • Observe the way the children identify patterns in different environments and media. Model and observe the children's acquiring of probability vocabulary.	**Opportunities** • Start each lesson displaying a pattern on the board to discuss with the class. Increase the complexity to match the children's ability, based on previous assessment and Term 1 teaching. • Use objects to represent patterns and ask the children to isolate the smallest (core) part of the pattern. For example, the pattern 'apple, apple, pear, apple, apple, pear, apple, apple, pear' has as its smallest part 'apple, apple, pear' and then it repeats itself. ▪ Model language and invite the children to describe the repeat unit (core) of each pattern using everyday language. • Once teachers have assessed the children's understanding and determined they are ready to deal with numbers, display simple number patterns with elements of the pattern missing. The goal is for the children to identify missing elements in a given pattern. • Ask the class to line up and position themselves according to a certain repeat unit. For example, hands on heads, hands on hips, sit down (repeat). Ask the children: ▪ What is the pattern? ▪ What is the next element of the pattern? ▪ Can you identify the pattern's elements of the next 10 children who joined the group? ▪ Describe how you know what the 20th person would be doing? (Ask the children to continue the pattern.) • Display a numeric pattern to be represented using pasta or coloured counters; for example, 3-1-3-1. Explain to the class that they need to repeat the first shape three times, then once for the second shape. • Display images of familiar patterns and cover one repeat unit (core) with a sticky note. With support, ask the children to identify the repeat unit and therefore

Teacher intentions	Learning experiences
	the missing element. Model to the class how they can use their knowledge of the repeat unit to identify any missing element. Increase the difficulty of this learning experience to suit the children's needs. • Provide the children with number patterns and an opportunity to represent them in ways that are meaningful to them, e.g. some might use manipulatives or draw. • Foster a discussion about the words 'certain' and 'impossible' highlighting their use in mathematical terms. • Extend the discussion to include terms such as 'likely' and 'unlikely'. • Ask the children to place these words into context. Invite them to decide how they would like to express the meaning of them. For example, they might like to perform a scene where they demonstrate something that is certain, impossible, likely or unlikely to happen. The children might prefer to draw such situations or write about the words. Provide opportunities for the children to share their representations. • Possible or impossible sort: place two hoops on the floor and label them 'possible' and 'impossible'. ▪ Hand out a situation card to each child, containing text and a drawing describing an event. ▪ Ask the children, one at a time, to decide which hoop the card belongs in. Encourage the use of language such as 'could' or 'might' in their explanations. ▪ Review and discuss the cards in each hoop. • Draw a large line on the board and place 'impossible' and 'certain' in each end (right and left, respectively). Explain to the class that those are the extremes, and any other likelihood falls in between those two. Provide the children with sticky notes and encourage them to write or draw events and place them in the

Teacher intentions	Learning experiences
	correct spot on the line. Take this opportunity to discuss how they can determine if something is more, less or equally likely to happen. • Provide opportunities for the children to discuss likelihood in real life contexts; for example, by analysing the weather, the traffic, the lessons happening on each day. • Divide the class into groups of four. Ask each pair within the group to write/record four short stories (describe an event). Have the pairs swap their stories and determine the likelihood of those events happening. The children may create their own 'likelihood lines' and place each event in the relevant spot. Provide opportunities for the children to share and discuss the reasoning behind their answers. Model appropriate vocabulary. **Small group opportunities** • Pattern corner: offer a range of objects the children can use to make patterns, e.g. pasta, colours, musical instruments. The children may create new patterns or continue those created by others. • Give the children a set of 2D shapes and 3D objects and ask them to represent different patterns using the same manipulatives, e.g. one based on features, one based on the number of sides. • Number patterns: share a repeat unit (core) and invite the children to create a pattern, choosing their own starting point (not necessarily 0 or 1). • The *Pattern* games allow the children to choose the correct missing element using technology. • Have the children record a mini lesson or prepare a poster explaining the meaning of the words 'certain', 'impossible', 'likely' and 'unlikely'.

Teacher self-reflection:

Science – Learning sequence 3

Western Australian Curriculum Science understanding	Western Australian Curriculum Science inquiry
Biological sciences • Plants and animals have life cycles through which they grow, change and have offspring	**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 **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 **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?)*
	Images of different plants in stages of growth; small flowering plants in pots, digital device for taking photographs; equipment for planting pot plants (if required). Potted plants that could be planted on school grounds.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The focus of the teaching and learning is on investigating the life cycle of plants. • Prepare a variety of photos of the phases of development for different plants, e.g. flowers, weeds, trees, cacti, that demonstrate different stages of growth. • Model using vocabulary specific to each category of plant, e.g. flower – stamen, petal, sepal; tree – bark, trunk, crown. **Integration ideas** • Technologies, Design and Technologies: Materials and technologies specialisations – designing. **Assessment** • Observe how the children employ previously acquired skills to ensure their diagrams of plants represent their ideas and knowledge about plants.	**Opportunities** • Show the class the images of plants at different stages, sort through the pictures and identify each plant's life cycle. • Model how to arrange the images in a circle/cycle to show the ongoing nature of a life cycle. • Discuss how plants grow, including the names we give to each stage of the life cycle. Consider environmental factors that may impact a plant's growth such as soil, amount of water or insect activity. • From the images, select a plant of particular interest to the children and investigate each part of it. ▪ Discuss the function of each part and how they work together to allow the plant to grow. • Ask the children to share knowledge about plants they acquired over the previous learning experiences, and from their everyday life. Provide small flowering plants in pots. Have the children take a photo of that plant and label it. The children should repeat this with different plants to understand the commonalities between species. (Consider explaining that the roots do not need to be showing in the photos so that the children don't have to pull plants out of the ground.) • If possible, the children can take part in planting the pot plants on the school ground. • Complete a gallery walk of the children's labelled photos and encourage the children to share their observations and ideas with each other.

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 • Materials can be combined to produce a product for a specified purpose **Technologies and society** • People use selected technologies to make familiar products and environments to meet local needs	**Digital implementation** • Create an algorithm (sequence of steps) including decisions made by the user	**Project management** • Plan, share ideas and work with others to develop a solution for a known user **Investigating and defining** • Explore ideas and design opportunities for a known user **Designing** • Design solutions through discussion, drawing, modelling and/or a sequence of steps **Producing and implementing** • Use given equipment and technologies to safely create a preferred 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?)*
	All materials necessary for the children to make their beach bags. Storyboard sheets (one per child).	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• Organise for any materials required for the children to make their beach bags to be sourced by the school or families.
• Frequently remind the children of the criteria and the importance of following the design steps to construct their products.
• The children will create a short story to show a sequence of events. Later they can use the suggested software or similar to create an animation.
 	
Integration ideas
• The Arts, Media Arts – Production of media work conveying a story with a character and setting using audio and/or visual techniques.
 	
Assessment
• Observe how the children are able to follow their design plan/criteria to create their beach bag. Interview the children about their design development and record the conversation. Refer to the assessment templates (Appendix B).
• Note whether completed storyboards tell a simple but clear story.
	Opportunities
	
	Design and Technologies
	• Based on the designs prepared in Learning sequence 2, have the children prepare a:
	  ▪ list of resources they will need for their beach bags
	  ▪ sequence of steps to make them.
	• As a class, work on the design criteria, including elements discussed in the last session and new ideas brought by the children, focusing on addressing the needs of beach goers.
	• Have the children review their drafts and sequence of steps, based on the design criteria.
	• Ask the children to begin making their beach bags working collaboratively in pairs through the sequence of steps.
	
	Digital Technologies
	• As a class, come up with a simple story and demonstrate how to represent the story using a story board. Important points may include:
	  ▪ What kind of character should we have?
	  ▪ What is the setting of the story?
	  ▪ What is the main ‘event’ in the story?
	• Using a think-pair-share strategy, ask the children talk through their ideas for their own story with a peer.
	• Have the children develop a plan and sketch a simple story, annotating their story board so that it can be used as a guide to create their animation.
	• Allow enough time for the children to work on their story boards, seek feedback from peers and teachers, and apply it to their work.

Teacher self-reflection:

The Arts, Music – Learning sequence 3

Western Australian Curriculum Making	Western Australian Curriculum Responding
Ideas • Exploration of, and experimentation with, the elements of music through movement, body percussion, singing and playing instruments to create music ideas • Communication and recording of music ideas using graphic and/or standard notation, dynamics and relevant technology **Skills** • Development and consolidation of aural and theory skills by exploring the elements of music, including: ▪ rhythm (experience and identify time signatures $\frac{2}{4}, \frac{3}{4}, \frac{4}{4}$; use bar lines as a division for beats; terminology and notation for $\mathbb{d}$, $\mathbb{o}$) ▪ tempo (changing tempos) ▪ pitch (repetition, unison, small range of pitch patterns based on the pentatonic scale) ▪ dynamics (getting louder, getting softer, very soft (***pp***) and very loud (***ff***)) ▪ form (introduction, verse, chorus rounds and ostinato) ▪ timbre (sound qualities of instruments; matching different sounds to specific instruments) ▪ texture (melody and accompaniment) to create music **Performance** • Practise of simple songs and their own and others' compositions, to perform for different audiences	• Reasons why people make music in different places and for different occasions • Responses that identify specific elements of music and how they communicate mood and meaning

Western Australian Curriculum Making	Western Australian Curriculum Responding
• Development of performance skills (singing in tune, moving and playing classroom instruments with correct timing and technique)	

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 Acknowledgement Song* – https://www.acknowledgementsong.com/ (Appendix A); *Sally go round the sun* music score (Appendix A); *Rainy day song* music score (Appendix A); Aboriginal Songs Volume 2 – *Bibbulmun Bonar* https://madjitilmoorna.org.au/store (Appendix A); Gina Williams and Guy Ghouse – *Keyen koodjal daambart* https://www.youtube.com/watch?v=0s4YrwAf3DE (Appendix A). Glasses and glass bottles with varying amounts of water in them, teaspoon or triangle beater, an array of everyday objects that can be used to produce sounds for a specific purpose, drums/bins, lengths of flexible corrugated plastic hose. Posters of Noongar seasons, named planning sheets from previous Learning sequence, a range of percussion instruments, laminated poster of Noongar words for mum, dad and family.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes **Welcome song** • Keep a record of the children who have a turn at performing the rhythmic ostinato. **Song game** • *Sally go round the sun* is a circle game. There are several versions of lyrics (an example can be found in Appendix A) and different ways to play the game. There are also possibilities for the teacher to devise their own version of the game. • Create a circle and walk around the circle in a clockwise direction. On the word 'boom' everybody sits down or jumps to change direction. The game is repeated in the opposite direction. • Create two concentric circles with the class. The children in each circle will walk in opposite directions. Repeat the sitting down or jumping on 'boom' and changing direction as above. • Select a child to be 'Sally' (change to their name if desired) who is placed within the circle. The circle walks in a direction while 'Sally' skips around the sun (a representation of the sun on the ground), the moon (another representation) and the sunshine (a different representation). On 'boom', the child jumps in front of the nearest child and they become the new 'Sally'. • 'Sally' walks around the outside of a static circle and on 'boom' lands behind a child who then takes the 'Sally' role. • Keep a record of the children who have a turn at this stage to make sure others have a turn in the next lesson.	**Opportunities** **Welcome song** • Welcome the class to their music time by singing *The Acknowledgement Song* from the previous Learning sequence. • Select different children to perform the percussion ostinato accompaniment. The ostinato may be the same as in Learning sequence 1 or a different one, devised by the teacher or the class. • Sing again with the percussion accompaniment. **Song game** • Remind the children that the focus for this term is making music about the seasons. • Introduce *Sally go round the sun* by asking a question about summer and why summer is characterised by heat. Why is it hot? • Sing the song pitch patterning (Appendix A) as you sing. • Invite the children to sing with you, echoing the sentences if required. • Explain the game. There are several ways to play this game, but select and play only one. • Play the game allowing several children an opportunity to be 'Sally'. The version of the game can change in following sessions. • Transition into the next section of the lesson by prompting the children to offer suggestions about the opposite of summer. **Song** • 'Play' the glass bottles and glasses, varying the tempo (speed) and the dynamics (volume of sound) and explain that they could represent the sound of rain drops beginning to fall. • Sing or play the *Rainy day song*.

Teacher intentions	Learning experiences
Song • The *Rainy day song* has been created to allow the children to add sounds using percussion instruments or everyday objects to match the lyrics. There are specific spaces in the music for the instruments to be played. • For example, the glasses with water could represent the sound of rain beginning to patter down, an ordinary plastic bag could represent the wind while a rainmaker could be used to represent the rain when it gets heavier. There are percussion instruments called thunder drums that are available commercially and when played, sound just like thunder. Alternatively, use drums or bins to represent the rolling thunder. • A length of flexible corrugated plastic hose, such as used with pool vacuums, when spun above the head can sound like the whistling wind. The longer the hose, the lower the pitch it produces. **Integration ideas** • English – Language: texts and language features. • Mathematics – Number and algebra: counting beats. **Assessment** • Gather evidence using a checklist, anecdotal notes, planning sheets and photo or video evidence of the way the children: ▪ sing in tune ▪ maintain a percussion ostinato while singing ▪ select appropriate instruments for their timbre ▪ organise their selected instruments into a graphic notation.	• Explain that there are places in the song where instruments can be played to highlight the lyrics of the song. • Demonstrate an example of using an instrument to enhance the effect of the lyrics of the song. • Lead a discussion about the types of instruments that could be used in the song and where they may best fit. Record the children's responses to make a percussion plan. **Exploring music making** • Remind the children about the six Noongar seasons, their names and identifying characteristics. • Play the *Bibbulumun bonar* song and listen carefully to the lyrics about each season. • Distribute the named planning sheets from the previous Learning sequence to the groups of children and help them create a working space within the large open area. • Make sure that percussion instruments are available and easily accessible for their use. • Allow time for further planning, helping the children who are having trouble: ▪ graphically notating their music ▪ selecting instruments ▪ creating a timeline for their music ▪ practising together as a group. • Gather the planning sheets and debrief as a class, identifying any confusion, difficulties or misunderstandings about the creative task. Help the children to develop a greater understanding by reiterating the criteria for the creation of their music.

Teacher intentions	Learning experiences
	Conclusion • Sing *Keyen koodjal daambart* (introduced in Term 1) at the end of the lesson or play a recording of it, reminding the children that our family are significant people in our lives. • Place the Noongar words for mum, dad and family on the board to remind them of the song next lesson.

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, line, colour, space and texture and how these are used in the environment **Skills** • Development of artistic skills through experimentation with: ▪ shape (symmetrical shapes; simple tessellating shapes) ▪ colour (warm, cool colours) ▪ line (horizontal, vertical, diagonal, spiral; lines that show motion) ▪ space (overlapping to show depth; horizon line) ▪ texture (different man-made and natural materials) to create artwork **Production** • Presentation and display of original artwork	• Appreciation of the choices made when creating and displaying artwork

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?)*
	Natural resources collected from the outdoor environment (including gum leaves, gum nuts, rocks and sand); image of expressionist art piece (if relevant); paper plates with a hole cut out in the middle (one per child).	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The focus of the teaching and learning is on experimenting with textures. • Allow child agency by fostering opportunities for the children to explore different textures that can be created with leaves; for example, by rolling or breaking them apart. • This learning experience exemplifies one artwork that could be made based on the children's exploration of textures. Teachers will contextualise the artwork to suit the interests of their children. **Integration ideas** • Technologies, Design and Technologies: Materials and technologies specialisations – texture of different materials. • Science – Biological sciences: texture of different plants. **Assessment** • Observe the language the children use to describe different textures during the experimentation experiences. • Observe the way the children apply their ideas to create a desired texture, e.g. observe their experiments with different materials and techniques to create a certain texture.	**Opportunities** • Nurture a conversation about native plants establishing links to the children's learning in Science. • Link this experience to the discussions in the previous learning experiences, highlighting the colours frequently observed in nature, and what feelings and ideas they convey/are associated with. Encourage the children to brainstorm possible reasons why natural elements may be the colour they are, e.g. why are flowers colourful? • Ask the children to close their eyes, then touch leaves, gumnuts, rocks, sand and other natural elements, and describe their texture. • Discuss textures commonly found in nature, e.g. fluffy baby animals, rough leaves. • Start a conversation about the ways in which people experience texture by looking and touching. Highlight the differences between that and colour (looking only). • Discuss words that can be used to describe textures we can touch, e.g. rough, pointy, smooth, fluffy. • Discuss ways in which texture can be perceived by looking. For example, display an image of an expressionist art piece, e.g. Van Gogh, making reference to Term 1 and ask the children to describe the texture they can see. • Gear the discussion towards ways in which the children can create different textures in their artwork. • Invite the children to explore the textures of the natural resources collected from the outdoor environment and describe how they feel and what they look like. • Have the children create wreaths. ▪ Provide paper plates with a circle cut out from the middle (plate looks like a ring).

Teacher intentions	Learning experiences
	▪ Have the children glue gum leaves and other natural resources that have different textures around the plate ring forming a wreath. They may choose to do so in different patterns. Encourage the children to think about textures they can create with the resources. ▪ Ask the children to touch different wreaths and describe their texture. ▪ Share ideas about where these wreaths can be displayed at home.

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 across learning areas are organised differently and use language features depending on purposes • Understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred **Language for expressing and developing ideas** • Understand that connections can be made between ideas by using a compound sentence with two or more independent clauses usually linked by a coordinating conjunction • Understand that images add to or multiply the meanings of a text	This strand is not the focus of these learning experiences.	**Texts in context** • Identify how similar topics and information are presented in different types of texts **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 a range of texts for different purposes **Creating texts** • Plan, create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and correct spelling of some common two-syllable words • Use features of digital tools to create or add to texts

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?)*
	Various types of non-fiction informative texts, including a report about a prominent or famous person, and an appropriate interview with them; interview props, digital devices to record interviews and take photographs.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• The learning experiences should be combined with opportunities to explicitly teach phonic and word knowledge through oral language and effective systematic approaches that align with the school context.
• The children gain further exposure to various types of non-fiction informative texts. The children have an opportunity to write a non-fictional informative text based on an interview.
• Model examples of interview techniques.
 	
Assessment
• The text generated by the interview may be used as an assessment.
	Opportunities
	• Read or view a report about a prominent or famous person. Pose questions such as:
	  ▪ What do you think is the purpose of this text?
	  ▪ Why would you read/view this text? Who would read this text?
	  ▪ Have you ever read texts like this before?
	  ▪ How do you feel after reading it?
	• Expose the children to an appropriate interview with a famous person, and ask them to reflect on the questions that were asked in the interview.
	• Generate a list of questions that would be suitable to ask another child in the class to find out interesting information.
	• Model, or have the children role-play, how to conduct an interview.
	• Pick names out of a bag to form pairs. Ask the children to orally discuss interview questions they would like to ask each other.
	  ▪ With support, ask the children to write interview questions. Decide on some topics that would be of interest, such as early life, hobbies, family etc.
	  ▪ Have the children interview their partner and record their answers in an appropriate manner using a digital device.
	  ▪ Ask the children to use their recordings to write a report about the interviewed partner.
	  ▪ Model and support the children to use the digital device to record and/or publish their partner's answers.
	• Model how to use the answers to an interview to write a brief report about a person.
	• Have the children write a brief report about their partner using the interview questions and answers.
	  ▪ Encourage the children to take a photograph of their partner and include it in the report, with a short caption.

Teacher intentions	Learning experiences
	• Foster a reflection circle in which the children can discuss their experience and share their text with the class. • Make a class book or display the texts.

Teacher self-reflection:

Health and Physical Education, Health Education – Learning sequence 4

Western Australian Curriculum **Personal, social and community health**
Personal identity and change • Personal strengths, qualities and achievements, and how they contribute to developing identities

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?)*
	Letters to caregivers informing them of the show-and-tell requirements, object to model a presentation.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• These learning experiences have been designed to be split into more than one session to allow time for the children and families to prepare for a show-and-tell.
• Some children may feel that they have not achieved anything. This can be daunting, so it is important to reinforce different types of achievement and help the children embrace their strengths.
 	
Integration ideas
• English: Language for interacting with others – interpersonal language choices vary depending on the context, including the different roles taken on in interactions.
 	
Assessment
• Observe how the children relate to the feelings of others, e.g. empathy, sympathy.
	Opportunities
	• Discuss the word 'achievement' asking the children to share their ideas of what it means.
	  ▪ Include different kinds of achievement, including those that are less formal, e.g. learning to tie your shoelaces or making really yummy pancakes on the weekend.
	  ▪ Highlight that all the children have achieved different things and celebrate diversity.
	  ▪ Encourage the children to share some of the achievements that come to mind. They may discuss their own or those of others, e.g. 'I have finished a 1000-piece puzzle.'; 'My father has learned to play the piano.'
	• Introduce the idea of a show-and-tell, highlighting objects the children can bring to school, e.g. a trophy, a photograph, a special drawing. The object must represent an achievement they would like to share with the class.
	• Discuss the expectations of the show-and-tell with the children, highlighting the format of the presentation, questions the children might ask each other, and ways to show appreciation.
	• Model a show-and-tell presentation to the children.
	
	Show-and-tell
	• Encourage the children to share their achievements by showing their meaningful object to their peers. Have the children talk about the event or situation, their feelings towards it, and the people who helped them achieve it.
	• Encourage others to ask questions to further understand how that child's strengths help make them who they are. Suggested questions:
	  ▪ How did you feel when you started doing …?
	  ▪ How did you feel when you achieved …?
	  ▪ How does it feel to look back at your achievement?

Teacher intentions	Learning experiences
	▪ What was the hardest part of your achievement? ▪ Did you have fun doing this? How? ▪ Why did you choose this area of interest? • Teach the children to understand, relate and be respectful of differences. • Include concepts of identity, personal interests and strengths in the discussion. • Have a conversation about how people's identities make them special. Ask the children 'What beautiful traits can you spot in your peers?'

Teacher self-reflection:

Health and Physical Education, Physical Education – Learning sequence 4

Western Australian Curriculum **Movement and physical activity**		
Movement skills • Introduce fundamental movement skills: Body management ▪ forward roll Locomotor ▪ jump (height) ▪ side gallop Object control ▪ one-handed strike ▪ hand dribble ▪ ball bounce and catch • Apply and consolidate movement skills previously learnt through game play and situations • Movement skills that combine the elements of effort, space and time	**Understanding movement** • Physical, mental and emotional responses to physical activity • Physical changes to the body when exercising • Importance of rules and fair play in partner or group activities, and in a range of minor games and physical activities	**Interpersonal skills** • Positive choices when participating in group activities

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**
	Bibs; relaxing/calm and high energy music. Websites: *Fundamental movement skills* https://myresources.education.wa.edu.au/programs/fundamental-movement-skills (Appendix A); Kiddo – *Square bounce* https://kiddo.edu.au/school/activities/square-bounce (Appendix A); The Physical Educator – *Race To The Bases* https://thephysicaleducator.com/game/race-to-the-bases/ (Appendix A). Cones, balls of varied bounciness, tee-ball tees, tee-balls/softballs.

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 (striking/batting) • body awareness and direction change • spatial awareness • keeping yourself and others safe. **Fitness Tag activity** • Use bibs to identify the taggers. • Play relaxing/calm music during balancing and high energy music during tagging games. **Square bounce activity** • Collect equipment – balls with increasing bounciness, e.g. volleyball, basketball, tennis ball, high bounce balls **Assessment** • Observe the children's understanding on the correct technique for striking, and their ability to apply their understanding in game play.	**Opportunities** **Fitness tag activity** • Hands on heart – can we feel them pumping? • Explain and demonstrate the game fitness tag – a tagging game where if tagged by the taggers you need to have a team member come and perform a given exercise, such as star jumps, to be released back into play. • Nominate an exercise and the taggers before commencing play. • Stop play after a nominated amount of time or if all team members are tagged. • Hands on heart – what is happening now? • Discuss: ▪ What makes our hearts beat faster? ▪ What is our heart's job? ▪ Where does the oxygen come from? ▪ What else happens to our body when we exercise? ▪ How can we increase our heart rate further? • Have the children suggest an exercise they could perform that will increase their heart rate. • Play another round. • Hands on heart – did it work? **Square bounce activity** • Divide the class into pairs. • Set up the playing area and show the class the different types of balls. Once the pair has bounced and caught a ball five times in a row without missing, they move onto the next ball. The pair that does the most bounce and catches with the trickiest ball without missing wins.

Teacher intentions	Learning experiences

	• Outline and demonstrate the rules of the game, questioning the children as you move through the rules as to whether they are a fair rule, a safety rule or just for fun. Justify why they think this is.
	• Commence play.
	• Question the children on the strategies adopted and discuss:
	  ▪ What tactics can you use to ensure the catcher has a better chance of catching the ball?
	  ▪ Where is the best place to stand to throw the ball?
	  ▪ Which ball was the hardest to bounce and catch accurately?
	• Conclude game with celebrating the winning pair and what they did well.
	
	Concluding activity – *Race To The Bases*
	• Recap the striking technique. Have the children describe key points of striking.
	• Divide the class into small groups.
	• Reflect on the game *Race To The Bases*, from Learning sequence 2 and run through the rules. Allow the children to modify the rules within their group; for example, one bounce and/or one-handed catch. Ensure all the children understand the rules.
	• The children commence play, rotating in order and keeping a record of their own score.
	• Teacher to move about the playing area observing and adjusting play where needed.
	• Discuss with small groups: What makes up an efficient technique in striking?

Teacher self-reflection:

Humanities and Social Sciences – Learning sequence 4

Western Australian Curriculum Knowledge and understanding	Western Australian Curriculum Humanities and Social Sciences skills
Geography – People are connected to many places • How places can be defined on a variety of geographical scales	**Questioning and researching** • Locate information from a variety of provided sources **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, such as: Sweeney, J and Qin Leng (2018). *Me on the map*. Random House, US (Appendix A). Magazines; printed local map or online mapping application; digital devices, access to online mapping applications; large sheets of paper.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • Concepts covered: place, space and scale. • *Me on the Map* is a suggested text from Term 1 but used in a different context in these learning experiences. • Teachers will need to follow school protocols for organising a walk around the local area. **Integration ideas** • Technologies, Digital Technologies – use of different online mapping applications to view local streets and places. • Mathematics: Measurement and geometry – identify places/objects on different maps. Use directional language to give simple routes on a map. **Assessment** • The assessment for this Learning sequence is conducted in Learning sequence 5.	**Opportunities** • Read the class a story that defines place in a variety of scales, such as *Me on the Map.* • Discuss the book by asking the children questions such as: ▪ What is the smallest place we see? ▪ Why do you think the girl starts with her bedroom? ▪ Why do people make maps? ▪ Why does the map look different when we zoom out? ▪ How do the maps change throughout the book? • Look at the pages of the book that show a map of the girl's room, house and street. Explain that these are personal places. • Compare what is drawn on the different maps. • Ask the children to work in pairs to draw, write down and cut out from magazines, items that would be found at the personal scale. • Look at the picture and map of the town from the story, *Me on the Map*. Explain that these represent local scale. • Ask the children to identify places on the map and create a class list. Clarify that a local area map will show the suburb or town. • Show the children how to identify the local area on a printed map or online mapping application. Discuss what different symbols represent. If using an online application, model how to zoom in on the different places in the local area. • Have the children work in pairs to identify the different local features of the suburb they live in. Alternatively, take the children on a walk of the local area and photograph the different local features. • Cover a board of the classroom with paper, and ask each child to draw and label a place in their local area.

Teacher intentions	Learning experiences
	• Review how the local places connect to the children's homes and the places that are most important in their daily lives.

Teacher self-reflection:

Mathematics – Learning sequence 4

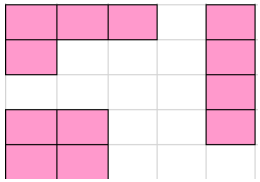
Western Australian Curriculum Number and algebra	Western Australian Curriculum Measurement and geometry	Western Australian Curriculum Probability and statistics
Understanding number • Recall addition and subtraction facts to 10 **Understanding equalities and inequalities** • Use the equality symbol to indicate the same value in number sentences involving addition and subtraction	**Two-dimensional space and structures** • Estimate, measure and compare lengths by choosing appropriate uniform informal units and placing end to end without gaps or overlaps • Explore and directly compare the areas of two shapes by superimposing one over the other **Three-dimensional space and structures** • Estimate, measure and compare the capacities of different containers using uniform informal units	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?)*
	Balance scales with double pans/buckets, identical sized marbles; suitable desks/tables, tablecloth (fabric or newspaper) to cover one small table (cut to the exact size), tiles (made of foam or cardboard); chalk; cards with equations. Website: NCTM Illuminations – *Pan Balance – Numbers* https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Pan-Balance----Numbers/ (Appendix A).	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes **Addition and subtraction facts** • The children have had experience in Term 1 to add and subtract numbers using a range of strategies and now are beginning to recall facts to 10. • The children recall and apply their knowledge of addition and subtraction facts to 10 to solve worded problems. • Incidental teaching and learning experiences should focus on the recall of facts to 10 to ensure regular practice. • Review the use of the equals sign and discuss its meaning (both sides of the equation are equal). Use resources such as balance scales to demonstrate this with concrete materials. **Measurement** • After previewing the Learning experiences related to the measurement of area, develop an appropriate provocation to suit the children's context and needs. • The children have experimented with using informal units to measure length in Term 1. These learning experiences may work as a continuation of that learning. Teachers must assess if revision is necessary. • For the desk experiences, ensure suitable desks are available in the classroom so the children can physically work with them. Cut a tablecloth (made of fabric or newspaper) to the exact size of the smaller table prior to the lesson. • In preparation for these learning experiences, source a large number of tiles (foam or cut out of cardboard) to be used to measure the desk's area. **Assessment** • Observe the way the children make sense of area and how they differentiate that from length.	**Opportunities** • Using balance scales (with double pans/buckets), have the children explore what happens when equal and inequal amounts are compared, by placing identical sized marbles in each pan. • Relate this to addition and subtraction equations and ask the children to place the equivalent of the equation in one pan and the total in the other pan. For example, for 13 + 5 = 18 children place in one pan 13 + 5 marbles and in the other pan place 18 marbles, observe how the balance scale balances. For a subtraction example such as 18 – 5 = 13, the children place 18 marbles in the first pan and 13 marbles in the other pan. They then remove 5 marbles from the first pan. Ask the children to observe how the scale balances. • Continue to provide the class with equations to test using the balance scale, including equations such as 12 + 6 = 8 + 9 and ask the children to discuss if this is true or false. • Have the children play *Pan Balance – Numbers* (Appendix A) online to consolidate their understanding. • Introduce a provocation problem about measuring the area of a classroom desktop. Encourage children to come up with ways in which they can measure the desktop exactly. Avoid using the word 'area' and give the children opportunities to use everyday language to describe what they need to do. • Lead the conversation to discuss the concept of area by bringing up real life examples, e.g. covering classroom desktops, putting carpet down in a room, buying turf for a backyard. • Explain to the class that the tablecloth maker previously made a cover for a different (smaller) desk. Identify the smaller desk and its respective cover to the children. • Looking at both desks, ask the children which one has more area and which one has less.

Teacher intentions	Learning experiences
• Observe and record accuracy of the children's ability to recall addition and subtraction facts to 10.	▪ Encourage the children to voice their explanations. ▪ Ask the children to come up with ways in which they can test their hypothesis and ensure they know which one is bigger. ▪ Invite the children to place the existing cloth on the larger desk to help establish a direct comparison of the area. ▪ Encourage the children to explain their conclusions, e.g. 'I learned that … because …' • Invite the children to participate in a second investigation in which they compare the desk used in the provocation problem with a third desk, or a third unknown area, to determine which one has more, or less, area. However, this time there is no cloth available, so a direct comparison is not possible. ▪ Ask the class to brainstorm ideas to measure the areas and compare them. ▪ If the children make estimations, take the opportunity to discuss the difference between measuring and estimating. Highlight that there are contexts in which estimating is enough and there are contexts (such as ordering this tablecloth) in which measuring is necessary. ▪ Encourage the children to create their own measuring tools if suitable or use tiles (may be made/cut out of foam or cardboard) to measure area. Provide the children with a large quantity of tiles so that they can be laid side-by-side to cover the area. ▪ Observe the children's reactions and responses to the edges that don't fit exactly in a tile. Observe how they try to make sense of and solve this issue. Use this information to gauge their understanding about area. ▪ Ask the children to count how many tiles they needed to cover each of the areas they are comparing to determine which one is largest. • Foster a discussion about what the children have learned about ways to measure area.

Teacher intentions	Learning experiences
	• Invite the children to participate in creating their own ‘area unit’ that they can use to measure spaces around the school. Give the children an opportunity to discuss materials, e.g. newspaper, cardboard, fabric, and the reasons why some may be more helpful than others. Additionally, as a class, discuss and agree on a size. The class may also choose the name of their unit, e.g. ‘school unit’. • Cut enough templates that each child or pair of children have their own. • Guide the children to work in the outdoor area by asking them to use chalk to draw an area of 4 ‘school units’ (or chosen name) on the floor. Observe the way the children represent this. Observe if most will attempt to form a square or a rectangle, or if some will form lines. If needed, create different shapes measuring the same area. For example:  • Gather the class for a conversation and highlight that the shape does not necessarily have to be the same – as long as the same number of tiles or amount of cloth covers two different areas, they measure the same. • Provide the children with plenty of opportunities to measure area using their created unit/measuring tool. • Once the children have had plenty of opportunity to establish their understanding of area, challenge them to cut their measuring tool in half, making triangles. Ask them to measure the same areas using the original squares and then triangles. Challenge the children to think about the relationship between these two measuring tools. Guiding questions may include: ▪ Does the desk/floor space/rug change size if you change measuring tools?

Teacher intentions	Learning experiences
	▪ Why is it that this desk measures 8 squares but 16 triangles? (Use the names assigned to the units by the class.) ▪ Is it important to use the same measuring unit every time? What is the difference between using one or the other? ▪ Can you mix them? How? Why? **Small group opportunities** • Invite the children to measure the area of different surfaces and order them from smallest (less area) to biggest (more area). • Have the children measure the length of different objects in the classroom and order them from longest to shortest. • Provide balance scales, marbles (or similar counters) and cards with equations on them in the format of 12 – 6 = 6 + 3 or 14 + 5 = 20 – 1 for the children to decide if the statements are true or false.

Teacher self-reflection:

Science – Learning sequence 4

Western Australian Curriculum Science understanding	Western Australian Curriculum Science inquiry skills
Biological sciences • Plants and animals have life cycles through which they grow, change and have offspring	**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 **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?)*
	Online images or videos and picture cards of animal offspring and parents; craft materials or digital device to create life cycle diagram.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The focus of the teaching and learning is on investigating how animal offspring are similar to or different from their parent. • Preparation of cards for sorting and matching (young and adult animals) may be required prior to the learning. • Extend the discussions to identify animals that look like smaller versions of their parents and animals that change drastically as they develop. • Model generating questions to gain more information. • The teacher is best placed to decide how much scaffolding is required when the children generate their own life cycle diagrams. **Integration ideas** • Health Education – Healthy and active communities: parallel between looking after yourself and your pets. • English – Reading and viewing, Writing and creating. **Assessment** • Observe how the children notice, describe and represent changes in life cycles of living things.	**Opportunities** • Find and view online images or videos of young animals and their adult forms. Discuss the changes the animals go through as they grow. • Spread animal picture cards around the room and invite the children to collect one matching pair of adult and offspring animals. Return to a common space and share as a whole class. ▪ Describe what the observable similarities and differences are from the baby to the adult. • Sort the animals into two groups: those whose offspring and parent look similar and those whose offspring and parent look different. Take note of the sorts of animals in each group, e.g. mammals and reptiles look similar; insects and amphibians look different. • Select one of the animals featured on the cards to investigate. Model how to create a life cycle diagram using images, arrows and labels. Discuss why the life cycle is shown as a circle that keeps going. • Ask the children to choose an animal and create a diagram of its life cycle in a medium of their choice, e.g. a drawing, using craft materials or electronically. • Walk around the school and look for any insects, such as bees, beetles, flies or ants. Discuss safety rules and treating the insects with care by keeping a distance. • Assign the children to groups and guide them to investigate and represent the life cycle of one of the insects viewed in the school. Compare the similarities in the life cycles of insects. For example, the offspring don't look like their parents, they all hatch from eggs, they all have four distinct parts of their life cycle, they all go through significant change (metamorphosis) throughout their life cycle. ▪ Record relevant vocabulary, such as metamorphosis, pupa, larva, egg, offspring in a place that can be viewed and accessed regularly.

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 • Materials can be combined to produce a product for a specified purpose **Technologies and society** • People use selected technologies to make familiar products and environments to meet local needs	**Digital implementation** • Create an algorithm (sequence of steps) including decisions made by the user	**Project management** • Plan, share ideas and work with others to develop a solution for a known user **Investigating and defining** • Explore ideas and design opportunities for a known user **Designing** • Design solutions through discussion, drawing, modelling and/or a sequence of steps **Producing and implementing** • Use given equipment and technologies to safely create a preferred 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?)*
	All materials necessary for the children to make their beach bags. Storyboard sheets from Learning sequence 3, digital devices for animation software.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • When the children are working on their beach bags, remind them of the design criteria, including the needs of the people (beach goers), they are trying to meet. • Support the children as needed in the completion of their products. • The children will continue to work on their storyboards. They are demonstrating a sequence of steps, purposely designed as a short story, which they will publish in a safe environment at a later time. This learning experience has been designed to involve the use of animation software; however, if the necessary devices are not available, the children may draw each scene on paper, photograph them and create a sequence (similar to a stop motion). This would take a longer time to complete, so teachers must plan accordingly. • If using software, provide the required support according to the children's needs. Depending on how familiar they are with using devices, the children may need more or less time to work through their story boards. Working in pairs may also be helpful. Free accessible animation software includes Scratch Jr, Google Slides™ or Canva. **Integration ideas** • The Arts, Media Arts – Production of media work conveying a story with a character and setting using audio and/or visual techniques. **Assessment** • Observe how the children have made design decisions considering characteristics and properties of different materials. • Take note of the children's use of software to organise information and ideas.	**Opportunities** **Design and Technologies** • The children continue to work through their sequence of steps to create their beach bags. • Discuss the importance of receiving feedback to ensure a design matches the criteria. Explicitly model appropriate ways to provide and receive feedback. • Have the children present their bags to the class and ask for feedback based on the design criteria. • Provide the children with the opportunity to further work on their bags in an attempt to implement feedback and ensure the criteria is met. **Digital Technologies** • Ask the children to review and finalise their story boards. • Demonstrate the use of the selected software (see Notes), or paper option. • Ask the children to make their animation.

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, line, colour, space and texture and how these are used in the environment **Skills** • Development of artistic skills through experimentation with: ▪ shape (symmetrical shapes; simple tessellating shapes) ▪ colour (warm, cool colours) ▪ line (horizontal, vertical, diagonal, spiral; lines that show motion) ▪ space (overlapping to show depth; horizon line) ▪ texture (different man-made and natural materials) to create artwork **Production** • Presentation and display of original artwork	• Appreciation of the choices made when creating and displaying artwork • Personal responses, identifying elements of shape, line, colour, space and texture in 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?)*
	Samples of different materials, including sand, water, dough, cotton, feathers, wood, metal, rocks – as many different textures as possible.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The focus of the teaching and learning is to continue the children's exploration of texture, based on experiences in Learning sequence 3. • Allow time for the children to make discoveries and explore textures. Encourage agency by being flexible with the way the children build their representations of significant places. **Integration ideas** • Humanities and Social Sciences – Geography: landscapes from around the world. • Technologies, Design and Technologies: Materials and technologies specialisations – different texture materials. **Assessment** • Based on the progression between Learning sequences 3 and 4, observe how the children have developed an understanding of texture and how they associate it to different elements.	**Opportunities** • Recall previous discussions about landscapes and about textures. Ask the children to think about the Australian landscapes they chose to paint. • Foster a discussion based on the locations chosen by the children. Guiding questions may include: ▪ Can you see similar elements in some of these places? ▪ Can you see differences? ▪ What colours call your attention? ▪ Can you see any textures? ▪ Can you imagine what this element of the place would feel like to touch? ▪ How do these images make you feel? • Invite the children to experiment with textures. Provide samples of different materials and encourage the children to continue to touch them and describe the textures they feel. • Once the children have experimented with different textures, point to different elements in the selected landscapes and ask them to select a material that they associate with it, e.g. dessert – sand; building – wood/rocks; ocean – water. • Encourage the children to select the necessary materials to create the textures they imagine in a chosen landscape. • Ask the children to create a texture board representing the landscape. This may be created in a way that is meaningful to children, e.g. by recreating the landscape using the texturised materials; by creating a 'texture board' with samples of each material they associate to the landscape; by labelling samples of texturised material with the elements in the landscape; or any other form that makes sense to them. • Promote a gallery walk in which the children observe the work of others and discuss similarities, differences and ideas.

Teacher intentions	Learning experiences
	• Encourage the children to respond to the work of others constructively. • Provide opportunities for the children to reflect on their own artwork.

Teacher self-reflection:

The Arts, Music – Learning sequence 4

Western Australian Curriculum Making	Western Australian Curriculum Responding
Ideas • Exploration of, and experimentation with, the elements of music through movement, body percussion, singing and playing instruments to create music ideas • Communication and recording of music ideas using graphic and/or standard notation, dynamics and relevant technology **Skills** • Development and consolidation of aural and theory skills by exploring the elements of music, including: ▪ rhythm (experience and identify time signatures $\frac{2}{4}, \frac{3}{4}, \frac{4}{4}$; use bar lines as a division for beats; terminology and notation for $\mathbb{d}$, $\mathbb{o}$) ▪ tempo (changing tempos) ▪ pitch (repetition, unison, small range of pitch patterns based on the pentatonic scale) ▪ dynamics (getting louder, getting softer, very soft (***pp***) and very loud (***ff***)) ▪ form (introduction, verse, chorus rounds and ostinato) ▪ timbre (sound qualities of instruments; matching different sounds to specific instruments) ▪ texture (melody and accompaniment) to create music **Performance** • Practise of simple songs and their own and others' compositions, to perform for different audiences	• Reasons why people make music in different places and for different occasions • Responses that identify specific elements of music and how they communicate mood and meaning

Western Australian Curriculum Making	Western Australian Curriculum Responding
• Development of performance skills (singing in tune, moving and playing classroom instruments with correct timing and technique)	

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 Acknowledgement Song* – https://www.acknowledgementsong.com/ (Appendix A); *Keyen koodjal daambart* by Gina Williams and Guy Ghouse https://www.youtube.com/watch?v=0s4YrwAf3DE (Appendix A); *Lemonade crunchy ice* music score (Appendix A); *Sally go round the sun* music score (Appendix A); *Rainy day song* music score (Appendix A); Aboriginal Songs Volume 2 – *Bibbulmun Bonar* https://madjitilmoorna.org.au/store (Appendix A). Glasses and glass bottles with varying amounts of water in them, teaspoon or triangle beater, an array of everyday objects that can be used to produce sounds for a specific purpose, drums/bines, lengths of flexible corrugated plastic hose; posters of Noongar seasons, named planning sheets from previous Learning sequence, a range of percussion instruments, laminated poster of Noongar words for mum, dad, family and numbers; digital devices for recording.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
 	
Welcome songs
• The use of gestures adds meaning to the lyrics, especially words from a different culture.
• Use contextual songs for your locale if available, so that the children are learning local language for their traditional lands.
 	
Hand game song
• The process for teaching a new song at a Year 2 level is to:
  ▪ rote teach the words which the children echo
  ▪ add actions or gestures with the spoken words as rote echoes
  ▪ sing the lyrics demonstrating pitch patterning with the hand or both hands. You could also place the pitches on your body. For example, if the song has two pitches, place the high pitch on your head and the lower pitch on your waist
  ▪ sing the song with actions/gestures and incrementally add other components as required, such as instruments, body percussion or partnered hand game sequences.
• Repetition aids in memorisation.
• Referring song lyrics to other related activities also aids in memorisation.
• In the *Lemonade crunchy ice* song the 'freeze' can be used in a variety of ways and as a transition device between activities.
 	
Song game
• Playing the *Sally go round the sun* game in a variety of ways alerts children to music as a creative and improvised art form. Improvisation is the gateway into creative music making.
	Opportunities
	
	Welcome songs
	• Sing *The Acknowledgement Song* (from the previous Learning sequence) with percussion ostinato played by three or four different children who haven't played yet.
	• Sing *Keyen koodjal daambart* with the children joining in with the English words, and Noongar words that are becoming familiar to them, such as the family names and the number names. Add actions/gestures appropriate to the lyrics.
	
	Hand game song
	• Introduce the song *Lemonade crunchy ice* by asking what the children like to drink when it is very hot.
	• Teach the words by rote, without the hand claps or actions, using an expressive spoken voice and invite children to echo.
	• Repeat the words, adding in the hand claps, inviting the children to echo each line.
	• Sing the lyrics with the handclaps as an echo activity. Repeat for confidence.
	• Sing the whole song through with actions when the children are confident.
	• Suggest their freeze pose could represent an activity they would do when it is hot, e.g. swimming or fishing.
	
	Song game
	• Sing the song *Sally go round the sun* and then invite the children to sing with you.
	• Remind the children of the game from Learning sequence 3.
	• Play in the same form as in Learning sequence 3 or adapt the game to suit your context and classroom (see suggestions in Teacher notes Learning sequence 3).
	• Make sure different children are selected to be 'Sally'.

Teacher intentions	Learning experiences

• Improvising and adding extra components to songs and games demonstrates the implicit process of moving from the known to the unknown and the sequential development of scaffolded knowledge and understanding of the learning area.
• In Year 2, concepts are experienced before being made explicit. Children are engaged with the concept across a range of activities. Their experiences become reference points when the concept is explicitly taught.
 	
Song
• Adding instruments to a song begins to develop understanding about the difference between a melody and accompaniment. The same melody can be accompanied in a variety of ways.
• Teachers are encouraged to create ways of performing the song with music or sounds that are contextual to their learning environment.
 	
Exploring music making
• As part of the process of creating a soundscape, children begin to understand that composed music should reflect the purpose and intent of the composer/s.
• As the seasons of the year merge into the next, so the music should reflect that merge. Identifying an appropriate transition instrument between each 'season' reflects the continuous movement of the pattern of the seasons.
 	
Integration ideas
• English – Language: texts and language features.
• Mathematics – Number and algebra: counting beats.
 	
Assessment
• Using a check list, assess the way children:
  ▪ play a rhythmic ostinato accurately and in time
  ▪ play with correct technique
  ▪ sing in tune
	• Relate the song to the previous hand clapping game *Lemonade, crunchy ice* and identify the links between the two activities.
	
	Song
	• Remind the children of the percussion plan recorded in Learning sequence 3 for *Rainy day song* and display for them to see.
	• Sing *Rainy day song* and invite the children to sing along with you with the lyrics they remember.
	• Refer to the percussion plan from the previous Learning sequence to remember the proposed instruments for each space in the song and distribute instruments to groups of children, ensuring that all the children have the opportunity to play an instrument or sound producing object.
	• Sing the song and play the instruments in the appropriate places.
	• Reflect on the performance as a class and make adjustments as appropriate in response to discussion.
	• Sing and play again including any changes to the original plan.
	• Video record or audio record for assessment purposes and reflective responses.
	• As a class, identify any of the instruments or objects used in this song that are transferred into their seasons soundscape.
	
	Exploring music making
	• As for Learning sequence 3, remind the children about the six Noongar seasons, their names and identifying characteristics.
	• Play the *Bibbulumun bonar* song and listen carefully to the lyrics about each season.
	• Distribute the named planning sheets from the previous Learning sequence to the groups of children and help them create a working space within the large open area.

Teacher intentions	Learning experiences
▪ apply actions and hand games and perform in time with the song/music. • Video record children for assessment purposes and peer/self/teacher reflection on the music composed and performed.	• Make sure that the percussion instruments are available and easily accessible for their use. • Allow time for further planning, helping the children who are having trouble. • Gather the planning sheets and debrief as a class, identifying any confusion, difficulties or misunderstandings about the creative task. • Advise the children that the class will perform all the seasons as a continuous soundscape. Explain that each season flows into the next and suggest that the class needs a way to indicate in the music that the season is changing. • Lead a class discussion on how that might be facilitated. For example, a windchime could be used as a transition instrument between each group and their season music. **Conclusion** • Ask the children to either: ▪ sing *Lemonade, crunchy ice* with actions as they prepare for the next period, or ▪ jump like kangaroos to the music *Kangaroos – Carnival of the Animals* as the children move to the next activity.

Teacher self-reflection:

Learning sequence 5

English – Learning sequence 5

Western Australian Curriculum Language	Western Australian Curriculum Literature	Western Australian Curriculum Literacy
Language for interacting with others • Investigate how interpersonal language choices vary depending on the context, including the different roles taken on in interactions **Text structure, organisation and features** • Explore how texts across learning areas are organised differently and use language features depending on purposes	This strand is not the focus of these learning experiences.	**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 a range of texts for different purposes **Creating texts** • Plan, create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and correct spelling of some common two-syllable words • Use features of digital tools to create or add to texts

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?)*
	Organise relevant staff/students for the children to interview.	

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** • Develop success criteria with the children before they create their report. • Encourage the children to complete a self-reflection on their report, based on the developed success criteria. See template in Appendix A.	**Opportunities** • Organise with the staff in your school for the children to interview them. Alternatively, students with roles in the school, such as faction captains or school councillors, could be interviewed. • Divide the children into pairs and explain they will work collaboratively to write an informative text about a given person (allocate names to the children). ▪ Brainstorm with the class the sort of information that could be asked. Discuss the role of the interviewer and discuss some conventions, such as greetings, appropriate questions, manners, a formal tone. • Each pair of children creates a set of questions and then interviews the person allocated to them. • Develop success criteria for the writing of a report. • The children then write their report independently. • Encourage the children to include images. • Share the text with the class and the person who was interviewed. • Publish as a book to place in the front office, as an article in the school newsletter or on the school webpage.

Teacher self-reflection:

Health and Physical Education, Health Education – Learning sequence 5

Western Australian Curriculum **Personal, social and community health**
Interacting with others • Ways to interpret the feelings of others in different situations to help develop respectful relationships 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?)*
	Book: Anna Llenas (2012). *The Color Monster*. Allen & Unwin. Knowledge of the Feelings Freeze game.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• Videos of *The Color Monster: a story about emotions* being read aloud, are available online.
• This lesson focuses on the way the children can interpret and respond respectfully to the feelings of others.
 	
Assessment
• Observe the children's participation in the role-play and discussions, and their ability to identify and respond to the feelings of others.
	Opportunities
	• Read or view the book *The Color Monster* and explain that this story helps us identify what different feelings look like. At several points during the reading, pause to discuss:
	  ▪ What feelings do you think Color Monster has now?
	  ▪ What clues helped you figure this out?
	• Discuss:
	  ▪ How do we know what someone is feeling?
	  ▪ How can you tell when someone is feeling happy, sad, worried?
	  ▪ What body language do you notice?
	  ▪ What might they do or say that gives us clues?
	  ▪ Why is it important to understand how other people are feeling?
	• Play the Feelings Freeze game: the children walk around the room and on a cue (music stops, hand clap) call out a feeling. The children freeze in a pose, acting out that feeling. In pairs, the children look at each other's pose and consider:
	  ▪ What clues in their body language and face show us how they're feeling?
	• Provide the class with short, age-appropriate scenarios (e.g. someone is sitting by themselves at lunch, looking sad).
	In groups, ask the children to:
	  ▪ identify how the person in the scenario might be feeling
	  ▪ name the clues that helped them interpret the feeling
	  ▪ discuss how they could respond respectfully or kindly
	• Have the children draw or write a reflection to these questions:
	  ▪ I can tell how someone is feeling when I notice …
	  ▪ It is important to notice how others are feeling because …

Teacher self-reflection:

Health and Physical Education, Physical Education – Learning sequence 5

Western Australian Curriculum **Movement and physical activity**		
Movement skills • Apply and consolidate movement skills previously learnt through game and play situations • Movement skills that combine the elements of effort, space and time	**Understanding movement** • Importance of rules and fair play in partner or group activities, and in a range of minor games and physical activities	**Interpersonal skills** • Positive choices when participating in group activities

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**
	Bibs, relaxing/calm and high energy music; balls with increasing bounciness; tennis balls. Websites: *Fundamental movement skills*, Logbook https://myresources.education.wa.edu.au/programs/fundamental-movement-skills (Appendix A); The Physical Educator. *Chuck the Chicken* https://thephysicaleducator.com/game/chuck-the-chicken/ (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 (striking/batting)
• body awareness and direction change
• spatial awareness
• keeping yourself and others safe.
 	
Activity 1
• Watch/read *Chuck the Chicken – Build two: Egg farm fielding*, to understand the activity.
• Collect equipment
  ▪ tennis balls.
 	
Assessment
• Observe the children's:
  ▪ teamwork and collaboration throughout the games
  ▪ use of strategies to improve their outcomes in the games.
	Opportunities
	Chuck the Chicken – Chicken Coop Countdown: Build one
	• Explain to the class they are going to work as a team to be the fastest to complete the challenge.
	• Set up playing area with a circle for each team.
	• As the class enters the physical education space, divide the children into groups and have them stand around marked circles.
	• Have the children number themselves from 1 to …
	• Explain the rules to *Chicken Coop Countdown: Build one*.
	• Perform one round of the activity.
	• Reflect on the play:
	  ▪ How can you encourage your team while they are performing their turn?
	  ▪ How can you exchange the ball quickly?
	• Play a second round.
	• Celebrate the winning team.
	
	Activity 1
	Chuck the Chicken – Egg Farm Fielding: Build two
	• Teacher scatters tennis balls through playing area.
	• Explain and demonstrate the rules to *Egg Farm Fielding: Build two*.
	• Teams allocate new numbers within their teams.
	• On the teacher's signal, teams commence play.
	• At the completion of the round allow teams to reflect on their performance and devise alternatives to the movement solution.
	• Play a second round, regroup as a class and discuss:
	  ▪ How can the team work together to get the ball down the line quickly?
	  ▪ Which is the best ball to collect in the field? Why?

Teacher intentions	Learning experiences
	Concluding activity • Recommence the game but change some of the balls for chickens or another object and allocate points for different objects. • Reflect on the play and how altering the scoring system effected the play.

Teacher self-reflection:

Humanities and Social Sciences – Learning sequence 5

Western Australian Curriculum Knowledge and understanding	Western Australian Curriculum Humanities and Social Sciences skills
Geography – People are connected to many places • How places can be defined on a variety of geographical scales	**Evaluating** • Participate in decision-making processes **Communicating and reflecting** • Present findings in a range of communication forms, using relevant terms • Reflect on learning and respond to findings

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?)*
	Maps of Western Australia and Australia, and images of places known to the children (representing regional and national scale); access to Google Earth™.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • Concepts covered: place, space, scale. • This learning sequence will extend the children's knowledge of how places are represented at a variety of scales. • Teachers will need to select and print images of places known to the children in Western Australia and Australia. **Integration ideas** • The Arts, Visual Art – create a layered collage in concentric circles to show the different geographical scales. • Mathematics: Measurement and geometry – locate places/objects on maps. **Assessment** • Observe how the children sort the pictures and take note of individual comments made in the discussion. • Use the labelled pictures to assess the children's understanding of personal, local, regional and national scales.	**Opportunities** • Present the children with a map of Western Australia and explain that this represents regional scale. • Ask the children to identify places in Western Australia that they have visited. • Discuss what the children feel is special about Western Australia and make a list of their ideas. • Present the children with a map of Australia and explain this represents national scale. • Place the children in small groups and provide them with several images representing regional and national scale. Ask the children to sort the pictures into the correct scale group. • Show the children Google Earth and model zooming out from personal to local area, to regional and then to national. • Discuss what the children notice when you zoom out, what stays the same and what changes. • Provide the children with a piece of paper and ask them to draw and label a picture of themselves in a place that represents each scale, such as ▪ personal scale – bedroom, house. ▪ local scale – school, shop ▪ regional scale – place in Western Australia ▪ national scale – place in Australia. • Display the children's work, conduct a gallery walk and review the learning by asking the children what they noticed about the drawings.

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 • Recognise, describe and create halves, quarters and eighths by repeatedly halving a physical whole or a collection **Modelling with number** • Identify and represent real-world situations involving addition, subtraction, simple multiplication or division using objects or diagrams labelled with numbers and symbols that match the actions in the situation. Interpret the meaning of answers in context	**Two-dimensional space and structures** • Explore quarter-, half- and full turns in everyday situations	**Statistics** • Describe and interpret real-life data represented in lists, tables and one-to-one block and picture graphs • Choose and answer questions of interest by collecting and comparing categorical data. Display data using lists, tables and one-to-one block and picture graphs

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 such as: Froome, E. (2024). *Djinang Bonar: Seeing Seasons*. Fremantle Press (Appendix A); Matthews, P. and McLean, A. (2003). *A Year on our Farm*. Scholastic Australia (Appendix A). Sticky notes, different media for the children to make quarters. Website: Dr Paul Swan – *Games: POP* https://drpaulswan.com.au/download/pop-games-pack/ (Appendix A). Digital device.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes **Modelling with number** • This is the first time the children will have been introduced to Modelling with number this year. It is important to teach the process of modelling to solve real-world situations. • The modelling process in Year 2 is to identify the relevant information from the situation presented, to then solve the situation using the appropriate operation supported by concrete materials and/or diagrams and finally to interpret the answer in the context of the real-world situation. **Statistics** • The children have been exposed to collection of data in Term 1. These learning opportunities may be adapted to suit their needs and strengths. • These learning experiences assume previous teaching related to calendars and seasons of the year. Teachers should adjust accordingly. **Halves, quarters and turns** • It is important the children are exposed to and understand that fractions are not only related to shapes and concrete materials. Foster opportunities for the children to understand that half is a quantity, which may be of a shape, an hour, a collection, a price etc. • Similarly, throughout the year provide opportunity, planned and incidental, for the children to observe turns in different contexts. **Assessment** • Observe the accuracy with which the children collect and compare data.	**Opportunities** • Review the name and order of the months and seasons to provide a context for the following learning experiences. • Read a book about seasons of the year such as *Djinang Bonar: Seeing Seasons* or *A Year on our Farm*. • Invite the children to find out which is the favourite season within the classroom. Brainstorm ways in which they can find out. Ask the children to recall previous learning experiences about suitable survey questions. ▪ Ask the children to determine the question they need to ask, and the possible answers. ▪ Have the children create a data collection chart. ▪ Ask the children to collect data by interviewing their peers. ▪ Provide the children with small sticky notes and encourage them to create a display in which they write the name of the interviewee on a note and place them forming a column (one-to-one block chart) for each category (answer). ▪ Work with the children to organise their lines of sticky notes. • Once all children have collected the data and represented it in sticky notes columns, discuss the fact that graphs are visual representations of data. Encourage the children to observe how to identify which season was chosen most often. • Guide the discussion through the meaning of having people's names on the sticky notes. Ask the children if knowing who chose each option affects the result. Encourage the children to use their own words to conclude that it is not necessary to know who chose each answer (this is setting the foundation for tallies or using symbols on charts). • Ask the children to share ideas of other kinds of information they could find out by conducting a survey or looking at a graphic representation of data. Encourage

Teacher intentions	Learning experiences
	the children to spot these in real life contexts, e.g. when deciding what cake to bake for a party, one could survey the guests on their favourite flavour or dietary needs. • Review common uses of halves as seen in Term 1. • Guide a discussion about quarters by using the children's understanding of halves to demonstrate what quarters are. Ask the children to share their previous knowledge about quarters as well as situations in which they have seen/used/made quarters, e.g. someone telling the time. • Use the information shared by the class to make the context in which quarters are discussed relevant to them. Explain that exactly like halves, quarters are equal parts of a whole, but instead of two parts, there are four parts, e.g. a whole must be divided in four to make quarters. Highlight that a whole can be a shape or a collection. • Give the children opportunities to make quarters using different media, similar to what they have done for halves. It is important that they also make quarters of collections; for example, draw a pizza, 'cut it' in four and place the same amount of olives in each quarter, demonstrating that each slice contains a quarter of the olives in the pizza. • Remind the children of the half turns they performed in Term 1. Allow time for revision, engaging the children in demonstrating half and quarter turns. • Encourage the children to brainstorm and explore what a quarter turn may be. Start with focusing on body movements to demonstrate quarter turns. • Extend to eighths using similar learning experiences. • Introduce Modelling with number to the class by introducing a real-world situation involving addition or subtraction, such as 'How many children prefer the seasons of Summer and Spring?' or 'How many children in the class like all seasons except Winter?', from the previous statistics activity. Assist the children

Teacher intentions	Learning experiences
	to identify the relevant information and use concrete materials or diagrams to solve. Interpret the answers in the context of the graph created. • Assist the children to solve the situations using addition and subtraction where appropriate. **Small group opportunities** • Online *Games: POP* Fractions 1 (modified to halves, quarters and eighths and POP Time (hour, half hour, Months). • Have the children make displays of halves, quarters and eighths using different media. • Ask the children to collect objects from the outdoor area to make collections, e.g. leaves and rocks and using a device, record what the whole looks like, what half of that looks like and a quarter. Use this opportunity to foster conversations about inexact collections (although the children are not expected to think of remainders). • Have the children conduct new surveys, in a similar manner as the one completed as a class, and represent their findings using sticky notes or other forms of expression that are meaningful to them. Model conducting a survey to find out how many people were born in a month that has 31, 30 or 28 days. Ask the children to collect data and prepare a picture graph, list or table to represent it.

Teacher self-reflection:

Science – Learning sequence 5

Western Australian Curriculum Science understanding	Western Australian Curriculum Science inquiry
Biological sciences • Plants and animals have life cycles through which they grow, change and have offspring	**Questioning and predicting** • Pose questions and make predictions based on knowledge and experiences **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?)*
	Plant from beginning of term, variety of resources for children to choose from when representing a life cycle (suggestions listed in Notes); images of animals that lay eggs or give birth to live young.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The focus of the teaching and learning is methods of reproduction. • In preparation, teachers may wish to prepare images of animals for the class to sort into 'lays eggs' and 'live birth'. • Compare animals that 'lay eggs' and animals that 'live birth' (give birth to live young). • If possible, organise an in-class sample to observe the changes in real-time, e.g. silkworms, mealworms, dragon flies. • Model creating a timeline to document the observable changes and growth. • Review the science word 'mammal' – mammals give birth to live young. **Integration ideas** • Health Education – Healthy and active communities: parallel between human developmental stages and animals' growth. **Assessment** • Observe how the children describe the growth of different living things.	**Opportunities** • View the plants from the beginning of the term and discuss any differences and similarities between them. Create a class list of what the plants needed to stay alive, e.g. air, water, soil (nutrients), sunlight. Create a parallel list of what animals need to survive, e.g. air, water, nutrients, shelter, and discuss the similarities between the two. • Discuss how plants reproduce using seeds, compared to animals who reproduce by laying eggs or with a live birth. Use examples that are familiar to the children. • Identify animals that lay eggs and those that give birth to live young by providing photos for the children to sort under the headings 'lay eggs' and 'live birth'. Discuss what this means and the differences between the two. • Ask the children to share what they know about changes between birth and fully developed stages. Suggested guiding questions: ▪ Do all animals look like a miniature version of their parents? ▪ Do all animals look the same throughout their lives? ▪ How do animals change as they grow? ▪ What do they need to grow? • Review activities that the children completed in the previous learning sequence, and how they represented life cycles of animals. Ask the children to choose a living thing, plant or animal, and have agency to represent the life cycle of their selected living thing using any media they choose. The children may: ▪ draw ▪ complete a collage ▪ sculpt ▪ use recycled materials to build a model ▪ use digital technologies.

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 • Materials can be combined to produce a product for a specified purpose **Technologies and society** • People use selected technologies to make familiar products and environments to meet local needs	**Digital implementation** • Create an algorithm (sequence of steps) including decisions made by the user	**Producing and implementing** • Use given equipment and technologies to safely create a preferred solution **Evaluate** • Use personal preferences and the needs of the known user to evaluate the 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?)*
	Beach bags completed by the children earlier in the term; *Self-reflection* template (Appendix B). Devices such as tablets or laptops, and animations completed by the children earlier in the term; appropriate way to share animations with families.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • Explicitly teach ways in which the children can provide and receive feedback, modelling kind and supportive behaviour. • These reflections provide an opportunity for the children to think about and further develop strategies and ways of evaluating products based on personal perspectives. A template to capture the children's reflections is included in Appendix B. • According to the context of the school, select an appropriate way to share the children's animations with their families in a safe/private channel. For example, teachers may use Connect, a password protected class blog or other communication hub, or email animations directly to each family representative. **Integration ideas** • Health Education: Personal social and community health – personal strengths, qualities and achievements. **Assessment** • Observe the children's participation in reflections, identifying strategies they have used to design products for a certain purpose. • Observe the children's completed animation projects and how clearly they show a simple sequence of events.	**Opportunities** **Design and Technologies** • Ask the children to reflect on their completed beach bags: ▪ How does this product (bag) work? ▪ What purpose does it meet? ▪ Who will use it? ▪ What do you like about it? ▪ How can it be improved? • Discuss the way products are designed to meet the needs of the community; for example, bottle lids with drinking straws attached to avoid spills or anti-slip socks for young children. Ask the children to share their own experiences of products that have been designed to meet certain needs. • Reflect on the design process, highlighting the importance of labelled drafts, sequences of steps and design criteria. **Digital Technologies** • Ask the children to discuss the experience of creating their own animations. Guiding questions may include: ▪ What was the most interesting/exciting/fun part of your project? ▪ What did you have to think about when making decisions about your project, e.g. choosing the background, the character? ▪ What was the most challenging part of the project? ▪ What do you feel proud of? ▪ What would you like to improve on, based on this experience? ▪ What would you like to say to your peers about their efforts in this project? • Organise an 'exhibition' of animations, providing opportunities for all the children to view each other's project and comment on it, if they wish to.

Teacher intentions	Learning experiences
	• Engage the children in sharing their animation with their family, according to the method selected (see notes). Ensure this is modelled to the children. For example, if emailing, demonstrate to children how an animation can be downloaded or a link copied and attached to an email to be sent to their parents. • Discuss how emailing a file/link to their family is a safe way to share information, because it is sharing with known people, in a 'closed' environment.

Teacher self-reflection:

The Arts, Music – Learning sequence 5

Western Australian Curriculum Making	Western Australian Curriculum Responding
Ideas • Exploration of, and experimentation with, the elements of music through movement, body percussion, singing and playing instruments to create music ideas • Communication and recording of music ideas using graphic and/or standard notation, dynamics and relevant technology **Skills** • Development and consolidation of aural and theory skills by exploring the elements of music, including: ▪ rhythm (experience and identify time signatures $\frac{2}{4}, \frac{3}{4}, \frac{4}{4}$; use bar lines as a division for beats; terminology and notation for $\mathbb{d}$, $\mathbb{o}$) ▪ tempo (changing tempos) ▪ pitch (repetition, unison, small range of pitch patterns based on the pentatonic scale) ▪ dynamics (getting louder, getting softer, very soft (***pp***) and very loud (***ff***)) ▪ form (introduction, verse, chorus rounds and ostinato) ▪ timbre (sound qualities of instruments; matching different sounds to specific instruments) ▪ texture (melody and accompaniment) to create music **Performance** • Practise of simple songs and their own and others' compositions, to perform for different audiences	• Reasons why people make music in different places and for different occasions • Responses that identify specific elements of music and how they communicate mood and meaning

Western Australian Curriculum Making	Western Australian Curriculum Responding
• Development of performance skills (singing in tune, moving and playing classroom instruments with correct timing and technique)	

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 Acknowledgement Song* – https://www.acknowledgementsong.com/ (Appendix A); *Keyen koodjal daambart* by Gina Williams and Guy Ghouse https://www.youtube.com/watch?v=0s4YrwAf3DE (Appendix A); *Lemonade crunchy ice* music score (Appendix A); *Sally go round the sun* music score (Appendix A); *Rainy day song* music score (Appendix A); Aboriginal Songs Volume 2 – *Bibbulmun Bonar* https://madjitilmoorna.org.au/store (Appendix A). Posters of Noongar seasons, corrugated plastic flexible lengths of hose (whirlies), laminated Noongar words for mum, dad, family and numbers, named planning sheets from previous Learning sequence, an array of everyday objects that can be used to produce sounds for a specific purpose; self-reflection sheets (Appendix A). Book: Lester, A., School, G. C., & Gunbalanya Community School (Arnhem Land) (2013). *Ernie Dances to the Didgeridoo*. Aldo Books (Appendix A).	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes **Exploring music making** • The video recording of the musical soundscape of the seasons could be embedded into a Microsoft PowerPoint presentation with images of each season either produced by the children as a drawing/artwork or commercially available pictures or photos. This can then be shared with families and other classes in the school. • Alternatively, the video recording could be shared as an iMovie or in another format that suits your context. **Integration ideas** • English: Language – texts and language features. • Mathematics: Number and algebra – counting beats. **Assessment** • Assess individual children using: ▪ individual graphic notation planning sheets ▪ self-reflection sheets completed by the children ▪ video recording of the performance to gain further insight into the way they: ▪ create a musical idea that reflects intent and purpose ▪ communicate and record their musical ideas ▪ play classroom instruments with correct timing and technique ▪ reflect and respond on their own and others' music making.	**Opportunities** **Welcome song** • Sing *The Acknowledgement Song* (from the previous Learning sequence) with percussion ostinato played by three or four different children who haven't played yet. • Sing *Keyen koodjal daambart* with the children joining in with the English words, and Noongar words that are becoming familiar to them such as the family names and the number names. Add actions/gestures appropriate to the lyrics. • As for Learning sequence 4, remind the children about the six Noongar seasons, their names and identifying characteristics. • Sing-count in Noongar to five as the children arrange themselves in the order of their seasons music. **Exploring music making** • Distribute the named planning sheets from the previous Learning sequence to the groups and make sure that the children can access their required instruments and sound producing objects easily and efficiently. • Allow some rehearsal of the *Bibbulmun Bonar* song, remembering and finishing off time, including a practice of the transition instrument between each season. • Suggest that the same instrument could be used as an introduction to the music and a conclusion. • Video record the soundscape performance in its entirety and repeat the performance and recording as appropriate/required. • Play the recording to the children and lead a discussion on the efficacy of their performance. Lead them to reflect on what worked well and what could be improved. Use the *two stars and a wish* approach.

Teacher intentions	Learning experiences
	• Distribute the self-reflection sheets (Appendix A) and allow time for their completion before gathering them for assessment purposes. **Conclusion** • Conclude the lesson with any of the following activities: ▪ a game of *Sally go round the sun* in any of the suggested iterations ▪ singing the *Rainy day song* with accompanying instruments ▪ varying the instruments from Learning sequence 4 as a comparative activity ▪ singing and playing *Lemonade, crunchy ice* with the actions and/or hand games ▪ changing the counting in *Lemonade, crunchy ice* to Noongar words ▪ adding percussion instruments for the hand game rhythms ▪ reading *Ernie Dances to the Didgeridoo* (or similar book).

Teacher self-reflection:

The Arts, Visual Arts – Learning sequence 5

Western Australian Curriculum Making	Western Australian Curriculum Responding
Ideas • Exploration of, and experimentation with, the visual art elements of shape, line, colour, space and texture and how these are used in the environment **Skills** • Development of artistic skills through experimentation with: ▪ shape (symmetrical shapes; simple tessellating shapes) ▪ colour (warm, cool colours) ▪ line (horizontal, vertical, diagonal, spiral; lines that show motion) ▪ space (overlapping to show depth; horizon line) ▪ texture (different man-made and natural materials) to create artwork **Production** • Presentation and display of original artwork	• Appreciation of the choices made when creating and displaying artwork • Personal responses, identifying elements of shape, line, colour, space and texture in 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?)*
	Examples of advertisement pamphlets and card paper.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The focus of the teaching and learning is on the use of space to convey a message. • The children will design a pamphlet to advertise their beach bag. A different product can be used for this learning experience to suit the school context. • Provide a wide range of pamphlets as examples for the children to take inspiration from. Discuss such examples highlighting how the use of space, shape and line has supported/hinged the message (advertisement). **Integration ideas** • Technologies, Design and Technologies: Materials and technologies specialisations – designing beach bags. • English: Language – use of descriptive language. **Assessment** • Observe how the children use space to convey a message, e.g. do the messages meet purpose?	**Opportunities** • Analyse a range of pamphlets highlighting the use of space, e.g. size of the name of the restaurant, images, phone number for orders. Guiding questions may include: ▪ Are there any similarities between these pamphlets? ▪ Are there any differences? ▪ Can you identify choices that make the pamphlet better (more effective, better advertisement)? ▪ What kind of information should a pamphlet have? • Provide the children with a draft pamphlet in which they will sketch the way they would like to use the space to convey a strong advertisement message about their bags. • Support the children in ensuring they include the elements they deemed important, e.g. name of the brand, what is special about the product, price. • Foster a sharing circle in which the children look at each other's drafts and provide constructive feedback, e.g. by making the title larger and in bright colours, there will be less unused space and it will call the viewers' attention. • Encourage the children to verbalise ways in which they would like to change their designs based on the discussion with their peers. • Provide the class with the opportunity to work on their designs throughout the next sessions. Encourage the children to make conscientious choices about the way they use space in their pamphlet by referring them to the pamphlets examined at the start of the learning sequence. • To support the children to reflect on their finished pamphlet, ask the following guiding questions: ▪ Why have you chosen to place the name of the brand in this position? ▪ Have you purposely made this smaller than that?

Teacher intentions	Learning experiences
	▪ How can you ensure the viewer sees the most important information in your pamphlet? • Foster opportunities for sharing and reflecting at the end of this learning sequence.

Teacher self-reflection:

Appendix A

Resources

Health and Physical Education, Health Education

Learning sequence	Resource	Link/information
1	Website	Cancer Council. (n.d.). *Slip, Slop, Slap, Seek, Slide* https://www.cancer.org.au/cancer-information/causes-and-prevention/sun-safety/campaigns-and-events/slip-slop-slap-seek-slide
2	Song	The Wiggles. (2021, January 18). *We're all fruit salad! 30 Years of the Wiggles*. https://www.youtube.com/watch?v=XCoQlFw-ZSQ
5	Book	Llenas, A. (2012). *The Color Monster*. Allen & Unwin.

Health and Physical Education, Physical Education

Learning sequence	Resource	Link/information
1	Website	The Physical Educator. (n.d.). *Space Invaders*. https://thephysicaleducator.com/game/space-invaders/
1–5	Website	Department of Education. (February 2026). *Fundamental movement skills: Book 2*. https://myresources.education.wa.edu.au/docs/default-source/resources/first-steps-fundamental-movement-skills/first022.pdf?sfvrsn=e84dd527_3
2 and 4	Website	The Physical Educator. (n.d.). *Race to the bases*. https://thephysicaleducator.com/game/race-to-the-bases/
4	Website	Kiddo – *Square Bounce* https://kiddo.edu.au/school/activities/square-bounce
5	Website	The Physical Educator. (n.d.). *Chuck the chicken*. https://thephysicaleducator.com/game/chuck-the-chicken/

Health and Physical Education, Physical Education – Learning sequence 3

Bombardment

Four teams standing along one side of a marked square each aim to throw their ball underarm at a centre ball to get it to roll across another team's line.

Equipment

- Low compression basketball, tennis ball or dodgeball each
- Markers
- Centre ball (fitness ball)

Rules

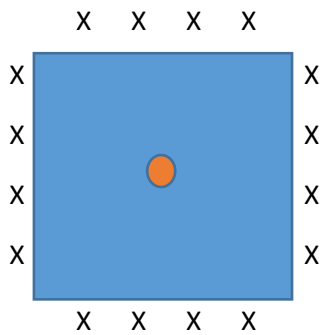
- Each team stands along one side of the square.
- On the signal, teams begin to throw the ball aiming to hit the fitness ball.
- Cannot step in front of the line.
- Cannot touch the fitness ball with your hands or your feet.
- Cannot run out into the centre of the playing area to collect a 'dead' ball.
- Rotate sides between each round.

Variation

- Increase the number of balls in the centre.
- Use a variety of balls as the target; for example, dodgeballs, basketballs, tennis balls.
- Allow one member from each team to collect balls from the centre that have stopped in the playing area.
- They are not allowed to defend/block balls from hitting the fitness ball.
- #safety – have them knock them out with their feet so their head is not down in the throwing line.

Scoring

All teams start with a nominated number of points; for example, five. If the fitness ball crosses their home line they lose a point. Team with the most points at the end wins.



Humanities and Social Sciences

Learning sequence	Resource	Link/information
1	Book	Margret and H. A. Rey (2020). *Curious George and the Summer Games*. Clarion Books.
2	Book	Aunty Fay Muir and Sue Lawson (2024). *Country*. Wild Dog.
	Song	Hopscotch Songs. (2017, August 12). *Seven Continents Song* https://www.youtube.com/watch?v=K6DSMZ8b3LE
3	Video	Smile and Learn – English. *Oceans for kids – Geography for kids* https://www.youtube.com/watch?v=zGtemTLAjCw
4	Book	Sweeney, J. and Qin Leng (2018). *Me on the map*. New York: Random House.

Mathematics

Learning sequence	Resource	Link/information
1	Website	Dr. Paul Swan. (n.d.). *Games* https://drpaulswan.com.au/resources/games/
3	Website	Toy Theatre – *Pattern* https://toytheater.com/category/math-games/patterns/
4	Website	NCTM Illuminations – *Pan Balance – Numbers* https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Pan-Balance----Numbers/
5	Books	Froome, E. (2024). *Djinang Bonar: Seeing Seasons*. Fremantle Press.
		Matthews, P. and McLean, A. (2003). *A Year on our Farm*. Scholastic Australia.
	Website	Dr. Paul Swan. (n.d.). *POP Games Pack (49 Games)*. https://drpaulswan.com.au/download/pop-games-

Science

Learning sequence	Resource	Link/information
1	Book	Bunting, P. (2021) *The Gentle Genius of Trees*. Scholastic Australia.
2	Video	ABC Kids, *How do weeds spread?* Gardening Australia Junior Podcast. https://www.youtube.com/watch?v=hLzRAAGZwzo
	Website	Weeds Australia. (n.d.). *Home page* https://weeds.org.au/

Technologies

Learning sequence	Resource	Link/information
1	Video	Josh Darnit – *Exact Instructions Challenge – PB&J Classroom Friendly* https://www.youtube.com/watch?v=FN2RM-CHkuI

The Arts, Music

Learning sequence	Resource	Link/information
1–5	Song	The Acknowledgement Song. (n.d.). *The Acknowledgement Song* https://www.acknowledgementsong.com/
1	Book:	Baker, J. (1987). *Where the forest meets the sea*. Walker Books London. **Online reading** Corrine Ranieri. (2020, May 8). *Where the forest meets the sea by Jeannie Baker – Read by Mrs R*. https://www.youtube.com/watch?v=1LBuiEX8o4w
2	Songs	Student Symphony Orchestra of USC. (2020, July 20). *Carnival of the Animals, Camille Saint-Saens: Aviary* https://www.youtube.com/watch?v=mdO-lMpr8Sg Student Symphony Orchestra of USC. (2020, July 20). *Carnival of the Animals, Camille Saint-Saens: Kangaroos* https://www.youtube.com/watch?v=PX5VRoWE0sY
2	Website	Bureau of Meteorology. (n.d.). *Indigenous seasonal calendar* https://www.bom.gov.au/resources/indigenous-weather-knowledge/indigenous-seasonal-calendars
2–5	Song	Madjitil Moorna. (n.d.) Aboriginal Songs Volume 2 – *Bibbulmun Bonar* https://madjitilmoorna.org.au/store
3–5	Song	Gina Williams and Guy Ghouse – *Keyen koodjal daambart*. https://www.youtube.com/watch?v=0s4YrwAf3DE
5	Book	Lester, A., School, G. C., & Gunbalanya Community School (Arnhem Land). (2013). *Ernie Dances to the Didgeridoo*. Aldo Books.

The Arts, Music – Learning sequence 2

Seasons soundscape – Planning

Group names: _____ Season: _____

Characteristic of the Season	Instrument and how it is played. Include dynamics and rhythm.

The Arts, Music – Learning sequence 2

***Carnival of the Animals (Saint-Saens): Kangaroos* – Story**

Kangaroos is part of a suite of musical pieces composed by Saint-Saens and titled *Carnival of the Animals.*

Here is a possible story to guide the children's thinking when they are moving to the music. There are many other stories that could be told to the music, and the children will love to make up their own as well.

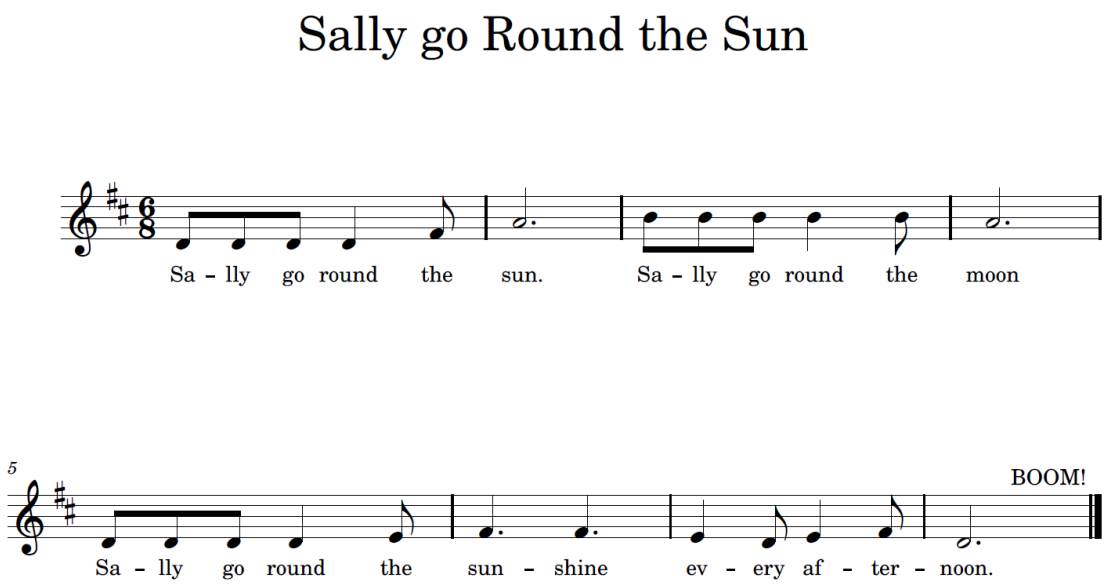
The little baby joeys are bouncing around their mothers in the outback and decide to play a little game of hide and seek.

They quickly bound away to find a hiding spot behind a clump of spinifex, but they don't know how to play the game very well! They worry that their mothers aren't going to come and find them so they peek up and over the spinifex and then quickly hide again. (This is reflected in the melodic line when chords are played at a high pitch – peeking – followed by a lower pitched chord – hiding.)

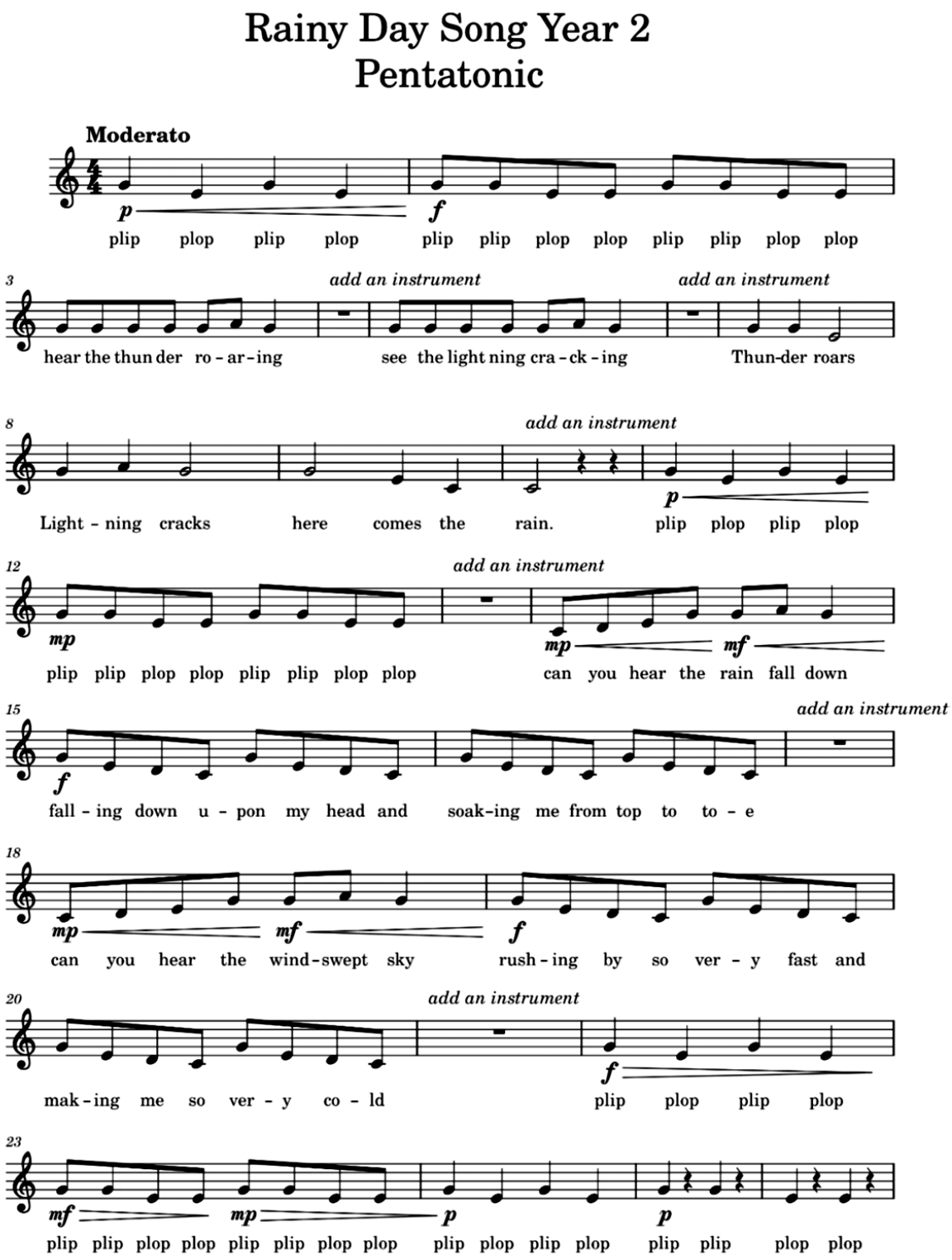
Suddenly they think they see a better hiding spot and so jump to a new place and peek … and hide … and peek … and hide! Once again, they think that there is a better hiding place and so off they bound again. Only this time, after all their peeking … and hiding … and jumping, they are tired out and fall asleep behind the last spinifex bush.

The Arts, Music – Learning sequences 3–5

Music score



Music score


Rainy Day Song Year 2
Pentatonic
Moderato
p
f
plip plop plip plop plip plip plop plop plip plip plop plop
3
add an instrument
add an instrument
hear the thun der ro - ar - ing
see the light ning cra - ck - ing
Thun-der roars
8
add an instrument
Light - ning cracks here comes the rain.
p
plip plop plip plop
12
add an instrument
mp
mp
mf
plip plip plop plop plip plip plop plop
can you hear the rain fall down
15
add an instrument
f
fall - ing down u - pon my head and soak-ing me from top to to - e
18
mp
mf
f
can you hear the wind-swept sky rush - ing by so ver - y fast and
20
add an instrument
mak - ing me so ver - y co - ld
f
plip plop plip plop
23
mf
mp
p
p
plip plip plop plop plip plip plop plop
plip plop plip plop
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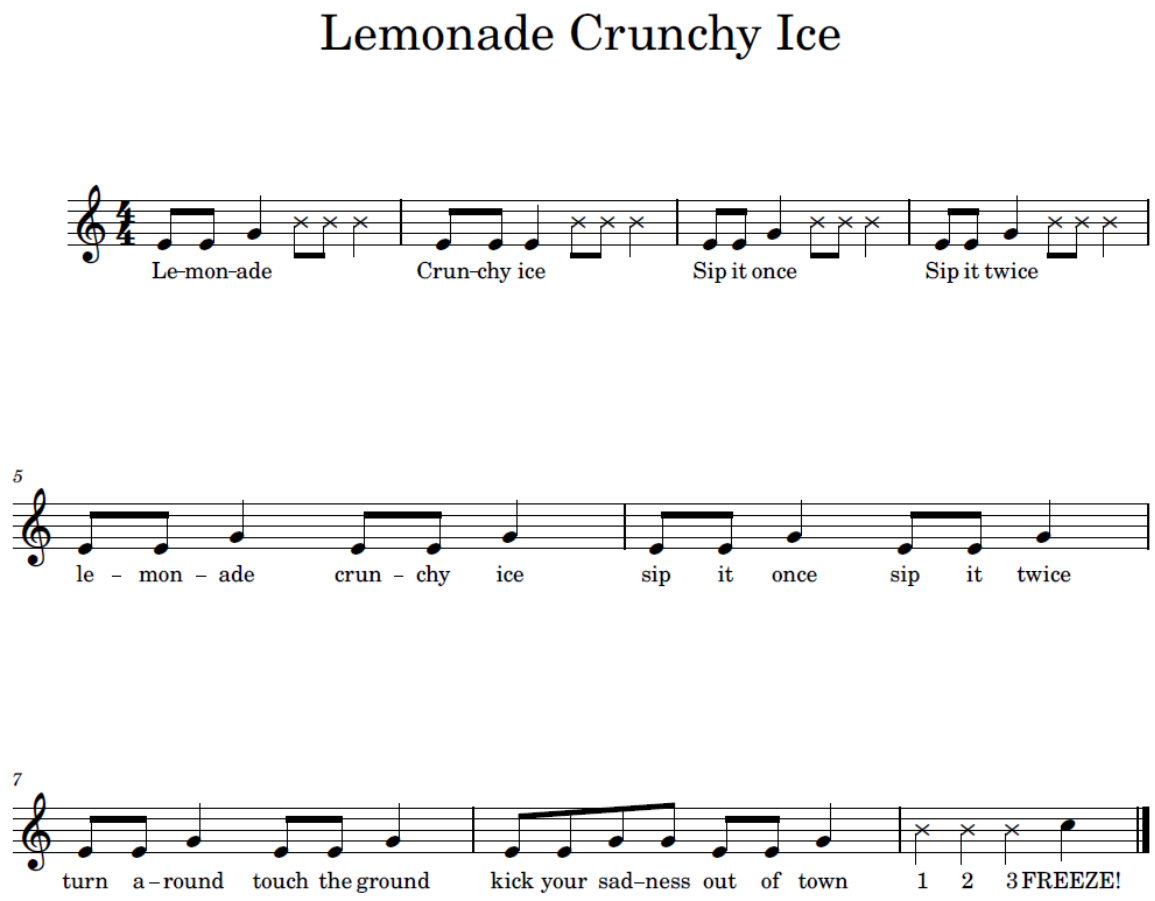
plop plop

The Arts, Music – Learning sequences 4–5

Music score



The Arts, Music – Learning sequences 5

Our season composition – self-reflection

Name: _____

What I did well:

_____

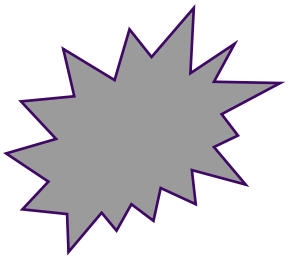
_____

What we did well:

_____

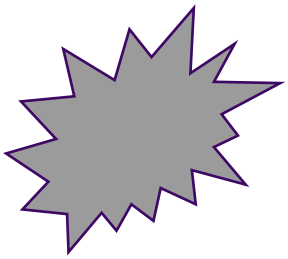
_____

A change I could make:



_____

A change we could make:



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The Arts, Visual Arts

Learning sequence	Resource	Link/information
1–2	Book	Bancroft, B. (2012). *Why I Love Australia*. Hardie Grant Children's Publishing. **Online reading** Terry Price. (2020, July 29). *Why I love Australia – Bronwyn Bancroft*. https://www.youtube.com/watch?v=OIQzKa04wZg

Appendix B

Observation and monitoring templates

English – Learning sequence 5: Self-assessment

Purpose: Summative

Assessment goal: to determine the children's progress in informative writing.

Name:

Success criteria	Child self-reflection	Teacher feedback

Mathematics – Learning sequence 1: Assessment – Number and algebra

Purpose: Formative

Assessment goal: to gain further understanding of the children's understanding of place value (quantities associated to numbers in each place).

- Step 1: Write a number on the board, e.g. 36.
- Step 2: Provide the children with manipulatives and ask them to represent the quantity shown by the number 6.
- Step 3: Repeat for number 3.
- Identify if the children understand that 3 in the tens place represents 30.
- If necessary, repeat using different numbers or extending to the hundreds.

Child's name	Step 2	Step 3	Teachers' observations
	Represented correctly	Represented 30	

Technologies, Design and Technologies – Learning sequence 3: Self-reflection

Purpose: Formative

Assessment goal: to record the children's reflections on the role played by the designer in developing new products.

Once the children have worked on their product for a few weeks, discuss their work in an interview format and record their voice. Print one copy per child.

Guiding questions	**Child's name:**
What need were you trying to address when you designed this product? (community needs)	
How does your product address the issue?	
What do you like the most about your design/product? Why?	
What are some of the things you would like to improve in your design/product? Why and how?	

Guiding questions	**Child's name:**
What issue were you trying to address when you designed this product? (community needs)	
How does your product address the issue?	
What do you like the most about your design/product? Why?	
What are some of the things you would like to improve in your design/product? Why and how?	

The Arts, Visual Arts – Learning sequence 2: Reflection

Purpose: Formative

Assessment goal: to record the children's responses about how they and others have used visual elements in artwork.

- Step 1: Invite the children to look at artwork produced by others.
- Step 2: Call the children's attention to a certain element (colour) and ask them to elaborate on it by describing the way others have used the element and to what effect (personal responses).
- Step 3: Record the children's voices.

<table>
<tr><th>Child's name:</th><th>Focus element (colour, shape, line):</th></tr>
<tr><td>Artwork the child is looking at (attach a photo if suitable):</td><td rowspan="2">Child's response</td></tr>
<tr><td>Further comments:</td></tr>
</table>

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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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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Appendix A

Music Term 2

Learning sequence 3–5 — Sally Goes Round the Sun. (n.d.).

Learning sequence 4–5 — Lemonade Crunchy Ice. (n.d.).