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



Early childhood

Teaching and learning exemplar

Pre-primary, Term 4

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

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The Western Australian Curriculum

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

This exemplar

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

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

(Australian Government Department of Education [AGDE], 2022)

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 Pre-primary 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, flexibility structured. While it specifies how content can 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 students' 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.

Kindergarten and Pre-primary Statement

The *Kindergarten and Pre-primary Statement* sets out the expectations for the development of high-quality, child-centred early childhood education in Western Australia that builds on each child's funds of knowledge to support 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.

Kindergarten and Pre-primary programs assist in the development of competent, confident and creative learners who have a healthy and positive sense of identity. Children have a fundamental right to access high-quality and developmentally appropriate teaching and learning, environments and pedagogical practices that acknowledge and respond to each child's uniqueness in the way they develop, grow and learn.

Educators and school leaders have high expectations for all children's learning, development and wellbeing. They combine their own professional knowledge with their understanding of the content and pedagogy of the *Early Years* Learning *Framework* (*EYLF*) and the *Western Australian Curriculum and Assessment Outline* (the *Outline*) and the relationship between these to develop high-quality programs that are aligned with whole school plans and initiatives, and tailored to community contexts. These programs implement culturally responsive, relational and place-based pedagogies; take advantage of contemporary research evidence; and are refined and enhanced through critical reflection, analysis of holistic data and ongoing professional learning.

Kindergarten and Pre-primary children continue to develop effective learning and life skills through high-quality early childhood teaching, learning and assessment practices.

Drawing on the *EYLF* Learning Outcomes and the General Capabilities of the *Outline*, children in these years continue to build foundations of effective communication, including literacy, numeracy, digital literacies and technologies. Learning is integrated across areas in ways that connect learning to children's lives and their natural curiosity about their world. Building effective learning and life skills detailed in the *EYLF* Learning Outcomes requires a focus on oral language development, cognitive processes and strategies, social and emotional competence, cultural competence, physical and personal development and creativity.

High-quality programs complement and motivate children's natural curiosity, sense of fun and zest for learning. Educators provide active, engaging and challenging opportunities for children to learn through an orchestrated blend of play-based learning with intentionality, deliberate and intentional teaching, and spontaneous experiences and interactions. Children are agentic and supported to make decisions and take risks in learning, show initiative, make choices, reflect, problem-solve and persist. Kindergarten and Pre-primary indoor and outdoor environments are used to enrich learning and reflect effective early childhood pedagogy for children of this age.

Educators' knowledge and ongoing assessment and evaluation of each child's strengths, interests and dispositions are used to build on children's learning, development and wellbeing. They support children to reflect on their learning and co-develop learning intentions that are clear and communicated in meaningful and age-appropriate ways. A range of assessment practices are used to differentiate learning experiences to provide equitable learning outcomes for all children and, if required, access appropriate support to help individual children achieve their potential.

Kindergarten and Pre-primary children have a positive sense of identity and wellbeing.

For children to build a positive sense of identity, considerations of belonging, being and becoming are evident. Through relational pedagogies, educators prioritise secure, respectful and reciprocal relationships that nurture children's social and emotional wellbeing. Wellbeing is strengthened through effective and culturally responsive transition processes that support children in moving from home and children's services to Kindergarten, Pre-primary and the wider school community.

Collaborative partnerships and effective relationships in Kindergarten and Pre-primary make significant contributions to children's learning and development.

Educators acknowledge and partner with families as children's first and lifelong educators. These partnerships recognise and value the diversity of families, their aspirations for their children, and the unique knowledge and strengths they bring, which are embedded within the curriculum. Effective partnerships with children, families, other professionals and communities, including prior-to-school education and care settings, are built on ethical sharing of information, common goals and expectations, clear communication and mutual respect.

Lesson sequence 1

Observation and monitoring in Term 4

English	Mathematics	Integrated learning
Monitor and checklist the children's demonstration of oral syllabification and segmentation of consonant–vowel–consonant (CVC) words. Ongoing monitoring of the children's letter sound and name knowledge. Ongoing monitoring/checklist the children's identification and knowledge of high-frequency words. Monitor and checklist the children's identification of, and experimentation with, punctuation in texts, e.g. capital letters and full stops.	Observe the children counting through the decades to 20 and beyond, e.g. 19, 20, 21, and 29, 30, 31. Monitor children's progress in becoming familiar with the repeated pattern. • Counting forwards from a given number. • Counting backwards from 10. • Ordering numbers to 20. • Saying the days of the week. • Identifying the duration of familiar events • Representing situations involving adding, removing, grouping and sharing small collections.	Monitor the children participating with others to investigate the ways objects move. Checklist fundamental movement skills. Monitor the use of smart device to record technology processes.

English – Learning sequence 1

Western Australian Curriculum Language	Western Australian Curriculum Literature	Western Australian Curriculum Literacy
Text structure, organisation and features • Recognise that some language in written texts is unlike everyday spoken language • Explore conventions of print and screen, including how books and simple digital texts are usually organised **Language for expressing and developing ideas** • Explore the contribution of images and words to meaning in stories and informative texts • Recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school • Identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end **Phonic and word knowledge** • Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness) • Segment sentences into individual words and orally blend and segment single-syllable spoken	**Literature and contexts** • Share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators **Creating literature** • Retell and adapt literary texts through play and performance	**Texts in context** • Identify some familiar texts, such as stories and informative texts, and their purposes **Analysing, interpreting and evaluating** • Identify some differences between imaginative and informative texts • Explore comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning to understand and discuss texts listened to, viewed or read

Western Australian Curriculum Language	Western Australian Curriculum Literature	Western Australian Curriculum Literacy
words; isolate, blend and manipulate phonemes in single syllable words (phonological awareness) • Write consonant-vowel-consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words • Read and write some high-frequency words and other familiar words		

Resources
A range of informative and imaginative texts, such as picture books, poems, procedures, reviews and advertisements; a basket to place books in.
Mini-whiteboards and markers; a printed sentence and/or word and punctuation cards; a range of relevant activities, such as letter bingo; alphabet books.
A printed sentence/word and punctuation cards; a range of games, such as snap bingo; materials to start a class alphabet or rhyming book; skipping and clapping games.
A suitable picture book; dress-ups, puppets, toys and/or images; drawing materials, materials to construct a small world, such as blocks, art materials or loose parts.

Teaching	Child-focused learning opportunities	Opportunities for exploration
Read/view and compare a range of texts that are informative and imaginative, such as picture books, poems, procedures, reviews and advertisements. Discuss the purposes, similarities and differences in a range of texts, e.g. information texts have photographs and imaginary texts have illustrations.	Read aloud a range of informative and imaginary texts. Discuss the purposes and features of some of them. Draw the children's attention to the language features and conventions of print as the teacher reads, e.g. directionality, headings, images, indexes, contents pages.	Place a collection of imaginative and informative books in a basket and place them under a tree or in the reading nook. Have the children independently explore the books and share in conversations about what they notice.
Teach, model and ask the children to look for conventions and patterns in the texts being explored, e.g. capital letters, full stops, familiar and new graphemes, high-frequency words, punctuation marks in print texts or side bars, and scroll bars in digital texts. Locate and discuss the punctuation used in the book. Focus on the sentence boundary punctuation (capital letters and full stops). Expose the children to other punctuation symbols in the texts, such as exclamation marks, questions marks and commas. Ask the children what they know about the punctuation symbols they see in the text.	Model the direction of print by creating movement to match top to bottom, left to right, turn the page, repeat. Search for and identify graphemes and high-frequency words that are the focus of the learning. Use mini-white boards to consolidate this knowledge, for example: • Make a tally of how many times we see the word 'is'. • Who can write a rhyming word for 'hog'? Cut a printed sentence into words and reassemble with the children. Choose a number of children to hold a word or punctuation card. Have them stand in front of the class and move to form a sentence. Engage the children in modelled or shared writing to demonstrate the use of simple punctuation.	Have the children independently or collaboratively explore a range of books locating and identifying common punctuation symbols. Provide a set of white boards and markers for children to experiment writing the symbols located. Have the children collaborate in small groups or independently explore playing a range of activities that focus on phonic and word knowledge, e.g. letter bingo, matching activities, independent writing. Provide alphabet books for the children to explore.

Teaching	Child-focused learning opportunities	Opportunities for exploration
Expose the class to segmenting sentences into words, and words into sounds. Lead the children in activities where they are engaged: • in clapping and counting the words in sentences • orally segmenting and blending words, such as *mat*, *ship*, *with*, *truck* • identifying, deleting or substituting beginning, medial and final sounds in single-syllable words, such as *hot – pot, hot – hit, hot – hop*.	Cut a printed sentence into words and reassemble with the children. Play a game that focuses on segmenting and blending CVC words. Model and lead the children to segment words using phoneme frames. Play a game with the children where they take turns to change a word into another changing only one letter at a time, for example *pit, pig, big, bug, but.*	Provide a range of games, such as Snap Bingo, to practice initial letters/sounds. Start a class alphabet or rhyming book that the children can contribute to. Play skipping and clapping games with the children to reinforce word/syllable segmentation.
Read a suitable picture book aloud to the class and invite the children to make connections to the text and generate questions. Draw attention to words in the text that are not commonly used in everyday speech, such as *Once upon a time*. Start to build word walls or lists of these phrases. • Model making personal connections. • Model asking questions about the text. • Have the children re-enact the story or favourite parts of it. • Identify characters and discuss the events in familiar stories.	Pose questions to prompt the children to make personal connections and compare experiences. Ask the children to look closely at the images in the text to see if it adds meaning to the text. Engage the children in oral storytelling, encouraging the use of book language, such as *Once upon a time*, *after a while*, *suddenly*, *finally* and *in the end*. Encourage the children to use their imagination to construct a scene from the story out of blocks, art materials or loose parts. As a class, dramatise a well-known story to perform for another class or as an assembly item.	Provide dress-ups, puppets, toys and/or images to encourage the children to retell or create oral stories. Create a drawing/book area where children can draw the part of the story they liked the most. Create a small world reflecting one of the pages in the story.

Mathematics – Learning sequence 1

Western Australian Curriculum Number and algebra	Western Australian Curriculum Measurement and geometry	Western Australian Curriculum Probability and statistics
Understanding number • Say, read, write and order numbers to 20, from any starting point. Count collections to 20	**Non-spatial measurement** • Sequence days of the week and times of the day, making connections to routines, and compare duration of familiar events using everyday language	**Probability** • Identify and describe familiar events using the everyday language of chance

Resources
A counting book, such as *Wacky Wednesday* by Theo LeSieg (Appendix A); materials for children to create counting book/s; online song/s that incorporates actions while counting; lucky dip numbers and a three-minute timer; chalk; random number selector app; a range of number objects, such as stones, toys, cards; number cards, rope and pegs, plastic numbers, tape and beanbags. A days-of-the-week song, days-of-the-week cards; images of activities that last for various durations, drawing materials and large sheets of paper for making charts; one-minute timer; materials for making calendars; cards that support reading and writing the days of the week.

Teaching	Child-focused learning opportunities	Opportunities for exploration
Identify pages in a focus text, such as the book *Wacky Wednesday*, to count quantities of characters or objects. Count forwards and backwards. Support the children to create their own or a class book on counting numbers to beyond 20. Support the children to read numbers beyond 20 and discuss how the numbers have a repeated pattern when they say them (up to the number of children in the class). Engage the children in singing online songs that focus on counting by ones to 20 or beyond. Select a song that incorporates actions while counting.	Have the children randomly select a number from a 'lucky dip' (numbers to represent the number of children in the class). Use a three-minute timer and challenge the children to beat the clock by ordering the numbers, e.g. 1–27, on a number track. Draw a chalk number track (0–20) in the learning environment. Have the children select a number using a random number selector app, read the number and jump to the appropriate number on the track.	Provide a range of numbered objects for the children to order according to the number value, e.g. stones, toys, cards. Encourage children to draw their own number tracks and explore jumping and counting forwards and backwards. Have the children order numbers 10 to 20 by pegging them in order on a rope. Tape plastic number cards (10 to 20) to a fence/wall in random order. Have the children throw beanbags targeting each number in order.

Teaching	Child-focused learning opportunities	Opportunities for exploration
Sing a days-of-the-week song. Place cards, labelled with each day of the week, randomly on the ground. Play a game to order the days from Sunday to Saturday. Discuss the number of days considered a weekend or a weekday and reflect on how many days are left of school for that week. Focus on a day of the week and discuss the events that are happening on that day, e.g. assembly, birthday, sports carnival. Provide the children with images of activities that last for various durations, such as filling a cup of water, getting dressed for school, watching a movie, spending a day at school and a season of netball. Have the children order the events from shortest to longest duration, discussing reasoning for each choice of placement. Discuss that events usually take seconds, minutes, hours, days or months.	Sing and innovate on songs about numbers. Ask the children to share the events of the day and make suggestions of information to add to a weekly calendar. Have the children draw their own pictures of activities or events that match the time intervals, such as draw a picture of putting shoes on next to the time of minutes – suggesting that putting their shoes on takes minutes, rather than seconds or hours. As a whole class, have the children sort and glue their pictures to a chart with the headings seconds, minutes, hours etc.	Have the children explore a one-minute hourglass timer by predicting how many actions can be completed in a minute, e.g. 'In one minute I can ride the bike around the track twice.' Encourage the children to explore making a calendar for one week and represent personal events using drawings or words. Have the children create a calendar for the home corner and add events that are relevant to a role-play activity of their choice. Provide cards to prompt and support reading and writing the days of the week.
Play a game of *Is it possible?* to prompt yes/no responses to questions. For example: • Is it possible that today we will eat lunch? • Is it possible that next week is Christmas? • Is it possible that today is Wednesday?	Relate yes/no questions to the focus text, such as 'Is it possible that a shoe could be on the ceiling?', referring to *Wacky Wednesday*.	Have selected children role-play the teacher and imitate the game of *Is it possible?* with their peers.

Integrated learning – Learning sequence 1

Health and Physical Education	Science	Technologies

Physical Education
 	
Movement skills
Introducing fundamental movement skills:
• Body management
  ▪ static balance (one foot)
  ▪ climb
  ▪ line walk
• Locomotor
  ▪ run
  ▪ hop
  ▪ gallop
• Object control
  ▪ underarm throw
  ▪ underarm roll
  ▪ catch
 	
Interpersonal skills
• Cooperation skills when participating in physical activities, including partners, small groups and whole class
	Science understanding
	
	Physical sciences
	• The way objects move depends on factors, including their size, shape, material and the force applied
	
	Science inquiry
	
	Planning and conducting
	• Participate in guided and self-initiated investigations safely
		Design thinking skills
		
		Project management
		• Share ideas to develop a solution
		
		Investigating and defining
		• Explore the purpose for design
		
		Designing
		• Design solutions through discussion, drawing and/or modelling to meet a personal need
		
		Design and Technologies
		
		Engineering principles and systems
		• Objects can be moved when force is applied
		
		Technologies and society
		• Explore familiar technologies to meet personal needs
		
		Digital Technologies
		
		Data representation
		• Data can be represented as objects and images

Resources
Large sheet of paper and drawing materials. Materials to construct a movement course, such as buckets and beanbags, hula hoops, skipping ropes, gym mats, climbing frame, balancing beam; access to a large indoor or outdoor area; materials to draw or write naming signs; hourglass time (one minute). Materials to investigate how objects move, such as small worlds, water play, sensory activities, block and box constructions, natural items; digital device for photographs or videos. Independent experimental writing table/space.

Teaching – What is imagination?

Investigate the word ‘imagination’. Brainstorm and scribe the children’s opinions and create a large representation of their ideas on paper. Turn the words of the brainstorm into a picture by drawing an outline around all of them, e.g. a tree, a boat, an island (ask the children to suggest pictures).

Discuss with the class how we use our imaginations. Pose ‘I wonder …’ questions, such as:

- I wonder if we can see or hear other people’s imaginations.
- I wonder if whatever you imagine could come true.
- I wonder if everyone has an imagination.

Explore an imaginary situation that involves moving in different ways. For example:

- Is a car still a car if it has no wheels?
- Is a plane still a plane if it has no wings?
- Is a boat still a boat if it has wings?

Invite the children to make suggestions about ways to move around a space. Practise each suggested movement and consider what it might be for, e.g. a unicorn dashes across a rainbow, a scooter zig zags up a tree.

Have the children create five ways of moving that are different to each other, e.g. jumping backwards with a spin, crab slide, float.

Co-construct a physical movement course with the children in a large indoor or outdoor area, e.g. buckets to throw beanbags into, hula hoops, skipping ropes, gym mats for summersaults, climbing frame, balancing beam. Position each station a few metres away from each other to allow for alternative movement from one station to the next.

Ask the children to decide on a name for each station of the obstacle course and have them draw or write signs accordingly. Each station is now a new imaginary land to explore through movement. Co-construct a short imaginary story about each imaginary land (station).

Demonstrate the skills for each station and how to move between stations. Complete one rotation of the obstacle course with the children to ensure everyone knows what they need to do. Repeat the obstacle course each day over the week. Make adaptations to the story or movement in response to the children’s suggestions.

Integrate the mathematical concepts taught, e.g. counting steps or throws, measuring the distance between each station (e.g. five crab walks), use an hourglass (one minute) to time the rotations.

Invite the children to explore a range of objects that move in different ways. Ask the children to use small worlds, water play, sensory activities, block and box construction to investigate how objects move, e.g. push, pull, bounce, slide, spin, float.

Teaching – What is imagination?

Model planning and making an imaginary object that moves, e.g. cardboard cylinder with milk bottle top wheels pulled along by a string.

Have the children discuss, plan and make an imaginary object that moves. Ask the children to use a digital device to photograph or video some steps in the process, e.g. step one – draw a picture, step two – collect materials, step three – make the object.

Interview the children and scribe their responses to questions; for example:

- Describe what your object does.
- Does it have a purpose?
- How can it be used?

Invite the children to make changes and adaptations to their imaginary objects. Encourage them to give reasons and evaluate if the changes made improved the movement of the object.

Child-focused learning opportunities	Integrated opportunities for exploration
Have the children respond to 'I wonder …' questions using their imagination. They are encouraged to think and express their ideas in imaginary ways. Have the children create imaginary ways to move around a space. Have them decide on, and practise, five movements to be used when exploring the obstacle course. Ask the children to make suggestions and co-construct an obstacle course. Have them name each station and draw or write signs for each. Encourage the children to engage in counting, timing and measuring activities as they explore the obstacle course, e.g. 'How many spins does it take to get from station to station?' Have the children explore the way a range of objects move. Ask them to investigate how to make changes and adapt ways of moving, and apply this knowledge when they discuss, plan, design and use their imagination to make an object that moves. Ask the children document the process of making an object move by using a smart digital device. Have them record themselves orally sharing the steps taken.	Encourage the children to independently explore the ways objects in the play areas move. Ask them to create games that use different ways of moving, e.g. rolling, climbing, hopping and skipping. Have the children independently investigate making objects that move in different ways by using a range of materials available, e.g. loose parts, wooden and plastic blocks, sticks, a range craft and natural materials. Encourage the children to engage in the outdoor learning spaces by creating imaginary spaces to play, e.g. bush cubbies, fairy dens, and dragon lairs. Sets up an independent experimental writing table where the children can write or make books to share their own stories.

Children's curiosities and interests:

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 conventions of print and screen, including how books and simple digital texts are usually organised **Language for expressing and developing ideas** • Recognise that sentences are key units for expressing ideas • Recognise that sentences are made up of groups of words that work together in particular ways to make meaning • Identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end **Phonic and word knowledge** • Segment sentences into individual words and orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness) • Recognise and name all upper- and lower-case letters (graphs) and know the most common sound that each letter represents • Read and write some high-frequency words and other familiar words	**Engaging with and responding to literature** • Respond to stories and share feelings and thoughts about their settings, events and characters	**Texts in context** • Identify some familiar texts, such as stories and informative texts, and their purposes **Analysing, interpreting and evaluating** • Read decodable and authentic texts using developing phonic and word knowledge, and monitor meaning using context and emerging grammatical knowledge • Explore comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning to understand and discuss texts listened to, viewed or read **Creating texts** • Create written and multimodal texts for a range of purposes

Western Australian Curriculum Language	Western Australian Curriculum Literature	Western Australian Curriculum Literacy
• Explore how words are units of meaning and can be made of more than one meaningful part		

Resources
A range of authentic texts, such as *Pig the* Pug by Aaron Blabey (Appendix A); a whiteboard; a game to segment and blend sounds; a range or CVC word cards, wooden letter tiles or magnetic letters; relevant materials; an explorative writing area within the classroom; sound bingo games. A pre-prepared simple model text with no punctuation; alphabet charts, handwriting guides etc. A range of decodable and/or authentic texts; audio books (and digital devices, if available); simple word building games. Access to a range of language experience activities, such as cooking activities, nature walks or excursions; materials to publish a whole-class text; photographs of school or class events. Monitoring template to assess children's letter-sound knowledge (Appendix B).

Teaching	Child-focused learning opportunities	Opportunities for exploration
Read aloud an authentic text that highlights a focus sound, such as the book *Pig the Pug*. Read the book for enjoyment and then focus on the target sound, e.g. [p]. Discuss other phoneme and grapheme relationships as needed. Invite the children to say and draw sounds in the air, on the carpet, on the back of their hand and then on a whiteboard. Identify some high-frequency words within the texts. Repeat as required with other books/graphemes.	Teach the children the correct formation for each focus letter. Play a game, such as I spy, or go on a word hunt for words starting with the focus letter. Have the children play a game to segment and blend sounds. Place a range of CVC word cards (with pictures) in a space along with wooden letter tiles or magnetic letters. Have the children select a card, say the sounds in the picture and then build the word using the letters supplied.	Provide an assortment of books in a reading nook, including decodable and authentic texts, for the children to read independently. Provide the children with opportunities to transfer their letter and word knowledge by experimenting with writing words or simple sentences in an explorative writing area. Provide sound bingo games for the children to independently listen to and play.
Identify capital letters, question marks and full stops in enlarged texts. Discuss the use of question marks and model how to read questions.	During printing lessons, verbalise and model the difference between upper- and lower-case letters. Model how to edit a text to ensure capital letters are used for names and at the start of a sentence. Using a number of statements and questions ask the children to sort them into two groups – sentences and not sentences, for example: *The dog ran to.*, *The dog ran to the gate.*, *The red dog.* Provide a simple model text that has no punctuation. As a class, decide where the punctuation goes. Give the children clues, such as 'There are three capital letters and two full stops missing. Let's decide where they should go.'	Sort lower- and upper-case letters into two groups. Provide alphabet charts, handwriting guides and other resources to allow the children to practise writing.

Teaching	Child-focused learning opportunities	Opportunities for exploration
Provide a range of decodable and/or authentic texts for the children to read. Model reading a range of texts with fluency and expression. Model how to self-monitor oral reading and how to re-read to fix up errors. Think aloud the comprehension process with thoughts such as: • This reminds me of … • I wonder if … • I think we're getting near the end of the story because …	Provide whole-class, small group and individual instruction at point of need. Ask the children to contribute connections, predictions and questions to the discussion before, during and after reading. Focus on morphology with base words and affixes. As a class, sort words into categories such as present and past tense (where <ed> is added). Match words to their antonym, such as *true/untrue*, *kind/unkind*, *appear/disappear*, *like/dislike*, *possible/impossible*.	Provide a range of texts for the children to engage with, read to each other and read to adults. Provide audio books for children to read along to. Provide simple word building games.
Set up language experience activities, such as cooking activities, nature walks or excursions. With the children, create a whole-class text. Think aloud the structure, model how to get help to spell words (e.g. segment, use charts), where to add punctuation, add suffixes to a base word to make a plural etc. Publish the text for the children to read and illustrate.	Engage the children in modelled, shared and independent writing activities about real and imagined experiences. Guide the children to create texts about the activity the teacher has chosen, e.g. a recount of an event or recipe for popcorn.	Leave photographs of school or class events in the writing area for children to write their own texts about.

Mathematics – Learning sequence 2

Western Australian Curriculum Number and algebra	Western Australian Curriculum Measurement and geometry	Western Australian Curriculum Probability and statistics
Understanding number • Say, read, write and order numbers to 20, from any starting point. Count collections to 20 • Subitise, partition and compare small collections **Patterns and relationships** • Copy and continue repeating patterns in everyday environments using a range of materials, sounds and movement	**Two-dimensional space and structures** • Show and describe position and movement in familiar locations **Non-spatial measurement** • Explore mass and directly compare everyday items by hefting	This strand is not the focus of the teaching and learning.

Resources
Manipulatives for pattern making. Access to outdoor learning environment; baskets for collecting natural materials. Paint and paper for hand printing; access to familiar song, such as *We will rock you*; materials for creating percussion beats, such as shallow dishes for water, trampolines, drums with rice. Pre-prepared treasure map linking to the content of a familiar focus text, such as *The Troll* by Julia Donaldson (Appendix A); a range of classroom objects for hefting; containers and materials to fill them with, such as sand, water, rice.

Teaching	Child-focused learning opportunities	Opportunities for exploration
Review patterns. Model a two-part pattern and ask the children to copy the given pattern, e.g. *ABAB*. Next, ask the children to continue the given pattern.	Ask the children to use manipulatives to copy and continue an existing pattern.	Ask the children to explore and create patterns during play.
In the outdoor learning environment, model identifying patterns in the environment. Discuss the patterns that are found.	Have the children work in pairs to continue a pattern their partner has created, e.g. one child places a pattern of leaf, leaf, stone, leaf, leaf, stone and the partner continues the pattern by adding leaf, leaf, stone.	Have the children collect natural materials from the environment and create their own patterns.
Inspire the children to creatively represent patterns through art and music. Model using painted handprints to create a two-part pattern to the beat of a familiar song, e.g. to the beat of *We will rock you*. Encourage the children to practise making coloured handprints to the beat of the song.	Have the children create a patterned musical artwork by placing their painted hands on paper in a patterned sequence according to the beat of the song, e.g. right, left, right, left, by moving across the page to create a line of handprints in two different colours. Extending upon this, have the children work with a partner, each with one hand coloured with paint. Together they find the beat and alternate whose hand is placed in order to create the pattern.	Have the children explore body percussion following the beat of music. Encourage the children to explore sensory percussion by creating the beat on different surfaces, e.g. shallow dishes of water, trampolines, and drums with rice.
Model hefting using appropriate vocabulary including adjectives, such as *heavy*, *heavier*, and *heaviest*. Examine pictures from a focus text and discuss any variations in weight, e.g. an elephant or a cat. Prior to the lesson, create a treasure map linking to the content of a familiar focus text, such as the book *The Troll*, using coded directions (arrows) and a number of oral steps using everyday language. Model how to follow the steps using vocabulary that describes position and movement, e.g. *climb over the log*, and *go under the slide*.	Provide the children with a range of objects from around the classroom. Have the children heft them and discuss the weight and order accordingly. Ask the children to source other materials of varying weights and communicate what they understand with their teacher, e.g. 'I think the stick weighs more than the leaf.' Encourage the children to give their reasoning. Have the children follow the oral directions given by the teacher in familiar settings.	Have the children fill containers with sand/water/rice and heft them describing their mass using everyday language. Have the children give each other oral directions to move to different but familiar locations in the learning environment.

Integrated learning – Learning sequence 2

Science	The Arts
Science understanding **Physical sciences** • The way objects move depends on factors, including their size, shape, material and the force applied **Science inquiry** **Planning and conducting** • Participate in guided and self-initiated investigations safely **Processing, modelling and analysing** • Represent and discuss observations and identify patterns **Communicating** • Share questions, predictions, observations and ideas with others	**Dance** **Making** **Skills** • Locomotor (walking, skipping, running) and non-locomotor-movements (twisting, bending, turning, swaying) to develop body control and coordination • Safe dance practices, including being aware of personal space **Performance** • Performance of improvised movements that communicate ideas to an audience

Resources
A video to sing and dance along to; a familiar song for free movement. Different types of balls; access to an outdoor environment; a selection of objects in baskets, such as pencil, ball, cube, block, toy car; a ramp for rolling objects down, and other different surfaces; digital device for photographs. Costumes and props for police officers and traffic control, such as stop and go signs. Access to a familiar piece of music with a strong beat, such as *We will rock you*; a variety of musical instruments to explore how movement creates sound. Access to an outdoor environment; a variety of transport options, such as scooter, bike and ride-on toy.

Teaching – What is imagination?

Lead the children to discover a deeper understanding about imagination, how we use it and how it helps us think. Build on from the previous learning sequence and encourage the children to have agency over their decision making. Recap the different ways children explored movement in Health and Physical Education in Learning sequence 1.

Explain that movement can be created through dance. Create a short movement performance based on fundamental movement skills that have a count and a beat to them. Model a whole-class example. Work with the children to suggest simple movements that are combined in 2, 4 or 8 repeats; for example:

- jump up, sit down, jump up, sit down
- stand up, turn around and clap 6 times
- stand on one leg and hold for the count of 4
- stand on your tippy toes with your hands reaching high and shake your head (holding for the count of 4)
- repeat in time with the music
- the children stand in the same place to complete the dance.

Inform the children of safe dance practices, including being aware of personal space.

To inspire ideas about shape, play a game of musical statues and ask the children to change their body shape each time the music stops. In between the pauses, ask the children to walk in silly ways around a space exploring how they can make their body move and change, e.g. marching, wiggling, tiptoe, knee bend stomps.

Select a video to sing and dance along with. Watching other children dance encourages children to be brave and try new moves.

Select a song that the children are familiar with and explore free movement in small groups.

Encourage the children to create a short repetitive movement performance to share with their peers.

Investigate how objects move in different ways. Provide the children with different types of balls and discuss the ways they feel, move and weigh. Discuss ways of moving the balls including applying different forces to make the balls move at different speeds.

Take the children on a walk around the school environment and look at the different ways objects move. Discuss the use of wind moving objects and highlight that the movement of objects by the wind can depend on what the object is made from and the object’s size and shape.

Child-focused learning opportunities	Integrated opportunities for exploration
Provide the class with a selection of objects, e.g. pencil, ball, cube, block, toy car. Take the children into a learning space and encourage independent exploration of how the different object moves. Ask the children to order the objects by which they think would move the furthest when rolled down a ramp. Take photographs of the children's predictions. As a class, roll each object down the ramp and look for patterns in the movement of the objects. Ask the children to order the objects by the furthest rolled and compare these results with the prediction photographs. Introduce, and revisit, appropriate vocabulary, such as *roll*, *slide*, *spin*, *size*, *shape*, *material*, *movement*. In small groups, ask the children to create a short, repetitive dance routine that includes fundamental movement skills, and perform it for their peers. Select a piece of music with a strong beat, such as *We will rock you*. Line up a variety of transport options in the outdoor learning environment, e.g. scooter, bike and ride on toy. Have the children compare the time it takes to get from one location to another on the different transport options. Encourage discussion about the most effective transport method, and the factors that impacted the results. For example, the size, shape and number of wheels.	Provide the children with baskets of objects to explore movement and ask them to categorise according to a variety of factors including size, shape, material and applied force. Have the children explore how these objects move across different surfaces. Place a variety of construction vehicle toys in the sandpit for the children to explore movement. Create opportunity for role-play focused on police officers and traffic control. Provide costumes and props, such as stop and go signs, to support imaginative and purposeful play. Provide a variety of musical instruments for children to explore how movement creates sound. Provide different transport methods, such as scooters and bikes, during play.

Children's curiosities and interests:

Learning sequence 3

English – Learning sequence 3

Western Australian Curriculum Language	Western Australian Curriculum Literature	Western Australian Curriculum Literacy
Text structure, organisation and features • Explore conventions of print and screen, including how books and simple digital texts are usually organised **Language for expressing and developing ideas** • Recognise that sentences are key units for expressing ideas • Recognise that sentences are made up of groups of words that work together in particular ways to make meaning • Identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end **Phonic and word knowledge** • Segment sentences into individual words and orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness) • Recognise and name all upper- and lower-case letters (graphs) and know the most common sound that each letter represents • Read and write some high-frequency words and other familiar words	**Engaging with and responding to literature** • Respond to stories and share feelings and thoughts about their settings, events and characters	**Texts in context** • Identify some familiar texts, such as stories and informative texts, and their purposes **Analysing, interpreting and evaluating** • Read decodable and authentic texts using developing phonic and word knowledge, and monitor meaning using context and emerging grammatical knowledge • Explore comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning to understand and discuss texts listened to, viewed or read **Creating texts** • Create written and multimodal texts for a range of purposes

Western Australian Curriculum Language	Western Australian Curriculum Literature	Western Australian Curriculum Literacy
• Explore how words are units of meaning and can be made of more than one meaningful part		

Resources
A range of texts to read, listen to and view, such as Aboriginal oral traditions, Asian fairytales or fables; a short film in the chosen genre; images of relevant characters and settings; sticky notes or slips of paper. A range of informative (non-fiction) texts including environmental print, such as signs, posters, instructions, messages; online or digital non-fiction texts, such as recipes or instructions; poster making materials; digital device/s for recording (if available); a message box. A series of suitable images; materials to make storybooks, such as blank booklets and stationery; digital devices to record multimodal stories; materials to bind pictures into books; special author's chair.

Teaching	Child-focused learning opportunities	Opportunities for exploration
Read aloud a range of stories. Select a text type to suit the class context, such as Aboriginal oral traditions, Asian fairytales or fables. Model a response to the text, orally at first and then with a short-written response or review. Include vocabulary, such as *characters*, *setting*, *events*, *plot*, *beginning*.	Encourage the children to take part in discussions to identify and discuss features common to the chosen texts, such as real and imaginary characters, events that typically occur in fiction stories, or typical beginnings and endings in fables or cultural stories. Watch a suitable short film in the chosen genre. Lead a discussion about the characters, setting and events.	Provide a range of texts for the children to listen to, view and read for enjoyment. Provide images of characters and settings to inspire talking and writing. Provide sticky notes or slips of paper for the children to write reviews/recommendations for the texts. Provide time for the children to share their thoughts about texts with others.
Provide opportunities that allow the children to listen to, view and read a range of informative texts, including environmental print, such as signs and posters. Explain the purpose of some texts and then focus on informative texts, such as posters, instructions or messages. Write daily messages to the class, refer to posters for routines, and engage the children with environmental print, such as signs around the room. Discuss the purpose and language features of a range of non-fiction texts.	Take part in activities using non-fiction texts, such as following the instructions in a simple recipe or art procedure. Explore online or digital non-fiction texts, such as oral/multimodal online recipes or art instructions. Write texts for real purposes with the children, e.g. a message to another teacher asking to borrow a book. Involve the children in its composition. Create a simple text for a class need, for example a poster about handwashing or a set of rules for the bike circuit.	Encourage the children to record themselves using a digital device, explaining how they did something. Share with the class and parents. Set up a message box for the children to write to each other.

Teaching	Child-focused learning opportunities	Opportunities for exploration
Model the creation of a story from a series of images. Discuss the importance of including a beginning, middle and end. Model the spelling of high-frequency and CVC words, and letter formation and directionality whilst writing. Discuss how words give meaning to the text. Reread aloud the created text and invite the children to identify the words that give meaning to the pictures. Have the children create their own story with a series of annotated images.	Involve the class in editing a simple story to make it more interesting or improve its structure, e.g. add full stops to make more sense or add adjectives to make it more interesting. With a partner or in a small group, have the children tell their stories to an audience.	Encourage the children to tell stories to each other using a series of images by leaving images in learning centres to enable the children to sequence and discuss. Provide materials for the children to make their own storybooks, e.g. blank booklets and stationery. Provide digital devices to enable the children to record their own multimodal stories. Provide the children access to CVC and high-frequency words to use during independent exploration of writing. Bind together the children's pictures to create a book. Place the book next to a special author's chair.

Mathematics – Learning sequence 3

Western Australian Curriculum Number and algebra	Western Australian Curriculum Measurement and geometry	Western Australian Curriculum Probability and statistics
Understanding number • Say, read, write and order numbers to 20, from any starting point. Count collections to 20 • Subitise, partition and compare small collections **Modelling with number** • Explore and represent familiar and real-world situations involving adding, removing, grouping or sharing small collections using role-play or concrete materials	This strand is not the focus of the teaching and learning.	**Statistics** • Collect, group and compare data using objects and images to answer questions

Resources
A familiar text involving a pet dragon; familiar and real-world stories involving addition, and props for role-play; manipulatives for sharing.
Materials for role-playing dragons playing bowling, include ten pins; concrete and drawing materials; sets of bowling pins labelled with numbers 10–20.
Cards, large dice or dominoes for small collections; finger painting materials to create dice dot patterns.
Images of walking, cycling, bus and car; materials to make relevant picture graphs; book *Possum Magic* by Mem Fox (Appendix A); drawing materials.

Teaching	Child-focused learning opportunities	Opportunities for exploration
Using the context of a familiar story involving a pet dragon, model situations in which addition is necessary, e.g. 'How many apples the dragon eats in five days.' Model strategies such as counting one-by-one or adding on. Using a familiar story, model situations in which sharing is necessary, e.g. sharing treats between the dragon and the fairy who has come for tea. Model strategies such as sharing out one-by-one or in groups of two.	Tell familiar and real-world stories involving addition and invite the children to role-play the stories using props. Share simple real-world situations involving sharing and invite the children to represent the sharing using manipulatives, using known strategies.	The children role-play their own addition stories in the context of keeping a pet dragon. The children create and represent sharing situations based on their own experiences, e.g. sharing toys with a sibling or friend by sharing one-by-one.
Role-playing being dragons, play a game of bowling using ten pins and imagine the ball is the fire the dragons (the children) are breathing towards the pins. Model counting how many pins have been knocked down and how many are still standing. Represent the subtraction problem with concrete materials and drawings.	In teams, have the children play fire-breathing bowling and count how many pins have been knocked down and how many are still standing. When comparing these with their peers, encourage the children to reason and explain their counting strategies. Invite two children to combine their standing pins and determine the total quantity they have left. Pay attention to the children's use of the cardinality principle of counting, e.g. knowing they had 5 pins in their aisle, and they count on from 6 when combining with a peer.	Have the children independently explore bowling games using pins that have been labelled with numbers 10–20. Once they have played, ask the children to order the remaining pins from smallest to largest number and then from largest to smallest.
Partition and compare small collections by using cards, dice or dominoes to create, compare and decide which is the largest of two collections.	In pairs, have the children roll one large dice each, calling out their number as quickly as possible once their dice lands. Once both dice have been rolled the child with the largest number gains a point. First to ten points wins the round.	Create a variety of different ways to represent standard dice dot patterns to six using finger painting. Discuss what is the same and different about their representation and the standard dice pattern.

Teaching	Child-focused learning opportunities	Opportunities for exploration
Create a class survey to determine how a certain group of people, for example a buddy class, arrived at school that day. Provide images of walking, cycling, a bus and a car for the children to create a picture graph. Use the picture graph to answer questions such as 'What way did most children in our buddy class use to get to school today?'	After reading the book *Possum Magic*, ask the children which Australian food is their favourite. Ask the children to draw their favourite of the foods that the character Hush tries, to make herself visible. Create a picture graph with headings, such as Anzac biscuits, mornay, pumpkin scones, Minties®, steak and salad, Vegemite® sandwich, pavlova or lamington. Have the children place their drawing above the heading and then discuss the favourite or least favourite food in their class.	Have the children independently answer questions of interest, such as a peer's favourite colour, the class's most liked fruit, the different types of lunch food or different choices of play space at school.

Integrated learning – Learning sequence 3

Health and Physical Education	Science	The Arts
Health Education **Staying safe** Appropriate language and actions to communicate feelings in different situations, including exploring how to seek, give or deny permission when sharing possessions or personal space	**Science understanding** **Biological sciences** • Plants and animals have basic needs that are met by the places they live **Science inquiry** **Questioning and predicting** • Pose questions and make predictions based on prior knowledge and shared experiences **Communicating** • Share questions, predictions, observations and ideas with others **Collaborating and applying** • Use the senses to learn about the natural and physical world and develop scientific ideas	**Drama** **Making** **Ideas** • Use of stimuli (photos, sound or music) to develop dramatic action about the real and imagined worlds **Skills** • Exploration and experimentation of two (2) elements of drama: ▪ voice (loud, soft) ▪ movement (big, small) to create drama

Resources
The book *The Paper Bag Princess* by Robert Munsch (Appendix A); painting and/or craft materials; video footage of komodo dragons eating; paper costumes like in *The Paper Bag Princess* story; prompt cards with imaginary creatures and real animals; access to outside space; materials for a basic needs kits. Short clip of a movie, such as *Shrek* with characters Dragon and Donkey; letter writing materials.

Teaching – How do we know if things are real or pretend?

Continue to lead the children to discover a deeper understanding about imagination, how we use it and how it helps us think. Build on from the previous learning sequence and encourage the children to have agency over their decision making, e.g. ways to investigate, research and communicate what they know or have discovered, and questions posed.

Read the book *The Paper Bag Princess* and explore the vocabulary about food that the dragon might have eaten. Discuss if the amount of 'food' (castle) eaten by the dragon in that passage is similar or different from the amount of food consumed by humans.

Have the children share thoughts about their basic needs as living things, e.g. they need food, water and shelter. Lead a discussion around the idea that imaginary beings may have a different diet to that of human beings. Pose guiding questions to help the children reflect on the food different creatures would need. For example, discuss how a large dragon might need to eat a whole castle whereas a fairy might be fully satisfied with a berry.

Encourage the children to consider the basic needs of a horse and of a unicorn. Invite the children to establish comparisons, e.g. a horse eats hay and a unicorn eats gold. Observe footage of komodo dragons and invite the children to pose questions about their diet based on their observations. Investigate the types of food that komodo dragons eat.

Invite the children to mimic the movement of the komodo dragon and of other real and imaginary creatures. Incorporate wearing the paper costumes in dramatic actions. Encourage the children to use big and loud voices in their role-play to personify the creatures.

Watch a short clip of a movie in which there is an interaction between a real and fantasy creature, such as *Shrek* with characters Dragon and Donkey. Ask the children to imagine how Donkey would have felt when he met Dragon, e.g. scared, worried, happy or excited. Discuss how Dragon may have not expressed her feelings well because Donkey was scared, but she had no real intention of hurting him.

Model ways in which Dragon and Donkey could have taken turns to talk about their feelings, problem-solve and avoid conflict. Model an apology letter Dragon could write to Donkey because of her actions in the castle.

Child-focused learning opportunities	Integrated opportunities for exploration
Ask the children to paint a picture about their basic needs. Have them add a short simple sentence to state one of their basic needs, e.g. 'I need food.' Support them as needed. Have the children select a prompt card with an imaginary creature on it and one with a real animal on it. Ask them to orally tell a partner what the diet of both creatures would include. As a class, have the children discuss how all living things have a basic need for food. Encourage the children to explore the outside space moving as different animals and magical creatures. Have the children role-play an interaction between Donkey and Dragon meeting for the first time and use language to share their feelings and form a friendship. Ask the children to write their own apology letters from Dragon's perspective.	Ask the children to represent their learning and understanding about basic needs using craft materials. Have the children collaborate to create basic needs kits for a number of magical creatures, including food, water and blankets/shelter. The children may create these in any manner they choose, for example drawing or using craft materials to make the items. Encourage the children to engage in role-playing everyday situations, e.g. a conflict in the playground, in which they could speak to each other calmly about their feelings. Have the children engage in experimental writing opportunities, e.g. letter of apology or letter of appreciation.

Children's curiosities and interests:

OFFICIAL

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 conventions of print and screen, including how books and simple digital texts are usually organised **Language for expressing and developing ideas** • Recognise that sentences are key units for expressing ideas • Recognise that sentences are made up of groups of words that work together in particular ways to make meaning • Identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end **Phonic and word knowledge** • Segment sentences into individual words and orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness) • Recognise and name all upper- and lower-case letters (graphs) and know the most common sound that each letter represents • Read and write some high-frequency words and other familiar words	**Engaging with and responding to literature** • Respond to stories and share feelings and thoughts about their settings, events and characters	**Texts in context** • Identify some familiar texts, such as stories and informative texts, and their purposes **Analysing, interpreting and evaluating** • Read decodable and authentic texts using developing phonic and word knowledge, and monitor meaning using context and emerging grammatical knowledge • Explore comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning to understand and discuss texts listened to, viewed or read **Creating texts** • Create written and multimodal texts for a range of purposes

Western Australian Curriculum Language	Western Australian Curriculum Literature	Western Australian Curriculum Literacy
• Explore how words are units of meaning and can be made of more than one meaningful part		

Resources
Cards containing sentences and non-sentences; pictures for prompts; sentence building games, such *Fishing* (and relevant materials). A simple enlarged text with high-frequency words; magnifying glass and clipboard for high-frequence word hunt; materials to create environmental print, such as strips of coloured paper; matching games, such as *Memory* or *Go Fish*; lists of high-frequence words. A book, such as *The Jolly Postman or Other People's Letters* by Janet Ahlberg or *Ten Thank-You Letters* by Daniel Kirk (Appendix A); writing area with alphabet charts, high-frequency word lists, pencils and stationery; a post/message box; a range of materials to prompt decisions, such as invitation, birthday card, shopping list, note, sign. A range of books and audio books by the same author or poet (who welcomes feedback); paper, pens and/or access to computers or digital devices.

Teaching	Child-focused learning opportunities	Opportunities for exploration
Explore how sentences in written texts contain a verb and need to make sense. Model constructing and deconstructing a sentence identifying the key features, e.g. sentence boundary begins with a capital letter and ends with a full stop/question mark.	Identify a sentence by its sentence boundary punctuation. Identify who, when, what and where information that may be included in a sentence. Identify the verbs in simple sentences, including questions. Create a number of cards that contain sentences and non-sentences, for example: • I have a cat. • Do you have a dog? • Dogs, cats and guinea pigs. • Cats have pointy ears and long. • Cats have pointy ears and long whiskers. Sort the sentences into sentences/not sentences, verbalising that to be a sentence the writing on the card has to make sense, have a verb* and contain a full idea. *Children do not need to know the definition of a verb yet, but you can expose them to the idea of a sentence containing an action (*ran*) or a way to be (*is*, *was*).	Provide pictures as prompts to have the children write a sentence that has correct boundary punctuation, a verb and contains a full idea. Provide a range of sentence building games for the children to independently explore; for example, *Fishing*: • Place individual words, that together build a simple sentence, on fish shapes. • Attach a magnetic strip on each word and put all the words into a bucket. • Have the children use a magnetic fishing rod to fish out the words and place them in sentence order. • Draw the children's attention to the beginning (capital letter) and ending (full stop) to give them a clue for the order.

Teaching	Child-focused learning opportunities	Opportunities for exploration
Provide the children with a simple enlarged text. Read the text to the class and identify some of the high-frequency words. Lead a word count. For example, 'How many times can you see the word *the*?' Teach some high-frequency words using morphemic word families, such as *go, going, gone* or *do, did, done*.	Engage the class in a word hunt to collect selected high-frequency words from around the room. Provide a magnifying glass and clipboard for the children to spy on words and make a tally. Create environmental print with the class. Provide strips of coloured paper and encourage the children to make signs for classroom objects using simple sentence stems, such as *Here is a chair.*, *This is the window.*, *Here are the pencils.*	Play matching games, such as *Memory* or *Go Fish*, with high-frequency words. Provide lists of high-frequency words in the writing area for the children to refer to during writing activities.
Read a book that will inspire the children to write messages or letters to each other, such as *The Jolly Postman or Other People's Letters*, or *Ten Thank-You Letters*. Model writing a letter or message like the ones in the chosen text.	Discuss the purpose of letters, emails, greeting cards and messages. Set up scenarios that require the class to write thank you notes or other messages for shared writing, e.g. a thank you note to the canteen manager.	Set up a writing area with alphabet charts, high-frequency word lists, pencils and stationery. Encourage the children to write letters or messages to each other and place in a post/message box. Ensure that children have access to a free writing zone to explore writing for different purposes. Provide a range of materials to prompt decisions on the reasons they write, e.g. invitation, birthday card, shopping list, note, sign.
Read or view a text with the class. Model writing an opinion about the text in the form of a letter or email to the author or poet. Repeat this with another text by the same author or poet.	Discuss the teacher's opinion of the texts and invite the children to offer theirs. Create lists of words to use, such as *enjoyed*, *wondered*, *liked*, *preferred*.	Set up a book area with several books and audio books by an author of choice. Provide paper, pens and/or access to computers or digital devices. Encourage all the children to write to the author with their opinion of the texts read. Send these to the author or publisher if possible. Check websites for details of authors who welcome feedback.

Mathematics – Learning sequence 4

Western Australian Curriculum Number and algebra	Western Australian Curriculum Measurement and geometry	Western Australian Curriculum Probability and statistics
Modelling with number • Explore and represent familiar real-world situations involving adding, removing, grouping or sharing small collections using role-play or concrete materials	**Three-dimensional space and structures** • Explore familiar three-dimensional objects in the environment • Explore capacity and directly compare containers to say which holds more and explain reasoning	This strand is not the focus of the teaching and learning.

Resources
A clear tall, thin and a clear short, wide container; water and food colouring; two opaque containers of similar capacity but different shapes labelled A and B; a range of containers and materials in the sandpit or mud kitchen. A range of three-dimensional objects in the classroom environment, such as tissue box, paper towel tube; geometric models of three-dimensional objects and everyday objects that are similarly shaped. Concrete materials; play foods; kitchen area for role-play.

Teaching	Child-focused learning opportunities	Opportunities for exploration
Place a clear tall, thin and a clear short, wide container out for the children to observe, and ask which container would hold more water. Ask the children to suggest ways to check. Pour coloured water into one of the containers until it is full, then pour that water into the other container to decide which container holds more or has more capacity. Repeat for other container where the children test the capacity by pouring water from one to the other. Model transferring water from one container to another safely and responsibly.	Provide two opaque containers of similar capacity, but different shapes labelled A and B. Have the children explore how they can decide which container holds more by using other containers to fill or empty container A and B. Decide which has the largest capacity and the reason why.	Have the children explore measuring using a range of containers and materials in the sandpit or mud kitchen. Ask them to represent their understandings and orally share their observations with their peers or teachers.
View a range of three-dimensional objects in the classroom environment and discuss their features, such as a tissue box has flat faces, a tube from a paper towel roll has a curved surface. Invite the children to explore and sort the objects into groups that have the same features. Create a word wall using vocabulary that is associated with discussing three-dimensional objects.	Use three-dimensional geometric solids to make a model of a spaceship or astronaut, and discuss which three-dimensional objects can be stacked and why. Highlight the features of objects that can be stacked and those cannot.	Provide the children with geometric models of three-dimensional objects and everyday objects that are similarly shaped. Have the children sort and discuss similarities and differences between the objects. Extend the concept with the children by asking them why things might be that shape, such as ‘Why is a paper towel roll the same as a cylinder?’
Present a problem involving removing (taking away) that relates to a real-world situation, such as ‘After cooking biscuits in class, each group of six children was given 10 biscuits. How many biscuits would be left after everyone in the group had a biscuit?’ Model strategies, such as counting back, represent all taking six away, and counting the biscuits left, using concrete materials.	Provide the children with play foods and ask them to demonstrate subtraction number stories, such as ‘I had four sausages and the dog ate two, how many are left?’ Have the children model the problem using the play foods and represent the subtraction using role-play. Describe the subtraction that has taken place as an action, such as ‘The dog gobbled up two sausages! Now there are two left.’	Provide a kitchen area with play foods and invite the children to role-play subtraction scenarios.

Integrated learning – Learning sequence 4

Technologies	Humanities and Social Sciences
Design thinking skills **Project management** • Share ideas to develop a solution **Designing** • Design solutions through discussion, drawing and/or modelling to meet a personal need **Design and Technologies** **Food and fibre production** • Animals and plants have essential needs, including food, water, space and shelter	**Knowledge and understanding** **Geography** • The places people live in and belong to, the reasons places are special or important to people and their significance to Aboriginal and Torres Strait Islander peoples **History** • The different structures of families, the people in their family, their culture, where they were born and raised, and how they are connected to each other **Humanities and Social Science skills** **Analysing** • Explore points of view

Resources
Access to outdoor space to investigate animals and plants, including edible produce; materials for drawing and sponge painting on paper; digital device for taking photographs (if available); individual plants or access to class herb or vegetable garden; basket and magnifying glasses; a range of items for a recipe, cooking implements and access to a cooking facility; fairy tales, such as *Jack and the Beanstalk*, *The Enormous Turnip*; access to a mud kitchen and props for a family picnic or restaurant meal for role-play; materials for writing a menu. Fairy tales or familiar movies, such as *Jack and the Beanstalk*, *Cinderella*, *Beauty and the Beast*; photographs of the children as babies from their families; a world map and string.

Teaching – How do we know if things are real or pretend?

Continue to lead the children to discover a deeper understanding about imagination, how we use it and how it helps us think. Build on from the previous learning sequence and encourage the children to have agency over their decision making, e.g. ways to investigate, research and communicate what they know or have discovered, and questions posed.

Investigate the types of animals and plants in the school grounds. Take the children on a discovery walk around the school to look for plants and animals. Together, look at the conditions they are growing/living in. Identify the different ways that shelter is being provided for the animals and plants, including pots or garden beds protecting roots, shade cloths or bigger trees shading plants and animals.

Explore how plant and animal products are used in everyday life. Pose questions about the use of plants or animals for food or clothing. Discuss or identify edible produce in the school environment, e.g. flowers (nasturtiums), herbs, fruit, vegetables, eggs from chickens. If possible, collect a range of items and negotiate a recipe to cook with the children, e.g. quiche, frittata or muffins. Engage in a shared cooking experience, orally exemplifying reading and following the steps of a procedure. Print out the recipe and send it home for the children to practise with their family, if appropriate.

Look at unusual plants in fairy tales, e.g. *Jack and the Beanstalk*, *The Enormous Turnip*. Discuss similarities and differences in the essential needs between a magic plant and plants in the school environment, and if it is possible to grow a plant as big or strong as the ones in the stories.

Engage in an investigation about family structures. Explore family structures in different fairy tales or familiar movies, e.g. Jack lives with his mother (*Jack and the Beanstalk*), Cinderella lives with her stepmother and stepsisters (*Cinderella*), Bella lives with her father (*Beauty and the Beast*). Engage carefully when discussing family structures with the children and be sensitive to individual differences and complexities. Explore the settings where the different fairy tale characters live, e.g. forest, farmland, rural area, suburban neighbourhood. Compare these with the areas the children live in. Involve the children in a conversation about respecting differences and recognising that their point of view may differ from others.

Involve the families by asking for photographs of the children as babies. Place the photographs around a world map connecting the children to where they were born with a piece of string.

Child-focused learning opportunities	Integrated opportunities for exploration
Ask the children to look for insects in the outdoor environment, and explore where they are living and what is sheltering them. Have them share findings with the class through discussions, drawings or photographs. Provide opportunity for the children to plant and look after an individual plant or a class herb or vegetable garden. Place a basket of magnifying glasses in the classroom/outdoor environment for children to use to get a close-up look at the details of the growing plants. Have the children create a representation of their own family, using media of their choice (playdough, loose parts, paint, finger paint). Ask the children to use a digital device to take a photograph of the final product. Invite the children to write a simple sentence to describe their representation using their phonics and word knowledge. Involve the children in negotiating a recipe to cook together. Invite the children to participate in the organisation, measuring, combining and making of the recipe. Read together as a whole class and ask the children to identify familiar words in the text.	Encourage the children to independently explore, examine and draw plants found in the school outdoor environment. Have them create leaf prints using the technique of sponge painting on paper. Have the children use loose parts or materials to independently or collaboratively design and create animal shelters for a toy animal. Ask them to communicate their ideas to their peers and teachers and draw a representation of their design. Encourage the children to explore making magical meals in the mud kitchen and set up a family picnic or restaurant to role-play cooking and serving the cuisine. Provide writing materials for the children to explore writing a menu to suit. Continue to use the experimental writing table/space as set up in Learning sequence 1, for independent exploration of writing for a purpose.

Children’s curiosities and interests:

Appendix A

Resources

English

Learning sequence	Resource	Link/information
2	Book	Blabey, A. (2018). *Pig the Pug*. Scholastic Inc.
4	Book	Ahlberg, J., & Ahlberg, A. (2014). *The Jolly Postman or Other People's Letters*. Boston Little, Brown.
	Book	Kirk, D. (2014). *Ten Thank-You Letters*. Penguin.

Mathematics

Learning sequence	Resource	Link/information
1	Book	LeSieg, T., & Bofoth, G. (2004). *Wacky Wednesday*. London: HarperCollins Children's Books. (Note: Theo LeSieg is a well-known pseudonym used by Theodor 'Dr' Seuss.)
2	Book	Donaldson, J. (2019). *The Troll* (Main Market ed.). Macmillan Children's Books.
3	Book	Fox, M. (1983). *Possum Magic.* Omnibus Books.

Integrated learning

Learning sequence	Resource	Link/information
3	Book	Munsch, R. (2021). *The Paper Bag Princess* (Classic Munsch). Annick Press.

Appendix B

Observation and monitoring templates

English: Alphabet recall

Purpose: Formative

Assessment goal: identify children's letter–sound knowledge

Child's name:														**Term:**											
Date	Ss	Aa	Tt	Pp	Ii	Nn	Mm	Rr	Hh	Ee	Cc	Dd	Ff	Ll	Gg	Oo	Uu	Bb	Jj	Zz	Xx	Yy	Ww	Qq	Kk	Vv
Observations and comments:																										

Pre-primary <insert task name>

Purpose:

Date:

Identity	Connecting and Contributing	Wellbeing	Confident and involved learners	Effective communicators

English	Health and Physical Education	Humanities and Social Sciences	Mathematics	Science	Technologies	The Arts

<insert photo of child doing the activity>	Learning task: <explain the purpose of the task>
Teacher note:	Child's voice:

Acknowledgements

This exemplar

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 June, 2025, from https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks
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Kindergarten and Pre-primary Statement

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