



Early childhood

Teaching and learning exemplar
Year 1, 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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Disclaimer

Any resources, such as texts and websites, that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandated or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any resources they may wish to use.

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Contents

The Western Australian Curriculum.....	1
This exemplar.....	1
Exemplar structure	2
Catering for diversity	2
Using this exemplar	3
Links to electronic resources	3
Best practice	4
Teaching and learning.....	4
Assessing	4
Reflecting.....	4
Early childhood phase of schooling (typically Kindergarten to Year 2).....	5
Years 1 and 2 Statement	6
Learning sequence 1	9
Learning sequence 2.....	49
Learning sequence 3.....	87
Learning sequence 4.....	121
Learning sequence 5.....	159
Appendix A	197
Appendix B	209
Acknowledgements	214

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.

<i>Early Years Learning Framework Principles</i>	<i>Early Years Learning Framework Practices</i>
<ul style="list-style-type: none"> • Secure, respectful and reciprocal relationships • Partnerships • High expectations and equity • Respect for diversity • Ongoing learning and reflective practice 	<ul style="list-style-type: none"> • 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 Year 1 curriculum content for the learning areas/subjects. To ensure that all aspects of the year-level curriculum are taught, refer to the learning area page of the Western Australian Curriculum on the School Curriculum and Standards Authority (the Authority) website <https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser>.

Catering for diversity

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

Using this exemplar

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

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

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

Links to electronic resources

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

Best practice

Teaching and learning

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

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

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

Ways of teaching

Each of the learning areas in the *Outline* provide information on the ways of teaching. To access this information refer to the learning area overview which can be found at:

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser>.

Assessing

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

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

Ways of assessing

Each of the learning areas in the *Outline* provide information on ways of assessing. To access this information refer to the learning area overview which can be found at:

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser>.

Reflecting

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

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

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

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

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

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

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

Years 1 and 2 Statement

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

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

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

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

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

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

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

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

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

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

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

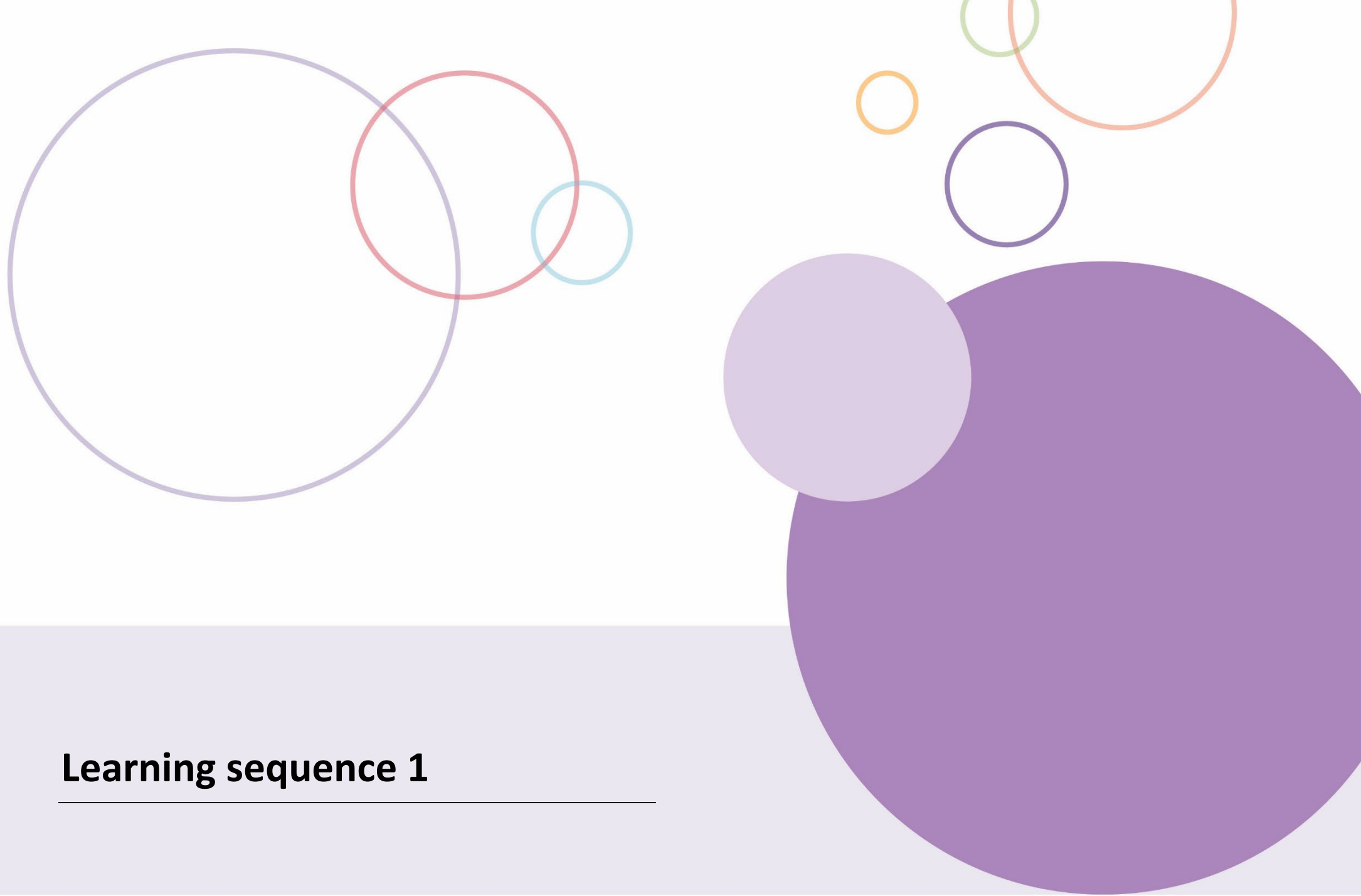
Assessment and evaluation practices acknowledge each child's strengths and abilities and support progress for setting learning goals. Collecting information about, and with, children, their families and other educators is vital in assessment and evaluation. Using strategies such as observation, documentation,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

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

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

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

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



Learning sequence 1

English – Learning sequence 1

Western Australian Curriculum Language	Western Australian Curriculum Literature	Western Australian Curriculum Literacy
<p>Text structure, organisation and features</p> <ul style="list-style-type: none"> Explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain Explore how print and digital texts are organised using features, such as page numbers, table of contents, headings and titles, navigation buttons, swipe screens, verbal commands, links and images <p>Language for expressing and developing ideas</p> <ul style="list-style-type: none"> Understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details, such as when, where and how (adverbs) Recognise the vocabulary in everyday contexts as well as learning area topics 	<p>This strand is not the focus of these learning experiences.</p>	<p>Texts in context</p> <ul style="list-style-type: none"> Discuss different texts and identify some features that indicate their purposes <p>Analysing, interpreting and evaluating</p> <ul style="list-style-type: none"> Describe some similarities and differences between imaginative, informative and persuasive texts Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning in texts by drawing on vocabulary and growing knowledge of context and text structures

Provocation <i>(What will you use/do to inspire children to actively engage in the learning?)</i>	Resources	Environment <i>(How will the indoor and outdoor environments reflect the learning intentions?)</i>
	<p>A procedural text to act as a model, such as <i>How to Make a Party Hat</i> https://www.wikihow.com/Make-a-Party-Hat (Appendix A).</p> <p>Resources required to complete the chosen procedural text; container/bucket, timer.</p>	

Children's curiosities and interests:

Teacher intentions	Learning experiences
<p>Notes</p> <ul style="list-style-type: none"> The focus of the teaching and learning is on exploring the structure and language features of procedures, such as aim, list of materials, steps in order, commands, action verbs, words that signal time. The topics for the procedures can be taken from content in other learning areas, such as: <ul style="list-style-type: none"> Science, Physical sciences – read or create a procedure to investigate some traditional games that use push/pull forces Humanities and Social Sciences, History – follow instructions to play a traditional game when looking at the similarities and differences between children’s and grandparents’ childhoods Health and Physical Education, Health Education: Personal, social and community health – read, view and create procedures that convey health messages, such as how to maintain a healthy body Mathematics – follow or create instructions to learn new mathematics games The learning experiences should be combined with opportunities to explicitly teach phonic and word knowledge through oral language and effective systematic approaches that align with the school context. <p>Assessment</p> <ul style="list-style-type: none"> Use the children’s first written procedure as a baseline writing sample for formative assessment. 	<p>Opportunities</p> <ul style="list-style-type: none"> Find a suitable procedural text, such as <i>How to Make a Party Hat</i>, that sets out how to make something. Share the text with the class and model how to read it, i.e. read the list of materials first to gather them, then refer to each section as needed. Make the item with the class. <ul style="list-style-type: none"> Draw attention to the action verbs, such as <i>create, use, add, glue, sprinkle</i>. Make a list of these and add to it over the course of the term. Explore how some words can be nouns or verbs, depending on how they are used, e.g. <i>glue, punch, brush, cut</i>. Provide the children with a number of sentences containing such words and identify if they are used as a noun or verb, for example: <ul style="list-style-type: none"> I have a pot of <i>glue</i>. Carefully <i>glue</i> the two pieces of paper together. Play a game to reinforce this learning. For example, place the sentences in a bucket at one end of the room and split the class into a number of relay teams. Take turns to walk quickly to the bucket, read a sentence and place it under a heading <i>Noun</i> or <i>Verb</i>. Set a timer for three minutes. The team with the most correct wins. Alternatively, have the children act out the sentences and see if the class can guess the word and if it is being used as a noun or a verb. Draw attention to adverbs or adverbial phrases that tell the reader how to carry out the action, such as <i>thinly, cut into small pieces</i>. Discuss why these are important. Ask the children to think of something they like to do or make. Ask them to write this as a procedure.



Teacher self-reflection:

Health and Physical Education, Health Education – Learning sequence 1

Western Australian Curriculum Personal, social and community health

Interacting with others

- Positive ways to react to their own emotions in different situations

Provocation <i>(What will you use/do to inspire children to actively engage in the learning?)</i>	Resources	Environment <i>(How will the indoor and outdoor environments reflect the learning intentions?)</i>
	Book: Llenas, A. (2016). <i>The Colour Monster</i> . Templar Books UK. (book or online read-aloud video) (Appendix A). Drawing materials.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
<p>Notes</p> <ul style="list-style-type: none"> The focus of the teaching and learning is to explore different emotions. It is important that all discussions are age appropriate and respectful of the children's past and present experiences. Teachers should use their knowledge of the children's contexts to determine whether these learning experiences need to be adapted. <p>Integration ideas</p> <ul style="list-style-type: none"> Mathematics <ul style="list-style-type: none"> Number and algebra – say, read, write and order numbers to 120 and recognise the repetition of the 0–9 sequence of digits. Skip count collections by twos, fives and tens from zero. Probability and statistics – answer simple questions of interest by collecting and comparing categorical data to record frequencies. <p>Assessment</p> <ul style="list-style-type: none"> Observe the children's understanding of emotions and initial ideas for ways to deal with them. 	<p>Opportunities</p> <ul style="list-style-type: none"> Engage the children by sharing a book about emotions, such as <i>The Colour Monster</i>. Invite the children to think about different emotions they have experienced. Encourage sharing, but allow children to 'pass' if they wish. <ul style="list-style-type: none"> Discuss each emotion, inviting the children to share 'how their body feels' when experiencing the emotion and what may cause the feeling (this is a complex question, so answers will be varied). Help the children to identify 'signs' that they might be feeling a certain emotion, e.g. 'butterflies in your stomach when you are nervous.' Conduct a simple survey with the class, to identify four emotions the children would like to learn more about. As a class, create a list of emotions on the board and accompany each one with an easily identified graphic symbol, such as a smiley face for happy, inverted eyebrows on an angry face, etc. Ask each child to choose four emotions from the list they would like to know more about. The children could take turns to draw a tick next to their four chosen emotions, or place four sticky notes to indicate their choices. Engage the children in counting the number of sticky dots next to each emotion and working out which four emotions had the most votes. Discuss each of those emotions carefully with the children, using appropriate examples and highlighting situations that commonly lead to them, what it may look/feel like and possible coping strategies. For example, 'When you are sad, sometimes you may feel like you are tired or don't want to do anything. Your face may look sad; for example, a frown. Trying to think about something else or going outside to play might help you feel better.'

Teacher intentions	Learning experiences
	<ul style="list-style-type: none">• Remind the children that people experience emotions in different ways and therefore, they might look different for everyone. Encourage the children to share their thoughts.• Invite the children to draw themselves feeling each of the four emotions.

Teacher self-reflection:

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Health and Physical Education, Physical Education – Learning sequence 1

Western Australian Curriculum Movement and physical activity		
Movement skills <ul style="list-style-type: none"> Introduce fundamental movement skills: <ul style="list-style-type: none"> Body management <ul style="list-style-type: none"> side roll (pencil) dynamic balance Locomotor <ul style="list-style-type: none"> jump (one foot) jump (distance) skip (step-hop movement) Object control <ul style="list-style-type: none"> overarm throw kick-off the grounds two-handed side strike Apply and consolidate fine and gross motor skills previously learnt through minor games and play situations Movement skills that combine the elements of effort, space and time 	Understanding movement <ul style="list-style-type: none"> Simple rules and fair play in partner or group activities, and minor games 	Interpersonal skills <ul style="list-style-type: none"> Cooperation skills in partner and group work during physical activity practices

Provocation <i>(What will you use/do to inspire children to actively engage in the learning?)</i>	Resources
	<p>Websites: Department of Education, Education Resources. Fundamental Movement Skills – <i>Fundamental Movement Skills</i> https://myresources.education.wa.edu.au/programs/fundamental-movement-skills (Appendix A);</p> <p>Australian Government Australian Sports Commission. SportAus – <i>Playing for Life Activity Card: Form a Group</i> https://www.ausport.gov.au/schools/resource-hub/p4l (Appendix A);</p> <p>Australian Government Australian Sports Commission. SportAus – <i>Playing for Life Activity Card: Get the bean bag</i> https://www.ausport.gov.au/schools/resource-hub/p4l (Appendix A).</p> <p>Cones/markers, tees, bats, balls.</p>
Children’s curiosities and interests:	

Teacher intentions	Learning experiences
<p>Notes</p> <p>Refer to the relevant section/s of the <i>Fundamental Movement Skills</i> resource.</p> <p>The focus of the teaching and learning is:</p> <ul style="list-style-type: none"> to practise the fundamental movement skill of two-handed side strike to practise fundamental movement skills and movement sequences while encouraging teamwork and coordination. <p>Tuning In</p> <ul style="list-style-type: none"> Read the SportAus activity card <i>Form a group</i> to understand the rules and safety instructions for playing the game. Collect equipment: <ul style="list-style-type: none"> Cones/markers. Mark out the playing area with cones/markers. <p>Activity 1</p> <ul style="list-style-type: none"> Read the skill criteria information for a two-handed strike in <i>Fundamental Movement Skills: Logbook</i>. Collect equipment: <ul style="list-style-type: none"> tee (1 per group) bat (1 per group) balls (3 per group) cones/markers. Prepare the activity area <ul style="list-style-type: none"> Tees set up across the playing area. One bat and three balls for each tee. Have a designated hitting zone so that children are hitting the balls away from other groups. <p>Concluding activity</p> <ul style="list-style-type: none"> Read the SportAus activity card <i>Get the bean bag</i> to understand the rules and safety instructions for playing the game. 	<p>Opportunities</p> <p>Tuning in</p> <ul style="list-style-type: none"> Explain to the class that they will run around (slowly and carefully) in random directions, avoiding body contact with other children, in the designated playing area. When a number is called out, they must form groups of that size. Begin playing and monitor that the children are playing safely. Continue to call out different numbers. Change the locomotor actions to include skipping, galloping, jumping and hopping. Provide guidance to the children that require support with performing the actions. End the activity when the children are in a group of four and state that this will be their group for the next activity. <p>Activity 1</p> <ul style="list-style-type: none"> Demonstrate and explain the skill criteria required and outline the steps to perform a two-handed strike. Model the skill of a two-handed strike several times before asking the children to move back into their groups from the previous activity. Have the children spread out over the learning area, taking turns to hit three balls off a tee. One child is the batter who will hit the balls into a designated area, while the other three in the group are fielders. After the batter completes three hits, they rotate so all the children have turns at batting. The fielders must collect one ball each and return it to the tee for the next batter to commence batting. Ensure all fielders are far back before the batter commences hitting the balls. Stop the play as needed to reteach and model the skill criteria. Focus questions: <ul style="list-style-type: none"> Where are your eyes looking? How are you holding the bat?

Teacher intentions	Learning experiences
<ul style="list-style-type: none"> Collect equipment: <ul style="list-style-type: none"> cones/markers balls. Use the balls from the previous activity instead of beanbags. Play the game as a team. Mark out the playing area with cones/markers. Have multiple games going at the same time. <p>Assessment</p> <ul style="list-style-type: none"> These lessons provide an opportunity to make formative assessment judgments and create anecdotal notes on the two-handed side strike. 	<ul style="list-style-type: none"> Are your feet ready to help you balance? <p>Concluding activity</p> <ul style="list-style-type: none"> The children remain in their teams and keep their three balls from the previous activity. Pair up each team with another team so that they are facing each other across the playing field. Demonstrate the <i>Get the bean bag</i> activity (with balls instead of beanbags) to the class by using two teams. <ul style="list-style-type: none"> One member from each team runs across the playing field at the same time to steal one ball from the other team. The child brings the ball back to their side, before the next team member goes and steals another ball. The first team to accumulate five balls is the winner.

Teacher self-reflection:

Humanities and Social Sciences – Learning sequence 1

Western Australian Curriculum Knowledge and understanding	Western Australian Curriculum Humanities and Social Science skills
<p>History</p> <ul style="list-style-type: none"> • How the present, past and future are represented by terms indicating time as well as by dates and changes that may have personal significance • The differences and similarities between children’s daily lives and life during their parents’ and grandparents’ childhoods and how daily lives have changed 	<p>Questioning and researching</p> <ul style="list-style-type: none"> • Reflect on current understanding of a topic • Sort and record selected information and/or data <p>Analysing</p> <ul style="list-style-type: none"> • Explore and discuss points of view <p>Evaluating</p> <ul style="list-style-type: none"> • Draw conclusions based on information and/or data

Provocation <i>(What will you use/do to inspire children to actively engage in the learning?)</i>	Resources	Environment <i>(How will the indoor and outdoor environments reflect the learning intentions?)</i>
	<p>A box or container suitable to make a time capsule including historical items (see Notes), items of personal significance (or photographs of them), drawing materials.</p> <p>Book, such as: Fox, M. (1984). <i>Wilfrid Gordon McDonald Partridge</i>. Scholastic Books (Appendix A).</p>	

Children's curiosities and interests:

Teacher intentions	Learning experiences
<p>Notes</p> <ul style="list-style-type: none"> • Key concepts: continuity and change, empathy. • The focus of the teaching and learning is for the children to explore events of personal significance from their past, present and future. • Prepare a time capsule by filling a box with items that signify the past, e.g. a feather for a pen, glass bottle filled with milk, clothing items from the past, a candle, knitting needles. <p>Integration ideas</p> <ul style="list-style-type: none"> • English – oral language. • The Arts, Drama – communicating using dramatic actions. <p>Assessment</p> <ul style="list-style-type: none"> • Observe the children role-playing living in the past and ask them questions about how the particular activity they are doing has changed over time. 	<p>Opportunities</p> <ul style="list-style-type: none"> • Show the class the time capsule you have prepared and invite them to share their predictions about what is inside. Encourage the use of specific terminology to describe time, e.g. then, now, in the past or the olden days. • Create a word wall of the terms used. • Present each item from the capsule to the children for examination. Invite the class to reflect on their current understanding of each item and its purpose and share their thoughts with one another through a cooperative learning strategy, such as talking partners or an inside outside circle. • Have the children work in small groups to role-play living in the olden days using items from the time capsule, e.g. living in a house with the only source of light being a candle, writing using feather and ink (paint) or delivering milk like the milkman did in the past. During role-play, encourage the children to show empathy to the way of life in the olden days and explore points of view about what challenges people may have faced in those situations. • Inform the class that the items in the time capsule represent a long time ago, possibly, before their grandparents were children. • Read a book to the class about memories from the past that hold significance, such as <i>Wilfrid Gordon McDonald Partridge</i>. Discuss the character Miss Nancy and how the objects Wilfrid takes to her help her remember significant events from her past. • Show the class some objects that hold personal significance for the teacher and explain why, using time references and dates. • Ask the children to bring in an objects or toys from home that hold personal significance that they used when they were younger. Alternatively, ask the children to bring a photograph of an item. • Place the children in small groups and ask them to explain the significance of their item using language denoting the past. • Ask the children to draw their item and write a sentence about it.



Teacher self-reflection:

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Mathematics – Learning sequence 1

Western Australian Curriculum Number and algebra	Western Australian Curriculum Measurement and geometry	Western Australian Curriculum Probability and statistics
<p>Understanding number</p> <ul style="list-style-type: none"> Say, read, write and order numbers to 120 and recognise the repetition of the 0–9 sequence of digits. Skip count collections by twos, fives and tens from zero Explore different ways to equally group or share small collections Explore and create a half by dividing a physical whole into two equal parts or a collection into two equal quantities, using the language of sharing and grouping <p>Patterns and relationships</p> <ul style="list-style-type: none"> Continue and create repeating patterns. Explore and label repeating patterns to show how many of each element is in a repeat unit (core) 	<p>Non-spatial measurement</p> <ul style="list-style-type: none"> Read the time on digital clocks and make connections to routines. Explore and describe duration informally in years, months, weeks, days, hours, minutes and seconds 	<p>This strand is not the focus of these learning experiences.</p>

Provocation <i>(What will you use/do to inspire children to actively engage in the learning?)</i>	Resources	Environment <i>(How will the indoor and outdoor environments reflect the learning intentions?)</i>
	<p>Collections of objects /manipulatives (such as popsticks, bread tags, bottle caps or counters), word problems on think boards, concrete materials, drawing materials, hundreds charts, colouring pencils/crayons, flip charts, long number tracks; songs suitable for Activity 2, clipboards and paper with relevant table included, drawing materials (including small pieces of paper), glue, charts labelled with durations, stop watches, even number cards.</p> <p>Resource: Images of collections of items on a page (Appendix A).</p> <p>Book: Matthew, P. A. (2003). <i>A Year on Our Farm</i>. (Scholastic Australia (Appendix A).</p> <p>A formative assessment template (Appendix B).</p>	

Children's curiosities and interests:

Teacher intentions	Learning experiences
<p>Notes</p> <p>Skip counting</p> <ul style="list-style-type: none"> The children will have had many experiences skip counting small collections. They will count larger collections in these learning experiences. <p>Halves – halves of collections</p> <ul style="list-style-type: none"> The children have had opportunities to make halves out of different media and have associated this to whole objects and collections. The children have created halves using different materials. These learning experiences provide an opportunity for the children to explore halves of collections. <p>Grouping and sharing</p> <ul style="list-style-type: none"> As the children explore halves of collections, they explore grouping and sharing small collections into two groups. While exploring halving collections, the children describe the actions using the language of sharing and grouping <p>Duration</p> <ul style="list-style-type: none"> The children will have opportunities to discuss the duration of seconds, minutes, hours, days, weeks and months. These concepts have been taught incidentally throughout the year; however, these are opportunities to explicitly teach the concepts and clarify any misunderstandings. <p>Assessment</p> <ul style="list-style-type: none"> Observe the children’s behaviours and strategies when sharing collections into two groups. Record the children’s skip counting fluency and strategies. A formative assessment template is included in Appendix B. 	<p>Opportunities</p> <p>Activity 1</p> <ul style="list-style-type: none"> Review one-half as two equal parts of a whole and a collection. Invite the children to share collections demonstrating halves. Guiding questions may include: <ul style="list-style-type: none"> How many groups do we need to make in order to halve these manipulatives? How shall we share them out? How can we count them efficiently? Provide the children with many opportunities to share collections into two groups and see each group as half. Ensure the materials provided for this activity are even quantities. Provide the children with word problems on a think board, such as: <ul style="list-style-type: none"> Lou wanted to share 12 toy cars between her two children. How many will each child get? <p>Have the children use concrete materials to work out the sharing problem, then draw a picture to represent this. Encourage the children to write a number sentence that uses language of sharing or grouping. The children may write ‘12 shared by 2 is 6’ and, with assistance, ‘$12 \div 2 = 6$.’</p> Continue to provide everyday sharing situations that are relevant to the children to allow multiple attempts to practise sharing a collection into halves. Reinforce that the result of sharing an even collection into two equal groups creates half. Practise skip counting with the class incidentally throughout the school day where appropriate, such as lining up, making groups of five or bundling by ten. Hand-out collections (total must be a multiple of two, five or ten) of materials such as popsticks, bread tags, bottle caps or counters). Invite the children to count the quantities as quickly as possible. Discuss strategies used and reinforce that skip counting is a quicker strategy than counting by ones.

Teacher intentions	Learning experiences
	<ul style="list-style-type: none"> • Use the provided images of collections of items on a page and invite the children to use skip counting to count all the items. The children may circle two at a time when counting by twos. Ask the children to write each number as they count on the page or a white board, as a list of numbers, e.g. 2, 4, 6, 8 etc. • Repeat the above activity for different collections, allowing for items to be counted by twos, fives and tens, asking the children to write the numbers as they count. • Provide the children with a hundreds chart and ask them to colour the numbers counted by twos, fives and tens in different colours up to 50, or beyond to 100 if appropriate for the children's ability. Encourage the children to observe the patterns in each counting sequence. Ask the children to talk to a peer about the patterns they have found and then extend the pattern of coloured numbers further if possible. • Repeat skip counting activities as a class using supports, such as large hundreds charts, flip charts and long number tracks. <p>Activity 2</p> <ul style="list-style-type: none"> • Singing songs related to calendars and time can be useful ways to tune the children in to lessons. Use songs that include the order of the days of the week, the order of the months, how many months make a year, and seasons. • Take the class outside and sit in a shaded area where the children can observe a natural environment (such as a garden or bushed area) provide clipboards and paper with a table including the headings <i>seconds, minutes, hours, days, months</i> and <i>years</i>. Have the children record their observations of the surroundings under the headings, for example: <ul style="list-style-type: none"> ▪ I saw a butterfly for <i>seconds</i>. ▪ The caterpillar wriggled along the log for <i>minutes</i>. ▪ The flowers are on the bush for <i>days</i>. ▪ I know the tree has been growing for <i>years</i>. Times will be estimates.

Teacher intentions	Learning experiences
	<ul style="list-style-type: none"> Discuss with the children the many different ways we see time in everyday life. Scribe the children's thoughts, ideas and knowledge about the concepts of time. Guide the discussion to include suggestions for years, months, weeks, days, hours, minutes and seconds. Brainstorm activities for each of the aforementioned durations. Read the book <i>A Year on Our Farm</i> and after reading, identify events in the text or images that last for different durations, such as: <ul style="list-style-type: none"> It takes minutes to eat an apricot. It takes seconds to throw the hay bale out of the truck. The cat sleeps for hours under the tomato bush. The cow eats grass all day. Summer lasts for three months. It takes a year to go from Summer to Summer again. Encourage the children to draw pictures of events from the text on small pieces of paper. Ask them to the pictures into durations and glue onto charts labelled with seconds, minutes, hours etc. Display the charts in duration order. <p>Small group opportunities</p> <ul style="list-style-type: none"> Have the children illustrate everyday events that are relevant to them and add them to the posters made after reading <i>A Year on Our Farm</i>. Provide the children with stopwatches and have them time each other doing things such as taking shoes off, putting on a jumper, going to get a drink, to determine if the activity takes seconds or minutes. Provide the children with the opportunity to sequence days of the week and months of the year, using matching puzzles or card games. Have the children role-play pretending they work in an office scheduling appointments using the language of time, or on a farm using the language of duration, such as seasons.

Teacher intentions**Learning experiences**

- Have the children pick an even number card and collect the equivalent amount in counters. Encourage them to use counting strategies, such as skip counting, to facilitate this. Then, have the children create two equal groups out of that collection and highlight that those are halves.

Teacher self-reflection:

Science – Learning sequence 1

Western Australian Curriculum Science understanding	Western Australian Curriculum Science inquiry
<p>Physical sciences</p> <ul style="list-style-type: none"> The strength and direction of a push or a pull force affects how an object moves or changes shape 	<p>Questioning</p> <ul style="list-style-type: none"> Pose questions and make predictions based on knowledge and experiences <p>Processing, modelling and analysing</p> <ul style="list-style-type: none"> Sort and order data using provided tables and represent data using visual or physical models <p>Communicating</p> <ul style="list-style-type: none"> Communicate observations, ideas, and findings using everyday and scientific vocabulary

Provocation <i>(What will you use/do to inspire children to actively engage in the learning?)</i>	Resources	Environment <i>(How will the indoor and outdoor environments reflect the learning intentions?)</i>
	A variety of toys from the past and present (see Notes), baskets/boxes, hoops, whiteboard, drawing materials, playdough.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
<p>Notes</p> <ul style="list-style-type: none"> The focus of the teaching and learning is child-led exploration of the toys that will be investigated over this unit of work. A variety of toys is recommended, such as cars, dolls with moving parts, slinky, bowling pins and balls. Supply the class with movement-specific terms to use during discussions, e.g. <i>push, pull, roll, quick, slow</i>. <p>Integration ideas</p> <ul style="list-style-type: none"> English – visual text construction. Humanities and Social Sciences – exploring toys from the past and present. Mathematics – answer simple questions of interest by collecting and comparing categorical data to record frequencies. <p>Assessment</p> <ul style="list-style-type: none"> Assessment of the children’s learning based on the illustrations they create showing push or pull forces to work a toy. Verbal explanations and demonstrations of changes the children made to the playdough – observe their understanding of the change to the size and shape of the playdough but not the substance. 	<p>Opportunities</p> <ul style="list-style-type: none"> Invite the class to share their understanding of how different toys move. Pose the question ‘What do you need to do with the toy to create movement?’ Arrange the class into two groups. Provide each group with a basket of toys to explore their movement. Swap baskets after a period of time. Bring the class together and examine all the different toys asking: <ul style="list-style-type: none"> Have you seen this toy before? What makes this toy move/work/run? What can you do with this toy? As a class, sort the toys according to how they move. Use hoops for each different category. Model how to enter information onto a bar graph on the whiteboard, using categories such as wheels, strings, buttons. Discuss the data gathered and discover the most common way the toys moved. Have the children independently draw one of the toys they explored earlier in the lesson and, with assistance, add arrows to demonstrate any push or pull actions required to operate the toy. Observe the children during exploration and scribe key words and phrases about toy movement into a chart or book to refer to throughout the term. Give each child a small amount of playdough, and time to manipulate and explore the dough. Ask questions and give instructions to draw out the idea that the shape and size of the playdough can be changed by pushing and pulling, but the substance remains for the same. For example, ‘When you pull the playdough apart into two pieces, what are the two pieces made of? Are they different from each other?’ With a partner, have the children show a change they can make to the playdough and explain what has happened. For example, ‘I push the playdough onto the desk and it becomes flat like a pancake. It is still playdough.’



Teacher self-reflection:

Technologies – Learning sequence 1

Western Australian Curriculum Design and Technologies	Western Australian Curriculum Digital Technologies	Western Australian Curriculum Design thinking skills
Food specialisations <ul style="list-style-type: none"> Familiar foods are sourced from various places Foods are prepared in a range of ways for consumption Technologies and society <ul style="list-style-type: none"> People use technologies to create products for personal needs 	Digital systems <ul style="list-style-type: none"> Digital systems have hardware and software that are used together 	Design and Technologies Evaluating <ul style="list-style-type: none"> Use personal preferences to evaluate the solution for a personal need Digital Technologies Project management <ul style="list-style-type: none"> Share ideas and work with others to develop a solution

Provocation <i>(What will you use/do to inspire children to actively engage in the learning?)</i>	Resources	Environment <i>(How will the indoor and outdoor environments reflect the learning intentions?)</i>
	<p>A range of real or play food items (fresh/packaged, plant-based/animal-based, needs preparation/ready to eat), sorting hoops or trays, drawing materials; remote controlled/codable robots and/or robot vacuum cleaners (if possible), or videos of robot waiters, drawing materials.</p> <p>Video: ABC iView. <i>George the Farmer</i> https://iview.abc.net.au/show/george-the-farmer/series/1/video/ZW1972A001S00 (Appendix A).</p>	

Children's curiosities and interests:

Teacher intentions	Learning experiences
<p>Notes</p> <ul style="list-style-type: none"> • In Technologies, Design and Technologies, the children will develop an understanding that foods come from different sources, and food preparation will be introduced as a design process. • Be aware of any allergies in the class that could be triggered by the handling of certain foods. • In Technologies, Digital Technologies, the children will investigate solutions to everyday problems or tasks by thinking about automation and designing a robot that could complete these tasks at home or in the classroom. <p>Integration ideas</p> <ul style="list-style-type: none"> • Science, Biological sciences – plants and animals have external features that serve a purpose and by which they can be grouped. <p>Assessment</p> <ul style="list-style-type: none"> • Observe how the children identify food sources. • Record the children's use of personal preferences when discussing foods. 	<p>Opportunities</p> <p>Design and Technologies</p> <ul style="list-style-type: none"> • Invite the children to explore a range of real and play foods and ask: <ul style="list-style-type: none"> ▪ What foods do you recognise? ▪ What do you like to eat at home or at school? • Ask the children to sort the foods into groups and discuss how they made their decisions. Groups could include fresh/packaged, plant-based/animal-based, needs preparation/ready to eat. • Introduce the idea that foods come from different places: <ul style="list-style-type: none"> ▪ plants (fruit, vegetables, grains) ▪ animals (milk, eggs, meat) ▪ factories (bread, cereal, yoghurt). • View an episode from the series <i>George the Farmer</i>. <ul style="list-style-type: none"> ▪ Discuss how food changes before we eat it: washing, cutting, mixing, cooking. • Encourage the children to share their personal food preferences, discussing their favourite foods and foods they do not enjoy. They could then draw the journey of a food from farm to plate. <p>Digital Technologies</p> <ul style="list-style-type: none"> • Invite the children to role-play being robots and complete simple tasks in character. • If possible, arrange for a demonstration using remote controlled/codable robots; robot vacuum cleaners, or videos of robot waiters. • Reintroduce the concept of automation, which the children were exposed to in Term 3. <ul style="list-style-type: none"> ▪ What is the purpose of automation (robots)? ▪ How do they help meet the needs of the community? ▪ How could a robot help your community/you and your family?

Teacher intentions	Learning experiences
	<ul style="list-style-type: none"> • In pairs, have the children think about tasks at home or at school that they wish a robot could perform, e.g. making the bed, putting toys away. <ul style="list-style-type: none"> ▪ Ask the children to perform the task without speaking, for the class to guess what it is. • As a class, discuss ways in which automation could help with those tasks. Invite the children to share ideas, based on imagination or on previous experiences. • Have the children explore ideas for designs and represent them in labelled drawings. • Have the children work collaboratively to reflect on 'problems' (tasks) they would like robots to complete and how they could do that. Ask them to reflect on the steps necessary to complete the task.

Teacher self-reflection:

The Arts, Music – Learning sequence 1

Western Australian Curriculum Making	Western Australian Curriculum Responding
<p>Ideas</p> <ul style="list-style-type: none"> • Use of symbols, notation, movement and relevant technology to explore and communicate music ideas <p>Skills</p> <ul style="list-style-type: none"> • Development and consolidation of aural skills by exploring the elements of music, including: <ul style="list-style-type: none"> ▪ rhythm (difference between beat and rhythm; terminology and notation: graphic and standard I, □, Z) ▪ tempo (getting faster, getting slower) ▪ pitch (explore a limited pitch set) ▪ dynamics (use terminology and symbols for loud (<i>forte</i>, <i>f</i>) and soft (<i>piano</i>, <i>p</i>)) ▪ form (echo patterns, call and response) ▪ timbre (recognition of familiar sounds produced by instruments, voice and sound sources) to create music <p>Performance</p> <ul style="list-style-type: none"> • Development of performance skills (singing in tune, moving and playing classroom instruments with correct timing) 	<ul style="list-style-type: none"> • Places and occasions where different types of music are experienced and performed • Personal responses expressing ideas and feelings about the music they listen to and make

Provocation <i>(What will you use/do to inspire children to actively engage in the learning?)</i>	Resources	Environment <i>(How will the indoor and outdoor environments reflect the learning intentions?)</i>
	<p>Music: The Learning Grove. <i>Mi Cuerpo Hace Musica</i> https://www.youtube.com/watch?v=dRxwOL7J7x0 (Appendix A);</p> <p>Joao Viriato. <i>Rimsky Korsakov Capriccio Espagnol Op34</i> <i>Berliner Phil Dir Zubin Mehta YouTube</i> https://www.youtube.com/watch?v=Lh6mDL-VwYw (Appendix A).</p> <p>Website: Kodály Australia, Classroom Resources, Flashcards – <i>Rhythm Set</i> https://kodaly.org.au/resources/ (Appendix A).</p> <p>Materials to make a large chart or an interactive whiteboard; music mystery bag and suggested non-tuned percussion instruments (see Notes), teacher-created rhythm cards (or sourced from suggested website); interactive whiteboard (if available).</p>	

Children's curiosities and interests:

Teacher intentions	Learning experiences
<p>Notes</p> <p>Welcome activity</p> <ul style="list-style-type: none"> It may be helpful to create a large chart either on the interactive whiteboard or as a physical chart, where instruments discovered over the lessons of this term can be added on the chart in their appropriate families of instruments. The provided link for <i>Mi Cuerpo Hace Musica</i> is an English and Spanish recording of the song as a cartoon. This is a simple song that expresses the idea that we can make music with our bodies (body percussion) – a concept that has been developed during the year. There are also many other ways to make music. <p>Beat activity</p> <ul style="list-style-type: none"> Suggested non-tuned percussion instruments for the ‘music mystery bag’ are agogo bell, tambourine, woodblock, maraca, cow bell and guiro. If any of the suggested non-tuned percussion instruments are not available, source pictures and sounds of them. Use the audio without the visual and challenge children to name the instrument they hear. If three or four of each instrument are available (18–24 in total), distribute around the circle of children in an alternating pattern (i.e. agogo bell, tambourine, woodblock, maraca, cow bell, guiro, then repeat the sequence). If there are less instruments available, distribute around the circle evenly and children rotate the instruments around the circle in a clockwise direction. Ensure that enough rotations happen for all the children to have a turn at playing one or more of the available instruments. Guide the discussion using the following questions: <ul style="list-style-type: none"> What sounds can you hear? What instruments do you think you hear in the ‘mystery music bag’? Do you know the name of this instrument? What ways can this instrument be played? 	<p>Opportunities</p> <p>Welcome activity</p> <ul style="list-style-type: none"> Welcome children to the music space by singing <i>Mi Cuerpo Hace Musica</i> with the video playing. Sing again and invite children to copy the actions of the song. Explain the meaning of the Spanish words (provided in the video) and how they correlate with the actions of the song. Sing the song line-by-line in English with the actions and invite the children to echo. Speak through the song line-by-line in Spanish and invite the children to echo. Then sing the song line-by-line in Spanish with actions as the children echo. Sing the song several times completely in English and Spanish with actions, encouraging the children to participate as they are able. <p>Beat activity</p> <ul style="list-style-type: none"> Explain that there are several countries that speak Spanish as their first language (Mexico, Peru and Spain), and that there are non-tuned percussion instruments that are specific to those countries and that these are used in their music. Produce the ‘music mystery bag’ containing the suggested non-tuned percussion instruments (see Notes) and shake it. Ask the children if they can recognise any of the sounds they hear. If the children are able to accurately identify one of the instruments, retrieve it from the bag and play it for them with correct technique (or select a child to). Name it and display it at the front of the classroom. Continue the process and then identify any instruments they are unable to name or haven’t heard or seen before. Check in with the children about what they think is the correct technique to use when playing the instruments.

Teacher intentions	Learning experiences
<ul style="list-style-type: none"> Is it shaken, tapped, scraped or banged? <p>Rhythm activity</p> <ul style="list-style-type: none"> Rhythm flashcards are available as a free download from <i>Kodály Australia</i>. Whether creating rhythm cards or using the suggested website, ensure that only the known rhythm durations are used (i.e. crotchets, quavers, crotchet rests). Varying the group of children required to respond to the visual rhythm prompt, assists them to familiarise themselves with the characteristics of non-tuned percussion instruments. Rotating them gives them the opportunity to play different instruments but also to encourage them to think about the instruments they are playing and to respond appropriately to the instruments selected to play. <p>Listening to music</p> <ul style="list-style-type: none"> <i>Capriccio Espagnol</i> is a suite of five movements written by Rimsky Korsakov (a Russian composer of the nineteenth century) and based on Spanish folk music. <i>Alborada</i> is the first movement of the five. Woodwind instruments share the following features: <ul style="list-style-type: none"> cylindrical shape holes or keys to cover holes fixed mouthpiece sound is produced by blowing air through the instrument most are played using a reed traditionally have been made of wood (the saxophone is a new addition to the family and is made of metal but is played using a reed). Stimulus questions <ul style="list-style-type: none"> Is the tempo fast (allegro) or slow (largo) or in between (moderato)? Can you tell me a musical word for that tempo? Do you know what this instrument is called? What family of instruments does it belong to? 	<ul style="list-style-type: none"> When all the suggested instruments have been displayed, invite the children to make a circle. Distribute the instruments around the circle in an alternating sequence. Sing the song <i>Mi Cuerpo Hace Musica</i> again in Spanish and English and invite children to play the beat (keep in time) on the instrument they have been given. In between singing in Spanish and English, instruct the children to pass the instrument they have played to the left in the circle. Repeat the song, rotating instruments around the circle as described. If any children have not got an instrument on a rotation, ask them to sing with the actions, standing up if they can. Allow for several rotations. <p>Rhythm activity</p> <ul style="list-style-type: none"> Keep the class in the circle formation with the instruments that were used in the previous activity. Introduce the rhythm flashcards and ‘practise’ a few rhythms (by clapping) without the instruments. Use the rhythm flashcards and prompt the children to play the displayed rhythm on the instruments. Vary the selection of children that are asked to play. For example: <ul style="list-style-type: none"> all the children at the same time groups of instruments sections of the circle wooden instruments metal instruments defined by the way the instrument is played (shaken, hit, scraped) children without an instrument (clap or body percussion) alternate children. Rotate the instruments to the left after every few rhythms.

Teacher intentions	Learning experiences
<ul style="list-style-type: none"> ▪ Can you name another woodwind instrument? (Flute, bassoon, oboe, piccolo, saxophone.) ▪ What is the non-tuned percussion instrument seen at the beginning? ▪ Can you do a different movement when the clarinet plays? ▪ How many different moves will there be for the music? (two) <p>Assessment</p> <ul style="list-style-type: none"> • Use checklists to assess the children's ability to: <ul style="list-style-type: none"> ▪ perform a rhythm on a non-tuned percussion instrument with accuracy ▪ read a rhythm accurately ▪ play non-tuned percussion instruments with correct technique ▪ sing in tune ▪ move with intention to the beat of music ▪ identify changes in the form of music through movement response ▪ use appropriate music terminology. 	<ul style="list-style-type: none"> • Gather the class and return the instruments. <p>Listening to music</p> <ul style="list-style-type: none"> • Play the music <i>Alborada</i> from <i>Capriccio espagnole</i> – the first minute and a half of the provided recording. • If an interactive white board is being used, allow the class to view the recording as the instruments are featured. • Lead a discussion on the clarinet and the family it belongs to (woodwind). • Ask the class if they can identify the non-tuned percussion instrument featured at the beginning of the recording (tambourine). • Using the stimulus questions (see Notes) as a guide, ask the class to identify the tempo. • Play the music again and invite the children to move to the beat of the music. Guide the children, with suggestions, to perform two different movements to the music; one for the clarinet sections and a different one for the orchestral sections. • At the end of that section of music, have the children pose as a signal that the music is finished. • Play through twice so the children have an opportunity to practise their movements to the beat. <p>Conclusion</p> <ul style="list-style-type: none"> • Sing <i>Mi Cuerpo Hace Musica</i> again to conclude the music learning.

Teacher self-reflection:

The Arts, Visual Arts – Learning sequence 1

Western Australian Curriculum Making	Western Australian Curriculum Responding
<p>Ideas</p> <ul style="list-style-type: none"> • Exploration of, and experimentation with, the visual art elements of shape, colour, line, space and texture • Exploration of different materials, media and/or technologies, when creating artwork <p>Skills</p> <ul style="list-style-type: none"> • Development of artistic skills through experimentation with: <ul style="list-style-type: none"> ▪ shape (geometric shapes) ▪ colour (mixing primary colours to create secondary colours) ▪ line (broken, jagged, dashed) ▪ space (background, foreground) ▪ texture (changes in texture; transfer of texture) to create artwork <p>Production</p> <ul style="list-style-type: none"> • Use of visual art elements and techniques, to create 2D and 3D artwork, that communicate an idea to an audience 	<ul style="list-style-type: none"> • Appreciation of different types of artwork, and where and how it is displayed • Personal opinions, feelings and ideas about artwork they view and make

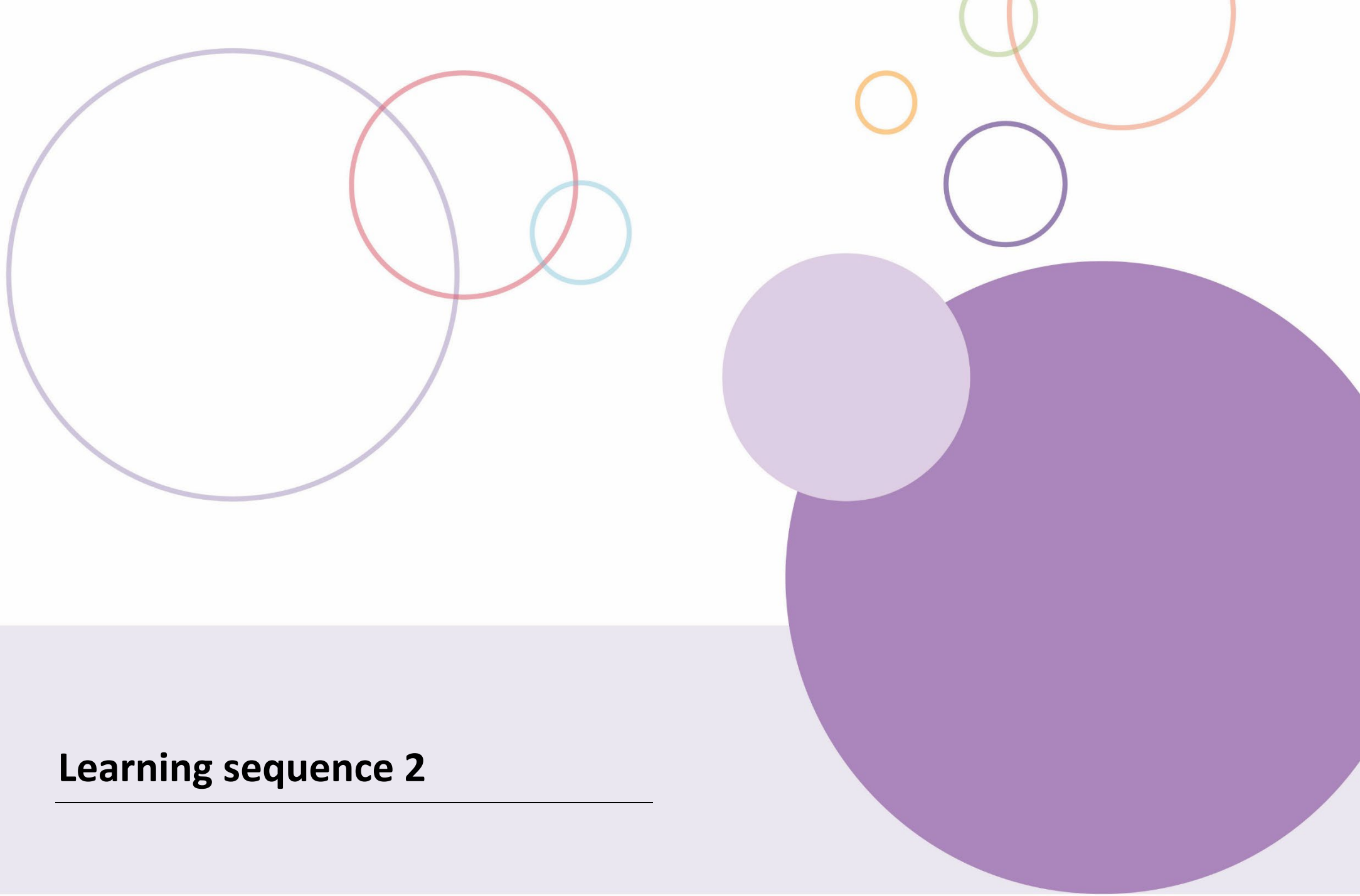
Provocation <i>(What will you use/do to inspire children to actively engage in the learning?)</i>	Resources	Environment <i>(How will the indoor and outdoor environments reflect the learning intentions?)</i>
	Pictures of artworks depicting fireworks, drawing materials and/or mini whiteboards; sheets of white A3 paper, paints and paintbrushes; eye droppers, toothbrushes, forks, scrubbing brush, cardboard cylinder, toothpicks; glitter, rice, paper confetti.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
<p>Notes</p> <ul style="list-style-type: none"> The focus of the teaching and learning is to develop and experiment with art skills, using line, shape and colour to develop a firework artwork. Together, consider the audience and purpose of the art and display for others to view and enjoy. Source pictures of artworks depicting fireworks to discuss with the children. Review how the element of line can be represented in different ways, e.g. straight, curved, squiggle. Review primary and secondary colours. <p>Integration ideas</p> <ul style="list-style-type: none"> English – descriptive language and topic specific vocabulary. Mathematics – shape names and features. <p>Assessment</p> <ul style="list-style-type: none"> Use the children’s work sample to monitor each child’s use of line and colour. 	<p>Opportunities</p> <ul style="list-style-type: none"> Nurture a discussion about fireworks and pose questions to connect with personal experiences, such as: <ul style="list-style-type: none"> Who has seen fireworks? When do fireworks usually happen? Show the class a picture of fireworks. Focus the children’s attention on colours, lines and shapes created in fireworks using questions such as: <ul style="list-style-type: none"> What sort of lines can you see in this fireworks picture, e.g. dotted, straight, curved. Have the children practise drawing a variety of lines on a mini whiteboard. Observe the colours used in the picture of the firework and discuss what can be seen. <ul style="list-style-type: none"> Are they primary or secondary colours? <p>List the observable primary and secondary colours and review the colours that mix to make secondary colours.</p> <ul style="list-style-type: none"> Discuss how the artist has used the element of line to create the fireworks. <ul style="list-style-type: none"> Can we see the movement of the firework in the art? What technique is the artist using to create this? For example, curved lines form the suggestion of movement. Model creating a firework print using the following steps: <ul style="list-style-type: none"> fold a sheet of white A3 paper in half and reopen it use paint to create a firework shaped image on one half of the page refold the paper and press down to make a print re-open paper and discuss how the lines and colours have changed. Provide the children with white A3 paper and invite them to choose from a variety of paint colours for their print. <ul style="list-style-type: none"> Guide the class through the modelled print process for the children to complete their own.

Teacher intentions	Learning experiences
	<ul style="list-style-type: none"> • Have the children experiment with creating firework shaped artwork using a range of different materials. <ul style="list-style-type: none"> ▪ Provide options, such as eye droppers, paint brushes, toothbrushes, forks, scrubbing brush, cardboard cylinder with slits cut at one end and flayed out, toothpicks. ▪ Encourage the children to add detail to their work, e.g. glitter, rice, paper confetti. • As a class, reflect on how artists use colour to invoke emotion. Questions may include: <ul style="list-style-type: none"> ▪ Why did the artist use bright colours to represent the fireworks? ▪ How did the artist's artwork make you feel? How do you feel about your artwork? • Decide with the children how and where to display and present the completed artworks.

Teacher self-reflection:



Learning sequence 2

English – Learning sequence 2

Western Australian Curriculum Language	Western Australian Curriculum Literature	Western Australian Curriculum Literacy
<p>Text structure, organisation and features</p> <ul style="list-style-type: none"> Explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain Explore how print and digital texts are organised using features, such as page numbers, table of contents, headings and titles, navigation buttons, swipe screens, verbal commands, links and images <p>Language for expressing and developing ideas</p> <ul style="list-style-type: none"> Understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details, such as when, where and how (adverbs) Compare how images in different types of texts contribute to meaning 	<ul style="list-style-type: none"> This strand is not the focus of these learning experiences. 	<p>Texts in context</p> <ul style="list-style-type: none"> Discuss different texts and identify some features that indicate their purposes <p>Interacting with others</p> <ul style="list-style-type: none"> Use interaction skills, including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions <p>Analysing, interpreting and evaluating</p> <ul style="list-style-type: none"> Describe some similarities and differences between imaginative, informative and persuasive texts Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning in texts by drawing on vocabulary and growing knowledge of context and text structures

Provocation <i>(What will you use/do to inspire children to actively engage in the learning?)</i>	Resources	Environment <i>(How will the indoor and outdoor environments reflect the learning intentions?)</i>
	<p>Website: <i>How to Make Play Dough - Easy No Cook Recipe! Sea Lemon</i> https://www.youtube.com/watch?v=oAlAm6BF0fs (Appendix A).</p> <p>Ingredients or materials to make, for example, play dough; a simple, enlarged procedural text.</p> <p>Example <i>Features of procedures</i> (Appendix A).</p>	
Children's curiosities and interests:		

Teacher intentions	Learning experiences
<p>Notes</p> <ul style="list-style-type: none"> Continue teaching procedural writing through the topic of choice. An example has been included here but adjust to suit the context of the class. The learning experiences should be combined with opportunities to explicitly teach phonic and word knowledge through oral language and effective systematic approaches that align with the school context. <p>Assessment</p> <ul style="list-style-type: none"> Continue to observe the children's work and make anecdotal records regarding structure, vocabulary, linking words and so on. See <i>Features of procedures</i> for criteria (Appendix A). 	<p>Opportunities</p> <ul style="list-style-type: none"> Provide the children with a simple, enlarged procedural text. Read it together to identify: <ul style="list-style-type: none"> structural features, such as headings and sub-headings; for example, ingredients, materials, method, numbers, images verbs and adverbs that indicate what to do and how to do it words that indicate time order; for example, <i>first, then, finally</i>. Place the class in small groups with a range of procedural books, such as art project books, recipe books, manuals. Have each group choose a procedure and identify the parts listed on the board using sticky-notes. Encourage each group to share with the class. Make reference charts of these language features for the class to refer to later. Watch a suitable procedure online that uses spoken words and images. Use this to co-construct a written procedure with the children. An example is <i>How to Make Play Dough - Easy No Cook Recipe! Sea Lemon</i>. <ul style="list-style-type: none"> Use the co-constructed written text to make the dough in small groups. Edit and adjust the instructions throughout or after the activity as needed.

Teacher self-reflection:

Health and Physical Education, Health Education – Learning sequence 2

Western Australian Curriculum Personal, social and community health

Interacting with others

- Positive ways to react to their own emotions in different situations

Provocation <i>(What will you use/do to inspire children to actively engage in the learning?)</i>	Resources	Environment <i>(How will the indoor and outdoor environments reflect the learning intentions?)</i>
	Book: Lang, S. (2018). <i>Grumpy Monkey</i> . Penguin Random House. (book or online read-aloud video) (Appendix A). A4 paper, drawing materials.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
<p>Notes</p> <ul style="list-style-type: none"> The focus of the teaching and learning is to identify strategies the children can use to deal with their emotions. When discussing these strategies, it's important that the situations and examples are relevant to the children's contexts and experiences. <p>Assessment</p> <ul style="list-style-type: none"> Observe the way the children identify strategies they might use to respond to their emotions and different situations. 	<p>Opportunities</p> <ul style="list-style-type: none"> Begin the experience by reading the story <i>Grumpy Monkey</i> (or view an online read-aloud video) and ask the children to think about whether they've ever felt grumpy, and how they've dealt with it. Highlight that it's normal to feel grumpy, or sad or worried, sometimes and that often these feelings will pass after a bit of time. Revisit the discussions from the previous Learning experience on the four focus emotions, and the strategies children can use to deal with different emotions. Explain, through real life, age-appropriate examples that some situations, although upsetting can be 'let go' of and others require more serious action (seeking support from an adult). Guide children through identifying the differences between these situations, such as: <ul style="list-style-type: none"> Examples of situations I can 'let go' of – 'Someone took my pencil but gave it back when I asked,' or 'Someone said something silly that does not hurt me.' <ul style="list-style-type: none"> Discuss situations in which walking away might be a good strategy, using real-life examples that are relevant to the children. Examples of situations in which help may be needed – someone saying something very upsetting or inappropriate, someone being physically hurt, or someone finding it difficult to cope with their emotions. <ul style="list-style-type: none"> Extend these examples to identify the people that children might get help from and how they can access these people. For example, during playtime if someone gets hurt, children may walk to the duty teacher and explain what has happened and the location of the incident. Guide the children to fold a piece of A4 paper into four squares and illustrate two situations: one that does and one that does not require assistance from an adult. Under each situation, ask the children to write or illustrate a strategy they can adopt in such situations, e.g. walk away or speak to the duty teacher.

Teacher intentions	Learning experiences
	<ul style="list-style-type: none">• Focus the conversation on the importance of remaining calm. Provide the children with a few strategies to help them achieve this, e.g. counting to ten, taking two deep breaths.<ul style="list-style-type: none">▪ Practise some of these exercises with the children, helping them identify how their bodies and minds feel once they have taken the deep breaths and had time to calm down.• Use the children's illustrated situations to create a class booklet and go through some examples as a class.

Teacher self-reflection:

Health and Physical Education, Physical Education – Learning sequence 2

Western Australian Curriculum Movement and physical activity		
Movement skills <ul style="list-style-type: none"> Introduce fundamental movement skills: <ul style="list-style-type: none"> Body management <ul style="list-style-type: none"> side roll (pencil) dynamic balance Locomotor <ul style="list-style-type: none"> jump (one foot) jump (distance) skip (step-hop movement) Object control <ul style="list-style-type: none"> overarm throw kick-off the ground two-handed side strike Apply and consolidate fine and gross motor skills previously learnt through minor games and play situations Movement skills that combine the elements of effort, space and time 	Understanding movement <ul style="list-style-type: none"> Ways in which the body reacts during moderate physical activity Simple rules and fair play in partner or group activities, and minor games 	Interpersonal skills <ul style="list-style-type: none"> Cooperation skills in partner and group work during physical activity practices

Provocation <i>(What will you use/do to inspire children to actively engage in the learning?)</i>	Resources
	<p>Websites: Department of Education, Education Resources. Fundamental Movement Skills – <i>Fundamental Movement Skills</i> https://myresources.education.wa.edu.au/programs/fundamental-movement-skills (Appendix A);</p> <p>Kiddo, The University of Western Australia. <i>Hula Hoop Car Trip</i> https://kiddo.edu.au/school/activities/hula-hoop-car-trip (Appendix A);</p> <p>Kiddo, The University of Western Australia. <i>Catch the Magical Creatures (Striking)</i> https://kiddo.edu.au/school/activities/catch-magical-creatures-striking (Appendix A);</p> <p>Australian Government Australian Sports Commission. SportAus – <i>Playing for Life Activity Card: Frogs and lily pads</i> https://www.ausport.gov.au/schools/resource-hub/p4l (Appendix A).</p> <p>Hoops, cones, tees, bats, balls, bean bags, skipping ropes, star and foot markers.</p>
Children’s curiosities and interests:	

Teacher intentions	Learning experiences
<p>Notes</p> <p>Refer to the relevant section/s of the <i>Fundamental Movement Skills</i> resource.</p> <p>The focus of the teaching and learning is:</p> <ul style="list-style-type: none"> to practise the fundamental movement skill of two-handed side strike. to practise fundamental movement skills and movement sequences while encouraging teamwork and coordination. <p>Tuning In</p> <ul style="list-style-type: none"> Read the resource <i>Hula Hoop Car Trip</i> to understand the set up and rules of the game. Collect equipment: <ul style="list-style-type: none"> hoops (1 hoop per child) cones. Prepare the activity area: <ul style="list-style-type: none"> Set out cones in a clearly marked play area. <p>Activity 1</p> <ul style="list-style-type: none"> Read the skill criteria information for a two-handed strike. Collect equipment: <ul style="list-style-type: none"> tee (1 per group) bat (1 per group) balls (3 per group) cones/markers. Prepare the activity area <ul style="list-style-type: none"> Tees set up across the playing area. One bat and three balls for each tee. Have a designated hitting zone so that children are hitting the balls away from other groups. <p>Activity 2</p> <ul style="list-style-type: none"> Read the resource <i>Catch the Magical Creatures (Striking)</i> to understand the set up and rules of the game. 	<p>Opportunities</p> <p>Tuning in</p> <ul style="list-style-type: none"> The children begin the game of <i>Hula Hoop Car Trip</i> by standing in a hoop in a designated area. Explain to the children that their hoop will be their car. They will hold the hoop up around their bodies with their hands. Ask the children to put their seatbelts on and start their engines (running on the spot). Have them reverse out of their driveway (walk backwards), before calling out the following instructions: <ul style="list-style-type: none"> School zone – walk Freeway – running around fast Red light – freeze Green light – go Stop sign – stop and look both ways before going again Bumpy road – jump around Flat tyre – hop Out of fuel – children drop their hoop and jump in and out of it to refuel Refer to the <i>Hula Hoop Car Trip</i> resource for more instructions and variation ideas. <p>Activity 1</p> <ul style="list-style-type: none"> Gather the children together to revise the two-handed strike. Model the movements needed to effectively strike a ball off a tee. Divide the children into small groups for guided practice of the skill and send each group off to a batting station. One child is the batter, while the other children will field the ball. Have the children take turns being the batter. Walk around to each of the groups offering guidance and advice on the skill criteria. Encourage the children to strike for distance and accuracy.

Teacher intentions	Learning experiences
<ul style="list-style-type: none"> Collect equipment: <ul style="list-style-type: none"> hoops (1 hoop per child) cones (unicorns) balls (slime ball) beanbags (animals) skipping ropes (snakes) star and foot markers -or cardboard cut outs of stars and feet (shooting stars and giant footprints) tees, balls and bats. Prepare the activity area <ul style="list-style-type: none"> Scatter 10-15 hula hoops (adjust to size of group) across the playing area In each hoop place 1–3 objects (cone, ball, beanbag etc). Facing the hoops, line up a row of tees (at least 5 metres away and a safe distance away from each other). Place a hoop behind each tee (outside of the striking zone) to be the treasure chest. <p>Concluding activity</p> <ul style="list-style-type: none"> Read the resource <i>Frogs and lily pads</i> to understand the set up and rules of the game. Collect equipment: <ul style="list-style-type: none"> hoops cones. Prepare the activity area <ul style="list-style-type: none"> Mark out a pond area using the cones. Spread the hoops out over the pond area. Use the hoops from the previous activity. They may need to be moved closer together. 	<ul style="list-style-type: none"> Focus questions: <ul style="list-style-type: none"> How are your hands holding the bat? Are you standing side-on? Where should the bat meet the ball? Did you complete your swing? Which way did you want the ball to go? <p>Activity 2</p> <ul style="list-style-type: none"> Explain to the children that they are magical creature catchers. All the magical creatures have escaped and need to be returned safe to their home before the humans find them. Demonstrate the game to the class with a small group of children. On the command of ‘ready, aim, fire’ the children are to hit the ball off their tee. After hitting, they wait for the ‘all clear’ before collecting their ball. If their ball lands/rolls into a hoop with a magical creature, they can choose one ‘creature’ to collect and return to their treasure chest. Return the ball to the tee and wait for the next round. Allocate approximately three children per tee (depending on resources and space), allowing the children to take turns in hitting the ball each round. Ask the children to work together as a team to return all the magical creatures to their home. Focus questions: <ul style="list-style-type: none"> What helped you catch your magical creature? Which creature was easiest/hardest to catch? What will you do next time to make it easier to catch one? At the conclusion leave the hoops where they are, ready for the final activity.

Teacher intentions	Learning experiences
<p>Assessment</p> <ul style="list-style-type: none"> These lessons provide an opportunity to make assessment judgments and create anecdotal notes on: <ul style="list-style-type: none"> fundamental movement skills: two-handed side strike, hopping, jumping cooperation skills in group work. Movement skills that combine the elements of effort, space and time. 	<p>Concluding activity</p> <ul style="list-style-type: none"> Gather the children together to explain and demonstrate the <i>Frogs and lily pads</i> game. Ask the children to jump from lily pad to lily pad and see how many they can land on in a given amount of time (e.g. 60 seconds). If there is more than one child on the lily pad, it will sink. If a child jumps onto a lily pad with another child already on it, the original child must immediately find another lily pad to jump onto. Children can jump into the pond area as well as the lily pads. Play several rounds using the variations on the activity card. Ask the children how they are feeling when they continuously jump without a break. Focus on the ways their body reacts.

Teacher self-reflection:

Humanities and Social Sciences – Learning sequence 2

Western Australian Curriculum Knowledge and understanding	Western Australian Curriculum Humanities and Social Science skills
History <ul style="list-style-type: none"> How the present, past and future are represented by terms indicating time as well as by dates and changes that may have personal significance 	Questioning and researching <ul style="list-style-type: none"> Locate information from a variety of provided sources Evaluating <ul style="list-style-type: none"> Draw conclusions based on information and/or data Communication and reflecting <ul style="list-style-type: none"> Reflect on learning and respond to findings

Provocation <i>(What will you use/do to inspire children to actively engage in the learning?)</i>	Resources	Environment <i>(How will the indoor and outdoor environments reflect the learning intentions?)</i>
	Picture book, such as: J. Godwin. (2010). <i>All Through the Year</i> . Penguin Random House (Appendix A). Materials to construct data displays, drawing materials, sheets of paper.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
<p>Notes</p> <ul style="list-style-type: none"> • Key concepts: continuity and change. • The focus of the teaching and learning is to establish comparisons between past, present and imagined future. • The children compare model language, such as <i>a long time ago, then and now</i> and <i>old and new</i>. <p>Integration ideas</p> <ul style="list-style-type: none"> • English – topic specific vocabulary referring to different times. • Mathematics – collect and comparing categorical data, duration of time, awareness of time passing. <p>Assessment</p> <ul style="list-style-type: none"> • Observe the children’s illustrations for events in the past, present and future. Seek clarity and explanations as to what each drawing signifies. 	<p>Opportunities</p> <ul style="list-style-type: none"> • Read a book to the class that contains references to days that may hold personal significance (birthdays, celebrations, holidays) to the children, such as <i>All Through the Year</i>. Discuss the different events in the story. • Ask the children to think of a familiar event or celebration from their own past that is important to them and share that information with a partner. • As a class, group the events in categories. These could include birthdays, cultural celebration, holiday, school event, other. • Co-construct a data display that represents each child’s event from the past. Teach the children how to display the data collected by encouraging them to show their own representation of the data using images and draw a conclusion based on the information the display tells them, e.g. ‘What was the most popular event from our past that the class shared?’ • Discuss future events that the children are looking forward to and, where possible, identify when the events are occurring using language such as <i>next week, in a month, in December, next year</i>. This could be school events like a sports carnival, a planned holiday, a celebration or something linked to being an adult. • Provide the children with a piece of paper folded into thirds. Model writing past, present and future as a heading for each folded section. Explain to the children that they are going to draw themselves doing something significant in the past, present and future. Teachers may need to complete a class list of ideas before the children start their illustration. • Encourage the children to present their illustrations to one another using relevant terms.



Teacher self-reflection:

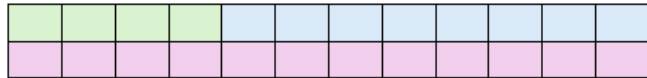
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Mathematics – Learning sequence 2

Western Australian Curriculum Number and algebra	Western Australian Curriculum Measurement and geometry	Western Australian Curriculum Probability and statistics
Understanding number <ul style="list-style-type: none"> Explore different ways to represent and partition collections up to 100, including in groups of 10, using concrete materials Calculating with number <ul style="list-style-type: none"> Manipulate collections to add and subtract quantities to 20 and beyond, exploring a range of strategies 	Three-dimensional space and structures <ul style="list-style-type: none"> Directly and indirectly compare the capacities of a pair of containers 	Statistics <ul style="list-style-type: none"> Answer simple questions of interest by collecting and comparing categorical data to record frequencies

Provocation <i>(What will you use/do to inspire children to actively engage in the learning?)</i>	Resources	Environment <i>(How will the indoor and outdoor environments reflect the learning intentions?)</i>
	Interconnecting blocks in different colours, counters.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
<p>Notes</p> <p>Addition and subtraction problems</p> <ul style="list-style-type: none"> There are many different ways to partition 24 items into two parts – 24 and 0, 23 and 1, 22 and 2 and so on. Have the children continue to use part-part-whole models to represent change and combine problems (as done in the previous terms). The models must be a one-to-one correspondence; it is recommended that interconnecting blocks in different colours are used for this. The children can then look at the blocks and either draw the total amount or write it after counting. As the children become more familiar with this problem type, provide stories in which the unknown quantity is in different positions in the number sentence. It is also important to use a range of language, to assist the children to comprehend, interpret and represent each problem. <p>Statistics</p> <ul style="list-style-type: none"> Guide the children through constructing their own suitable survey questions and encourage agency in the data collection phase. <p>Assessment</p> <ul style="list-style-type: none"> Observe how the children represent addition and subtraction problems. Observe the way the children collect data by asking questions and drawing simple displays. 	<p>Opportunities</p> <p>Activity 1</p> <ul style="list-style-type: none"> Provide pairs of children with 24 counters and tell the class that this number is the number of sheep a farmer has. Explain to the children that the farmer wants the sheep to be shared into two paddocks and wants to know how many different ways this can be done. In pairs, have the children discuss and use the counters to explore ways to put their sheep into the two paddocks. Each time they find a way, they are to draw this on their page, and keep going until they believe there are no more ways to partition the sheep (see Notes). Increase the complexity of this activity by providing different numbers of sheep that they need to partition. Ensure the amount provided has multiple ways of being partitioned. Have the children partition the total amount into two groups in different ways, seeing that regardless of the ways they are partitioned they always equal the whole amount; for example, if they partition 12 sheep they could make the following groups: 12 and 0, 11 and 1, 10 and 2 and so on. Review part-part-whole models as a way to represent addition and subtraction problems (for both change and combine problem types). Use interconnecting blocks in different colours to represent each part of the part-part-whole model. Present a problem to the children such as ‘There were 4 birds in the cage, we were given some more and now we have 12. How many birds were we given?’  <ul style="list-style-type: none"> Using interconnecting blocks, have the children make the parts of the problem that they know, 4 blocks and 12 blocks. Laying the ‘whole’ next to the ‘part’, the children can add the ‘unknown part’ so that both rows are equal. This added ‘part’ is the solution.

Teacher intentions	Learning experiences
	<ul style="list-style-type: none"> Model how to use this strategy to support writing the number sentence of $4 + \square = 12$ as $12 - 4 = \square$. Moving the interconnecting blocks to see that taking four away from 12 leaves eight. Repeat this for a range of problems for addition and subtraction problems, to allow the children to be fluent at using this strategy. Ensure the children comprehend and represent the problem before attempting to solve it. Examples may be: <ul style="list-style-type: none"> I have 6 plants and my friend has 9. How many more plants than me does she have? I have 15 shirts and John has 8. How many less shirts than me does John have? <p>Activity 2</p> <ul style="list-style-type: none"> Engage the children in determining a simple survey question they would like to investigate. Divide the class in small groups and encourage them to brainstorm something they would like to find out, posing questions such as 'What is the favourite zoo animal in Year 1?' <ul style="list-style-type: none"> Provide an opportunity for each group to share their ideas. Support the groups in constructing a suitable question that will provide reasonable answers for their survey. Engage the groups in determining how they would like to collect data. For example: <ul style="list-style-type: none"> Asking each interviewee to write their name under the chosen answer Drawing a stick person under each answer Drawing a dot, tick or tally under each answer (requires more abstraction). In their small groups, have the children run their surveys by asking their questions and collecting data.

Teacher intentions	Learning experiences
	<ul style="list-style-type: none"> • Invite the children to draw a display using one-to-one representations. They may choose drawings that are related to their questions. <ul style="list-style-type: none"> ▪ The children will require modelling and scaffolding to organise their displays. • Ask each group to present their display to the class and describe it, highlighting how it shows the data collected. <p>Small group opportunities</p> <ul style="list-style-type: none"> • Encourage the children to represent addition and subtraction problem types using part-part-whole models. Discuss their representations ensuring they are meaningful to the children. • Encourage the children to create questions about their displays from the previous Learning sequence to be answered by their peers. • Have the children create survey questions and run small surveys within the class. Encourage them to organise the collected data in displays.
Teacher self-reflection:	

Science – Learning sequence 2

Western Australian Curriculum Science understanding	Western Australian Curriculum Science inquiry
<p>Physical sciences</p> <ul style="list-style-type: none"> The strength and direction of a push or pull force affects how an object moves or changes shape 	<p>Questioning and predicting</p> <ul style="list-style-type: none"> Pose questions and make predictions based on knowledge and experiences <p>Planning and conducting</p> <ul style="list-style-type: none"> Engage in guided investigations to answer questions, test predictions and assess risks Make and record observations, including informal measurements <p>Evaluating</p> <ul style="list-style-type: none"> Compare observations to predictions and identify further questions for investigation <p>Communicating</p> <ul style="list-style-type: none"> Communicate observations, ideas, and findings using everyday and scientific vocabulary

Provocation <i>(What will you use/do to inspire children to actively engage in the learning?)</i>	Resources	Environment <i>(How will the indoor and outdoor environments reflect the learning intentions?)</i>
	A variety of toys from the past and present, hoops, alternate surfaces to create different levels of friction, a ramp, items for multimodal forms of data collection.	

Children’s curiosities and interests:

Teacher intentions	Learning experiences
<p>Notes</p> <ul style="list-style-type: none"> The focus of the teaching and learning is on informal measurement and experimentation. <p>Teacher self-reflection:</p> <ul style="list-style-type: none"> English – topic-specific vocabulary. Humanities and Social Sciences – exploring toys from the past and present. Technologies, Digital Technologies – multimodal forms of data collection. <p>Assessment</p> <ul style="list-style-type: none"> Observe and record the children’s voices when discussing how pushing and pulling is influencing the object’s behaviour. 	<p>Opportunities</p> <ul style="list-style-type: none"> Review toys explored during the previous Learning sequence. Discuss toy names, what they can be used for and how/if the toy moves. Ask the children to list items they can also push and pull that are not a toy, e.g. a door, a trolley or a suitcase. Have the children explore the classroom for items that can be pushed or pulled. Encourage them to think of things that are ‘out of the box’, such as pushing the door closed, pulling a zip up, pulling on their socks and shoes. Any physical objects the children find that they need to push or pull can be sorted on the mat into two hoops, one for push and one for pull, and items that can do both in the middle (Venn diagram). Discuss what friction is. Provide alternate surfaces (variables) to experiment with, such as hard floor, carpet or corrugated cardboard. Place the children in small groups and provide them with a toy that can be pushed or pulled. It is important that the toys for each group are similar to make results comparable. As it is not possible to ensure the same amount of force is applied if it is pushed, the use of a ramp is suggested. Have the children use multimodal forms of data collection (photographs, diagrams or pictorial representations, video recording). <ul style="list-style-type: none"> Ask the children predict how far the toy will move on each surface. Invite the children to conduct a trial on each surface. Have the children use positional language to measure from longest to shortest distance travelled or rank them as first, second or third. Conduct the experiment multiple times, nurture a discussion about factors that may impact the movement of the toy, e.g. pushing the car down the ramp. Guide a whole-class discussion to compare results of different objects on different surfaces. Devise a way to record the findings, such as in a class book, using photographs, tables or pictographs.



Teacher self-reflection:

Technologies – Learning sequence 2

Western Australian Curriculum Design and Technologies	Western Australian Curriculum Digital Technologies	Western Australian Curriculum Design thinking skills
Food specialisations <ul style="list-style-type: none"> Familiar foods are sourced from various places Foods are prepared in a range of ways for consumption Technologies and society <ul style="list-style-type: none"> People use technologies to create products for personal needs 	Digital systems <ul style="list-style-type: none"> Digital systems have hardware and software that are used together 	Design and Technologies <p>Investigating and defining</p> <ul style="list-style-type: none"> Explore ideas and design opportunities for a personal need <p>Design and Technologies and Digital Technologies</p> <p>Project management</p> <ul style="list-style-type: none"> Share ideas and work with others to develop a solution <p>Designing</p> <ul style="list-style-type: none"> Design solutions through drawing, modelling and/or a sequence of steps

Provocation <i>(What will you use/do to inspire children to actively engage in the learning?)</i>	Resources	Environment <i>(How will the indoor and outdoor environments reflect the learning intentions?)</i>
	<p>Materials for cleaning food preparation surface; simple snack foods such as whole and pre-cut fruit and vegetables, crackers, cheese, bread, Vegemite etc., disposable gloves and paper towels, child safe knives (if appropriate), chopping boards and bowls, drawing materials; digital devices for photographs and annotations (optional).</p> <p>Example formative assessment (Appendix B).</p>	

Children's curiosities and interests:

Teacher intentions	Learning experiences
<p>Notes</p> <ul style="list-style-type: none"> • In Technologies, Design and Technologies, the children will develop an understanding that foods are changed through preparation. As real food will be used, be aware of any allergies in the class that could be triggered by the handling of certain foods. • Be aware of any allergies in the class that could be triggered by the handling of certain foods. • In Technologies, Digital Technologies, the children will work with a partner to begin designing their robot. <p>Integration ideas</p> <ul style="list-style-type: none"> • English: Interacting with others – use interaction skills, including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions. • Health and Physical Education, Health Education: Healthy and active communities –: benefits of healthy eating and regular physical activity on health and wellbeing. <p>Assessment</p> <ul style="list-style-type: none"> • Observe the way the children communicate design ideas through drawing and labelling. • An example formative assessment is included in Appendix B. 	<p>Opportunities</p> <p>Design and Technologies</p> <ul style="list-style-type: none"> • Revisit the foods discussed in Learning experience 1. Ask the children: <ul style="list-style-type: none"> ▪ Where does food come from? ▪ Which foods need to be prepared before we eat them? • Discuss the importance of hygiene when preparing foods to eat. Model hand washing and cleaning the food preparation surface. • Using some of the foods brought in for the lesson, model simple ways to prepare food: washing and then tearing lettuce, spreading Vegemite on bread, peeling and chopping a carrot, assembling chopped fruits on a plate. Give the children the chance to handle and prepare some foods. • Introduce the idea of designing a simple snack, for example, a fruit plate, a wrap or crackers and cheese. • Have the children work in pairs or small groups to decide what snack they will design. Ingredient options could be listed for the children to choose from to limit ideas to achievable options. • Ask the children to create labelled design sketches showing ingredients, preparation actions and tools they will require. They can then present their ideas to the class. Make note of the foods and equipment chosen and have them available for Learning sequence 3. • Finish the lesson with a sampling of the snacks the children prepared earlier (optional and with consideration of allergies and school policies). <p>Digital Technologies</p> <ul style="list-style-type: none"> • Relating back to experiences in Learning sequence 1, discuss the children's ideas for automation. Have the children then form partner groups and choose one task they would like a robot to complete for them.

Teacher intentions	Learning experiences
	<ul style="list-style-type: none"> • Once the children have determined the task, discuss what the robot would have to do/be like (design criteria), including some of the children's personal preferences. • Have the children work with their partners to create a sketch of their design, labelling the parts of their robots that will be used to complete the task. • The children may use digital technologies to photograph and annotate their sketches, if suitable. • Ask the children to describe their designs to the class.
Teacher self-reflection:	

The Arts, Music – Learning sequence 2

Western Australian Curriculum Making	Western Australian Curriculum Responding
<p>Ideas</p> <ul style="list-style-type: none"> • Use of symbols, notation, movement and relevant technology to explore and communicate music ideas <p>Skills</p> <ul style="list-style-type: none"> • Development and consolidation of aural skills by exploring the elements of music, including: <ul style="list-style-type: none"> ▪ rhythm (difference between beat and rhythm; terminology and notation: graphic and standard I, □, Z) ▪ tempo (getting faster, getting slower) ▪ pitch (explore a limited pitch set) ▪ dynamics (use terminology and symbols for loud (<i>forte</i>, <i>f</i>) and soft (<i>piano</i>, <i>p</i>)) ▪ form (echo patterns, call and response) ▪ timbre (recognition of familiar sounds produced by instruments, voice and sound sources) to create music <p>Performance</p> <ul style="list-style-type: none"> • Development of performance skills (singing in tune, moving and playing classroom instruments with correct timing) 	<ul style="list-style-type: none"> • Places and occasions where different types of music are experienced and performed • Personal responses expressing ideas and feelings about the music they listen to and make

Provocation <i>(What will you use/do to inspire children to actively engage in the learning?)</i>	Resources	Environment <i>(How will the indoor and outdoor environments reflect the learning intentions?)</i>
	<p>Video: Kaiser Drums. <i>Taiko performance, Jubiläumskonzert – 25 Years TENTEKKO Taiko – the first Taiko-group in Germany</i> https://www.youtube.com/watch?v=UByJ5ufVDxU (Appendix A).</p> <p>Music: Beth's Notes. <i>Hotaru Koi</i> https://www.bethsnotesplus.com/2020/02/hotaru-koi.html (Appendix A).</p> <p>Traditional Japanese taiko drums (or alternatives – see Notes) and sticks, a range of drums to provide a range of timbres (if possible) or large plastic bins/buckets and drumsticks; images of traditional taiko drums, interactive white board (if available); music mystery bag and suggested percussion instruments (See Notes), flying carp decoration (or Japanese dragon mask if available), images of Japanese non-tuned percussion instruments, buckets and drumsticks as required, rhythm flashcards from Learning sequence 1.</p>	

Children's curiosities and interests:

Teacher intentions	Learning experiences
<p>Notes</p> <p>Welcome activity</p> <ul style="list-style-type: none"> • If there is no access to traditional Japanese taiko drums, other drums that may be available and used are floor toms, bongos, congas, djembes and tambours. Some of these are played with the hands rather than sticks. • The range of sounds produced on the drums can be expanded to include rim sounds, hitting the side of the drum or using the different parts of the drum skin to create different tones. • Creating bin drums, using large plastic bins, enables the children to practise the extravagant actions of taiko drummers using sticks. • Stimulus questions <ul style="list-style-type: none"> ▪ How did you feel when you heard the drums being played? ▪ Was it easy to make up movements to the rhythms? ▪ Do you think this is music? ▪ How many different sounds did you hear in the rhythms? ▪ Which parts of the drums were played? ▪ Which countries do you think use a lot of drums in their music? <p>Responding to music</p> <ul style="list-style-type: none"> • The video <i>Taiko performance, Jubiläumskonzert – 25 Years TENTEKKO Taiko – the first Taiko-group in Germany</i> encompasses a range of different traditional drums from Japan. • Stimulus questions <ul style="list-style-type: none"> ▪ Which drum did you like the sound of the most? ▪ Can you describe how you felt when you heard all the taiko? ▪ What tempo do you think the drummers were playing at? ▪ Did you hear some changes in dynamics? ▪ Can you describe the difference in sound between the two drums the players were playing in the front row? 	<p>Opportunities</p> <p>Welcome activity</p> <ul style="list-style-type: none"> • To commence the music lesson, play a rhythmic pattern on a drum. If possible, create a range of drums that can be played in a patterned sequence to provide a range of timbres. • Invite the children to move to the beat of the pattern. • Vary the pattern in tempo and dynamic and observe the children for their responses to the changes. • Gather the class and discuss the movement activity using the stimulus questions. <p>Responding to music</p> <ul style="list-style-type: none"> • Refer to images of traditional taiko of Japan (hard copy or electronic using an interactive white board). • Play the video <i>Taiko performance, Jubiläumskonzert – 25 Years TENTEKKO Taiko – the first Taiko-group in Germany</i>. • Lead a discussion on the children's response to the video using the stimulus questions as a starter. • Ensure that the children have an opportunity to respond in some way and to offer their opinion to the class discussion. • Explain that taiko are used in many celebrations and are often used in street celebrations. Players often wear a hachimaki which is a headband. Traditionally it means that the person who wears it is courageous or is making a big effort. In Australia, headbands like this are usually only worn to absorb sweat when playing a vigorous sport. • Transition to the next activity.

Teacher intentions	Learning experiences
<ul style="list-style-type: none"> Did all the players play the same thing all the time? How do you think they all stayed in time with each other and knew when to change? Do you think it was a vigorous activity? <p>Rhythm activity</p> <ul style="list-style-type: none"> Suggested percussion instruments for the ‘music mystery bag’ are finger cymbals, gong (or large drum-kit cymbals if no gong), kokoriko (known also as Binzasara), claves, castanets (or woodblocks for a similar sound), tambours. If any of the traditional Japanese instruments are not available, use a picture of it as the non-traditional instrument is revealed from the bag. Dividing the class into two groups enables the introduction of a ‘call and response’ form of music. This can also be described as a ‘question and answer’ form. It is helpful to maintain a steady beat on a non-tuned percussion instrument for the children to assist them to keep in time. Ensure that the beat is visible as well as auditory. <p>Pitch activity</p> <ul style="list-style-type: none"> The song <i>Hotaru Koi</i> is pentatonic, which is a feature of music originating from the Asia-Pacific region. Alert the children to the ‘sound’ of the pentatonic scale and that it is different from the music they hear around them day-by-day. Singing the phrase and keeping the beat first, before discovering the rhythm, helps the children to differentiate between beat and rhythm and consolidate the concept of how they relate to one another. <p>Integration ideas</p> <ul style="list-style-type: none"> English – visual and written text. Languages other than English – learning songs in different languages. Cross-curriculum Priority – Asia and Australia’s engagement with Asia. 	<p>Rhythm activity</p> <ul style="list-style-type: none"> Refer to the ‘music mystery bag’ from the previous learning sequence. Explain that inside the bag this lesson are percussion instruments that are traditionally used in Japanese music as well as taiko. Remove the instruments one by one and play the instrument (or invite a child to play it) and explore the different sounds it can make. The instrument may make only one sound. Arrange the class in a circle and distribute available instruments. If there is only one or two of specific instruments available, distribute them evenly around the circle. Include, as appropriate, the drums used in the welcome activity, or buckets and drumsticks as a substitute. Use the rhythm flashcards from Learning sequence 1 and repeat some of the rhythm activities. Add a different rhythm activity for this lesson. Display two rhythm cards and divide the class into two halves. One half plays the first rhythm and the other half ‘answers’ with the second rhythm. Swap roles and/or change rhythms for several rotations or patterns. An extension opportunity can be provided by dividing the circle into quadrants and displaying four rhythm cards, one for each group of children. Rotate through the four patterns, directing each group to maintain the beat as the four rhythms are performed in sequence. Rotate the rhythm cards instead of the instruments. Gather the children and return the instruments. Transition to the next activity. <p>Pitch activity</p> <ul style="list-style-type: none"> Introduce the Japanese folk song <i>Hotaru Koi</i>, by either singing it or playing the audio on the provided link.

Teacher intentions	Learning experiences
<p>Assessment</p> <ul style="list-style-type: none"> Observe and make anecdotal notes of the children's movement responsiveness to changes in tempo and dynamics. Use a checklist to assess the children's ability to: <ul style="list-style-type: none"> play a notated rhythm accurately play in time play non-tuned percussion instruments with correct technique move to the beat of music identify simple rhythm patterns in a simple song. 	<ul style="list-style-type: none"> Teach the first phrase which is repeated at the end. Explain the English translation. Play/sing the song again and invite the class to join in with the phrase when it occurs. Invite the children to 'fly' to the beat of the song when the phrase is sung and walk to the beat for the middle section of the song. Play/sing the song again and invite the class to patsch (smack/slap) the beat. Explain to the children that the next task is to discover the rhythm of the phrase. Invite selected children to offer the rhythm of the first two bars, highlighting the 'rest' beats. Discover the next two bars of rhythm. Sing and clap the rhythm of the words of the taught phrase (with the recording, if using). <p>Conclusion</p> <ul style="list-style-type: none"> Gather the class and play a rhythmic pattern on a drum from the welcome activity as the children walk from the music space to the beat of the music.

Teacher self-reflection:

The Arts – Visual Arts – Learning sequence 2

Western Australian Curriculum Making	Western Australian Curriculum Responding
<p>Ideas</p> <ul style="list-style-type: none"> • Exploration of, and experimentation with, the visual art elements of shape, colour, line, space and texture • Exploration of different materials, media and/or technologies, when creating artwork <p>Skills</p> <ul style="list-style-type: none"> • Development of artistic skills through experimentation with: <ul style="list-style-type: none"> ▪ shape (geometric shapes) ▪ colour (mixing primary colours to create secondary colours) ▪ line (broken, jagged, dashed) ▪ space (background, foreground) ▪ texture (changes in texture; transfer of texture) to create artwork • Exploration of techniques and art processes, such as mixed media, colour mixing or drawing <p>Production</p> <ul style="list-style-type: none"> • Use of visual art elements and techniques, to create 2D and 3D artwork, that communicate an idea to an audience 	<ul style="list-style-type: none"> • Appreciation of different types of artwork, and where and how it is displayed • Personal opinions, feelings and ideas about artwork they view and make

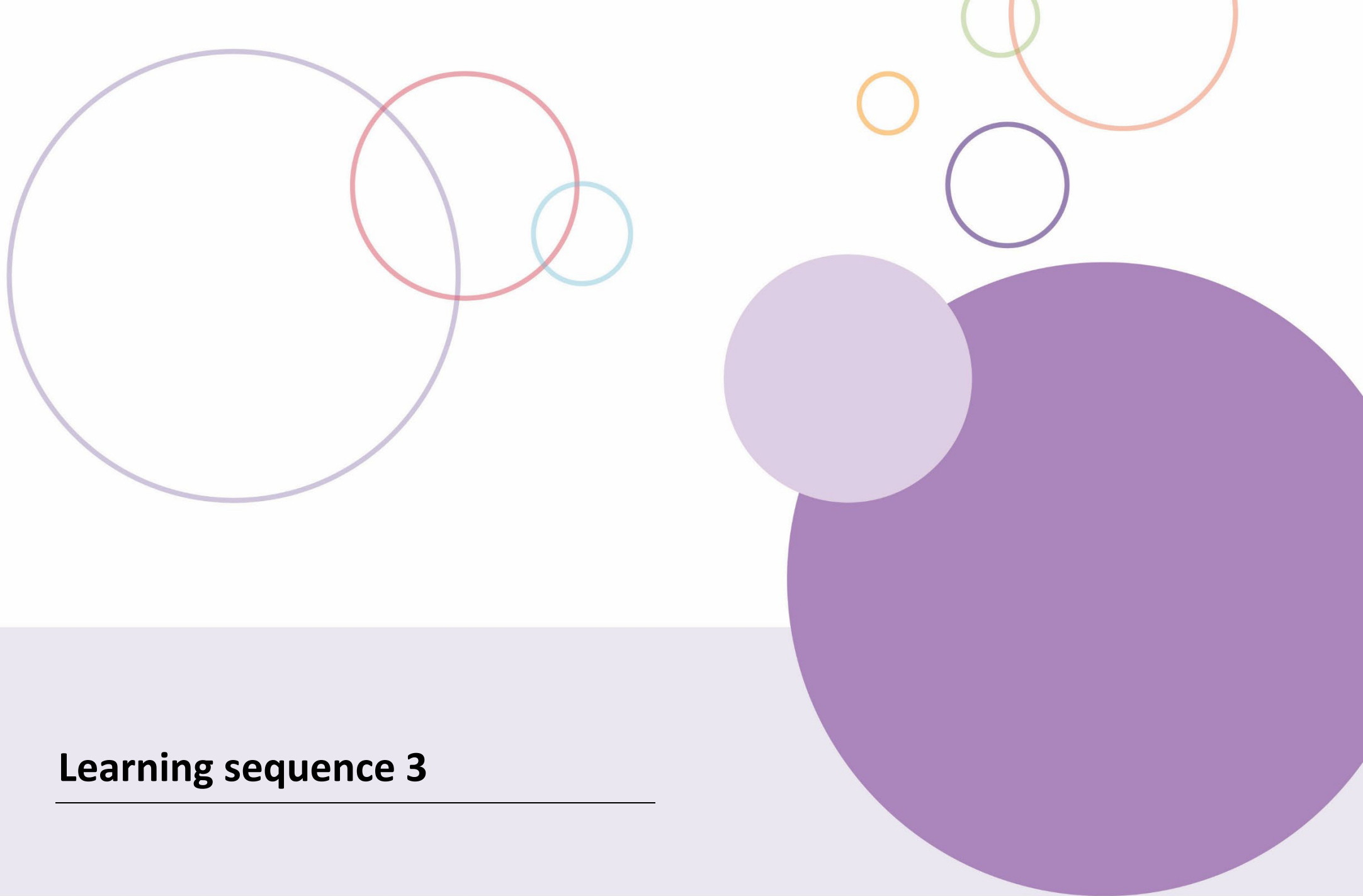
Provocation <i>(What will you use/do to inspire children to actively engage in the learning?)</i>	Resources	Environment <i>(How will the indoor and outdoor environments reflect the learning intentions?)</i>
	<p>Videos: UNESCO. <i>The Wayang Puppet Theatre</i> https://www.youtube.com/watch?v=pfydro4X2t0 (Appendix A);</p> <p>Kidspot. <i>How to make your own shadow puppet theatre</i> https://www.youtube.com/watch?v=-hL28SkHf1g (Appendix A).</p> <p>Shadow puppet/s and theatre for demonstration/exploration, craft materials to make puppets (including scissors; paper and cardboard; gold, silver bronze and other bright coloured paints; sponges, bubble wrap and/or sand), cereal boxes, calico or white material, torches or lamps, pop sticks or wooden doweling and tape.</p>	

Children's curiosities and interests:

Teacher intentions	Learning experiences
<p>Notes</p> <ul style="list-style-type: none"> The focus of the teaching and learning is for the children to explore and experiment with a variety of materials when creating a shadow puppet, and the use of line, shape and texture in their artwork. Model, using an example of a shadow puppet, how the character of the puppet is created through the use of line and shape, e.g. the body shape, facial and costume details. Model and demonstrate how to make a simple character puppet based on a well-known fairy tale, such as <i>Little Red Riding Hood</i>. The video <i>How to make your own shadow puppet theatre</i> may be useful when planning to create shadow puppets with the children. Source or pre-prepare a theatre for demonstration. The children will make theatres in the next Learning sequence). <p>Integration ideas</p> <ul style="list-style-type: none"> Health and Physical Education, Health Education – emotions. Mathematics – Two-dimensional shapes and three-dimensional objects. Technologies, Design and Technologies – puppets. <p>Assessment</p> <ul style="list-style-type: none"> Use observations and anecdotal records to assess children's use of shape, line and texture in designing and making their puppet. 	<p>Opportunities</p> <ul style="list-style-type: none"> Watch the video <i>The Wayang Puppet Theatre</i> and discuss what the children noticed about the shadow puppets being used in the performance. If possible, provide a number of different shadow puppets for the children to explore prior to the review. Review arts elements (line, shape and texture) and discuss how these can be seen in the puppets being used. Ask the children to share what they know about who makes puppets and how they were made. Use a shadow puppet and theatre to demonstrate how the shadow is made by directing the light around the external perimeter of the shape and by travelling through the shapes created in the puppet body, e.g. facial features. Brainstorm well-known fairy tales and decide on the characters to stimulate creating a simple shadow puppet. Model designing a simple character shape and how to create the features using scissors safely. Have the children draw a design of a character on paper first and then transfer it to a strong piece of cardboard. <ul style="list-style-type: none"> Cut out the puppet shape and add the features. Encourage children to think about the emotion their character is portraying in order to cut the line to represent that emotion, e.g. the shape of the mouth to demonstrate anger, happiness or surprise. Paint using gold, silver, bronze and other bright coloured paints. Encourage children to change the texture using techniques, such as sponge painting, bubble wrap prints or adding sand. Tape pop sticks to the puppets for movement. Have the children share their puppets with their peers reflecting on the shape, line and texture observed by others.



Teacher self-reflection:



Learning sequence 3

English – Learning sequence 3

Western Australian Curriculum Language	Western Australian Curriculum Literature	Western Australian Curriculum Literacy
<p>Text structure, organisation and features</p> <ul style="list-style-type: none"> Explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain Explore how print and digital texts are organised using features, such as page numbers, table of contents, headings and titles, navigation buttons, swipe screens, verbal commands, links and images <p>Language for expressing and developing ideas</p> <ul style="list-style-type: none"> Understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details, such as when, where and how (adverbs) Compare how images in different types of texts contribute to meaning 	<p>This strand is not the focus of these learning experiences.</p>	<p>Texts in context</p> <ul style="list-style-type: none"> Discuss different texts and identify some features that indicate their purposes <p>Interacting with others</p> <ul style="list-style-type: none"> Use interaction skills, including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions <p>Analysing, interpreting and evaluating</p> <ul style="list-style-type: none"> Describe some similarities and differences between imaginative, informative and persuasive texts Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning in texts by drawing on vocabulary and growing knowledge of context and text structures <p>Creating texts</p> <ul style="list-style-type: none"> Create, re-read and co-edit short written and/or multimodal texts to report on a topic, express an opinion, or recount a real or imagined event or experience, and use imagination to tell, retell or adapt a story, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of one- and two-syllable words Explore features of familiar digital tools to create or add to texts

Provocation <i>(What will you use/do to inspire children to actively engage in the learning?)</i>	Resources	Environment <i>(How will the indoor and outdoor environments reflect the learning intentions?)</i>
	<p>Book such as: Carle, E. (2003). <i>The Very Hungry Caterpillar</i>. Puffin. (Appendix A).</p> <p>Video: Easy Kids Craft. <i>How to Make an Egg Carton Caterpillar</i> https://www.youtube.com/watch?v=p8FvZF7KigA (Appendix A).</p> <p>Craft materials, such as egg cartons, paint, pipe cleaners, glue, craft paper, cellophane etc.</p> <p>Example formative assessment (Appendix B).</p>	

Children's curiosities and interests:

Teacher intentions	Learning experiences
<p>Notes</p> <ul style="list-style-type: none"> The learning sequence based on procedures culminates in this lesson with the children independently writing a procedure. The learning experiences should be combined with opportunities to explicitly teach phonic and word knowledge through oral language and effective systematic approaches that align with the school context. <p>Assessment</p> <ul style="list-style-type: none"> Use the completed procedure as assessment. Involve the children in the assessment by using the generated success criteria for self- and peer-assessments. An example formative assessment is included in Appendix B. 	<p>Opportunities</p> <ul style="list-style-type: none"> Read aloud an imaginative text that will inspire an art or craft project, such as <i>The Very Hungry Caterpillar</i>. Provide the children with a range of materials such as egg cartons, paint, pipe cleaners, glue, craft paper, cellophane and so on. Ask them to create a creature from the book out of art materials. For example, if you have read <i>The Very Hungry Caterpillar</i>, create a caterpillar or butterfly. Alternatively, follow the online video <i>How to make an egg carton caterpillar</i>. Revise the text structure and language features of a procedural text with a call-out. Include a discussion about how images can help clarify information in-procedures. Ask the children to tell a partner how they made their creature. Then have each child independently write a procedure to instruct others how to make the same creature they made. <ul style="list-style-type: none"> Ensure the children are reminded of the text organisation and language features and encourage them to use any charts that have been made. The children could also take photos or draw diagrams to include in their text. Have the children share their procedures, take part in self-and peer-assessments and celebrate successes.

Teacher self-reflection:

Health and Physical Education, Health Education – Learning sequence 3

Western Australian Curriculum Personal, social and community health

Interacting with others

- Appreciation and encouragement of the behaviour of others through the use of:
 - culturally appropriate manners
 - positive language
 - praise

Provocation <i>(What will you use/do to inspire children to actively engage in the learning?)</i>	Resources	Environment <i>(How will the indoor and outdoor environments reflect the learning intentions?)</i>
	Book: Miller, Z. P. (2018). <i>Be Kind</i> . Roaring Brook Press (book or online read-aloud video) (Appendix A). Butcher's paper and drawing materials.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
<p>Notes</p> <ul style="list-style-type: none"> The focus of this learning experience is for the children to gain further appreciation of the benefits of using positive language in their daily life. Discuss, through real-life examples, what positive language is. <p>Integration ideas</p> <ul style="list-style-type: none"> English: Language – explore how language, facial expressions and gestures are used to interact with others when asking for and providing information, making offers, exclaiming, requesting and giving commands. <p>Assessment</p> <ul style="list-style-type: none"> Observe how children identify kindness in everyday situations and associate it with positive language. 	<p>Opportunities</p> <ul style="list-style-type: none"> Begin the learning experience with a reading of the book <i>Be Kind</i>. Discuss the concept of kindness by asking questions, such as: <ul style="list-style-type: none"> What does kindness mean? What does kindness look like to you? How do you feel when someone is kind to you? How do you feel when you are being kind to someone else? Can you share examples of places/situations in which you have witnessed/experienced kindness? Invite the children to work in small groups to role-play an example of someone being kind. Once all children have an opportunity to perform to the class, discuss the role of positive language in the examples, by asking guiding questions, such as: <ul style="list-style-type: none"> What kind of words did they use that showed kindness? Did they use any negative words? (Give examples if necessary.) What other words might we use to demonstrate kindness? Engage the class in co-constructing a ‘positive language’ wall in which the children share positive words, phrases and sentences to be scribed on to a large piece of butcher’s paper. These can then be illustrated by the children. Display the poster in the classroom.

Teacher self-reflection:

Health and Physical Education, Physical Education – Learning sequence 3

Western Australian Curriculum Movement and physical activity		
Movement skills <ul style="list-style-type: none"> Introduce fundamental movement skills: <ul style="list-style-type: none"> Body management <ul style="list-style-type: none"> side roll (pencil) dynamic balance Locomotor <ul style="list-style-type: none"> jump (one foot) jump (distance) skip (step-hop movement) Object control <ul style="list-style-type: none"> overarm throw kick-off the ground two-handed side strike Apply and consolidate fine and gross motor skills previously learnt through minor games and play situations Movement skills that combine the elements of effort, space and time 	Understanding movement <ul style="list-style-type: none"> Ways in which the body reacts during moderate physical activity Simple rules and fair play in partner or group activities, and minor games 	Interpersonal skills <ul style="list-style-type: none"> Cooperation skills in partner and group work during physical activity practices

Provocation <i>(What will you use/do to inspire children to actively engage in the learning?)</i>	Resources
	<p>Websites: Department of Education, Education Resources. Fundamental Movement Skills – <i>Fundamental Movement Skills</i> https://myresources.education.wa.edu.au/programs/fundamental-movement-skills (Appendix A);</p> <p>Kiddo, The University of Western Australia. <i>Builders and Bulldozers</i> https://kiddo.edu.au/school/activities/builders-and-bulldozer (Appendix A);</p> <p>Australian Government Australian Sports Commission. SportAus – <i>Playing for Life Activity Card: Hit the target</i> https://www.ausport.gov.au/schools/resource-hub/p4 (Appendix A);</p> <p>Kiddo, The University of Western Australia. <i>Turtles, snakes and Islands</i> https://kiddo.edu.au/school/activities/turtles-snakes-and-islands (Appendix A).</p> <p>Equipment: cones/markers, tees, bats, balls, cricket stumps, buckets/tubs, hoops, skipping ropes, ladder, stepping stones.</p>

Children’s curiosities and interests:

Teacher intentions	Learning experiences
<p>Notes</p> <p>Refer to the relevant section/s of the <i>Fundamental Movement Skills</i> resource.</p> <p>The focus of the teaching and learning is:</p> <ul style="list-style-type: none"> to practise the fundamental movement skill of two-handed side strike with focus on distance and accuracy. to practise fundamental movement skills and movement sequences while encouraging teamwork and coordination. <p>Tuning in</p> <ul style="list-style-type: none"> Read the resource <i>Builders and Bulldozers</i> to understand the set up and rules of the game. Collect equipment: <ul style="list-style-type: none"> cones/markers. Prepare the activity area <ul style="list-style-type: none"> Set out cones in a clearly marked play area. <p>Activity 1</p> <ul style="list-style-type: none"> Read the skill criteria information for a two-handed strike. Collect equipment: <ul style="list-style-type: none"> tee (1 per group) bat (1 per group) balls (3 per group) cones/markers. Prepare the activity area <ul style="list-style-type: none"> Tees set up across the playing area. One bat and three balls for each tee. Have a designated hitting zone so that children are hitting the balls away from other groups. 	<p>Opportunities</p> <p>Tuning in</p> <ul style="list-style-type: none"> Introduce the game of <i>Builders and Bulldozers</i> to the children by dividing the class into two teams. Explain there will be lots of cones spread out in the play area. One team will be the Bulldozers and they must move around and flip the cones upside down while at the same time the other team, the Builders, will turn the cones the right way up. The children must keep moving around and not keep flipping the same cone. Begin the game by calling out different locomotor movements for the children to complete such as running, skipping, hopping and jumping. Stop the game at the end of the allocated time and have teams count how many cones are the correct way up (Builders) and upside down (Bulldozers). Congratulate the winning team. Play again as many times as needed and swap the teams around so each child gets a turn at being a builder and a bulldozer. Focus questions: <ul style="list-style-type: none"> Is it easier/harder to be a bulldozer or builder? How did you decide which cone to flip over next? Was it faster/slower to run to a cone far away or flip those that are closer? How did it feel when the opposition team changes a cone that you just flipped? Which movement made your heart beat faster? What happened to your breathing with the different movements? <p>Activity 1</p> <ul style="list-style-type: none"> Gather the children together to revise the two-handed strike. Model the movements needed to effectively strike a ball off a tee. Divide the children into small groups for a brief guided practice of the skill and send each group off to a batting station. One child is the batter, while the other

Teacher intentions	Learning experiences
<p>Activity 2</p> <ul style="list-style-type: none"> Read the resource <i>Hit the target</i> (using tee, bat and ball) to understand the set-up, rules and safety requirements of the game. Collect equipment: <ul style="list-style-type: none"> cones/markers buckets/tubs cricket stumps hoops tee (1 per group) balls (3 per group) bat (1 per group). Prepare the activity area Use the same batting stations as the previous activity. <ul style="list-style-type: none"> Set out the targets across the playing area. <p>Concluding activity</p> <ul style="list-style-type: none"> Read the resource <i>Turtles, Snakes and Islands</i> to understand the set up and rules of the game. Collect equipment: <ul style="list-style-type: none"> cones/markers hoops - islands skipping ropes – sea snakes cricket wickets – palm trees ladder – walk the plank/cross the bridge stepping stones – turtles. Prepare the activity area <ul style="list-style-type: none"> Use some of the equipment already set up from the previous activity Designate a boat area in the middle of the playing field (use markers). 	<p>children will field the ball. Have the children take turns being the batter. Walk around to each of the groups offering guidance and advice on the skill criteria.</p> <ul style="list-style-type: none"> Encourage the children to strike for distance and accuracy. Focus questions: <ul style="list-style-type: none"> How can you make the ball travel further? What can you look at before you strike the ball? How can you make the ball go where you want it to go? <p>Activity 2</p> <ul style="list-style-type: none"> Explain to the children that they will have targets in the playing zone to try and hit. Model the game <i>Hit the target</i> to the class using one of the groups. Ask the children to attempt to hit the stumps and try and get the balls to land in the buckets/tub/hoops. Divide the children into small groups (the same groups as from the previous activity may be used) and send each group to a batting station. Assist and monitor the children. Focus questions: <ul style="list-style-type: none"> Which targets were easier/harder to hit? Which strategies did you use to hit a target? <p>Concluding activity</p> <ul style="list-style-type: none"> Gather the children together in a designated central 'boat' area. Explain that they are explorers sailing the seven seas. Point out the surrounding equipment and explain what each represents. Have the children jump off the boat to explore the ocean! Ask the children to follow the instructions: <ul style="list-style-type: none"> Jump on and off three islands Leap over two turtles and one snake Try and jump over an island Balance along a sea snake

Teacher intentions	Learning experiences
<p>Assessment</p> <ul style="list-style-type: none"> These lessons provide an opportunity to make assessment judgments and create anecdotal notes on: <ul style="list-style-type: none"> Fundamental skills: two-handed side strike, hopping, jumping, skipping Cooperation skills in group work Movement skills that combine the elements of effort, space and time. 	<ul style="list-style-type: none"> <ul style="list-style-type: none"> Jump over three turtles Crawl like a crab around the islands Walk the plank Dig for treasure Balance like a flamingo (stand on one leg) on an island. Continue to make up and call out instructions. Add in skipping, jumping and hopping variations.

Teacher self-reflection:

Humanities and Social Sciences – Learning sequence 3

Western Australian Curriculum Knowledge and understanding	Western Australian Curriculum Humanities and Social Science skills
History <ul style="list-style-type: none"> How the present, past and future are represented by terms indicating time as well as by dates and changes that may have personal significance 	Questioning and researching <ul style="list-style-type: none"> Pose and respond to reflective questions about objects, people, places and events in the past and present Analysing <ul style="list-style-type: none"> Explore and discuss points of view Communicating and reflecting <ul style="list-style-type: none"> Present findings in a range of communication forms, using relevant terms

Provocation <i>(What will you use/do to inspire children to actively engage in the learning?)</i>	Resources	Environment <i>(How will the indoor and outdoor environments reflect the learning intentions?)</i>
	Images of school or local area in the past; props, small world materials, craft items and other materials requested by the children to create representation of the neighbourhood and/or drawing materials.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
<p>Notes</p> <ul style="list-style-type: none"> • Key concepts: continuity and change. • The focus of the teaching and learning is on changes that may happen between now and an imagined future. • Teachers may choose to complete this learning experience using images from another known area if the information on the local area is limited. <p>Integration ideas</p> <ul style="list-style-type: none"> • English – topic-specific vocabulary. <p>Assessment</p> <ul style="list-style-type: none"> • Observe how children describe features of places that have changed over time. 	<p>Opportunities</p> <ul style="list-style-type: none"> • Display images of the school neighbourhood in the past (100, 50, 25 years ago). • As a class, compare the images and discuss what the children notice about the community and the environment. • Call the children's attention to details, such as car models parked on the street, clothes being worn, designs of houses and gardens. • Invite the children to create a representation of the neighbourhood in the past using a medium that is meaningful to them, such as small world creation or drawing. • Display images of the school neighbourhood in the present or take children on a walk to view the local area from the boundary of the school. • As a class, discuss the differences between their past representations and what they observe currently. • Invite the children to create a similar representation but this time they imagine what the future would look like. • Encourage the class to pose questions about the future as an unfamiliar context. • Provide an opportunity for children to compare their observations of the present with their imagination of the future, e.g. flying cars, sky trains. • Reflect on the learning by providing time for the children to view the different representations of the past and future and discussing what they created with their peers.

Teacher self-reflection:

Mathematics – Learning sequence 3

Western Australian Curriculum Number and algebra	Western Australian Curriculum Measurement and geometry	Western Australian Curriculum Probability and statistics
Patterns and relationships <ul style="list-style-type: none"> Continue and create repeating patterns. Explore and label repeating patterns to show how many of each element is in a repeat unit (core) 	Three-dimensional space and structures <ul style="list-style-type: none"> Recognise, sort and name familiar three-dimensional objects and identify the two-dimensional shapes that comprise them 	Probability <ul style="list-style-type: none"> Describe and reason about the likelihood of familiar events occurring, using the everyday language of chance
Provocation <i>(What will you use/do to inspire children to actively engage in the learning?)</i>	Resources	Environment <i>(How will the indoor and outdoor environments reflect the learning intentions?)</i>
	Three-dimensional objects, labelled cards of three-dimensional object names, materials to create booklets; probability cards in a bag/box, drawing materials, access to indoor and outdoor spaces, props and craft materials, digital devices for recording; 120 charts or number tracks, dice or numbered cards.	
Children's curiosities and interests:		

Teacher intentions	Learning experiences
<p>Notes</p> <p>Three-dimensional shape</p> <ul style="list-style-type: none"> The children learn to name three-dimensional objects using conventional names such as cubes, cylinders, cones, spheres and rectangular prisms. Manipulating and handling a range of three-dimensional objects is important for the development of visualisation of the objects. Introduce language such as face, edge and corner. <p>Probability</p> <ul style="list-style-type: none"> The children have had a number of opportunities to become familiar with probability language. This learning experience provides an opportunity for them to create a movie, putting probability language in context. This experience may be connected to Design and Technologies: Designing (Design solutions through drawing, modelling and/or a sequence of steps). Model, scaffold and support the children as needed. The movie activity will need to be spread across a number of lessons to allow enough time for the children to explore and create their movies. <p>Assessment</p> <ul style="list-style-type: none"> Observe how the children use three-dimensional object language creating their booklet. 	<p>Opportunities</p> <p>Activity 1</p> <ul style="list-style-type: none"> Collect three-dimensional objects in the form of geometric models/mathematics manipulatives including; triangular prism, cone, cylinder, rectangular prism, cube and sphere. Provide the children with three-dimensional objects and ask them if they can say the names of the objects. The children may identify these objects as commonly known objects, such as dice, shoe boxes or perhaps ice-cream cones. Seat the children in a large circle, place labelled cards of three-dimensional object names and the three-dimensional objects in the centre of the circle, reading each name card out as it is placed. Ask if any of the children would like to come into the circle and match the object with a name card. Discuss the matches and continue until all objects are matched to their correct names. Guide any misconceptions and ensure that all objects are matched to their names correctly. Discuss the features of the shapes such as faces, edges and corners. Have the children create a booklet of three-dimensional objects with the names and features which could be used as a take-home reader. <p>Activity 2</p> <ul style="list-style-type: none"> Based on previous Learning experiences, review the language of probability and provide examples to be associated to the phrases ‘certain to happen’, ‘likely to happen’ and ‘cannot happen’. <ul style="list-style-type: none"> Divide the class in small groups and explain that they will become movie makers. Each group is going to create, script and record a short movie. Each group will pick a card from a mystery bag/box to determine if their movie is going to depict something that is ‘certain to/likely to/cannot happen’.

Teacher intentions	Learning experiences
	<ul style="list-style-type: none"> ▪ Once groups have been assigned a phrase to represent, invite the children to brainstorm ideas of what their movies could be about. ▪ Highlight that the purpose of the short movie is to exemplify one of the phrases above. ▪ Have the children design a sequence of scenes (story board) by sketching on paper. Ask them to share personal preferences about the scenes and make decisions about the final plot of their movies. ▪ Encourage the children to make use of indoor and outdoor spaces, props, craft materials and digital devices to record their movies. ▪ Encourage the children to practise before recording and make any changes necessary to ensure the purpose of the movie is met. ▪ Play the movies to the class and encourage them to identify which of the phrases suits each of the movies, e.g. a movie about a person growing a tail will be associated with 'cannot happen'. ▪ This activity will need to be spread across a number of lessons to allow enough time for the children to explore and create their movies. <p>Activity 3</p> <ul style="list-style-type: none"> • Review skip counting strategies, based on previous learning, and relying on visual aids, such as number tracks to demonstrate the 'jumps'. • Invite the children to skip count from a range of different starting points. • Have the children use 120 charts and/or number tracks to assist with skip counting from different starting points. • Invite the children to write number sequences that result from skip counting. By providing them with a random starting number (they might roll a dice or pick a card) and a target skip counting strategy, e.g. in twos, fives or tens. • Once the children have had opportunities to practise, they may challenge each other with a different starting point, e.g. skip count in twos starting from 17, and help each other write the number sequences representing it.

Teacher intentions	Learning experiences
	Small group opportunities <ul style="list-style-type: none">• Have the children build a rocket or skyscraper using three-dimensional objects, then draw a representation of this building labelling the shapes used.• Encourage the children to create addition and subtraction stories for others to work on.• Ask the children to create illustrations of events that are ‘certain to happen’, ‘unlikely to happen’, and ‘cannot happen’.
Teacher self-reflection:	

Science – Learning sequence 3

Western Australian Curriculum Science understanding	Western Australian Curriculum Science inquiry
<p>Physical sciences</p> <ul style="list-style-type: none"> The strength and direction of a push or a pull force affects how an object moves or changes shape 	<p>Questioning and predicting</p> <ul style="list-style-type: none"> Pose questions and make predictions based on knowledge and experiences <p>Planning and conducting</p> <ul style="list-style-type: none"> Engage in guided investigations to answer questions, test predictions and assess risks Make and record observations, including informal measurements <p>Processing, modelling and analysing</p> <ul style="list-style-type: none"> Sort and order data using provided tables and represent data using visual or physical models <p>Evaluating</p> <ul style="list-style-type: none"> Compare observations to predictions and identify further questions for investigation <p>Collaborating and applying</p> <ul style="list-style-type: none"> Use science knowledge and understandings to make decisions and choices in their environment

Provocation <i>(What will you use/do to inspire children to actively engage in the learning?)</i>	Resources	Environment <i>(How will the indoor and outdoor environments reflect the learning intentions?)</i>
	<p>Toy cars, access to different surfaces, items to be used as uniform informal units; ready-made table to record results.</p> <p>Book such as: Jenkins, M. (2018). <i>Bird Builds a Nest</i>. Candlewick Press (Appendix A).</p>	

Children's curiosities and interests:

Teacher intentions	Learning experiences
<p>Notes</p> <ul style="list-style-type: none"> The focus of the teaching and learning is for the children to apply their prior knowledge of push and pull, explore measuring with informal units and attempting a fair investigation. Although the teacher is modelling and discussing how to make an investigation fair in this learning sequence, the children may not be able to emulate these ideas themselves at this phase of learning. To measure the distance the cars have travelled, teachers are best placed to choose an appropriate uniform informal unit, for example lining up markers, or using hand spans. <p>Integration ideas</p> <ul style="list-style-type: none"> English – building scientific vocabulary to use in a variety of contexts. Mathematics <ul style="list-style-type: none"> Statistics – answer simple questions of interest by collecting and comparing categorical data to record frequencies Measurement and Geometry – measure lengths using uniform informal units. <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal records of the children’s use of scientific vocabulary and observations. Written records of children’s observations, measurements and conclusions. 	<p>Opportunities</p> <ul style="list-style-type: none"> Give the children a toy car and allow them to try them on different surfaces inside and outside. Come back together as a class and ask the children to share any observations they made about how the cars moved on different surfaces, including faster and slower, travelled straight or went off course etc. <ul style="list-style-type: none"> Pose the question: ‘Does the car travel different distances on different surfaces?’ Ask the children to share some predictions with the others around them, using their experience with the toy cars earlier to inform their thoughts. Discuss how to keep the investigation fair, for example: <ul style="list-style-type: none"> What surfaces will the class test the cars on? How will you try to keep the push the same? How will you measure the distance the car has travelled? (Uniform informal units.) Model to the class how to give the car a ‘medium’ push from a starting point and measure the distance travelled using whatever units have been chosen and then record the distance in a table. Allow the children time to practice measuring before beginning the investigation. Complete the investigation, with the children helping each other measure and record distances in small groups or pairs. Discuss the results, and why the car may have travelled further on smoother surfaces. Discuss any difficulties the children may have had with the investigation, such as trying to make their push the same, measuring the distance accurately etc. Model and then assist the children to write a sentence describing their results, using sentence stems, scribing or scaffolding as necessary.

Teacher intentions	Learning experiences
	<ul style="list-style-type: none">Read a book that exemplifies push and pulling, such as <i>Bird Builds a Nest</i>. Create a T-chart to record the times that the character Bird pushes and pulls. Encourage the children to point out when they see a push or pull in the book.

Teacher self-reflection:

Technologies – Learning sequence 3

Western Australian Curriculum Design and Technologies	Western Australian Curriculum Digital Technologies	Western Australian Curriculum Design thinking skills
Food specialisations <ul style="list-style-type: none"> Foods are prepared in a range of ways for consumption Technologies and society <ul style="list-style-type: none"> People use technologies to create products for personal needs 	Digital implementation <ul style="list-style-type: none"> Follow a visual representation of an algorithm (sequence of steps) 	Design and Technologies Evaluating <ul style="list-style-type: none"> Use personal preferences to evaluate the solution for a personal need Design and Technologies and Digital Technologies Project management <ul style="list-style-type: none"> Share ideas and work with others to develop a solution Designing <ul style="list-style-type: none"> Design solutions through drawing, modelling and/or a sequence of steps Producing and implementing <ul style="list-style-type: none"> Use available technologies and materials to safely create a solution

Provocation <i>(What will you use/do to inspire children to actively engage in the learning?)</i>	Resources	Environment <i>(How will the indoor and outdoor environments reflect the learning intentions?)</i>
	Pre-approved snack ingredients identified in Learning sequence 2, child-safe utensils, chopping boards and plates, digital device for photographs; construction materials (cardboard, straws, egg cartons, plastic containers etc.).	

Children's curiosities and interests:

Teacher intentions	Learning experiences
<p>Notes</p> <ul style="list-style-type: none"> • In Technologies, Design and Technologies, this sequence supports the children to apply their design ideas in a practical context and develop an understanding that foods are transformed through preparation. • Be aware of any allergies in the class that could be triggered by the handling of certain foods. <p>Integration ideas</p> <ul style="list-style-type: none"> • English: Interacting with others – use interaction skills, including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions. • Health and Physical Education, Health Education: Healthy and active communities – benefits of healthy eating and regular physical activity on health and wellbeing. <p>Assessment</p> <ul style="list-style-type: none"> • Observe how the children create a sequence of steps to complete a determined task (children's starting points may be different, based on previous experiences, and teachers may need to differentiate accordingly). 	<p>Opportunities</p> <p>Design and Technologies</p> <ul style="list-style-type: none"> • Have the children form the same small groups or pairs (if possible) as in Learning sequence 2, and revisit their previously created snack design sketches/plans. Ask them to explain the snack they have planned, the foods and tools they will need and the steps required in preparation. • As a class, choose one of the snacks and model each step of the preparation, talking through the sequence and modelling clear sequencing language (<i>First, Next, Then, Lastly</i>). <ul style="list-style-type: none"> ▪ Highlight any safety practices, for example the careful handling of tools, handwashing and awareness of others' space. ▪ Have the children then follow their design plans to create their snacks. Support the children to take turns and communicate clearly in their groups, encouraging problem-solving if something doesn't go to plan. ▪ Once the food is prepared, have the children go on a gallery walk to view each other's snacks. Have the children, or the teacher, take a photo of their snack for reflections for future use. ▪ Children share and taste the snacks as a class (optional and with consideration of allergies and school policies). <p>Digital Technologies</p> <ul style="list-style-type: none"> • Have the children present their finalised their robot designs from Learning sequence 2, to the class, discussing the purpose of the features of their robots. • Have the children construct a model of their robots using everyday construction materials, e.g. cardboard, plastic containers. • Invite the children to create a sequence of steps to demonstrate how the robot would complete the chosen task. <ul style="list-style-type: none"> ▪ Review the sequence of steps studied in Term 3 and remind the children of the importance of making their steps specific and clear.

Teacher intentions	Learning experiences
	<ul style="list-style-type: none">▪ Engage the children in brainstorming the steps they would need to include for their robot to successfully complete the task, e.g. raise arm, move forward. These will depend on the chosen task.

Teacher self-reflection:

The Arts, Music – Learning sequence 3

Western Australian Curriculum Making	Western Australian Curriculum Responding
<p>Ideas</p> <ul style="list-style-type: none"> • Improvisation with sounds, simple pitch and rhythm patterns to create music ideas • Use of symbols, notation, movement and relevant technology to explore and communicate music ideas <p>Skills</p> <ul style="list-style-type: none"> • Development and consolidation of aural skills by exploring the elements of music, including: <ul style="list-style-type: none"> ▪ rhythm (difference between beat and rhythm; terminology and notation: graphic and standard I, □, Z) ▪ tempo (getting faster, getting slower) ▪ pitch (explore a limited pitch set) ▪ dynamics (use terminology and symbols for loud (<i>forte, f</i>) and soft (<i>piano, p</i>)) ▪ form (echo patterns, call and response) ▪ timbre (recognition of familiar sounds produced by instruments, voice and sound sources) <p>to create music</p> <p>Performance</p> <ul style="list-style-type: none"> • Development of performance skills (singing in tune, moving and playing classroom instruments with correct timing) 	<ul style="list-style-type: none"> • Places and occasions where different types of music are experienced and performed • Personal responses expressing ideas and feelings about the music they listen to and make

Provocation <i>(What will you use/do to inspire children to actively engage in the learning?)</i>	Resources	Environment <i>(How will the indoor and outdoor environments reflect the learning intentions?)</i>
	<p>Music such as: Marbles Kids Museum. <i>Che Che Kule Song with Shenette</i> https://www.youtube.com/watch?v=UFBop9JYfFE (Appendix A);</p> <p>Franz Schuvert Filharmonia. <i>Handel: Music for the Royal Fireworks 'La Rejouissance'</i> https://www.youtube.com/watch?v=p5jgSVw3nms&list=RDp5jgSVw3nms&start_radio=1 (Appendix A).</p> <p>Website: Shinju Matsuri. <i>Festival of the Pearl Broome</i>. https://shinjumatsuri.com.au/ (Appendix A).</p> <p>Wall of pictures/images from Carnival (or slideshow on interactive whiteboard), one kazoo, music mystery bag and suggested instruments (see Notes), device, rhythm flashcards from Learning sequence 1.</p>	

Children's curiosities and interests:

Teacher intentions	Learning experiences
<p>Notes</p> <p>Welcome activity</p> <ul style="list-style-type: none"> Carnival is a significant festival and celebration held each year in some countries. As desired, research the events and the instruments used in the music as well as the costumes worn with the elaborate masks and head dresses. Create a wall of pictures and images from Carnival or create a slide presentation of images that can be looping on the interactive whiteboard. Kazoos should not be shared amongst the children as they are instruments that are blown into. They do not form part of the percussion instrument distribution. Suggested instruments for the 'music mystery bag' are bells, maracas, small ratchets, castanets, tambourines and tambours. <p>Rhythm activity</p> <ul style="list-style-type: none"> Offering a variety of opportunities for children to explore and improvise rhythm consolidates the concept of rhythm and correlates the reading with the expression of notation. Extending the range of their capacity to read rhythm notation occurs in a measured and deliberate way, building on previous experience and knowledge and carefully scaffolding development. <p>Listening to music</p> <ul style="list-style-type: none"> <i>La Rejouissance</i> from <i>Royal fireworks music</i> is part of a suite of music Handel composed in 1749. It was written by Handel on a commission from King George II and its first performance was followed by a fireworks display. Allow children to view the video of the performance so they can see the instruments that are playing at any one time. It makes it clearer to identify the family of instruments each one belongs to and begins to develop children's knowledge about how an orchestra is organised (in families of instruments). 	<p>Opportunities</p> <p>Welcome activity</p> <ul style="list-style-type: none"> Use a kazoo to welcome children to the music space and lead them in a conga line weaving around the room. Play/hum <i>Che che kule</i> or a similar celebration song on the kazoo as the children are led in the conga. Greet the class by using the kazoo in a <i>soh-mi</i> pattern and inviting the children to respond in some way. Some may choose words and others just pitch and some may respond with pitch patterning with their hand. Explain the kazoo as a modern-day instrument created in America and works by humming into the instrument which sets a membrane vibrating. Explain that kazoos are instruments that are often used in party situations or in parades. Tell the class that in some countries, there is a parade called Carnival. Brazil and Italy have celebration street parades called Carnival. Explain that many people wear masks at Carnival. Retrieve the 'mystery musical bag' from Learning sequence 2 and discover this lesson's the instruments (See Notes). Identify the instruments that have been used before and explore any new instruments that the children have not seen before. <p>Rhythm activity</p> <ul style="list-style-type: none"> Seat the class in a circle formation and distribute available instruments (bells, maracas, small ratchets, castanets, tambourines and tambours). Using the rhythm flashcards from Learning sequence 2, repeat selected rhythm activities from Learning sequences 1 and 2, rotating instruments around the circle as appropriate. Using the same 'call' rhythm, select children to respond with a 'response' rhythm of four beats. Teacher plays the 'call' rhythm and one child at a time responds with a rhythm on their instrument.

Teacher intentions	Learning experiences
<ul style="list-style-type: none"> Establish with the children that often music accompanies fireworks and the fireworks are timed to be set off to the beat of the music. Explain that the trumpet was an instrument used for fanfares, especially when welcoming a king or queen into a public space. Stimulus questions <ul style="list-style-type: none"> What do you notice when you see fireworks? How do you feel when you see fireworks? Does the music that plays with the fireworks make it more enjoyable? Why? What instrument plays the first part of the music? Why do you think Handel chose this instrument to start the music? How do you feel when you hear it play? Which instrument family plays this opening music (motif) next? What do you think a fanfare is? <p>Conclusion</p> <ul style="list-style-type: none"> Shinju Matsuri is based on the Japanese style of celebratory parade with a dragon, drumming and entertainment incorporating the cultural diversity of the town of Broome, including the Aboriginal and Torres Strait Islander peoples of the local area (Yawuru people of the Gurlarrabulu nation). One of the significant components of the celebration is the fireworks. <p>Integrated ideas</p> <ul style="list-style-type: none"> Cross-curriculum Priority – Asia and Australia’s engagement with Asia. <p>Assessment</p> <ul style="list-style-type: none"> Use a checklist to assess the children’s ability to: <ul style="list-style-type: none"> read and perform a four-beat rhythm accurately read and perform an eight-beat rhythm accurately improvise an appropriate four-beat rhythm play non-tuned percussion instruments with accurate technique. 	<ul style="list-style-type: none"> Complete the rhythm activity by challenging the children to play two rhythms in a row, i.e. an eight-beat rhythm. Allow several opportunities for the children to play eight beat rhythms. Gather the instruments and return them. The children gather at the front of the music space. <p>Listening to music</p> <ul style="list-style-type: none"> Play <i>La Rejouissance</i> from <i>Royal fireworks music</i> by Handel. Explain that this is music that was composed a long time ago (almost 300 years) and that the title of the music means ‘rejoicing’. It is music that was specifically composed as celebration music. Discuss fireworks and the children’s experience of fireworks using the stimulus questions (see Notes). Play the music again, drawing the children’s attention to identifying as many as possible of the instruments they see. Lead a discussion on the instrumentation of the music. Record the children’s responses and organise the identified instrument names into their instrument family (i.e. strings, brass, woodwind). Arrange the children in pairs and explain that they will be given an opportunity to move to the music. Explain that one child will be the mover and the other child will have to copy the first as if they were looking into a mirror. Explain that their movements must: <ul style="list-style-type: none"> be in time with the music be able to be copied easily by the mirroring child reflect the mood and meaning of the piece. Play again, swapping the role of the children.

Teacher intentions	Learning experiences
<ul style="list-style-type: none"> • Use anecdotal evidence or the use of a filming device to assess the children's ability to: <ul style="list-style-type: none"> ▪ use appropriate movement to music ▪ move in time to the music ▪ mimic the movements of another. 	<p>Conclusion</p> <ul style="list-style-type: none"> • Explain that there is a fabulous festival that happens every year in Broome in northern Western Australia. It is called 'Shinju Matsuri' which means Festival of the Pearl and it celebrates the diversity of culture that has made Broome what it is today. • Show the children some of the photos on the official website including those of the dragon, drumming and fireworks. • Explain that fireworks are often used as the concluding event of a celebration. • Play <i>La Rejouissance</i> for the children to move in time to as they leave the music space.
Teacher self-reflection:	

The Arts, Visual Arts – Learning sequence 3

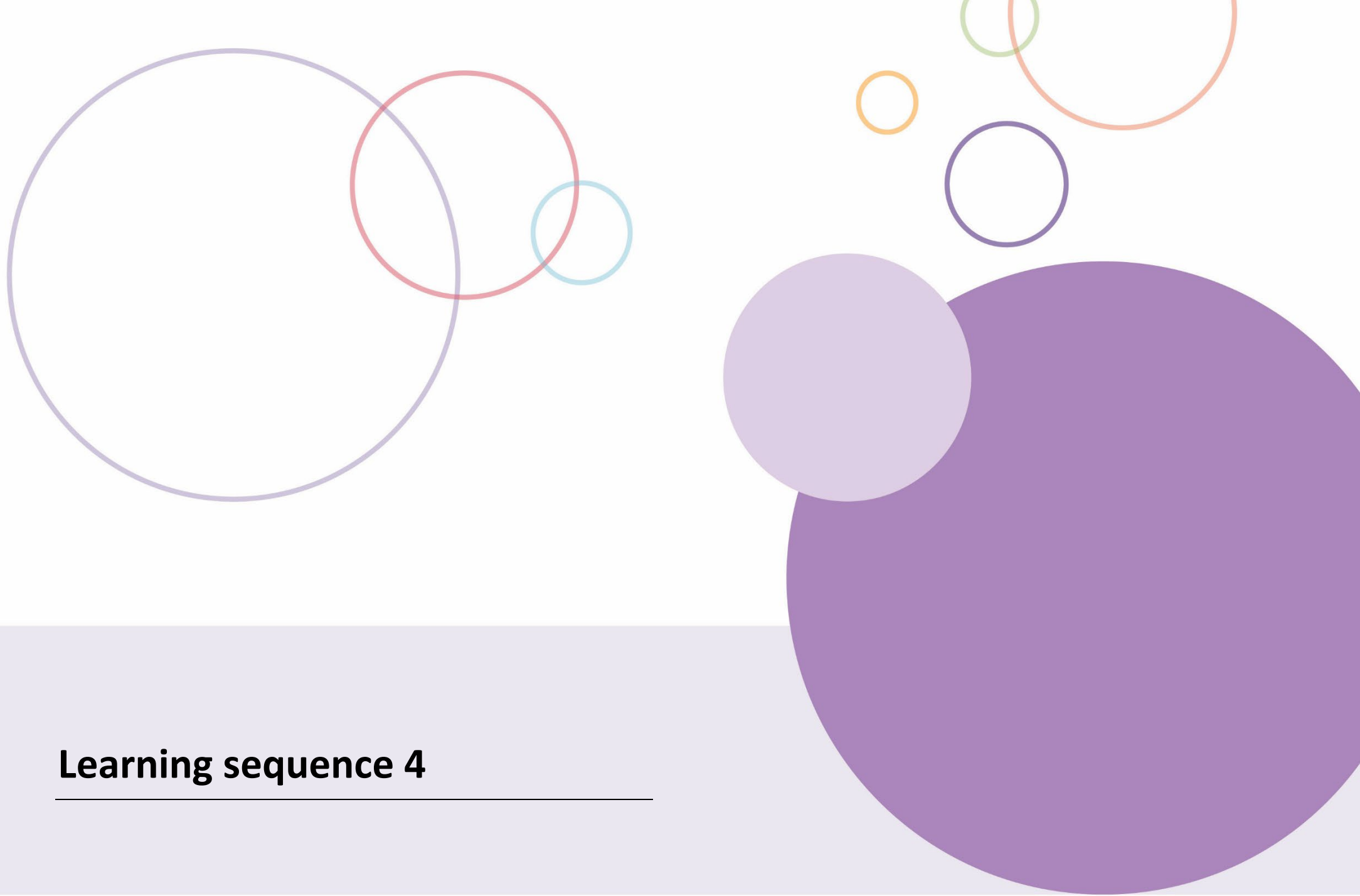
Western Australian Curriculum Making	Western Australian Curriculum Responding
<p>Ideas</p> <ul style="list-style-type: none"> • Exploration of, and experimentation with, the visual art elements of shape, colour, line, space and texture <p>Skills</p> <ul style="list-style-type: none"> • Development of artistic skills through experimentation with: <ul style="list-style-type: none"> ▪ shape (geometric shapes) ▪ colour (mixing primary colours to create secondary colours) ▪ line (broken, jagged, dashed) ▪ space (background, foreground) ▪ texture (changes in texture; transfer of texture) to create artwork <p>Production</p> <ul style="list-style-type: none"> • Use of visual art elements and techniques, to create 2D and 3D artwork, that communicate an idea to an audience • Display of artwork 	<ul style="list-style-type: none"> • Personal opinions, feelings and ideas about artwork they view and make

Provocation <i>(What will you use/do to inspire children to actively engage in the learning?)</i>	Resources	Environment <i>(How will the indoor and outdoor environments reflect the learning intentions?)</i>
	<p>Video: Kidspot. <i>How to make your own shadow puppet theatre</i> https://www.youtube.com/watch?v=-hL28SkHf1g (Appendix A).</p> <p>Shadow puppets from Learning sequence 2, images of theatre stage areas across history e.g. proscenium arch; materials to make and decorate shadow puppet theatres (including cardboard boxes (one per small group), white tissue paper, tape, black markers, art materials to decorate the theatres), torches or lamps.</p>	

Children's curiosities and interests:

Teacher intentions	Learning experiences
<p>Notes</p> <ul style="list-style-type: none"> The focus of the teaching and learning is to continue the children's exploration of shape and line used in the shadow puppets based on experiences in Learning sequence 2. Rewatch the video <i>How to make your own shadow puppet theatre</i> (without the children). Explore how line and shape is used in architecture of proscenium arch theatres. Model the steps to making a cardboard box shadow puppet theatre. Discuss how the scale of the puppet alters when used in the theatre (use of negative and positive space). <p>Integration ideas</p> <ul style="list-style-type: none"> English – create short oral texts. Technologies, Design and Technologies – representing a sequence of steps; puppets. The Arts, Drama – places where drama is performed. <p>Assessment</p> <ul style="list-style-type: none"> Observe and take anecdotal notes on how the children collaborate on a shared project. Interview the children to determine their understanding on the elements of line and shape and how they were used when making puppets and theatre box. 	<p>Opportunities</p> <ul style="list-style-type: none"> Building on from Learning sequence 2, have the children observe images of different theatre stage designs and discuss the shapes and lines in the architecture of a proscenium arch theatre. <ul style="list-style-type: none"> Look at images of theatre stages from across history and discuss. Make a list of the types of shapes and lines seen. In small groups, ask the children to design and draw a shadow puppet theatre on paper. <ul style="list-style-type: none"> The group then decides which design will be transferred to the cardboard box and draws it on. Carefully, and with guidance, have the children cut out the space to reveal a stage area. Tape the tissue paper to the inside of the box. Decorate accordingly, e.g. paint, collage or glitter. Ensure the shapes and lines are maintained clearly but consider how to change the texture. In the same small groups, have the children create a short performance using their shadow puppets and present to the class. <ul style="list-style-type: none"> Have the children create a sequence of events (steps) for their storyline. Reflect as a whole class. Pose questions such as: <ul style="list-style-type: none"> What did you notice about the shape of the puppets when inside or outside of the theatre box? For example, colour, size. How did the space alter? For example, perspective. Would you choose to alter your puppet in anyway? Why/why not?

Teacher self-reflection:



Learning sequence 4

English – Learning sequence 4

Western Australian Curriculum Language	Western Australian Curriculum Literature	Western Australian Curriculum Literacy
<p>Text structure, organisation and features</p> <ul style="list-style-type: none"> Explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain <p>Language for expressing and developing ideas</p> <ul style="list-style-type: none"> Understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details, such as when, where and how (adverbs) Compare how images in different types of texts contribute to meaning 	<p>Literature and contexts</p> <ul style="list-style-type: none"> Discuss how language and images are used to create characters, settings and events in literature by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators <p>Engaging with and responding to literature</p> <ul style="list-style-type: none"> Discuss literary texts and share responses by making connections with children's own experiences <p>Examining literature</p> <ul style="list-style-type: none"> Discuss plot, character and setting in stories Listen to, discuss and perform literary texts, including stories, poems, chants, rhymes and songs, and imitate and invent sound patterns, including alliteration and rhyme 	<p>Texts in context</p> <ul style="list-style-type: none"> Discuss different texts and identify some features that indicate their purposes <p>Interacting with others</p> <ul style="list-style-type: none"> Use interaction skills, including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions <p>Analysing, interpreting and evaluating</p> <ul style="list-style-type: none"> Describe some similarities and differences between imaginative, informative and persuasive texts Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning in texts by drawing on vocabulary and growing knowledge of context and text structures <p>Creating texts</p> <ul style="list-style-type: none"> Create, re-read and co-edit short written and/or multimodal texts to report on a topic, express an opinion, or recount a real or imagined event or experience, and use imagination to tell, retell or adapt a story, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of one- and two-syllable words Explore features of familiar digital tools to create or add to texts

Provocation <i>(What will you use/do to inspire children to actively engage in the learning?)</i>	Resources	Environment <i>(How will the indoor and outdoor environments reflect the learning intentions?)</i>
	<p>Picture books to suit classroom context or to match a topic from another learning area.</p> <p>A mystery bag with interesting objects to stimulate storytelling, such as a key, a shiny stone, a feather, figurines, old jewellery etc.</p>	

Children's curiosities and interests:

Teacher intentions	Learning experiences
<p>Notes</p> <ul style="list-style-type: none"> The focus of the teaching and learning is narrative structure and language features (characters, setting and events) through oral/multimodal storytelling. The learning experiences should be combined with opportunities to explicitly teach phonic and word knowledge through oral language and effective systematic approaches that align with the school context. <p>Assessment</p> <ul style="list-style-type: none"> Create a checklist to monitor the children's development of writing knowledge/skills for a narrative structure. 	<p>Opportunities</p> <ul style="list-style-type: none"> Choose two or three picture books to fit your context and/or topic from another learning area. <ul style="list-style-type: none"> Prior to reading the stories ask the children to make a prediction based on the front cover and a preview of the images. Read the stories to the class. Ask the children to share connections to the text and generate 'I wonder ...?' questions. Generate vocabulary to describe images, characters, settings and events. Identify events that make the stories exciting, such as problems or unexpected happenings Choose one of the texts to re-read and have the children construct a story mountain or story map, focussing on the events. Once finished they should retell the story to a partner. Introduce a 'mystery bag' that contains interesting objects, such as a key, a shiny stone, a feather, figurines, old jewellery. Show some of the objects to the children and model how to create an oral story using these objects. Encourage the class to contribute ideas. <ul style="list-style-type: none"> Place the children in groups of about four and ask them to take an object from the bag to use as the basis of a story. Remind them to refer to the previously created class charts that have interesting vocabulary, characters, settings and events. Have each group create their own story using words and images. Once they have practised it, give each group the opportunity to tell their story to the class.

Teacher intentions	Learning experiences
	<ul style="list-style-type: none">▪ Use questioning to discuss each story; for example:<ul style="list-style-type: none">○ What was the problem?○ Who solved the problem?○ Who was the most interesting character?○ How did the story end?

Teacher self-reflection:

Health and Physical Education, Health Education – Learning sequence 4

Western Australian Curriculum Personal, social and community health

Interacting with others

- Appreciation and encouragement of the behaviour of others through the use of:
 - culturally appropriate manners
 - positive language
 - praise

Provocation <i>(What will you use/do to inspire children to actively engage in the learning?)</i>	Resources	Environment <i>(How will the indoor and outdoor environments reflect the learning intentions?)</i>
	Comic strip template (printed for each pair of children), examples of simple comic strips, drawing materials.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
<p>Notes</p> <ul style="list-style-type: none"> The focus of the teaching and learning is for the children to understand the importance of manners and the link between manners and kindness. Highlight the idea that good manners can look different across families and cultures. Create a simple blank comic strip template of only three or four panels for the children to complete. <p>Integration ideas</p> <ul style="list-style-type: none"> English: Text structure, organisation and features – explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain. <p>Assessment</p> <ul style="list-style-type: none"> Observe how the children identify manners as a way to demonstrate kindness. 	<p>Opportunities</p> <ul style="list-style-type: none"> Review the previous Learning experiences about kindness and positive language. Ask the children to think of other ways (apart from positive language) in which people demonstrate kindness in everyday life; for example, doing small things for others, helping to clean up a mess even if it's not yours etc. Discuss with the children how using manners is another way of being kind and showing respect. <ul style="list-style-type: none"> Provide the children with real-life examples that are relevant to them. For example, saying please and thank you, holding the door open for someone, picking up someone's pencils if they drop them, saying good morning as they arrive at school or enter the classroom. Discuss how the use of manners creates a calmer, happier environment in which people feel safe and appreciated. Ask the children about the manners that are important in their household. Highlight that sometimes in different houses, good manners can look different; for example, some families use knives and forks to eat their food while other families may eat with their hands, some families might greet each other with hugs or handshakes while other families might just wave or smile etc. Invite the children to work in pairs and create a comic strip in which they exemplify the use of manners in an everyday situation. As a class, look at some examples of simple, age-appropriate comic strips and explore what the children notice about them, for example, they have pictures and use speech bubbles, each box (panel) shows a different moment. <ul style="list-style-type: none"> Work through a kindness example as a class, to model how the children will create their comic strips. Before creating their strips, invite the children to turn and talk, planning their example of using manners and how they will show this in a comic strip.

Teacher intentions	Learning experiences
	<ul style="list-style-type: none"> ▪ Support the children to translate their ideas into comic strips and allow enough time for children to finalise their designs, including adding speech bubbles and key words, which may be copied from vocabulary cards or the board, if needed. • Provide an opportunity for all children to share their comic strips with the class, highlighting how the use of manners helps to create a calmer and happier environment.
Teacher self-reflection:	

Health and Physical Education, Physical Education – Learning sequence 4

Western Australian Curriculum Movement and physical activity		
Movement skills <ul style="list-style-type: none"> Introduce fundamental movement skills: <ul style="list-style-type: none"> Body management <ul style="list-style-type: none"> side roll (pencil) dynamic balance Locomotor <ul style="list-style-type: none"> jump (one foot) jump (distance) skip (step-hop movement) Object control <ul style="list-style-type: none"> overarm throw kick-off the ground two-handed side strike Apply and consolidate fine and gross motor skills previously learnt through minor games and play situations Movement skills that combine the elements of effort, space and time 	Understanding movement <ul style="list-style-type: none"> Simple rules and fair play in partner or group activities, and minor games 	Interpersonal skills <ul style="list-style-type: none"> Cooperation skills in partner and group work during physical activity practices

Provocation	Resources
<p><i>(What will you use/do to inspire children to actively engage in the learning?)</i></p>	<p>Websites: Department of Education, Education Resources. Fundamental Movement Skills – <i>Fundamental Movement Skills</i> https://myresources.education.wa.edu.au/programs/fundamental-movement-skills (Appendix A);</p> <p>Australian Government Australian Sports Commission. SportAus – Yulunga Traditional Indigenous Games – <i>Juluhya</i> https://www.ausport.gov.au/schools/resource-hub/yulunga (Appendix A);</p> <p>Australian Sports Commission. <i>Runners v passers – Playing for Life Activity Cards</i> https://www.youtube.com/watch?v=7CqIMPk_0kY (Appendix A);</p> <p>Kiddo, The University of Western Australia. <i>Beans</i> https://kiddo.edu.au/school/activities/beans (Appendix A).</p> <p>Lengths of flexible tubing, small balls, buckets/containers, cones/markers, tees, bats, balls.</p>

Children’s curiosities and interests:

Teacher intentions	Learning experiences
<p>Notes</p> <p>Refer to the relevant section/s of the <i>Fundamental Movement Skills</i> resource.</p> <p>The focus of the teaching and learning is:</p> <ul style="list-style-type: none"> to practise the skills of a two-handed side strike and locomotor and body management movements. to develop cooperative skills when working as a team. <p>Tuning in</p> <ul style="list-style-type: none"> Read the resource <i>Juluhya</i> to understand the set up and rules of the game. <i>Juluhya</i> is a game that the Aboriginal children from the Numinbah Valley area of south Queensland played by rolling small round pebbles down long sheets of bark. These were folded in a long tubular fashion. Competitions were held to see whose pebble appeared first. Juluhya means 'to go down' in the Bundjalung language of north New South Wales and parts of south Queensland. Collect equipment: <ul style="list-style-type: none"> flexible tubing 6–8 metres in length (one per group) balls – must be able to fit in the tube (approximately 10 balls per group) buckets/containers (2 per group). <p>Activity 1</p> <ul style="list-style-type: none"> View the resource <i>Runners v passes</i> to understand the set up and rules of the game (use tee and ball). Collect equipment: <ul style="list-style-type: none"> cones/markers tee (1 per two teams) bat (1 per two teams) ball (1 per two teams). Prepare the playing area <ul style="list-style-type: none"> Set out cones in a clearly marked play area. 	<p>Opportunities</p> <p>Tuning in</p> <ul style="list-style-type: none"> Divide the children into groups of eight and allocate each group a long tube, two buckets and a supply of balls. Demonstrate the game <i>Juluhya</i> with one group of children before commencing play. On the start signal, children are to put the balls in one end of the tubing (one after the other) and work cooperatively to move them through to the other end of the tube and into a container. Time the attempts. When the teams are finished, allow them time to discuss and share their strategies. Encourage further attempts to try and improve on their times. See the activity card for more variations. <p>Activity 1</p> <ul style="list-style-type: none"> Using the same team of eight from the tuning-in game, have the children create two smaller teams of four, a batting team and a bowling team. Demonstrate the game of <i>Runners v passes</i> with a select group of children. Choose the first batter from the batting team to hit the ball (off the tee) into the playing area. The entire batting team runs around the playing area. The fielding team gathers up the ball and passes it to everyone on their team. When all the fielders have caught the ball, they call out stop. One point is awarded to each batter who completes their lap before the fielding team calls out stop. Continue until all players have had a bat and then switch over so the batters become the fielders and fielders become batters. Focus questions: <ul style="list-style-type: none"> Where is the best place to hit the ball? Where is the best place to stand when fielding?

Teacher intentions	Learning experiences
<p>Concluding activity</p> <ul style="list-style-type: none"> Read the resource <i>Beans</i> to understand the set-up, rules and variations of the game. <p>Assessment</p> <ul style="list-style-type: none"> These lessons provide an opportunity to make summative assessment judgments and create anecdotal notes on: <ul style="list-style-type: none"> two-handed side strike dynamic balance the children's ability to work cooperatively with team members. 	<ul style="list-style-type: none"> How can you pass the ball to a team mate most effectively? Add up the scores and celebrate the winning teams. <p>Concluding activity</p> <ul style="list-style-type: none"> To conclude the lesson, ask the children to spread out over the playing area. Explain to the children that they are going to play a game called <i>Beans</i> where they will become a different type of bean. Ask the children to copy the movement as the instructions are called out. As the bean names are called out, model the movements the children are expected to perform. <ul style="list-style-type: none"> Runner bean – run on the spot Jelly bean – wobble your arms, legs and body Frozen bean – freeze Baked bean – curl up tightly in a small ball Full of beans – crazy dancing on the spot Broad beans – stretch arms and legs out wide Snake bean – slither along the ground Chili bean – shiver and shake Kidney bean – bend over and touch your toes String bean – stand on tip toes with arms stretched up high Jumping bean – jump on the spot Balance bean – balance on one leg Hopping bean – hop on one leg.

Teacher self-reflection:

Humanities and Social Sciences – Learning sequence 4

Western Australian Curriculum Knowledge and understanding	Western Australian Curriculum Humanities and Social Science skills
<p>History</p> <ul style="list-style-type: none"> The differences and similarities between children’s daily lives and life during their parents’ and grandparents’ childhoods and how daily lives have changed 	<p>Questioning and researching</p> <ul style="list-style-type: none"> Locate information from a variety of provided sources Sort and record selected information and/or data <p>Analysing</p> <ul style="list-style-type: none"> Process information and/or data collected <p>Evaluating</p> <ul style="list-style-type: none"> Participate in decision-making processes <p>Communicating and reflecting</p> <ul style="list-style-type: none"> Present findings in a range of communication forms, using relevant terms Reflect on learning and respond to findings

Provocation <i>(What will you use/do to inspire children to actively engage in the learning?)</i>	Resources	Environment <i>(How will the indoor and outdoor environments reflect the learning intentions?)</i>
	<p>Box containing items people use/d to communicate (see Notes), sheets of paper divided into two, drawing materials.</p> <p>Video, such as: National Museum of Australia. <i>Communication – Then and Now</i>. https://www.nma.gov.au/learn/classroom-resources/communication-then-and-now (Appendix A).</p>	

Children's curiosities and interests:

Teacher intentions	Learning experiences
<p>Notes</p> <ul style="list-style-type: none"> • Key concepts: continuity and change. • The focus of the teaching and learning is to look at changes to communication over time and how this has changed people's daily lives. • Mystery box communication items could include a letter in an envelope, a postcard, a corded telephone, an old camera, a typewriter, a printed email, a mobile phone, a laptop. • Teachers will need to allow time for the survey to be sent home and completed. <p>Integration ideas</p> <ul style="list-style-type: none"> • English – topic-specific vocabulary. • Mathematics – collect and compare data using objects, pictures, tallies or numbers. <p>Assessment</p> <ul style="list-style-type: none"> • The children's responses when comparing the survey results could be used to assess their understanding of how daily lives have changed over time. 	<p>Opportunities</p> <ul style="list-style-type: none"> • Present the class with a mystery box containing items that show a variety of ways people have communicated over time. Provide the children with time to examine and explore the items. This could include using the items in role-play situations. • Discuss the items using the following questions: <ul style="list-style-type: none"> ▪ What are the items? ▪ What are they used for? ▪ Who might use have used the item? • Explain to the class that all the items can be used to communicate and discuss what is meant by communication. • As a class, group the items into two categories that show when the children think the items were used – <i>Past</i> and <i>Present</i>. Ask the children to share reasons for placing the item in a certain category. • View a video that shows the children items used to communicate in the past, such as <i>Communication – Then and Now</i>. • After viewing the video, look back at the categories the children grouped the items and discuss if any need to be moved. • Ask the children to discuss with a partner which item they think is the oldest and which they think is the newest. Review the children's ideas. • Provide each child with a piece of paper divided into two and ask them to draw one communication item from the past and one from the present. • As a class, create a survey with focus questions for the children to ask their parents, grandparents or other older people within their everyday life, about how they communicated with other people far away when they were children. • Compare the most popular forms of communication identified by the children, parents, grandparents or older people highlighting how daily life has changed over the generations.



Teacher self-reflection:

Mathematics – Learning sequence 4

Western Australian Curriculum Number and algebra	Western Australian Curriculum Measurement and geometry	Western Australian Curriculum Probability and statistics
Understanding number <ul style="list-style-type: none"> Explore different ways to represent and partition collections up to 100, including in groups of 10, using concrete materials 	Two-dimensional space and structures <ul style="list-style-type: none"> Give and follow directions within familiar locations Three-dimensional space and structures <ul style="list-style-type: none"> Recognise, sort and name familiar three-dimensional objects and identify the two-dimensional shapes that comprise them 	<p>This strand is not the focus of these learning experiences.</p>

Provocation <i>(What will you use/do to inspire children to actively engage in the learning?)</i>	Resources	Environment <i>(How will the indoor and outdoor environments reflect the learning intentions?)</i>
	Three-dimensional objects, self-adhesive notes; large collections of concrete materials and items for bundling and labelling, ten frames, class place value chart, individual place value charts for each child, labelled bags containing unbundled items; ten-sided dice, strips of paper, two-dimensional shapes, props and play money (Australian coins and notes) for role-play shopping.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
<p>Notes</p> <p>Location</p> <ul style="list-style-type: none"> The children have had opportunities to explore directional language throughout the year. These learning experiences provide an opportunity for the children to apply their knowledge and understanding to a familiar location, or one created by them. Throughout these experiences, engage the children in identifying features of two-dimensional shapes and three-dimensional objects. <p>Place value</p> <ul style="list-style-type: none"> The children will have previously been counting bundles of tens and ones and will continue to develop this understanding. Throughout this learning experience the children will use concrete materials and partition them into tens and ones. There is an opportunity to extend that understanding to the place value concepts of hundreds, tens and ones using place value charts. <p>Assessment</p> <ul style="list-style-type: none"> Observe how the children use the language of direction to move from place to place. 	<p>Opportunities</p> <p>Activity 1</p> <ul style="list-style-type: none"> Divide the class in small groups and provide each group with a large collection of three-dimensional objects. Invite each group to create a small town using the blocks. <ul style="list-style-type: none"> Ask the children to create 'towns' in the space provided (such as on a sheet of newspaper) and discuss what is represented by each set of three-dimensional objects, e.g. 'This cube is the supermarket, and the red rectangular prism is the school.' Have the children label their town buildings using self-adhesive notes. Once the children have finished, invite the class to walk around the towns and observe their layouts. Call the children's attention to the fact that when we observe the towns from the top, we get a different view from when we are walking on the streets, and that this view looks like a map. Combine two groups to work on giving and following directions within the towns. <ul style="list-style-type: none"> Group A provides group B with instructions to move around town A. Group B provides group A with instructions to move around town B. The children may use a small person figurine to demonstrate the movements within the town. Have the children return to their original groups and decide on a location to hide a treasure in their towns. The treasure will be represented by a sticker that can be hidden under the blocks. <ul style="list-style-type: none"> Have each group record a set of instructions on how to find the treasure in their town. Include a starting position. Ask the groups to swap instructions and work to identify the location of each treasure.

Teacher intentions	Learning experiences
	<ul style="list-style-type: none"> • Invite the class to share and discuss situations in which directions are important, e.g. when driving to a new place, when starting at a new school. <p>Activity 2</p> <ul style="list-style-type: none"> • Continue to provide opportunities for the children to explore place value. <ul style="list-style-type: none"> ▪ Have the children count large (50 to 150 items) collections by making bundles of ten and labelling the total quantity. Highlight that the number of bundles and the numeral that sits in the tens position is the same. ▪ Ask the children to place counters in ten frames to identify how many full frames they need for that quantity, then add the 'loose' ones to determine the final quantity. For example, '5 full ten frames gives me 50. I had 2 left over, so my total quantity is $50 + 2$.' ▪ Model using a class place value chart showing ones, tens and hundreds to show how to represent the numbers counted. Write the digits in each place; for example for the bundled amount of 50 and 2 write 5 in the tens place and 2 in the ones place. Extend this by providing larger amounts to bundle into the hundreds. Have the children use individual place-value charts to represent the numbers by writing the digits in each place as modelled by the teacher. ▪ Provide the children with a labelled bag containing a certain number of unbundled items. Have them bundle the items to make tens and ones, and represent these using their place value charts. Ask the children to then show a peer their bundled items and how they've written the number in their place value chart for a peer-check before a teacher-check. ▪ Have the children continue swapping bags of items around the class to allow for repeated practice.

Teacher intentions	Learning experiences
	<p>Small group opportunities</p> <ul style="list-style-type: none"> • In pairs, have the children provide directions for a peer to follow, within a familiar place in the school. Ask the children to then swap and give their partner directions to a different destination. • Using a ten-sided dice, ask the children to roll a number and skip count from that number by twos, fives and tens writing the numbers vertically on strips of paper. • Have the children play memory games matching three-dimensional objects to the two-dimensional shapes represented in the object, e.g. cube and square. • Encourage the children to role-play shopping, reinforcing their knowledge of Australian coins and notes from previous terms.
Teacher self-reflection:	

Science – Learning sequence 4

Western Australian Curriculum Science understanding	Western Australian Curriculum Science inquiry
<p>Physical sciences</p> <ul style="list-style-type: none"> The strength and direction of a push or a pull force affects how an object moves or changes shape 	<p>Questioning and predicting</p> <ul style="list-style-type: none"> Pose questions and make predictions based on knowledge and experiences <p>Planning and conducting</p> <ul style="list-style-type: none"> Engage in guided investigations to answer questions, test predictions and assess risks Make and record observations, including informal measurements <p>Processing, modelling and analysing</p> <ul style="list-style-type: none"> Sort and order data using provided tables and represent data using visual or physical models <p>Evaluating</p> <ul style="list-style-type: none"> Compare observations to predictions and identify further questions for investigation <p>Collaborating and applying</p> <ul style="list-style-type: none"> Use science knowledge and understandings to make decisions and choices in their environment

Provocation <i>(What will you use/do to inspire children to actively engage in the learning?)</i>	Resources	Environment <i>(How will the indoor and outdoor environments reflect the learning intentions?)</i>
	Images or examples of objects that can move through air or water; materials for experiments, such as balloons, paper, marbles, water, soft surfaces; digital device for photographs.	

Children’s curiosities and interests:

Teacher intentions	Learning experiences
<p>Notes</p> <ul style="list-style-type: none"> The focus of the teaching and learning is on the different pushes and pulls that objects may experience and their effects, and how to record observations of an investigation. Review what friction is and the way it impacts how things move across a surface. Introduce the term <i>gravity</i> and discuss where gravity comes into the children's everyday lives, such as when they drop something, when they sit down, walk etc. <p>Integration ideas</p> <ul style="list-style-type: none"> English – use of topic-specific vocabulary. <p>Assessment</p> <ul style="list-style-type: none"> Photographs of children completing the experiment can be used with annotations to show the children's understanding. Collect any written records completed by children to assess understanding of forces, and the development of their science inquiry skills. 	<p>Opportunities</p> <ul style="list-style-type: none"> Look at a variety of objects that can move through air or water without being pushed or pulled by people (e.g. motorised boats, kites, helicopters and leaves blowing). Provide the class with four different experiments that involve moving objects through air, in water or across a surface that creates friction. This could include: <ul style="list-style-type: none"> pushing a balloon filled with water through water pushing a balloon filled with air through water dropping a piece of paper from height to see how it moves through the air rolling marbles along a surface that creates friction attempting to roll marbles through water dropping marbles from a height onto a soft surface, such as grass or sand. Discuss the terminology to be used when participating in each of the experiments, such as <i>float</i>, <i>sink</i>, <i>friction</i>, <i>push</i> or <i>pull</i>. Clarify and model the difference between a prediction and an observation. Tell the children that their group is responsible for gathering information from one of the experiments to share with the rest of the class. Place the children in four groups and allocate one experiment per group. Have the children choose how they represent their findings as a group, for each of the experiments. Guide them as to what to include, e.g. organising their observations by labelling each experiment or creating a section for experiment title, prediction and observation. Provide each group with adequate time to understand each experiment, and to make and record their predictions and observations using informal methods. Once all groups have experienced each experiment, bring the class back together to compare observations. During this time look at efficient models of recording data, such as inputting data into a table. Collect each group's information into a whole-class table to easily view and compare results. Have the children reflect on their predictions and observations.

Teacher intentions	Learning experiences
	<ul style="list-style-type: none">Review whole-class results, highlighting any patterns in the data and compare to predictions.

Teacher self-reflection:

Technologies – Learning sequence 4

Western Australian Curriculum Design and Technologies	Western Australian Curriculum Digital Technologies	Western Australian Curriculum Design thinking skills
Food specialisations <ul style="list-style-type: none"> Foods are prepared in a range of ways for consumption Technologies and society <ul style="list-style-type: none"> People use technologies to create products for personal needs 	Digital implementation <ul style="list-style-type: none"> Follow a visual representation of an algorithm (sequence of steps) 	Design and Technologies Evaluating <ul style="list-style-type: none"> Use personal preferences to evaluate the solution for a personal need Digital Technologies Project management <ul style="list-style-type: none"> Share ideas and work with others to develop a solution Investigating and defining <ul style="list-style-type: none"> Explore ideas and design opportunities for a personal need Design and Technologies and Digital Technologies Designing <ul style="list-style-type: none"> Design solutions through drawing, modelling and/or a sequence of steps

Provocation <i>(What will you use/do to inspire children to actively engage in the learning?)</i>	Resources	Environment <i>(How will the indoor and outdoor environments reflect the learning intentions?)</i>
	Photographs/drawings/sequence charts related to the completed snacks from Learning sequence 3, sentence starters for evaluation, drawing materials; the children's sequence of steps from Learning sequence 3, drawing/writing materials or digital device for voice recording.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
<p>Notes</p> <ul style="list-style-type: none"> • In Technologies, Design and Technologies, the children will evaluate their completed products (snacks) using evaluative language. • Be aware of any allergies in the class that could be triggered by the handling of certain foods. • In Technologies, Digital Technologies, the children will continue creating a sequence of steps for their robot. <p>Integration ideas</p> <ul style="list-style-type: none"> • English: Interacting with others – use interaction skills, including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions. • Health and Physical Education, Health Education: Healthy and active communities – benefits of healthy eating and regular physical activity on health and wellbeing. <p>Assessment</p> <ul style="list-style-type: none"> • Observe how the children develop and test a sequence of steps to complete a task. • Observe the language the children use to evaluate their designs and completed products. 	<p>Opportunities</p> <p>Design and Technologies</p> <ul style="list-style-type: none"> • Revisit the food prepared in Learning Sequence 3: <ul style="list-style-type: none"> ▪ What did we make? ▪ What do we do first, next and last? • Display the photographs, drawings, sequence sketches related to the snacks. <ul style="list-style-type: none"> ▪ Engage the children in structured reflection: <ul style="list-style-type: none"> ○ What did you like about your food? ○ What would you change if you made it again? ○ Was there anything tricky? ▪ Explicitly model evaluative language, using sentence starters such as: <ul style="list-style-type: none"> ○ I liked this because ... ○ Next time I would ... ▪ Ask the children to reflect on the taste, texture and appearance of their snacks, as well as any difficulties they encountered when preparing the food. • Have the children create a refined design drawing, showing improvements to the original plan, and simple labels or annotations reflecting the ingredients, preparation and how the snack tasted in the end. <ul style="list-style-type: none"> ▪ Share and display the completed design plans. <p>Digital Technologies</p> <ul style="list-style-type: none"> • Have the children continue to work collaboratively (in the same partner groups as the previous learning sequence) on their sequence of steps and communicate them through drawings, writing or orally (use a voice recorder). • Invite the children to act as the robot and follow the sequence of steps exactly, to check if the instructions are clear enough. <ul style="list-style-type: none"> ▪ Engage the children playfully in being robots attempting to complete the task based on set sequences of steps.

Teacher intentions	Learning experiences
	<ul style="list-style-type: none">• Have the children share personal preferences to evaluate the success of the sequence of steps.

Teacher self-reflection:

The Arts, Music – Learning sequence 4

Western Australian Curriculum Making	Western Australian Curriculum Responding
<p>Ideas</p> <ul style="list-style-type: none"> • Improvisation with sounds, simple pitch and rhythm patterns to create music ideas • Use of symbols, notation, movement and relevant technology to explore and communicate music ideas <p>Skills</p> <ul style="list-style-type: none"> • Development and consolidation of aural skills by exploring the elements of music, including: <ul style="list-style-type: none"> ▪ rhythm (difference between beat and rhythm; terminology and notation: graphic and standard I, □, Z) ▪ tempo (getting faster, getting slower) ▪ pitch (explore a limited pitch set) ▪ dynamics (use terminology and symbols for loud (<i>forte, f</i>) and soft (<i>piano, p</i>)) ▪ form (echo patterns, call and response) ▪ timbre (recognition of familiar sounds produced by instruments, voice and sound sources) <p>to create music</p> <p>Performance</p> <ul style="list-style-type: none"> • Development of performance skills (singing in tune, moving and playing classroom instruments with correct timing) 	<ul style="list-style-type: none"> • Places and occasions where different types of music are experienced and performed • Personal responses expressing ideas and feelings about the music they listen to and make

Provocation <i>(What will you use/do to inspire children to actively engage in the learning?)</i>	Resources	Environment <i>(How will the indoor and outdoor environments reflect the learning intentions?)</i>
	<p>Music: Schmobot. <i>George Frideric Handel – The Arrival of the Queen of Sheba</i> https://www.youtube.com/watch?v=-TGKJ9MgCOQ (Appendix A);</p> <p>Beth's Notes. <i>Old King Glory</i> https://www.bethsnotesplus.com/2014/03/old-king-glory.html (Appendix A);</p> <p>PermafrostIndustries. <i>March of the Toy Soldiers from the Nutcracker Suite by Tchaikovsky</i> https://www.youtube.com/watch?v=LmLEmi2HxjY (Appendix A).</p> <p>A range of non-tuned percussion instruments (see Notes), rhythm flashcards from previous learning experience; book about the <i>Nutcracker</i> ballet; digital device for filming (if appropriate).</p>	

Children's curiosities and interests:

Teacher intentions	Learning experiences
<p>Notes</p> <p>Welcome activity</p> <ul style="list-style-type: none"> Stimulus questions <ul style="list-style-type: none"> How does a queen walk? What would you do if you met a queen? Can you hear the differences between the oboe parts of the music and the strings part of the music? Do you think it sounds as though the instruments are having a conversation? Can you think of some activities we do that are similar to what you are hearing in this music? <p>Song/game</p> <ul style="list-style-type: none"> Arrange even numbers of a range of non-tuned different instruments in an accessible location in the room. Instruments suggested for this rhythm activity include triangles, finger cymbals, claves, woodblocks, tambours. Ensure there are no more instruments than you need (i.e. there will be even numbers of each instrument once all children have selected). Depending on the capacity of the children, this activity can be independently structured, i.e. each two groups find a space in the room and manage the 'call and response' activity themselves. They have had practise at several iterations over the last few lessons. Alternatively, there may be some children that could be paired up (a wooden and a metal instrument together) to complete the activity while others may need time to consolidate the concept of improvising a rhythmic response and would work better in groups with teacher oversight. Multiple copies of the rhythm cards are required for this activity if children will be working independently in pairs. 	<p>Opportunities</p> <p>Welcome activity</p> <ul style="list-style-type: none"> Play <i>George Frideric Handel – The Arrival of the Queen of Sheba</i> as the children enter the music space. Invite them through non-verbal cues to walk around the room in a regal style ensuring that they keep in time with the music. Demonstrate a pose at the conclusion of the music. Seat the children where they are in the music space and explain that the music they just heard was written by the same composer as the <i>La Rejouissance</i> they listened to in the previous learning experience. This music by Handel was written for a story about the Queen of Sheba visiting a great and wise king of Israel called Solomon. This music is the part of the story when the Queen enters the beautiful courts of King Solomon's palace. Discuss how a queen might enter a public place and what other people might do when she enters. Play the music and invite the children to walk to the music with an appropriately regal demeanour and more intentionally than the first time. Briefly discuss the music and the instruments the children can hear playing. Consolidate their understanding of instrument families by recording their responses and grouping the instruments heard into their family categories. Highlight for the children the 'call and response' nature of the form of the music and how it is similar to the rhythm activities the children have been engaging with. Determine, with the children's input, two actions that can represent when the strings play and when the oboes play. They must be distinctly different. Have the class stand. Play the music again and ask the children to respond with the appropriate movement for the instruments when they hear them. Assist through demonstration at the beginning but then reduce teacher input so that the children must listen for themselves.

Teacher intentions	Learning experiences
<p>Listening to music</p> <ul style="list-style-type: none"> The Nutcracker Suite (by Tchaikovsky) is a well-known collection of ballet music. The ballet story for which the music was written is based on a story by Hoffman called 'The Nutcracker and the Mouse King'. There are many books that tell the story of the Nutcracker ballet. Select one and either read some or use it on the music table as a provocation. The link between the previous activities and the playing of selections of the music is that there are several characters in the story that are regal: the Nutcracker is a prince, Mouse King is a king, Sugar Plum Fairy is a queen and in some versions of the story, Clara becomes a queen/princess. Avoid using the video on the first few times it is listened to and play only the audio. Stimulus questions <ul style="list-style-type: none"> Would a toy soldier move with sharp short actions or long actions? Can you suggest some describing words for your movement? Which of the two tempos is it easier to move to? <p>Assessment</p> <ul style="list-style-type: none"> Use a checklist to assess the children's ability to: <ul style="list-style-type: none"> identify specific instrumentation demonstrated by performing the allocated movement read and perform a four-beat rhythm accurately read and perform an eight-beat rhythm accurately improvise an appropriate four-beat rhythm play non-tuned percussion instruments with accurate technique. Use anecdotal evidence or use a filming device to assess the children's ability to: <ul style="list-style-type: none"> demonstrate appropriate movement to music move in time to the music 	<ul style="list-style-type: none"> Gather the class and transition to the next activity. <p>Song/game</p> <ul style="list-style-type: none"> Ensure that the selection of non-tuned percussion instruments are arrayed in an accessible position in the music space. Introduce the song <i>Old King Glory</i> by singing it. Have the children stand and follow in a conga line as the song is sung through several times and ask the children to end in a circle in the music space. Explain that this song is going to be used as a game for the children to select the non-tuned percussion instrument they want to play. Walk around the circle and select three children as per the lyrics of the song to select an instrument and return to the circle placing it in front of them on the floor. Continue until all children have selected an instrument. Re-organise the circle so that the children with like instruments are seated together. Review selected rhythm activities from the previous learning experiences using the rhythm flashcards. Introduce a new activity. Match groups together with instruments of different materials. For example, match up the triangle group with the claves and the finger cymbals with the tambours. This activity requires one group, e.g. metal group, to play a rhythm card and the other group, e.g. wooden group, to improvise a rhythm response. This can be done with all the children in the wooden group playing at the same time or each child taking a turn to respond. See Notes for additional ways to structure this activity. Gather the instruments and return them. If time, sing <i>Old King Glory</i> and ask the children to do the reverse and return their instruments before returning to sit at the front of the music space. <p>Listening to music</p> <ul style="list-style-type: none"> Introduce the story <i>The Nutcracker</i> either by reading a section of the book or summarising the story for the children.

Teacher intentions	Learning experiences
<ul style="list-style-type: none"> change the tempo of movement quickly and accurately. 	<ul style="list-style-type: none"> Explain that it is ballet music based on a story and introduce some of the characters of the story. It is a fantasy story where the toys come to life. The story begins at a Christmas celebration. Introduce the music <i>March of the Toy Soldiers from the Nutcracker Suite by Tchaikovsky</i>, and explain that this music is meant to represent the toy soldiers coming to life. Play the music and keep time by choosing a body percussion action. Play again, inviting the children to move to the music in the manner of a toy soldier. Encourage the children to keep in time with the music and think creatively about how a toy soldier might move. Consider changing the speed of movement from a slower beat (two beat time) to a faster beat (four beat time) and indicate when children are to change the speed of their movement with a non-tuned percussion sound. Gather the children to the front of the music space. <p>Conclusion</p> <ul style="list-style-type: none"> Recap the main points about the lesson and explain that next lesson, they will be listening to some more music from the story of the <i>Nutcracker</i>. Play either <i>The Entrance of the Queen of Sheba</i> or <i>March of the Toy Soldiers</i> as the children leave the music space.

Teacher self-reflection:

The Arts, Visual Arts – Learning sequence 4

Western Australian Curriculum Making	Western Australian Curriculum Responding
<p>Ideas</p> <ul style="list-style-type: none"> • Exploration of different materials, media and/or technologies, when creating artwork <p>Skills</p> <ul style="list-style-type: none"> • Development of artistic skills through experimentation with: <ul style="list-style-type: none"> ▪ shape (geometric shapes) ▪ colour (mixing primary colours to create secondary colours) ▪ line (broken, jagged, dashed) ▪ space (background, foreground) ▪ texture (changes in texture; transfer of texture) to create artwork • Exploration of techniques and art processes, such as mixed media, colour mixing or drawing <p>Production</p> <ul style="list-style-type: none"> • Use of visual art elements and techniques, to create 2D and 3D artwork, that communicate an idea to an audience • Display of artwork 	<ul style="list-style-type: none"> • Appreciation of different types of artwork, and where and how it is displayed • Personal opinions, feelings and ideas about artwork they view and make

Provocation <i>(What will you use/do to inspire children to actively engage in the learning?)</i>	Resources	Environment <i>(How will the indoor and outdoor environments reflect the learning intentions?)</i>
	Book: Milroy, H. (2021). <i>The Emu Who Ran Through the Sky</i> . Magabala Books (Appendix A). Drawing materials, air dry modelling clay, painting materials.	

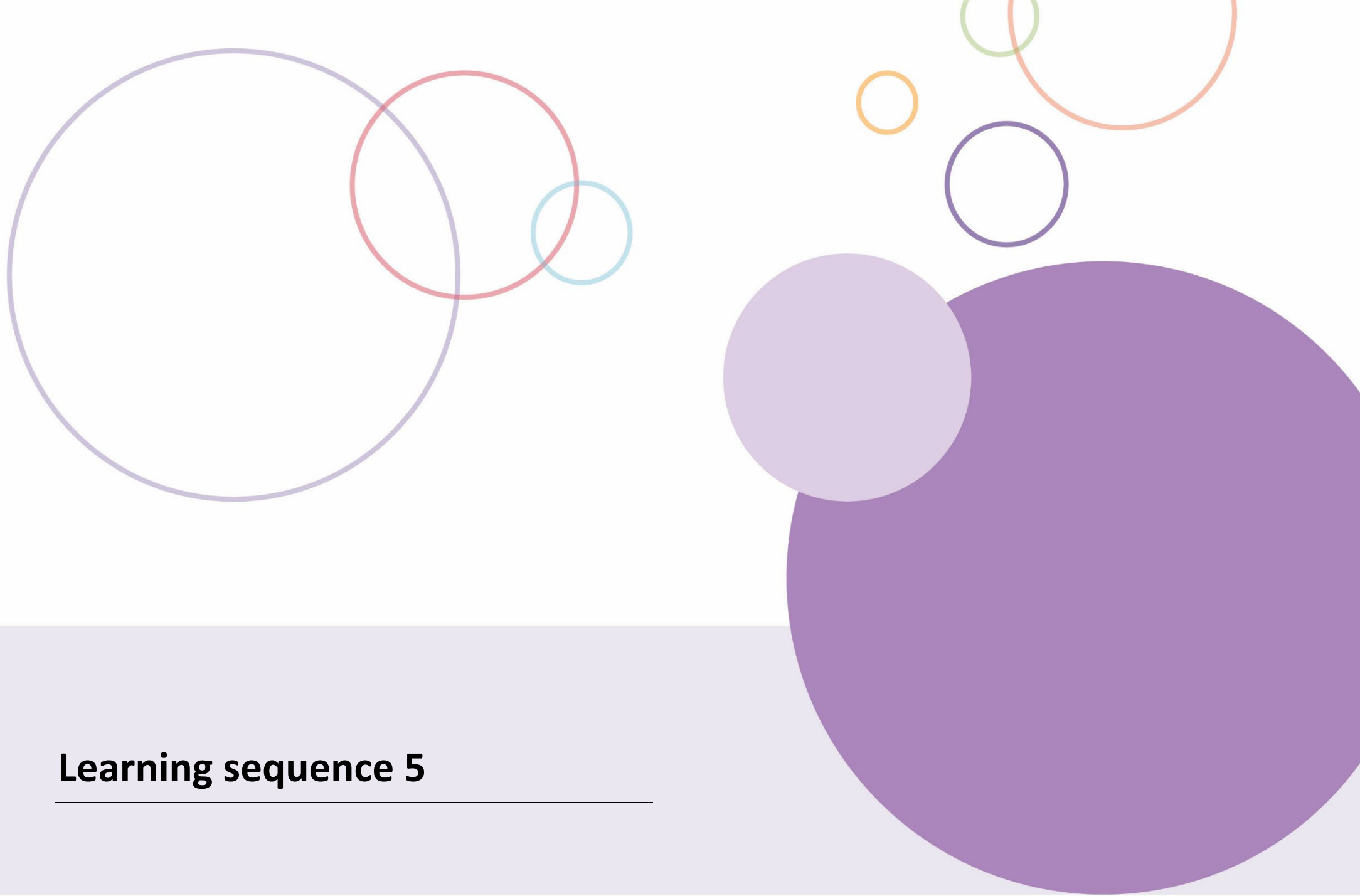
Children's curiosities and interests:

Teacher intentions	Learning experiences
<p>Notes</p> <ul style="list-style-type: none"> The focus of the teaching and learning is to: <ul style="list-style-type: none"> develop an idea from an idea on two-dimensional paper to a three-dimensional piece of art build the children's knowledge of the different types of lines learn about the use of space in artwork. As a possible extension opportunity, spend time with children turning their two-dimensional design into a small soft toy using calico or materials and sewing. <p>Integration ideas</p> <ul style="list-style-type: none"> English – people communicate in different ways. <p>Assessment</p> <ul style="list-style-type: none"> Ongoing observation of children's application and knowledge of visual arts elements. Observations of arts techniques, e.g. pinch method. 	<p>Opportunities</p> <ul style="list-style-type: none"> Read the story <i>The Emu Who Ran Through the Sky</i> with the children and discuss the role of animals in storytelling and celebrations. Encourage the children to reflect on the ideas of others, pose questions and share opinions. <ul style="list-style-type: none"> What do the animals represent? For example, tiger for strong or brave, dog for loyal. How are animals used in Dreamtime stories in Australia? Do you or your family have a totem animal? If so, what is yours? Draw the children's attention to the emu in the book and discuss the use of line, colour and shape. Use supporting questions such as: <ul style="list-style-type: none"> What sort of lines are used to make the picture of the emu, e.g. straight, curved? How many shapes can you see in the picture? How has the artist used shape to make the animal? How has the artist used the space around the animal, in the artwork, to make it stand out? Invite the class to imagine if they were an animal, what would they look like? <ul style="list-style-type: none"> Use a think-pair-share strategy to help the children draw out their ideas. Model drawing the animal you may be. As you draw each animal feature, verbalise why you've chosen that animal/feature. For example, 'I will have an elephant's head because I have a good memory, a lion's mane because I am brave and a monkey's body because I am good at climbing.' Have the children create their own animal picture and share with a peer their reasons for each aspect. <ul style="list-style-type: none"> Provide the children with air dry modelling clay to turn their design from a two-dimensional picture to a three-dimensional object, using the pinch method, e.g. use your thumb and finger to pinch the clay into a design. Once dry, encourage the children to paint their clay model.



Teacher intentions	Learning experiences
	<ul style="list-style-type: none">• Invite the children to display their finished artwork in the library, so members of the school community and families can admire them.

Teacher self-reflection:



Learning sequence 5

English – Learning sequence 5

Western Australian Curriculum Language	Western Australian Curriculum Literature	Western Australian Curriculum Literacy
Text structure, organisation and features <ul style="list-style-type: none"> Explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain 	Examining literature <ul style="list-style-type: none"> Discuss plot, character and setting in stories 	Analysing, interpreting and evaluating <ul style="list-style-type: none"> Describe some similarities and differences between imaginative, informative and persuasive texts Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning in texts by drawing on vocabulary and growing knowledge of context and text structures Creating texts <ul style="list-style-type: none"> Create, re-read and co-edit short written and/or multimodal texts to report on a topic, express an opinion, or recount a real or imagined event or experience, and use imagination to tell, retell or adapt a story, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of one- and two-syllable words Explore features of familiar digital tools to create or add to texts

Provocation <i>(What will you use/do to inspire children to actively engage in the learning?)</i>	Resources	Environment <i>(How will the indoor and outdoor environments reflect the learning intentions?)</i>
	<p>Props for oral storytelling, story books, miniature animals, interesting objects, digital devices for recording.</p> <p>Examples of <i>Success Criteria for multimodal narratives</i> (Appendix A).</p>	

Children's curiosities and interests:

Teacher intentions	Learning experiences
<p>Notes</p> <ul style="list-style-type: none"> • The focus of the teaching and learning is on multimodal storytelling. • Support the children to create a story in a multimodal way appropriate to the context of your class; for example, it could be a dramatic performance. • Keep the success criteria visible and remind the children to refer to them for both the creation of their stories and to give feedback. • The learning experiences should be combined with opportunities to explicitly teach phonic and word knowledge through oral language and effective systematic approaches that align with the school context. <p>Assessment</p> <ul style="list-style-type: none"> • Take this opportunity to assess some of the Speaking and listening content, such as the use of topic-specific vocabulary and appropriate gesture, volume and pace. 	<p>Opportunities</p> <ul style="list-style-type: none"> • Explain to the class that they will work on creating a multimodal narrative. This will involve words, images and sound. Take the opportunity to discuss the purpose of narratives and the way that affects the structure, e.g. the purpose of a narrative is to entertain and by including a problem in the structure, the story might become more interesting to the reader. • Explain to the children that each group will create a video story by drawing three to five background images and making stick puppets to tell the story. They will then record it onto a digital device. The children will also add voices/sound effects to the video. Alternatively, have them create a dramatic performance. • You may want to reuse the mystery bag from the previous learning sequence as a stimulus for ideas. <ul style="list-style-type: none"> ▪ Develop success criteria to guide the work. ▪ Place the children into groups of three or four to plan and create their story. ▪ Once finished, each group is to share their story with the class. ▪ Ask the children to give each other feedback on their stories and performances, using the language developed in the success criteria, e.g. 'I like that you had a really interesting problem.' • Share the stories with the wider school community in the library, on office screens or through a digital platform.

Teacher self-reflection:

Health and Physical Education, Health Education – Learning sequence 5

Western Australian Curriculum Personal, social and community health

Interacting with others

- Appreciation and encouragement of the behaviour of others through the use of:
 - culturally appropriate manners
 - positive language
 - praise

Provocation <i>(What will you use/do to inspire children to actively engage in the learning?)</i>	Resources	Environment <i>(How will the indoor and outdoor environments reflect the learning intentions?)</i>
	Soft ball; drawing materials.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
<p>Notes</p> <ul style="list-style-type: none"> The focus of the teaching and learning is to practise the use of praise as a way to show kindness to others. <p>Assessment</p> <ul style="list-style-type: none"> Review the children's completed drawings to determine their understanding of emotions, kindness and manners. 	<p>Opportunities</p> <ul style="list-style-type: none"> Invite the children to sit in a circle and name a positive quality of the person sitting to their left. Teachers may need to prompt children with a few examples. For example: <ul style="list-style-type: none"> Johnny is good at basketball Ella is a great artist Ling is fun to play with Sam can move fast in their wheelchair. Once all the children have received some praise, engage the class in sharing how they felt when they were praised. <ul style="list-style-type: none"> Extend the conversation to other situations in which the children might be praised, e.g. doing chores at home, doing well at school, trying their best; being kind to others; playing nicely. Highlight the importance of praising others to make them feel appreciated and that saying nice things to people can help them to feel valued. Play a game in which the children stand in a circle and toss a soft ball between them. Whoever gets the ball must say something kind about the person who threw it. Review the big ideas of the past five learning sequences: emotions and how to deal with them, kindness, manners and praise. <ul style="list-style-type: none"> Ask the children to create a 'One thing I learned ...' drawing, where they draw a picture showing either kindness, good manners, or a way to manage their feelings. Provide some simple sentence starters on the board for the children to complete; for example: <ul style="list-style-type: none"> I can be kind by ... Good manners are ...



Teacher self-reflection:

Health and Physical Education, Physical Education – Learning sequence 5

Western Australian Curriculum Movement and physical activity		
Movement skills <ul style="list-style-type: none"> Introduce fundamental movement skills: <ul style="list-style-type: none"> Body management <ul style="list-style-type: none"> side roll (pencil) dynamic balance Locomotor <ul style="list-style-type: none"> jump (one foot) jump (distance) skip (step-hop movement) Object control <ul style="list-style-type: none"> overarm throw kick-off the ground two-handed side strike Apply and consolidate fine and gross motor skills previously learnt through minor games and play situations Movement skills that combine the elements of effort, space and time 	Understanding movement <ul style="list-style-type: none"> Simple rules and fair play in partner or group activities, and minor games 	Interpersonal skills <ul style="list-style-type: none"> Cooperation skills in partner and group work during physical activity practices

Provocation <i>(What will you use/do to inspire children to actively engage in the learning?)</i>	Resources
	<p>Websites: Department of Education, Education Resources. Fundamental Movement Skills – <i>Fundamental Movement Skills</i> https://myresources.education.wa.edu.au/programs/fundamental-movement-skills (Appendix A);</p> <p>Kiddo, The University of Western Australia. <i>Musical Balances</i> https://kiddo.edu.au/school/activities/musical-balances (Appendix A);</p> <p>Wyoming Workforce Services, Explorers Club. <i>Animal Yoga Card Deck</i> https://dws.wyo.gov/dws-division/business-training-support-unit/wyoming-quality-counts/explorers-club/ (Appendix A);</p> <p>Australian Government Australian Sports Commission. SportAus – Yulunga Traditional Indigenous Games – <i>Arrkene irreme</i> https://www.ausport.gov.au/schools/resource-hub/yulunga (Appendix A);</p> <p>Australian Government Australian Sports Commission. SportAus – <i>Playing for Life Activity Cards: Musical statues</i> https://www.ausport.gov.au/schools/resource-hub/p4l (Appendix A).</p> <p>Speaker, suitable music, cones/markers, animal yoga cards, balls, bats, tees, hoops.</p>

Children’s curiosities and interests:

Teacher intentions	Learning experiences
<p>Notes</p> <p>Refer to the relevant section/s of the <i>Fundamental Movement Skills</i> resource.</p> <p>The focus of the teaching and learning is:</p> <ul style="list-style-type: none"> to practise the skills of a two-handed side strike to practise and consolidate body management and locomotor movements to develop cooperative skills when working as a team. <p>Tuning in</p> <ul style="list-style-type: none"> Read the resource <i>Musical Balances</i> to understand the set up and rules of the game. Use the <i>Animal Yoga Card Deck</i> as inspiration for creating animal poses. Collect equipment: <ul style="list-style-type: none"> speaker child friendly music playlist markers animal yoga cards – enlarge and print. Prepare the playing area <ul style="list-style-type: none"> Set out markers in a clearly marked play area. <p>Activity 1</p> <ul style="list-style-type: none"> Read the resource <i>Arrkene irreme</i> to understand the set up and rules of the game (play a modified version of this game – use a tee to hit the ball off). Collect equipment: <ul style="list-style-type: none"> ball (1 per two teams) bat (1 per two teams) tee (1 per two teams) hoop (1 per two teams). Prepare the playing area <ul style="list-style-type: none"> Set out cones in a clearly marked play area. Fielders and the ball feeder are to stand well clear of the batter when batting. 	<p>Opportunities</p> <p>Tuning in</p> <ul style="list-style-type: none"> Begin by having the children move around the learning space to music. Call out a locomotor movement that the children must do (jogging, galloping, skipping, jumping, hopping, rolling, lunging, heel-to-toe walking). Choose an animal yoga pose for the children to perform. When the music stops, the children must freeze and then go and stand on a marker and copy the pose. Once all the children have attempted the pose, play the music again and have the children continue moving around the space, completing a different locomotor movement. Continue until all animal poses have been attempted. <p>Activity 1</p> <ul style="list-style-type: none"> Gather the children in to explain the rules and modifications of the game <i>Arrkene irreme</i>. The children will play in groups of eight, with four children on each team. Demonstrate to the children that inside a hoop will be a tee. The hitter will use a bat to hit a ball off the tee into a playing area. The hitter will hit the ball as far as they can. Have fielders spread out across the playing field to collect and throw back the ball to a ‘ball feeder’ standing near the tee, for the batter to have more attempts, before changing batters. After all the batters have had a turn swap over the teams so everyone has a turn at batting and fielding. Celebrate the successful hits. <p>Concluding activity</p> <ul style="list-style-type: none"> To conclude the series of lessons in a fun way have the children spread out over the playing area. Instruct the children to copy the modelled movements when the music is playing and to freeze and form a statue as per <i>Musical statues</i> when the music stops.

Teacher intentions	Learning experiences
<p>Concluding activity</p> <ul style="list-style-type: none"> Read the resource <i>Musical statues</i> to understand the set-up, rules and variations of the game. Collect equipment: <ul style="list-style-type: none"> speaker playlist of children's music cones/markers. <p>Assessment</p> <ul style="list-style-type: none"> These lessons provide an opportunity to make summative assessment judgments and create anecdotal notes on: <ul style="list-style-type: none"> two-handed side strike body management and locomotor movements the children's ability to work cooperatively with team members. 	<ul style="list-style-type: none"> Begin playing the music and call out a locomotive action (skipping, hopping, jogging, galloping etc) for the children to complete. When the music stops, the children form a statue (e.g. tree, stork, aeroplane). Continue to play and change the locomotor action between freezes. After a few rounds, pause and discuss interesting and favourite statues. Select children to come and perform a favourite statue that the class can then copy. Encourage the children to hold the statue for as long as possible. Change the pace of the music to allow for greater body control when forming statues.
Teacher self-reflection	

Humanities and Social Sciences – Learning sequence 5

Western Australian Curriculum Knowledge and understanding	Western Australian Curriculum Humanities and Social Science skills
History <ul style="list-style-type: none"> The differences and similarities between children’s daily lives and life during their parents’ and grandparents’ childhoods and how daily lives have changed 	Questioning and researching <ul style="list-style-type: none"> Locate information from a variety of provided sources Evaluating <ul style="list-style-type: none"> Participate in decision-making processes Communicating and reflecting <ul style="list-style-type: none"> Present findings in a range of communication forms, using relevant terms

Provocation <i>(What will you use/do to inspire children to actively engage in the learning?)</i>	Resources	Environment <i>(How will the indoor and outdoor environments reflect the learning intentions?)</i>
	Book, such as: Bland, N. (2016). <i>The Fabulous Friend Machine</i> . Scholastic Australian (Appendix A). Corded telephone, mobile phone, string telephones, paper, postcards and envelopes.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
<p>Notes</p> <ul style="list-style-type: none"> • Key concepts: continuity and change. • The focus of these learning experiences is to look at changes to communication over time and how this has changed people's daily lives. <p>Integration ideas</p> <ul style="list-style-type: none"> • Technologies, Digital Technologies – some data is personal and should only be shared with trusted people. <p>Assessment</p> <ul style="list-style-type: none"> • Observe how the children compare a corded telephone with a mobile telephone, and make note of the language used. 	<p>Opportunities</p> <ul style="list-style-type: none"> • Read a story to the class that involves communication, such as <i>The Fabulous Friend Machine</i>. Discuss how the character Popcorn communicated with the other animals on the farm before and after finding the fabulous friend machine. • Discuss the impacts of the fabulous friend machine on Popcorn and the other animals. • Show the children the corded telephone and a mobile phone from the mystery box in Learning sequence 4. Review how to use the different phones through role-play. • Ask the class to share information about the types of phones they have at home and their experiences using phones. • Place the class in pairs and ask the children to identify similarities and differences between the corded telephone and a mobile phone including what a phone can be used for now and what it was used for in the past. The children could record their ideas by drawing or writing words/sentences in a table. • Ask pairs of children to share their ideas to the class and together identify how mobile phones have changed people's daily lives. • Present the children with some interesting ways of communicating from the past. This could include string telephones, whisper chains, charades, telegrams, messenger relay (people running messages), and writing, posting and receiving letters or postcards. Provide time for the children to explore the different ways of communicating. Together discuss how successful they were for conveying information and identify any limitations on the technology compared to today.



Teacher self-reflection:

Mathematics – Learning sequence 5

Western Australian Curriculum Number and algebra	Western Australian Curriculum Measurement and geometry	Western Australian Curriculum Probability and statistics
Financial mathematics <ul style="list-style-type: none"> Explore different payment formats and identify Australian coins and notes, according to their value Modelling with number <ul style="list-style-type: none"> Represent quantities and actions in real-world situations involving adding, taking away, sharing or equal groupings using role-play, concrete materials, drawings or numbers. Describe the meaning of the representations and answers in context 	Two-dimensional space and structures <ul style="list-style-type: none"> Directly and indirectly compare lengths, including by counting uniform informal units Three-dimensional space and structures <ul style="list-style-type: none"> Directly and indirectly compare the capacities of a pair of containers 	<p>This strand is not the focus of these learning experiences.</p>

Provocation <i>(What will you use/do to inspire children to actively engage in the learning?)</i>	Resources	Environment <i>(How will the indoor and outdoor environments reflect the learning intentions?)</i>
	Butcher’s paper and drawing materials, classroom objects for measuring tools; wide range of empty containers in different sizes, water and jugs, cups.	

Children’s curiosities and interests:

Teacher intentions	Learning experiences
<p>Notes</p> <p>Measurement</p> <ul style="list-style-type: none"> The children have had opportunities to explore length and capacity and make comparisons based on informal units. These learning experiences provide opportunities for the children to apply their knowledge and understanding to measurement investigations. <p>Assessment</p> <ul style="list-style-type: none"> Observe how the children order objects based on length and capacity using uniform informal units. 	<p>Opportunities</p> <p>Activity 1</p> <ul style="list-style-type: none"> Ask the children what the word measurement means to them. Remind them of previous experiences with length and capacity. Ask the children to suggest reasons why measurement is important. <ul style="list-style-type: none"> Have the children suggest purposes of measurement in the context of real life, e.g. marking out the 100m and 200m running tracks for sports carnival, buying enough ribbon to make a belt or having enough juice to fill cups for the whole family. Ask the children to identify what would be measured in each of the example situations, e.g. the running track length, the length around your waist, the capacity of the cups. Have the children work together to create life-size drawings of themselves. <ul style="list-style-type: none"> Have the children take turns to lay on a large piece of butcher's paper while their partner traces around them. Support the children as needed. Explain that they now need to label their models with the measurements of their legs, arms and total height. <ul style="list-style-type: none"> Remind the children of previous experiences, guiding them to choose an object from the classroom to be used as a measuring tool. Review the attributes this object should have. For example, it should be uniform in size, easy to move around and appropriately sized for its use. Invite the children to think about the size of their measuring tools, e.g. 'Is it easier to measure how tall you are with a small object or with a longer one? Why? Did you have to change your measuring tool? Why?' Have the children work together to choose a measuring tool and use the butcher's paper drawing to determine the length of legs, arms and total height. Ask them to label each drawing accordingly, e.g. the arm is 7 markers long.

Teacher intentions	Learning experiences
	<ul style="list-style-type: none"> ▪ Ask the children to attempt to order the lengths based on the uniform informal units of measurement and compose sentences such as 'Nina's arm is longer than mine', or 'I'm taller than Nina'. Have them then stand next to each other and establish direct comparisons to confirm their statements. ▪ Engage the children in observing interesting facts, such as their foot being the same size as their forearm (have the children step on the drawing). ▪ Encourage the children to complete their drawings with details (face, clothes). <p>Activity 2</p> <ul style="list-style-type: none"> • Provide the children with a wide range of empty containers collected from groceries, e.g. milk carton, water bottles, ice cream and yoghurt tubs. • Invite the children to estimate which containers can hold more, placing them in order. • Divide the class into pairs or small groups and provide each of them with a collection of containers. • Ask the children to order their containers according to their estimates on how much they can hold (hold least to hold most). <ul style="list-style-type: none"> ▪ Have them record their estimates using a picture or drawing to refer back to when they are reviewing. ▪ Fill each container with water and provide the children with a cup (not a measuring cup) to be used as an informal measurement tool. ▪ Have the children empty each container using the cup and record how many cups were in that container, e.g. to empty this ice cream tub I used my cup 10 times. • Once the children have worked through their containers and determined their capacity through a uniform informal unit (cups), ask them to review the original order, reconsidering if some may need to be switched. • Invite the children to share situations in which knowing the capacity of a container is helpful, e.g. how much water a watering can holds.

Teacher intentions**Learning experiences****Small group opportunities**

- Have the children order containers found in the classroom based on their estimated capacity. Provide an opportunity for the children to use water and a cup to test their hypothesis. Alternatively, they may pour water from one container to the next and determine which one holds more.
- Encourage the children to use a range of uniform informal units to measure the length of a variety of objects within the classroom and in the outdoor area.

Teacher self-reflection:

Science – Learning sequence 5

Western Australian Curriculum Science understanding	Western Australian Curriculum Science inquiry
<p>Physical sciences</p> <ul style="list-style-type: none"> The strength and direction of a push or a pull force affects how an object moves or changes shape 	<p>Questioning and predicting</p> <ul style="list-style-type: none"> Pose questions and make predictions based on knowledge and experiences <p>Planning and conducting</p> <ul style="list-style-type: none"> Engage in guided investigations to answer questions, test predictions and assess risks Make and record observations, including informal measurements <p>Evaluating</p> <ul style="list-style-type: none"> Compare observations to predictions and identify further questions for investigation <p>Communicating</p> <ul style="list-style-type: none"> Communicate observations, ideas, and findings using everyday and scientific vocabulary <p>Collaborating and applying</p> <ul style="list-style-type: none"> Use science knowledge and understandings to make decisions and choices in their environment

Provocation <i>(What will you use/do to inspire children to actively engage in the learning?)</i>	Resources	Environment <i>(How will the indoor and outdoor environments reflect the learning intentions?)</i>
	A version of the book: <i>Three Billy Goats Gruff</i> (various authors). Materials for testing (see Notes), buckets of water, digital devices for recording, hoops, drawing materials, small toy goats or other animals.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
<p>Notes</p> <ul style="list-style-type: none"> The focus of the teaching and learning is to provide the children with opportunities to investigate and apply their knowledge of forces at work on floating materials. Teachers are best placed to decide how the children will record their predictions and observations, depending on prior experience throughout the year. Some possible materials to test include corks, marbles, aluminium foil, a variety of balls, modelling clay, coins, leaves, gumnuts and plastic bottles. Ideas in these learning experiences can be extended through role-play, a construction area to build rafts or boats and use of play animals. <p>Integration ideas</p> <ul style="list-style-type: none"> English – topic-specific vocabulary, exploring text types. Technologies, Design and Technologies – force generates movement in objects and can be affected by materials, and properties of materials. <p>Assessment</p> <ul style="list-style-type: none"> Observe the children’s use of scientific vocabulary. Use records of predictions and observations to assess the children’s scientific and inquiry understandings. Collect the children’s designs of rafts to see what materials were chosen. Individual interviews might be required to gather more information. 	<p>Opportunities</p> <ul style="list-style-type: none"> Review vocabulary and concepts about forces learnt throughout the term. Ask the children to act out a push or pull action they would use in everyday life, such as pushing a chair in, pulling out a weed etc. Take turns to guess what each child is acting out. Source and read a version of the story <i>Three Billy Goats Gruff</i> to the children and discuss how the goats might have gotten over to the greener grass if there was no bridge. Guide the conversation towards the goats needing a boat or raft of something that floats to get across the river. Introduce and review the terms of <i>sink</i> and <i>float</i>. Draw a diagram where all the children can refer to it throughout the lesson showing gravity pulling an object down, and the buoyancy of the water pushing an object up using arrows to represent the forces. Have the children investigate a range of materials to determine what sinks and floats so they can design a raft for the goats to float on to the other side. Show the class the range of available materials. In small groups, ask the children to choose a handful of materials to test and devise a way to show their prediction of which will float or sink, such as digital images. Provide buckets of water or similar and allow the children to test their materials. Have the children record their results in an appropriate manner, such as drawing observations or taking photographs. <ul style="list-style-type: none"> Encourage the children to push on the floating materials in the water and see if they pop back up. Compare each group’s results and sort materials into two hoops, for those that float and those that sink. Have the children choose one material that floated and draw a diagram, using arrows to show the forces at work on the material.

Teacher intentions	Learning experiences
	<ul style="list-style-type: none"> • Remind the class of the story and the purpose of the investigation to find a material to make a raft for the goats. Have the children use the information they gathered from the investigation to draw a possible design for the raft, labelling the materials they would choose to build the raft. • In pairs or small groups, have the children make their rafts using available materials, and test whether it floats. <ul style="list-style-type: none"> ▪ Add small toy goats (or other animals) to see if the raft remains floating. • Guide the children through reflecting on their design.
Teacher self-reflection:	

Technologies – Learning sequence 5

Western Australian Curriculum Design and Technologies	Western Australian Curriculum Digital Technologies	Western Australian Curriculum Design thinking skills
Food specialisations <ul style="list-style-type: none"> Familiar foods are sourced from various places Foods are prepared in a range of ways for consumption Technologies and society <ul style="list-style-type: none"> People use technologies to create products for personal needs 	Digital implementation <ul style="list-style-type: none"> Follow a visual representation of an algorithm (sequence of steps) 	Digital Technologies Designing <ul style="list-style-type: none"> Design solutions through drawing, modelling and/or a sequence of steps

Provocation <i>(What will you use/do to inspire children to actively engage in the learning?)</i>	Resources	Environment <i>(How will the indoor and outdoor environments reflect the learning intentions?)</i>
	Images of different foods, drawing materials, large poster paper/card for class food chart; obstacle course materials (large blocks, ropes, cushions etc.) writing materials or digital tools for presentation.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
<p>Notes</p> <ul style="list-style-type: none"> • In Technologies, Design and Technologies this final learning sequence consolidates the children's understanding of food sources and food preparation processes. • Be aware of any allergies in the class that could be triggered by the handling of certain foods. • In Technologies, Digital Technologies, the children continue to refine and practise their ability to create and follow a sequence of steps. <p>Integration ideas</p> <ul style="list-style-type: none"> • Health and Physical Education, Health Education: Healthy and active communities – benefits of healthy eating and regular physical activity on health and wellbeing. • Mathematics: Two-dimensional space and structures – give and follow directions within familiar locations. <p>Assessment</p> <ul style="list-style-type: none"> • Observe the children's understanding of food sources and food preparation. • Observe how the children are able to create and follow a sequence of steps. 	<p>Opportunities</p> <p>Design and Technologies</p> <ul style="list-style-type: none"> • Revisit the learning journey of the previous sequences and discuss with the class the foods they explored, how they were prepared and where they came from. <ul style="list-style-type: none"> ▪ Invite the children to share their favourite food experience and model reflective language, for example: <ul style="list-style-type: none"> ○ My favourite food was ... ○ Next time I would ... • Facilitate a discussion on food sources: <ul style="list-style-type: none"> ▪ Which foods come from plants? ▪ Which foods come from animals? ▪ Which foods are made in factories? • Share a range of images of different foods and have the children group the foods into these three source categories of plants, animals or factories. Ask the children: <ul style="list-style-type: none"> ▪ Can some foods belong to more than one group? • Each child can draw their favourite food and then add it to the right source category to create a class food chart. <p>Digital Technologies</p> <ul style="list-style-type: none"> • Create an obstacle course in the classroom using furniture and large blocks, ropes or cushions. • Ask the children to think about ways in which their robots could navigate it. <ul style="list-style-type: none"> ▪ What sort of instructions would you have to give it? • Have the children work in pairs to create instructions for the robot to get through the obstacle course. The children could present these steps using pencil and paper or digital tools appropriate to the classroom context. • Invite the children to assume the role of a robot and attempt to get through the course following only the instructions provided by their partners.

Teacher intentions	Learning experiences
	<ul style="list-style-type: none">▪ Guide the children to ensure their sequence is presented clearly and uses a combination of symbols, text, numbers and images.

Teacher self-reflection:

The Arts, Music – Learning sequence 5

Western Australian Curriculum Making	Western Australian Curriculum Responding
<p>Ideas</p> <ul style="list-style-type: none"> • Improvisation with sounds, simple pitch and rhythm patterns to create music ideas • Use of symbols, notation, movement and relevant technology to explore and communicate music ideas <p>Skills</p> <ul style="list-style-type: none"> • Development and consolidation of aural skills by exploring the elements of music, including: <ul style="list-style-type: none"> ▪ rhythm (difference between beat and rhythm; terminology and notation: graphic and standard I, □, Z) ▪ tempo (getting faster, getting slower) ▪ pitch (explore a limited pitch set) ▪ dynamics (use terminology and symbols for loud (<i>forte, f</i>) and soft (<i>piano, p</i>)) ▪ form (echo patterns, call and response) ▪ timbre (recognition of familiar sounds produced by instruments, voice and sound sources) <p>to create music</p> <p>Performance</p> <p>Development of performance skills (singing in tune, moving and playing classroom instruments with correct timing)</p>	<ul style="list-style-type: none"> • Audience behaviour (being quiet during a performance; clapping after a performance) • Places and occasions where different types of music are experienced and performed • Personal responses expressing ideas and feelings about the music they listen to and make

Provocation <i>(What will you use/do to inspire children to actively engage in the learning?)</i>	Resources	Environment <i>(How will the indoor and outdoor environments reflect the learning intentions?)</i>
	<p>Video: Royal Ballet and Opera. <i>Dance of the Sugar Plum Fairy from the Nutcracker</i> (The Royal Ballet) https://www.youtube.com/watch?v=zV1qLYukTH8 (Appendix A).</p> <p>Mystery musical bag and suggested instruments (see Notes); scarves – one for each child; digital device for filming (if appropriate).</p>	

Children's curiosities and interests:

Teacher intentions	Learning experiences
<p>Notes</p> <p>Welcome activity</p> <ul style="list-style-type: none"> Play the audio of <i>Dance of the Sugar Plum Fairy from the Nutcracker (The Royal Ballet)</i> first and allow them to watch at the end of the lesson. Viewing the dance will influence their own movement when they respond to the music. Suggested instruments for the ‘music mystery bag’ are chime bar, small glockenspiel or the larger metallophone. If chime bars or glockenspiel are not available, provide a picture and source a sound byte of the celesta playing. Any of the dances from Tchaikovsky <i>The Nutcracker Suite</i> would be suitable to be played to the children and can lead to discussions about celebrations and dances from other countries – <i>Chinese Dance</i>, <i>Russian Dance (Trepak)</i>, <i>Arabian Dance</i>, <i>Dance of the Reed Flutes</i>. Stimulus questions <ul style="list-style-type: none"> Can you use a describing word for the sound that has just been played? Does it sound like anything you heard in the music just played? Why do you think Tchaikovsky wanted to use this instrument for the music of <i>Dance of the Sugar Plum Fairy</i>? What sort of movements might be used to move to this music? Can you use describing words (e.g. graceful, smooth)? <p>Movement to music</p> <ul style="list-style-type: none"> Allowing movement to be explored before introducing the scarves, enables children to think about how their movements reflect the music and to focus on the music. When the scarf is added as a prop, it is less likely to be a distraction from the music but rather an enhancement to their movement. The music plays for two and a half minutes. There is a natural transition point just before 1.29 on the provided recording if wishing to swap halfway through. 	<p>Opportunities</p> <p>Welcome activity</p> <ul style="list-style-type: none"> Play the audio of <i>Dance of the Sugar Plum Fairy from the Nutcracker (The Royal Ballet)</i> as the class enter the music space. Gather the children at the front of the music space and greet them. Retrieve the ‘mystery musical bag’ and remove/uncover an instrument. Play the mystery instrument and invite the children to respond to the sound produced. Use the stimulus questions as examples to elicit information. Explain that Tchaikovsky heard this new instrument (celesta) and thought it was perfect for the fairy-like dancing of the ballet. Discuss what type of movements would be appropriate for the music and the idea of a sugar plum fairy. <p>Movement to music</p> <ul style="list-style-type: none"> Invite the children to find a space in the room and move to the music <i>Dance of the Sugar Plum Fairy from the Nutcracker (The Royal Ballet)</i> in appropriate ways. Encourage the children to strike a pose at the end of the music. Distribute scarves to the children and explain that they need to incorporate the scarf into their movement this time. Play the music and have the children use the scarves as a dance prop. Place the children in pairs and explain that they will do a mirror dance as for Learning sequence 3. Play the music as one child takes the lead with the movement and the other copies. Swap either halfway through or play a second time. <p>Rhythm activity</p> <ul style="list-style-type: none"> Seat the children in their place and explain that the rhythm activity today is to be played in pairs and with the scarves.

Teacher intentions	Learning experiences
<ul style="list-style-type: none"> Stimulus questions <ul style="list-style-type: none"> Do you have to change your movements because of the scarf? Does the scarf help you feel more fairy like? <p>Rhythm activity</p> <ul style="list-style-type: none"> Many children will default to a simple four beat pattern. Encourage them to be creative and add other durations of sound. Ti-tis can be created with the feet or with the scarf. Assist them to change their simple beat pattern by offering suggestions on how to change one of the movements to a ti-ti. <p>Pitch activity</p> <ul style="list-style-type: none"> Depending on the capacity of the children, the soh-mi pattern partner activity could be extended to become a 'call and response' activity instead of just an 'echo' activity. Some children will respond well to the extension activity so it may mean some pairings may need to change to be ability-paired as opposed to friendship-paired. This can be facilitated at the start of the lesson when the children are first placed in pairs. <p>Integration ideas</p> <ul style="list-style-type: none"> The Arts, Visual Arts – puppet making and toys. <p>Assessment</p> <ul style="list-style-type: none"> Use anecdotal notes or a filming device for later assessment, to assess the children's ability to: <ul style="list-style-type: none"> move in time to music use appropriate movements offer appropriate describing words for the movement response to the music demonstrate understanding of rhythm through movement demonstrate understanding of pitch direction through movement 	<ul style="list-style-type: none"> One child of the pair creates a four-beat movement with their scarf which the other child copies. The first child creates four patterns in this manner which are copied before the roles are swapped. Explain that the children can use any part of the body, any part of the space and the scarf to create the patterns. Demonstrate for the children a range of different patterns that could be used. For example, a pattern could involve holding the scarf in both hands at shoulder height and moving sideways right to left to create a ti-ti with a stamp of the foot for a ta and repeat both patterns. Allow time for the children to explore how they reflect rhythm with their movement and assist them as required. Seat the children where they are in the room. <p>Pitch activity</p> <ul style="list-style-type: none"> Using the glockenspiel or chime bars (or other suitable instrument), play a simple soh-mi pattern. Invite the children to demonstrate with their scarves the pitch pattern played. Explore different patterns for the children to respond to using just soh-mi. Invite selected children to silently demonstrate with their scarf a soh-mi pattern which the other children copy. Explore with them what their pattern might sound like on the chime bars or glockenspiel. Invite the children to add their voices to the patterns now and sing them using the solfa names of soh and mi. In their pairs, the children alternate creating and singing a simple four beat soh-mi pattern for their partner to copy, using the scarf in an upward and downward motion to indicate the pitch direction. Allow time for the children to explore and develop their capacity in discerning and matching pitch.

Teacher intentions	Learning experiences
<ul style="list-style-type: none"> ▪ demonstrate understanding of solfa relationships ▪ sing in tune and at pitch. 	<ul style="list-style-type: none"> • Invite selected pairs to demonstrate their created patterns to the class. <p>Conclusion</p> <ul style="list-style-type: none"> • Gather the children to the front of the music space. Gather the scarves. • Recap the lesson and elicit information about the purpose of the activities in this lesson. • Explain that sometimes we understand things better when we move to it rather than just hear it. • Farewell the children and play one of the pieces listened to during the term as they leave the music space.

Teacher self-reflection:

The Arts, Visual Arts – Learning sequence 5

Western Australian Curriculum Making	Western Australian Curriculum Responding
<p>Ideas</p> <ul style="list-style-type: none"> • Exploration of different materials, media and/or technologies, when creating artwork <p>Skills</p> <ul style="list-style-type: none"> • Development of artistic skills through experimentation with: <ul style="list-style-type: none"> ▪ shape (geometric shapes) ▪ colour (mixing primary colours to create secondary colours) ▪ line (broken, jagged, dashed) ▪ space (background, foreground) ▪ texture (changes in texture; transfer of texture) to create artwork • Exploration of techniques and art processes, such as mixed media, colour mixing or drawing <p>Production</p> <ul style="list-style-type: none"> • Use of visual art elements and techniques, to create 2D and 3D artwork, that communicate an idea to an audience • Display of artwork 	<ul style="list-style-type: none"> • Appreciation of different types of artwork, and where and how it is displayed • Personal opinions, feelings and ideas about artwork they view and make

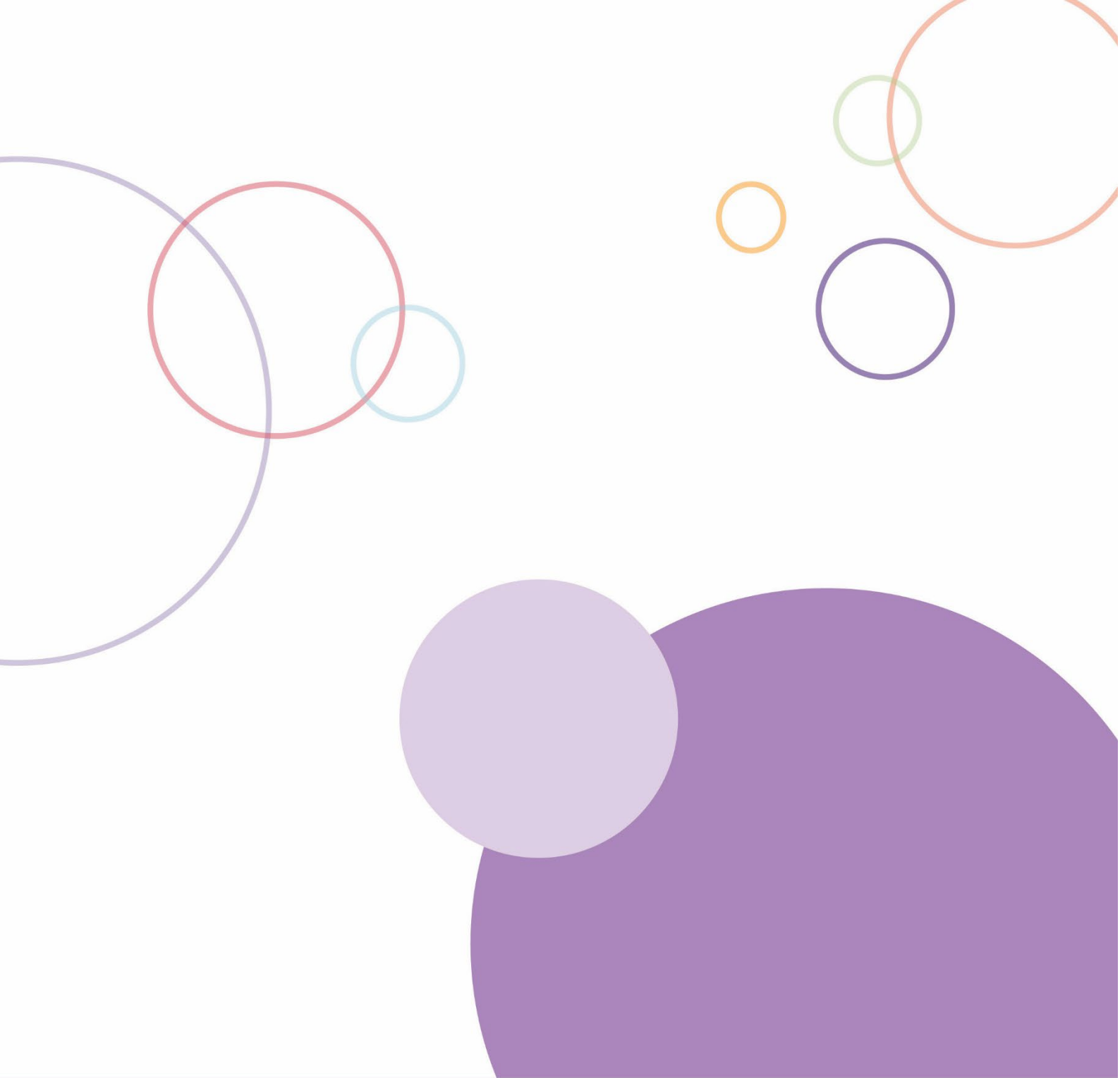
Provocation <i>(What will you use/do to inspire children to actively engage in the learning?)</i>	Resources	Environment <i>(How will the indoor and outdoor environments reflect the learning intentions?)</i>
	<p>Books: Laden, N. (2020). <i>You Are a Beautiful Beginning</i>. Roaring Brook Press (Appendix A);</p> <p>Clark, M. (2012). <i>Celebrating You</i>. Compendium Publishing & Communications (Appendix A).</p> <p>Mirrors, drawing materials (including various types of paper, pencils, crayons), craft items (such as wool and materials to use for self-portraits), painting materials, easels, frames for displaying artwork.</p> <p>Summative assessment template (Appendix B).</p>	

Children's curiosities and interests:

Teacher intentions	Learning experiences
<p>Notes</p> <ul style="list-style-type: none"> The focus of the teaching and learning is to evaluate each child's growth and knowledge of themselves as well as noting the development of their fine motor skills through their art-making process. This learning opportunity is a highly beneficial assessment tool used to make observations of the children's skills and abilities. Focus on the visual arts elements of line, shape and texture when creating artwork. This is an activity that was initially completed in Term 1, however in the early years, art is used to evaluate a child's progress of: <ul style="list-style-type: none"> fine motor skills – pencil control when drawing use of line in their artwork use of space in their artwork comparison of visual representation (Term 1 to Term 4 self-portrait representation). <p>Integration ideas</p> <ul style="list-style-type: none"> English – use of facial expression when communicating. Health and Physical Education, Health Education – ways in which our bodies change as we grow. <p>Assessment</p> <ul style="list-style-type: none"> Use the summative assessment template (Appendix B) to gain further understanding of each child's artwork and understanding of: <ul style="list-style-type: none"> line space – facial proportion guidelines drawing techniques use of materials shape. 	<p>Opportunities</p> <ul style="list-style-type: none"> Read a book such as <i>You Are a Beautiful Beginning</i> or <i>Celebrating You</i>. Nurture a discussion with the class about being them. Include questions such as: <ul style="list-style-type: none"> What makes you, you? Unique? (Discuss the term <i>unique</i>.) What is the colour of your hair, eyes? How are you the same as your friends? How are you different? What are you really good at? What would you like to be better at? Brainstorm describing words (adjectives) with the children to describe themselves, their looks and strengths. <ul style="list-style-type: none"> Encourage the children to look in mirrors to thoroughly explore their features and the colours of their skin, eyes, lips, eye lashes, eyebrows and hair. Model drawing yourself by looking in a mirror at intervals, discussing the process out loud while drawing. Specifically model to the class the basic guidelines for drawing facial features, such as the eyes are drawn halfway down the oval shape of the head. Question the children to draw attention to features and the use of line, shape and space, using questions such as: <ul style="list-style-type: none"> What type of line will I need to use to draw my head? Straight or curved? When I draw my eyes, what sort of shape would I be thinking of using? Is my eye shape the same as yours? Think about what shape you will use for your eyes. Will I need to use the whole page to draw my head? Why/why not? Tell the children they will create a self-portrait, using an art medium of their choice. To support child agency, have the children consider what type of materials they will use to best represent themselves, e.g. paint, pencils, craft materials such as wool.

Teacher intentions	Learning experiences
	<ul style="list-style-type: none">▪ Invite the children to create a representation of themselves, using their chosen medium. Draw the children’s attention to the use of space on the page and shape when representing features.▪ Reflect with the children and celebrate their work by placing them in a frame and hang/display.

Teacher self-reflection:



Appendix A

Resources

English

Learning sequence	Resource	Link/information
1	Website	WIKIHOW. <i>How to Make a Party Hat</i> https://www.wikihow.com/Make-a-Party-Hat
2	Video	Sea Lemon. <i>How to Make Play Dough – Easy No Cook Recipe</i> https://www.youtube.com/watch?v=oAlAm6BF0fs
3	Book	Carle, E. (2003). <i>The Very Hungry Caterpillar</i> . Puffin https://www.youtube.com/watch?v=75NQK-Sm1YY
	Video	Easy Kids Craft. <i>How to Make an Egg Carton Caterpillar</i> https://www.youtube.com/watch?v=p8FvZF7KigA

English: Learning sequence 2 – Features of procedures

This is a sample only. The children should be involved in the co-construction of the chart.

What does a procedure need?

- Headings:
 - title or aim
 - a list of materials or ingredients
 - *what to do* or *method*.
- Steps in order with numbers.
- Command or bossy language – *what to do!*
- Steps starting with action verbs – *stir, add, mix, cut*.
- Adverbs to say how – *carefully, into small pieces, a little at a time*.
- Time order words – *first, then, finally*.
- Diagrams or images sometimes.

English: Learning sequence 5 – Success criteria for multimodal narratives

This is a sample only. The children should be involved in the co-construction of the success criteria.

Our story has:

- a beginning that 'hooks' the listener
- a problem that needs to be solved
- an ending that ties up all the loose ends
- interesting characters, settings and events
- descriptive language that helps the reader visualise what is happening
- time order words
- sound effects, such as music or added sounds
- images to help tell the story or add meaning.

Our story:

- made sense
- appealed to the audience
- met its purpose and was entertaining
- was told using clear and expressive voices.

Health and Physical Education, Health Education

Learning sequence	Resource	Link/information
1	Book	Llenas, A. (2016). <i>The Colour Monster</i> . Bonnier Books (Templar Books UK).
2	Book	Lang, S. (2018). <i>Grumpy Monkey</i> . Penguin Random House.
3	Book	Miller, Z. P., & Hill, J. (2018). <i>Be Kind (Be Kind, 1)</i> (Illustrated ed.). Roaring Brook Press.

Health and Physical Education, Physical Education

Learning sequence	Resource	Link/information
1–5	Website	Department of Education, Education Resources. Fundamental Movement Skills. <i>Fundamental Movement Skills</i> https://myresources.education.wa.edu.au/docs/default-source/resources/first-steps-fundamental-movement-skills/first022.pdf?sfvrsn=e84dd527_3
1	Websites	Australian Government Australian Sports Commission. SportAus – <i>Playing for Life Activity Card: Form a Group</i> https://www.ausport.gov.au/schools/resource-hub/p4l Australian Government Australian Sports Commission. SportAus – <i>Playing for Life Activity Card: Get the bean bag</i> https://www.ausport.gov.au/schools/resource-hub/p4l
2	Websites	Kiddo, The University of Western Australia. <i>Hula Hoop Car Trip</i> https://kiddo.edu.au/school/activities/hula-hoop-car-trip Kiddo, The University of Western Australia. <i>Catch the Magical Creatures (Striking)</i> https://kiddo.edu.au/school/activities/catch-magical-creatures-striking Australian Government Australian Sports Commission. SportAus – <i>Playing for Life Activity Card: Frogs and lily pads</i> https://www.ausport.gov.au/schools/resource-hub/p4l
3	Websites	Kiddo, The University of Western Australia. <i>Builders and Bulldozers</i> https://kiddo.edu.au/school/activities/builders-and-bulldozers Australian Government Australian Sports Commission. SportAus – <i>Playing for Life Activity Card: Hit the target</i> https://www.ausport.gov.au/schools/resource-hub/p4l Kiddo, The University of Western Australia. <i>Turtles, snakes and Islands</i> https://kiddo.edu.au/school/activities/turtles-snakes-and-islands

Learning sequence	Resource	Link/information
4	Video	Australian Sports Commission. <i>Runners v passers – Playing for Life Activity Cards</i> https://www.youtube.com/watch?v=7CqIMPk_0kY
	Websites	Australian Government Australian Sports Commission. SportAus – Yulunga Traditional Indigenous Games - <i>Juluhya</i> https://www.ausport.gov.au/schools/resource-hub/yulunga Kiddo, The University of Western Australia. <i>Beans</i> https://kiddo.edu.au/school/activities/beans
5	Websites	Kiddo, The University of Western Australia. <i>Musical Balances</i> https://kiddo.edu.au/school/activities/musical-balances Wyoming Workforce Services, Explorers Club. <i>Animal Yoga Card Deck</i> https://dws.wyo.gov/dws-division/business-training-support-unit/wyoming-quality-counts/explorers-club/ Australian Government Australian Sports Commission. SportAus – Yulunga Traditional Indigenous Games – <i>Arrkene irreme</i> https://www.ausport.gov.au/schools/resource-hub/yulunga Australian Government Australian Sports Commission. SportAus – <i>Playing for Life Activity Cards: Musical statues</i> https://www.ausport.gov.au/schools/resource-hub/p4l

Humanities and Social Sciences

Learning sequence	Resource	Link/information
1	Book	Fox, M. (1984). <i>Wilfrid Gordon McDonald Partridge</i> . Scholastic Australia.
2	Book	Godwin, J. (2010). <i>All Through the Year</i> . Penguin Random House Australia.
4	Video	National Museum Australia. <i>Communication – Then and Now</i> https://www.nma.gov.au/learn/classroom-resources/communication-then-and-now
5	Book	Bland, N. (2016). <i>The Fabulous Friend Machine</i> . Scholastic Australia.

Mathematics

Learning sequence	Resource	Link/information
1	Book	Matthews, P., (2003). <i>A Year on Our Farm</i> . Scholastic Australia

Mathematics

Learning sequence 1: Skip counting – Multiples of two

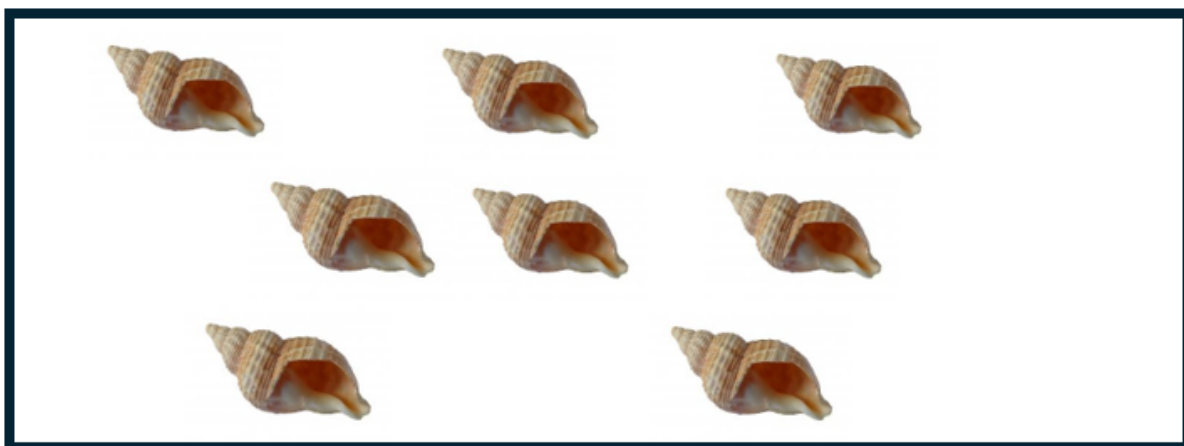
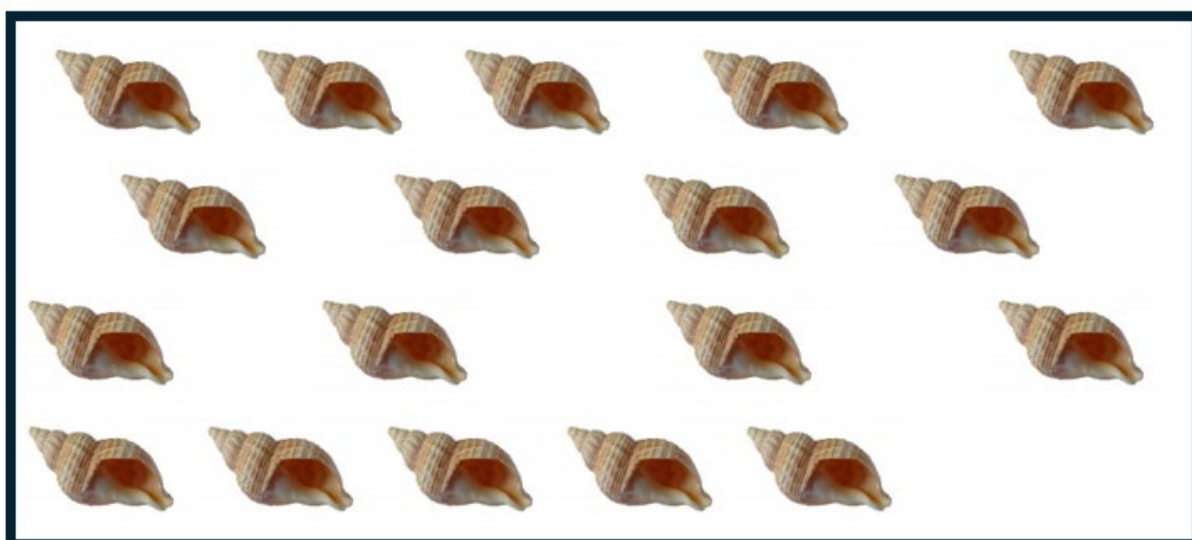
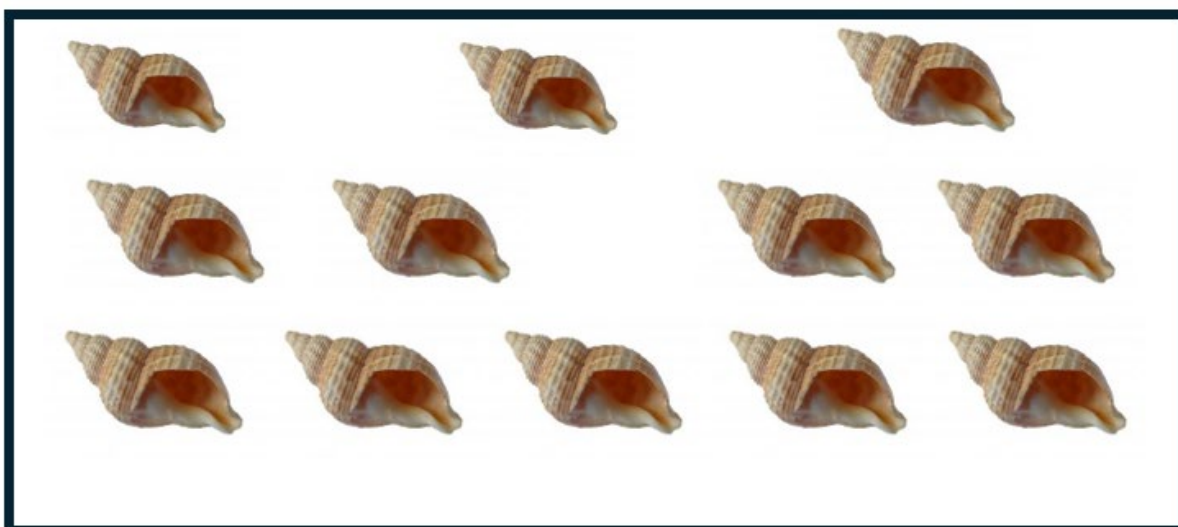


Image: Poynton, A. (n.d.).

Mathematics

Learning sequence 1: Skip counting – Multiples of five

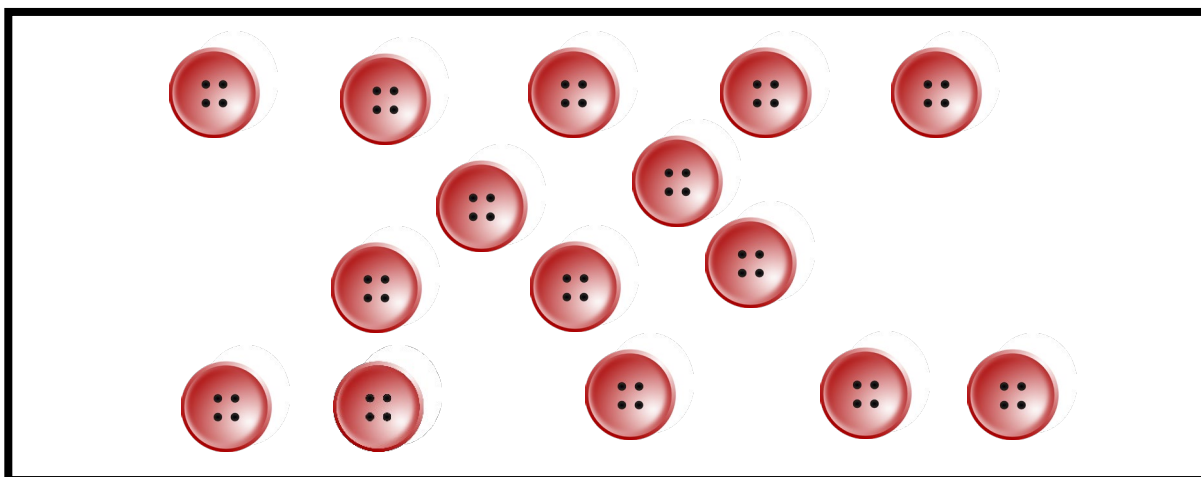
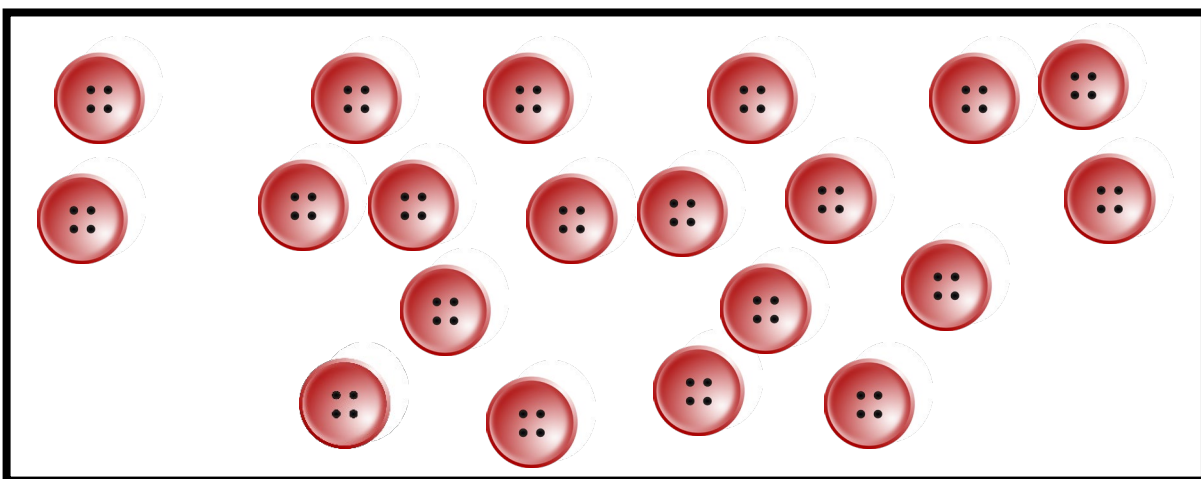
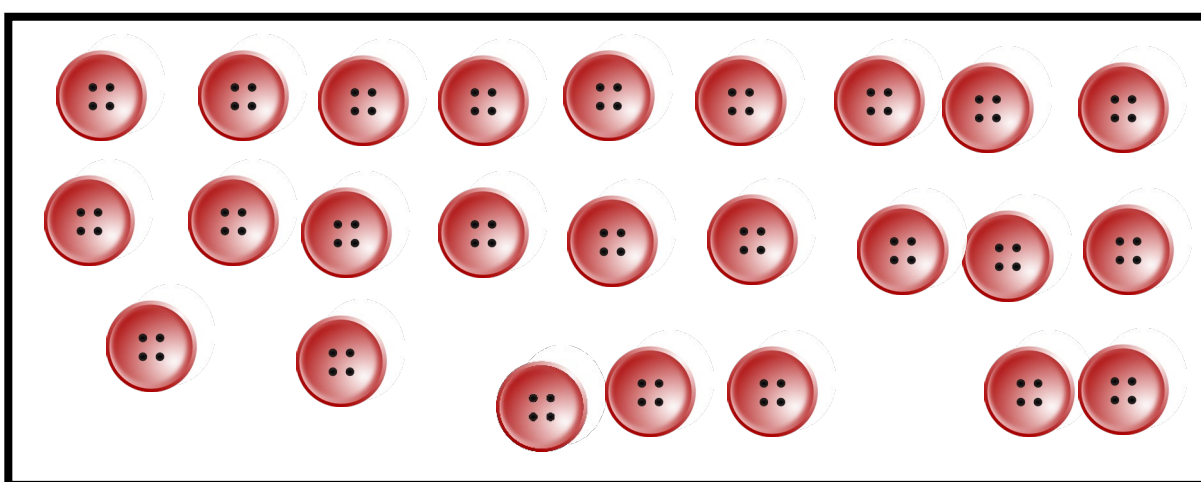


Image: ryan s, (2011).

Mathematics

Learning sequence 1: Skip counting – Multiples of ten

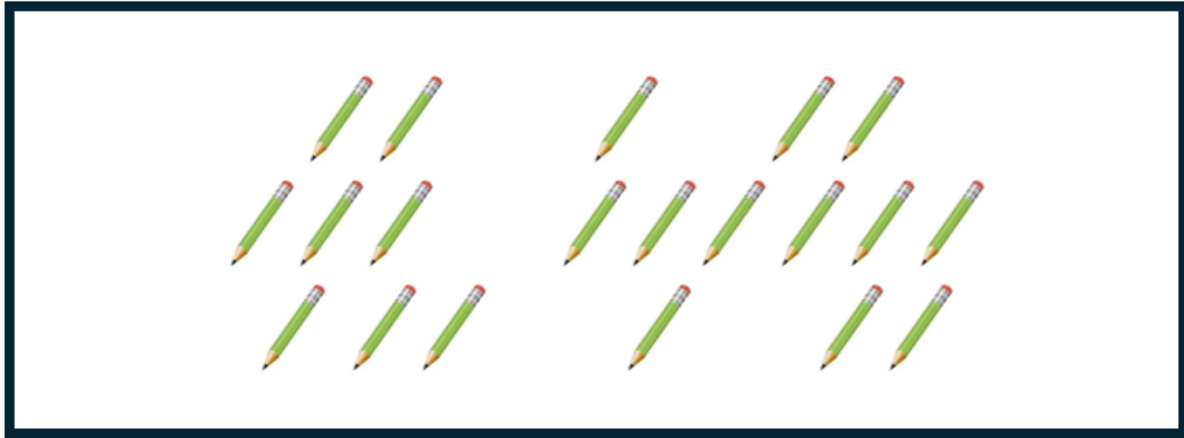
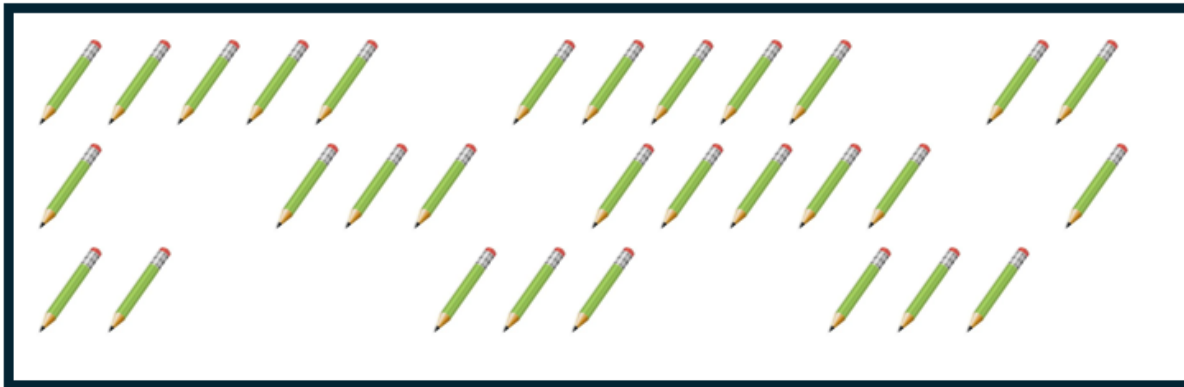
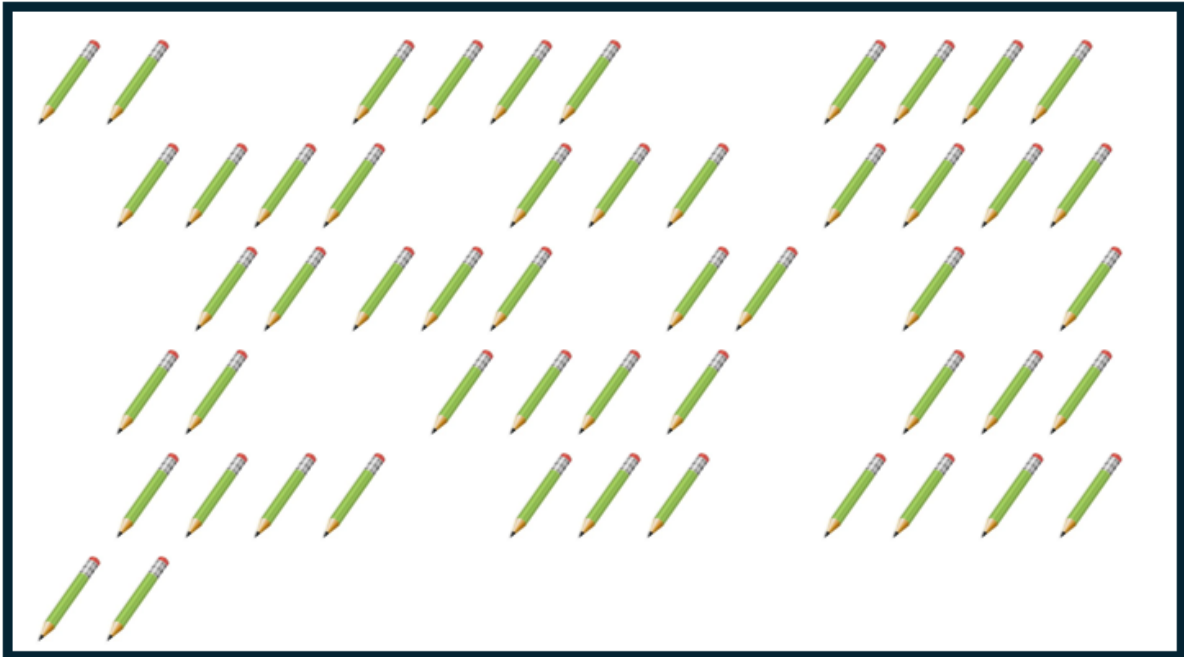


Image: metalmarious, (2009).

Science

Learning sequence	Resource	Link/information
3	Book	Jenkins, M. (2018). <i>Bird Builds a Nest</i> . Candlewick Press

Technologies

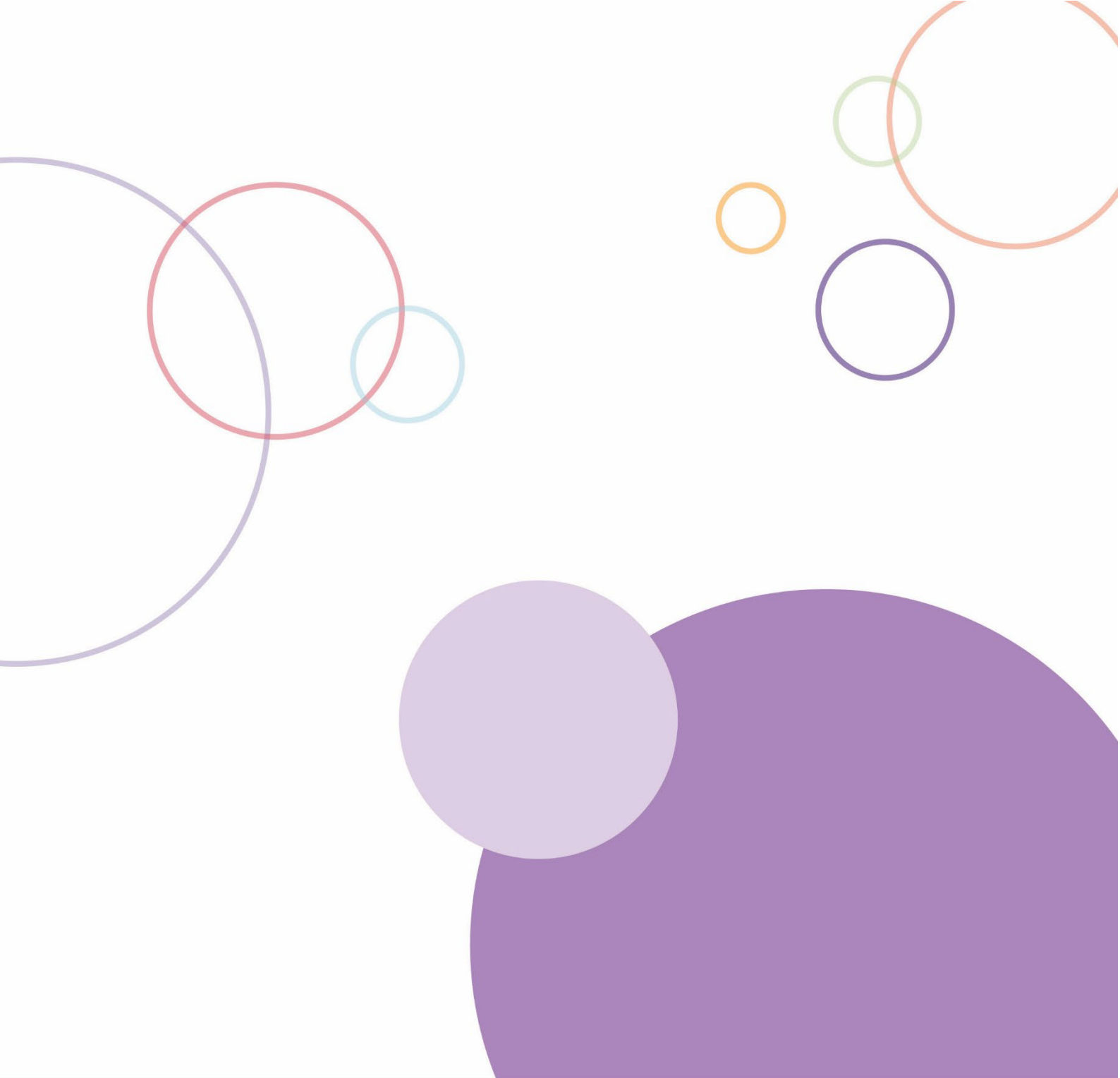
Learning sequence	Resource	Link/information
1	Video	ABC iView: <i>George the Farmer</i> https://iview.abc.net.au/show/george-the-farmer/series/1/video/ZW1972A001S00

The Arts, Music

Learning sequence	Resource	Link/information
1	Music	<p>The Learning Groove. (2014, April 5). <i>Mi Cuerpo Hace Musica (by Eric Litwin & Michael Levine)</i> https://www.youtube.com/watch?v=dRxwOL7J7x0</p> <p>Joao Viriato. (2013, January 28). <i>Rimsky Korsakov Apriccio Espagnol Op 34 Berliner Phil Dir Zubin Mehta</i> https://www.youtube.com/watch?v=Lh6mDL-VwYw</p>
	Website	<p>Kodály Australia. (n.d.). Classroom Resources, flashcards – <i>Rhythm Set</i> https://kodaly.org.au/resources/</p>
2	Video	<p>Kaiser Drums. (2014, November 29). <i>Taiko performance Jubiläumskonzert -25 years TENTEKKO – Taiko – the first Taiko-group in Germany</i> https://www.youtube.com/watch?v=UByJ5ufVDxU</p>
	Music	<p>Beth's Notes. (n.d.). <i>Hotaru Koi</i>. https://www.bethsnotesplus.com/2020/02/hotaru-koi.html</p>
3	Music	<p>Marbles Kids Museum. <i>Che Che Kule Song with Shenette</i> https://www.youtube.com/watch?v=UFBop9JYfFE</p> <p>Franz Schubert Filharmoina (2020, January 8). <i>Handel: Music for the Royal Fireworks La Rejouissance</i> https://www.youtube.com/watch?v=p5jgSVw3nms&list=RDp5jgSVw3nms&start_radio=1</p>
	Website	<p>Shinju Matsuri. (n.d.). <i>Festival of the Pearl Broome</i> https://shinjumatsuri.com.au/</p>
4	Music	<p>Schmobot. (2007, July 14). <i>George Frideric Handel – The Arrival of the Queen of Sheba</i> https://www.youtube.com/watch?v=-TGKJ9MgCOQ</p>
		<p>Beth's Notes. (n.d.). <i>Old king glory</i>. https://www.bethsnotesplus.com/2014/03/old-king-glory.html</p> <p>PermafrostIndustries. (2011, October 22). <i>March of the toy soldiers from the Nutcracker Suite by Tchaikovsky</i> https://www.youtube.com/watch?v=LmlEmi2HxjY</p>
5	Video	<p>Royal Ballet and Opera. (2017, December 1). <i>Dance of the Sugar Plum Fairy from The Nutcracker (The Royal Ballet)</i> https://www.youtube.com/watch?v=zV1qLYukTH8</p>

The Arts, Visual Arts

Learning sequence	Resource	Link/information
2	Video	UNESCO. (2009, September 28). <i>The Wayang puppet theatre</i> https://www.youtube.com/watch?v=pfydro4X2t0
2–3	Video	Kidspot. (2013, November 4). <i>How to make your own shadow puppet theatre</i> https://www.youtube.com/watch?v=-hL28SkHf1g
4	Book	Milroy, H. (2021). <i>The Emu Who Ran Through the Sky</i> . Magabala Books.
5	Book	Laden, N. (2020). <i>You Are a beautiful beginning</i> . Roaring Brook Press.
		Clark, M. H. (2012). <i>Celebrating you</i> . Compendium Publishing & Communications.



Appendix B

Observations and monitoring templates

English: Learning sequence 3 – Procedure self-reflection

Purpose: Formative

Assessment goal: to foster a self-reflection to inform future planning, teaching and learning.

Name: _____

Tick the box to check your procedure has these elements.

Parts of the procedure	I did really well ...	I did even better in ...
Headings		
Steps		
Verbs		
Time order		

Teacher comment:

Purpose: Formative

Assessment goals: to record the children's skip counting fluency and strategies.

[illegible]

Technologies, Design and Technologies – Learning sequence 2

Purpose: Formative

Assessment goal: for the children to reflect on what they know about the sources of different foods, and the ways to prepare them.

Name:	
Ingredients chosen	Comments
Preparation and tools	Comments

The Arts, Visual Art – Learning experience 5 – Visual arts elements

Purpose: Summative

Assessment goal: to assess the children's use of visual art elements.

Name: _____

Elements	Comment
Line	
Space	
Shape	
Drawing techniques	
Use of materials	

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> (Original work published 2009)
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Years 1 and 2 Statement

Adapted from: Australian Government Department of Education [AGDE]. (2022). *Belonging, Being and Becoming: The Early Years Learning Framework for Australia (V2.0)*. Australian Government Department of Education for the Ministerial Council. Retrieved June, 2025, from <https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks> (Original work published 2009)
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Learning sequence 1

Mathematics – Skip counting

Multiples of two

Poynton, A. (n.d.). *Sea Shell* [Image]. Retrieved July, 2026, from <https://www.publicdomainpictures.net/en/view-image.php?image=228414&picture=sea-shell>

Multiples of five

ryan_s. (2011). *Red Shirt Button* [Clipart]. Retrieved July, 2026, from <https://openclipart.org/detail/162487/red-shirt-button>

Multiples of ten

Metalmarious. (2009). *Short Realistic Pencil* [Clipart]. Retrieved July, 2026, from <https://openclipart.org/detail/21270/short-realistic-pencil>

