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



Early childhood

Teaching and learning exemplar

Year 1, Term 3

Acknowledgement of Country

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

Background

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

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2026/13267[v3]

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The Western Australian Curriculum

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

This exemplar

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

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

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

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

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

Exemplar structure

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

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

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

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

Catering for diversity

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

Using this exemplar

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

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

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

Links to electronic resources

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

Best practice

Teaching and learning

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

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

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

Ways of teaching

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

Assessing

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

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

Ways of assessing

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

Reflecting

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

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

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

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

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

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

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

Years 1 and 2 Statement

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Learning sequence 1

English – Learning sequence 1

Western Australian Curriculum Language	Western Australian Curriculum Literature	Western Australian Curriculum Literacy
Language for interacting with others • Explore language to provide reasons for likes, dislikes and preferences **Text structure, organisation and features** • Explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain • Explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs **Language for expressing and developing ideas** • Understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details, such as when, where and how (adverbs)	**Literature and contexts** • Discuss how language and images are used to create characters, settings and events in literature by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators **Engaging with and responding to literature** • Discuss literary texts and share responses by making connections with children's own experiences	**Texts in context** • Discuss different texts and identify some features that indicate their purposes **Analysing, interpreting and evaluating** • Read decodable and authentic texts using developing phonic and word knowledge, phrasing and fluency, and monitor meaning using context and grammatical knowledge • Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning in texts by drawing on vocabulary and growing knowledge of context and text structures **Creating texts** • Create and deliver short oral and/or multimodal presentations on personal and learnt topics, which include an opening, middle and concluding statement, some topic-specific vocabulary and appropriate gesture, volume and pace

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	A variety of simple poems, chants or raps, such as *The Boneyard Rap* by Wes Magee (Appendix A), or *Dr Knickerbocker*, Anon (Appendix A). Percussion instruments. Reading assessment template (Appendix B).	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • Poetry offers opportunities to focus on phonic and word knowledge content, such as rhyming words, alliteration patterns, syllables and phoneme identification. • Maintain a poetry corner where children can view and listen to poems being read (videos), or read poetry books. • The learning experiences should be combined with opportunities to explicitly teach phonic and word knowledge through oral language and effective systematic approaches that align with the school context. **Assessment** • A reading assessment template has been included at Appendix B. Provide simple poems to the children to read independently and use the checklist to record their progress over the term. • Assess the children's ability to generate rhyming words through ongoing observation.	**Opportunities** • Read aloud and discuss a number of poems throughout the week. Explore the vocabulary, rhyme and rhythm of the poems. Build a word wall of interesting vocabulary and/or rhyming words. Use the following questions to guide discussions: ▪ What is poetry? ▪ What language devices do poets use? ▪ Why does a lot of poetry rhyme? ▪ What does the word rhythm mean? ▪ Why is rhythm used in poetry? • Have the children participate in choral reading of poems, chants or raps, such as *The Boneyard Rap* or *Dr Knickerbocker*. • Provide some simple poems for the children to read and perform. Read the poems together for enjoyment. • Place the children in small groups and provide percussion instruments to accompany their poetry recitals. The children can perform the poems in their groups and/or to the wider class. • Encourage the children to express their opinions about the poems and model the language used to express likes and dislikes, such as 'fabulous', 'excellent', 'terrible', 'awful'. Build a word wall with the children by listing words to express opinions, likes and dislikes.

Teacher self-reflection:

Health and Physical Education, Health Education – Learning sequence 1

Western Australian Curriculum **Personal, social and community health**
Healthy and active communities • Actions that support a safe and inclusive environment

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Role-play props; knowledge of mind map or similar strategy; large piece of card; different types of games/activities to demonstrate following class rules.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • If teachers have created class rules at the beginning of the year, this is an opportunity to review them in consideration of the children's development. • It's important that the children's voices are heard and that the new class rules reflect their ideas. This gives the children ownership over the rules and accountability for following them. • This is also an opportunity to model what safe behaviours might look like in different situations, e.g. teamwork in the classroom for a writing task might look different to teamwork on the oval when playing a sport. **Assessment** • Observe the children's ability to participate safely in the classroom and follow the class rules.	**Opportunities** • Discuss the things that help us stay happy and safe at school. Record the children's ideas. • Explain that they are entering the second semester of the year and have an opportunity to create a new set of class rules. Encourage the children to reflect on the current class rules to identify any changes or additions they would like to make. • Discuss what reasonable class rules are, inviting the children to have a voice and embrace their priorities and concerns. • Ask the children to name a few things (behaviours) we should all do to ensure everyone in the school feels respected. ▪ After listing these behaviours, in small groups, the children can role-play their ideas. ▪ Invite the children to model the same behaviour in different settings (see Notes). ▪ Discuss why these behaviours are so important, e.g. if you are not respectful, someone might feel really upset. • Ensure discussions cover both feelings, such as be respectful, inclusive, kind; and physical safety, such as do not run with scissors, walk sensibly. Record this on a mind map or use another strategy that is meaningful to the children. ▪ Invite the children to role-play the behaviours that ensure bodies are safe, e.g. showing ways to carry scissors. • Model and support the class to determine the rules to be followed by all. This may be done by dividing the children into small groups and indicating that half the groups will come up with rules to keep our minds happy and the other half will come up with rules to keep our bodies happy. • Ask the children to share their ideas at circle time and model constructive comments and feedback. • As a class, agree on the new class rules and write them on a large piece of card.

Teacher intentions	Learning experiences
	• Explain to the children what a signature means and the importance of making a commitment to following the class rules. • Have all children and teacher/s sign the agreement. Display it in a prominent part of the classroom so that it can be easily referred to. • Set up some different types of games and activities and invite the children to move around the space to play the games, demonstrating how they are following the class rules. Prompt discussions with guiding questions; for example: ▪ Would this game work if we did not take turns? ▪ Could you play in this corner without sharing? ▪ How does sharing make this game more fun?

Teacher self-reflection:

Health and Physical Education, Physical Education – Learning sequence 1

Western Australian Curriculum **Movement and physical activity**		
Movement skills • Introduce fundamental movement skills: Body management ▪ side roll (pencil) ▪ dynamic balance Locomotor ▪ jump (one foot) ▪ jump (distance) ▪ skip (step-hop movement) Object control ▪ overarm throw ▪ kick off the ground ▪ two-handed 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** • Ways in which the body reacts during moderate physical activity	**Interpersonal skills** • Cooperation skills in partner and group work during physical activity practices

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**
	Poly spots, whistle, cones, small balls, small beanbags. Activity: *Shrinking goals* (Appendix A). Website: Department of Education – *Fundamental Movement Skills* https://myresources.education.wa.edu.au/programs/fundamental-movement-skills (Appendix A).

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes Refer to the relevant section/s of the *Fundamental Movement Skills* resource. • Create a circle using poly spots or a pre-marked circle line. • Mark out a large rectangle (grid) or use lines already marked. When marking out the area, use the longer parallel lines for the running lines and shorter end lines for the walking lines. Ensure the children know that it is not a race. **Activity 2 – Overarm throw technique** **Preparation** • Body is balanced with weight on the opposite foot to throwing arm • Ball is held in the fingers • Weight is transferred onto the back foot • Throwing arm extends back, with the elbow above the shoulder • Front shoulder points to the target **Execution** • Weight is transferred by stepping forward onto opposite (front) foot • Upper torso rotates for power • Elbow leads as arm extends towards the target • Ball is released in line with, or above, the head **Completion** • Throwing hand follows down, past the opposite hip • Ball rotates with backspin • Throw hits the target **Assessment** • Observation and anecdotal notes of the children's overarm throwing technique for diagnostic purposes.	**Tuning in** • Have the children form a circle in the centre of the playing space. • Explain that they will be moving around the marked grid, running along designated lines (long parallel sides) and walking along the others (shorter end lines). When they hear the whistle, the children stop where they are. • Children place their hand on their heart and share what the beats feel like, e.g. soft, medium or strong). ▪ Hands on heart, can you feel your heart beating? Is it soft, medium or strong? • Repeat activity, running in the opposite direction. In total, the running element should only be for approximately two to three minutes. • Pause movement. ▪ Hands on heart, can you feel your heart beating? Is it soft, medium or strong? • Have the children find a spot on their own to perform a series of teacher-guided stretches. • What is your heart doing now? **Activity 1 – Underarm roll** • Have the children sit opposite a partner, approximately three metres away from each other with their legs apart. The children roll a small ball along the floor back and forth to each other. Guide the children to: ▪ ensure the partner gives them a target by using their hands for them to aim at. ▪ consider ways to make the ball go faster/slower. • Explain and demonstrate the activity Shrinking goals. • Have the children collect two cones, two poly spots and set up their activity on a designated line. • Once the children are set up, they stand on their spot and hold their hand up to indicate they are ready for a ball.

Teacher intentions	Learning experiences
	• Commence play. • Conclude activity by reflecting on the underarm roll. **Activity 2 – Overarm throw** • Using a small beanbag, model to the children what overarm throwing looks like. Point out all the movements your body is making at each stage of the throw (see Notes). • Line the children up on a line facing outwards. Ask them to practice overarm throwing using a beanbag. The children all throw at once and wait for the throwing to be complete before going to retrieve their beanbag. • The teacher walks along the line and gives feedback on adjusting posture, release of the beanbag etc. • Divide the children into pairs. In an open space, one partner throws the beanbag and the other gives feedback on their execution before swapping. • When the children are confident with their overarm throw, they stand across from their partner and throw an overarm throw to each other.

Teacher self-reflection:

Humanities and Social Sciences – Learning sequence 1

Western Australian Curriculum Knowledge and understanding	Western Australian Curriculum Humanities and Social Sciences skills
Geography • How places change and how they can be cared for by different groups including Aboriginal and Torres Strait Islander peoples	**Questioning and researching** • Reflect on current understanding of a topic • Sort and record selected information and/or data **Evaluating** • Participate in decision-making processes **Communicating and reflecting** • Present findings in a range of communication forms, using relevant terms • Reflect on learning and respond to findings

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Picture books, such as: Morgan, S. (2022). *Thank You Rain* (Appendix A) or Germein, K. (2002). *Big Rain Coming* (Appendix A). Aboriginal seasons calendar; objects from nature, such as flowers, branches of leaves, containers with dry mud; pictures of local nature reserves, boxes or containers to collect outdoor items in; trays, toy animals, digital device for photographing and recording; blue paper/card/cellophane.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • Key concepts: place and change. • The focus of the teaching and learning is to develop understanding of how weather and seasons can change a place. • The children were introduced to how places change in Term 2 so a recap of this learning could be done prior to starting this lesson. • The names of the Aboriginal seasons could be introduced to the children during daily routines to build familiarity and connect their everyday observations with local seasonal changes. **Integration ideas** • Science – when collecting objects in the outdoor environment, draw the children's attention to the external features of different plants or animals in the area. **Assessment** • Observe the children making and discussing the small world landscapes before and after the rain.	**Opportunities** • Ask the children to share what they know about weather or seasons using a cooperative learning strategy. For example, ask the children to walk around the classroom, when the teacher says 'stop', they share something they know or something they would like to know about weather or seasons with the person who is closest to them. • Explain that the weather is the day-to-day conditions and that seasons refers to different times of the year with different types of weather. • Acknowledge that different groups of people, including Aboriginal and Torres Strait Islander people, have seasonal calendars based on nature. The seasons are based on what they see in the weather and observations of plants and animals, not on dates. • Read a picture book, such as *Thank you Rain* or *Big Rain Coming*. Discuss the chosen book by reviewing what the land looked like before or after the rain. • Introduce or review the term landscape through examining the setting in the picture book. • Provide the children with some objects from nature, such as flowers, branches of leaves, and containers with dry mud, to explore in small groups. Ask the groups what do the objects look like and feel like when they are dry. Take the objects outside and ask the children to sprinkle water on the objects using their hands to make it look like rain. Ask the groups how the objects have changed now they are wet. Make a list of the children's ideas in a T-chart and display in the classroom. • Show the children pictures of nature reserves in the local area to help inspire the following activity. Take the children into the outdoor environment and in small groups, ask them to collect items they can use to create a small world dry nature scene. Items may include sand, leaves, small twigs, grass, dirt, stones. Items from the previous activity could also be used.

Teacher intentions	Learning experiences
	• In the small groups, have the children create their landscape in a tray. Provide the children with toy animals for them to add to the land. Photograph the landscapes and record the children talking about what they have created. • Provide the children with pieces of blue paper, card or cellophane to represent the water from rain. Ask the children to change their landscape to show what would happen after the rain. Photograph the landscapes to record the changes the children have made. • Provide opportunity for the children to view each other's landscapes and talk about their creations with either a gallery walk or displaying the before and after photographs.

Teacher self-reflection:

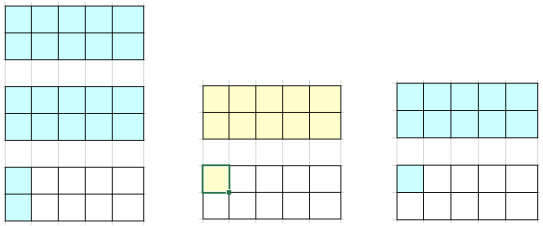
Mathematics – Learning sequence 1

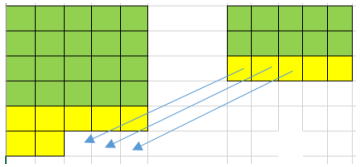
Western Australian Curriculum Number and algebra	Western Australian Curriculum Measurement and geometry	Western Australian Curriculum Probability and statistics
Understanding number • Explore different ways to represent and partition collections up to 100, including in groups of 10, using concrete materials **Calculating with number** • Manipulate collections to add and subtract quantities to 20 and beyond, exploring a range of strategies **Financial mathematics** • Explore different payment formats and identify Australian coins and notes, according to their value **Modelling with number** • Represent quantities and actions in real-world situations involving adding, taking away, sharing or equal groupings using role-play, concrete materials, drawings or numbers. Describe the meaning of the representations and answers in context	This strand is not the focus of these learning experiences.	This strand is not the focus of these learning experiences.

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Play money: Australian coins and notes; bags and containers; addition and subtraction stories; counters and ten frames; objects to display for a shop corner, digital device for photographs (if suitable), concrete materials. Assessment template (Appendix B).	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes **Financial Mathematics** • To order coins and notes, the children need to understand their value, rather than just ordering numerals. • It's important that the children are exposed to the value of coins and notes as a different concept than the value of numbers. Discussing what a coin can buy is useful. For example, a 50c coin buys less than a two-dollar coin, even though 50 is a larger number. • When adding larger numbers (10, 20, and 50), it is important to draw the children's attention to counting patterns. For example, adding 50 and 20 is the same as adding five and two in the tens' column. The children can use known strategies, such as skip counting in tens, to calculate. **Algebra** • As the children become more familiar with the operations, it is important to continue to represent them using comprehension skills to understand them, rather than memorising words such as 'more' or 'less' to determine the operation needed. • Ensure the language in the addition and subtraction stories are varied to encourage the children to think about meaning, rather than spotting key words, e.g. a subtraction problem containing the word 'more'. • The visual representations exemplified are to support teachers' planning and are not meant for the children. Teachers are encouraged to create visual representations that are clear and meaningful to the children. **Assessment** • Use the assessment template (Appendix B) to record the way the children start to associate Australian coins to their value. • Observe the children's progression in their use of strategies to solve addition and subtraction problems.	**Opportunities** • Discuss the values of each Australian coin or note. Differentiating cents from dollars, talk about the fact that money represents a value that is not necessarily associated with their size or even the numeral on them, for example, 50 cents is not more than one dollar even though the numeral 50 represents more than one. • Display a one-dollar coin and a two-dollar coin. Ask the children to order them from the one that can buy the least to the one that can buy the most. Guide the children through thinking about the relationship between those coins by asking them if it is possible to buy the same items with one two-dollar coin as two one-dollar coins. Use examples of interesting items the children could buy with those coins to promote interest. • Provide the children with a collection of play one- and two-dollar coins and five dollar notes. Give them simple quantities to make, for example 'I would like to buy a small toy that costs three dollars, which coins do I need?' Ensure all prices are possible to be made from the available coins/notes. • Display different cent coins and explain to the children that 100 cents is the same as one dollar. Explain that they can buy the same things with 100 cents as with one dollar. Use examples, e.g. buying a lolly or small toy. • Encourage the children to use their knowledge of skip counting to count through cents independently. Initially, introduce one coin at a time, starting at five cents. While the children orally count, take note of how many five cent coins are needed to make a dollar. Repeat for each coin. • Model and support the children working with the following: ▪ give the children random collections of 10c and 20c coins and encourage them to 'make' a target amount. For example, 'Using your coins, can you make 40c?' They can use skip counting. Encourage the children to share and discuss their strategies and choices, e.g. 'I used four 10c coins.'

Teacher intentions	Learning experiences
	▪ Introduce the 50c coin as the equivalent of five 10c coins and repeat the activity above. The children may require assistance to add larger numbers (see Notes). ▪ Introduce 5c coins into their random collections and give the children target values that end in five, for example, 45c. They will need to rely on their knowledge of place value for this, therefore, a review may be needed. • Continue to provide opportunities for the children to explore place value by bundling objects/counters or using ten frames to make groups. ▪ As the children become more confident, invite them to label their collections and highlight the correspondence between the number of full frames and the numeral in the tens' place. • Provide the children with addition and subtraction real-world situations and encourage them to use known strategies to solve them. While the children are solving problems, it is important that they continue to represent them in meaningful ways (see Notes). Extend this further by inviting the children to describe the meaning of the answers in the context of the situation. • Continue to teach and review the following strategies as needed using real-world situations: ▪ counting on, e.g. the children hold one number in their head and count onwards from that number ▪ partitioning – the children make both numbers using counters and ten frames and look at the full frames (tens) and the incomplete frames (ones) separately. For example: 22 - 11 = 

Teacher intentions	Learning experiences
	▪ Rearranging parts (to form known numbers and facilitate counting, use visual representations). For example: ○ 27 + 15 = ○ move three from 15 to 27, making it 30 and 12 ○ 30 + 12 → 30 + 10 + 2 → 42  **Small group opportunities** • Provide the children with collections of Australian coins including $1 and $2 coins to count using their knowledge of skip counting. Encourage the children to label jars/bags with the amount they have counted. • Set up a shop corner and invite the children to place the correct coins in front of each item they would like to purchase. Children can take photographs of their work, if suitable. • Provide the children with small bags containing random quantities of coins. Each bag must contain only cent coins, dollar coins or notes. Have the children add the coins or notes together and label the bags with the correct amount of money in them. • Provide the children with addition and subtraction situations, as well as concrete materials to support them, and encourage them to use known strategies to find results. Invite the children to orally describe the answer in the context of the situation and explain their reasoning and strategies.

Teacher self-reflection:

Science – Learning sequence 1

Western Australian Curriculum Science understanding	Western Australian Curriculum Science inquiry
Earth and space sciences • Water is a natural resource that comes from a variety of sources and is used by people, plants and animals in different ways	**Questioning and predicting** • Pose questions and make predictions based on knowledge and experiences **Processing, modelling and analysing** • Sort and order data using provided tables and represent data using visual or physical models **Communicating** • Communicate observations, ideas and findings using everyday and scientific vocabulary

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Book, such as: Roennfeldt, R. (1980). *Tiddalick, the frog who caused a flood*. Penguin Books (Appendix A). World map, access to do internet search, digital device for photographs, map of the school (if possible); access to outdoor space, such as a sand pit.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The focus of the teaching and learning is to explore water, such as where it is located and its many uses. • Investigate a world map to identify the land and water areas. Identify Australia and point out the water that surrounds it. • Identify the ocean names. • Add new terms to the word wall as they arise. **Integration ideas** • Humanities and Social Sciences – the location of local places and their features. **Assessment** • Observations and anecdotal notes about the children's general knowledge on water, where it is located and its uses.	**Opportunities** • Read a creation story related to water, such as *Tiddalick, the Frog who caused a flood*. • Brainstorm what the children know about water and categorise the information offered, e.g. how it is used, where it comes from, sustainable practices, Earth facts. • Explore a world map together, to investigate how much of the world is made up of water. • Model an internet search for how much water is on Earth. • Identify where Australia is located on the world map and what oceans surround it. ▪ Compare the volume of water that surrounds Australia with another country, such as Italy, or a landlocked country like Afghanistan. • Discuss where water comes from. ▪ Ask the children to draw or write about what they know. ▪ Discuss the responses as a class and display the children's ideas around the classroom. ▪ Discuss why water is important. Complete a 'water walk' around the school where the children identify sources and uses of water. ▪ Discuss how water is used at school, e.g. for drinking, for hygiene, for play, for cooking, for cleaning. Have the children take photographs or draw the sources and uses of water they find around the school, and if possible, mark the places that water was found on a map of the school. • In small groups, have the children design a poster showing an important use of water, incorporating words and images. • Ongoing: create a Science word wall and encourage the children to add a word or a phrase to the wall. • Allocate some time for the children to explore water through play in an outdoor space, such as a sand pit.

Teacher self-reflection:

Technologies – Learning sequence 1

Western Australian Curriculum Design and Technologies	Western Australian Curriculum Digital Technologies	Western Australian Curriculum Design thinking skills
Engineering principles and systems • Force generates movement in objects and can be affected by materials **Technologies and society** • People use technologies to create products for personal needs	**Data representation** • Data can be represented as images, symbols, numbers and words	**Design and Technologies** **Investigating and defining** • Explore ideas and design opportunities for a personal need **Evaluating** • Use personal preferences to evaluate the solution for a personal need **Digital Technologies** **Designing** • Design solutions through drawing, modelling and/or a sequence of steps

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Objects that can be moved with the wind, handheld fans, pre-made pinwheels, printed pinwheel templates and associated materials (one per child), pictures of windmills; familiar symbols that represent data, digital tools for photographs/drawing.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • This lesson introduces the children to movement and prepares them for the Ferris wheel comparison in later learning experiences. Focus the discussion on the design features of the pinwheel. • Print pinwheel templates prior to the lesson. An internet search for 'pinwheel template' provides free, printable choices. • Display several familiar symbols, including those that represent brands, power buttons and traffic rules to introduce the Digital Technologies learning experiences. **Integration ideas** • Science – the strength and direction of a push or a pull force affects how an object moves or changes shape. • Mathematics – continue and create repeating patterns. Explore and label repeating patterns to show how many of each element is in a repeat unit (core). **Assessment** • Anecdotal notes about the way the children explore a design, thinking about its features. • Anecdotal notes about the children's knowledge of symbols and what they represent.	**Opportunities** **Design and Technologies** • Explore a number of objects and toys that can be moved with wind, such as balloons, paper planes, light weighted balls. Encourage the children to play with these and observe the ways they move. ▪ Invite the children to experiment with more/less wind by using a handheld fan and describing the way the object moves. ▪ Provide light and aerodynamic options, e.g. paper plane in comparison to heavy options, such as a metal sphere. ▪ Invite the children to name objects they have seen which move with the wind, e.g. flags, curtains, pinwheels. • Using pre-made pinwheels, encourage the children to play and blow on their own pinwheel to move it. • Take the children outside and observe the pinwheel moving in the wind. Explain how the pinwheel moves with wind, and without wind it stays still. • Support the children in making their own pinwheel using a printed layout. • Allow the children to play and explore with their pinwheel, drawing attention to how it moves. • Encourage the children to identify features of the pinwheel design that may assist in movement, e.g. the material it's made from, the shape of the blade. Guiding questions may include: ▪ Would a different blade design change the way the pinwheel moves? ▪ Would it move the same way if it was made of a heavy material? • Children use their personal observations to discuss the design of the pinwheel, highlighting what they believe works/doesn't work. • Compare the pinwheel with pictures of windmills, focusing on design features (how they are similar and different).

Teacher intentions	Learning experiences

	Digital Technologies
	• Explain to the children that information may be represented in different ways, including symbols, picture and diagrams. Highlight that data can be represented collectively, e.g. in a book or a timetable.
	• Explore the purpose of using a symbol rather than words to share information, e.g. stop signs and 'no dogs allowed' signs.
	• Encourage the children to describe symbols they see in their daily lives and the meaning of these symbols.
	• Invite the children to create symbols or pictures that represent information. For example, creating new symbols for letters or numbers, then writing a message using these. This can be done using digital tools, e.g. camera and/or drawing applications.
	  ▪ As a class, or in small groups, have the children create alternative symbols for each letter for the alphabet.
	  ▪ Have the children write their names using these symbols.
	  ▪ Have the children write messages using these symbols.
	• Conclude with a discussion highlighting that information (data) can be represented in different ways.

Teacher self-reflection:

The Arts, Music – Learning sequence 1

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

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Songs: *Welcome to music* by Susie Davies-Splitter and Phil Splitter https://www.youtube.com/watch?v=ReatYz6zVHY (Appendix A); *Apple tree* by Susie Davies Splitter https://music.youtube.com/watch?v=CbfIB6aOQJY (Appendix A); *Bop in the Bath* by Susie Davies-Splitter and Phil Splitter https://www.youtube.com/watch?v=WIS5nn18ewM&list=RDWIS5nn18ewM&start_radio=1 (Appendix A); *Kangaroo* by Beth's Notes https://www.bethsnotesplus.com/2016/01/kangaroo.html (Appendix A). Book: Porter, A., & Bancroft, B. (2005) *The Outback*. Magabala Books (Appendix A). Slide whistle.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
 	
Welcome activity
• *Welcome to music* is a movement song to encourage movement to the beat and in response to the lyrics of the song.
• Use this song to greet the children every lesson through this term. It can be used to vary tempo and dynamics and introduce different ways of moving.
• Accompanying the song using acoustic accompaniment offers the opportunity to change the actions and movements (include animal movements and isolated body parts) to suit the context of the classroom.
 	
Song/game
• It is important to ensure that the children use their whole body to accurately mimic the pitch direction of the part of *Apple tree*.
• There are a variety of activities suggested in *Bop in the Bath* to consolidate the concept of pitch direction.
 	
Music and literature
• The illustrations in the book *The Outback* are evocative of shape, contour and colour. They can be used very effectively to excite the children's imaginations as graphic notation.
• The illustrations are suggested to be used over the term to inspire the creation of music by the children. This can be done by interpreting the patterns of the illustrations as sounds that can be produced on a range of non-tuned percussion instruments, or even sound producing objects.
 	
Game
• *Kangaroo* is a folk song and is a popular early childhood game to play.
• Have the class sit in a circle with a nominated 'kangaroo' who is positioned in the centre of the circle with their eyes closed. The website link provided in Resources has further instructions on how the game can be played.
• Comparing the difference in pitch direction between these two songs is a strategy that makes the children aware and alert to listening for patterns and
	Opportunities
	
	Welcome activity
	• Greet the children and sing the song *Welcome to music*.
	• Listen to the instructions in the song and invite children to do the actions suggested as the song is played/sung again.
	• Use a slide whistle to consolidate the concept of high pitch and low pitch. Refer to the lyrics of the song and correlate the concept of pitch with body movement.
	• Invite the children to follow the pitch patterns with their hands or with their whole bodies.
	• Invite selected children to draw a continuous pitch line on the board as the slide whistle is played.
	
	Song/game
	• Introduce the song *Apple tree* and discuss how you might need to climb a ladder to pick apples from an apple tree in the orchard.
	• Sing or play the song *Bop in the Bath* and invite the children to join in with actions and responses.
	• Demonstrate full body response to the pitch and tempo movement in the music and the lyrics.
	• Play/sing through *Apple tree* again, this time adding a body percussion for the number of apples picked from the tree to accompany the singing.
	
	Music and literature
	• Introduce the book *The Outback*, by singing 'What can you see on the cover of my book?' Read the story to the class.
	• Discuss the colours of an apple tree and correlate these colours with the colours of the Australian landscape, and the seasons of the year using the following questions.
	  ▪ Which colours of apples are there?
	  ▪ How many colours do you imagine an apple tree has?

Teacher intentions	Learning experiences
similarities and contrasts in other music they listen to. They learn to take notice of the elements of music and develop a deeper understanding of how these patterns are combined to create music they can sing, play games to and listen to. • The children learn that music is made up of the building blocks of pitch and rhythm that can be combined in many different ways to create musical compositions. • Analysing known songs develops understanding and awareness. **Integration ideas** • English – poetry and descriptive text that sets the scene and tells a story. • Humanities and Social Sciences – places and people change over time and seasons differ between places. • The Arts: Visual Arts – exploring shape and colour in visual texts and the relationship to written text. **Assessment** • Use a checklist to assess the children's ability to: ▪ demonstrate discernment of pitch by moving appropriately ▪ maintain the beat to songs and music ▪ sing simple, limited pitch songs accurately and with good pitch matching.	▪ What colour do you think of when it is a wintry, rainy kind of day? ▪ What colour do you think of when it is a summery, sunny kind of day? ▪ What colour do you think of when it is an autumnal, getting chilly kind of day? ▪ What colour do you think of when it is a spring, everything is blooming kind of day? ▪ Are all the animals mentioned in the book *The Outback*? ▪ What categories of animals are included? (Reptiles, birds, mammals, marsupials.) ▪ Can you name some other Australian animals that are not included in the text? (Koala and emu.) • Elicit responses from the children about the book, highlighting information about the animals mentioned or depicted. • Record their answers for future reference. **Game** • Introduce the song *Kangaroo* by singing it. • Invite the children to march in time as the song is sung and create a circle in the room. • Explain the game to the class, as per the instructions on the website link. As an addition to the original instructions, the 'kangaroo' sings their guess response in a similar *soh-mi* pattern, e.g. is it _____? • Invite the children to maintain the beat on their knees as they sing the song. • Discuss with the children which pitch direction the last phrase of the song goes. Sing the song one last time, inviting the children to mimic the pitch patterning of the teacher's hand. • Point out to the children that the last phrase of *Kangaroo* is a downward pitch pattern, while the melody of the *Apple tree* is a steady rise in pitch. The pitches are going in 'contramotion' to one another (opposite directions). **Conclusion** • Recap the central idea of each of the activities of this lesson.

Teacher self-reflection:

The Arts, Visual Arts – Learning sequence 1

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

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Book: Manners, R. (2019). *Around Australia in 30 Places*, Wombat Books (Appendix A). Images of different landscapes (in books or a slideshow), plastic 2D shapes; A3 white paper; props such as aprons, paintbrushes and hats.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • *Around Australia in 30 Places* may be a helpful book to expose the children to different landscapes. • The theme of the learning experiences should be adjusted to suit the context of the school and the children's interests. • The focus of the teaching and learning is on observing and describing lines, and discussing the use of space. Teachers can also foster opportunities for the children to explore colour, shape and texture if suitable. **Integration ideas** • Mathematics – two-dimensional space and structures. • Humanities and Social Sciences – different environments. **Assessment** • Observe the way the children identify different lines in natural environments. • Observe how the children attempt to recreate these lines in their own artwork by selecting natural items and/or drawing. • Child self-reflection: as an early opportunity to respond to artwork, invite the children to share their thoughts and feelings about their artwork.	**Opportunities** • Share different images of different landscapes with the children, either by reading an appropriate book or by preparing a slide show with appropriate images. • Provide the children with plastic 2D shapes for visual prompts and ask them to identify the shapes they can see in the images of the landscapes viewed. • Invite the children to move to the outdoor environment and collect items that could be used to recreate one of the images they were looking at, e.g. collecting small sticks to make tree trunks. • Give out A3 white paper for the children to recreate natural environments. ▪ Guide the start of an exploration of the lines observed in nature (Are they broken, jagged, dashed?) and encourage the children to observe the same lines in the items collected from the outdoor environment. Invite the children to guide their own exploration of lines by observing different items and images, describing them in everyday language. ▪ Draw the children's attention to the idea of space, differentiating between the background and the foreground. Have the children choose which items are part of their foreground. • Have the children create their pieces using outdoor environment items and complementing them with additional drawings. • Have the children share their work with their peers, focusing on describing their elements and explaining choices made. Providing props, such as aprons, paintbrushes and hats, promote excitement and encourage the children to be artists when sharing their work. • Foster an opportunity for the children to discuss purposeful ways in which they can display their artwork, e.g. grouping the bushland/beach/mountain environments together. Ask the children to share the reasoning behind their suggestions. • As a class, determine how the artwork will be displayed and engage the children in the installation.

Teacher self-reflection:

Learning sequence 2

English – Learning sequence 2

Western Australian Curriculum Language	Western Australian Curriculum Literature	Western Australian Curriculum Literacy
Language for interacting with others • Explore language to provide reasons for likes, dislikes and preferences **Text structure, organisation and features** • Explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain • Explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs **Language for expressing and developing ideas** • Understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details, such as when, where and how (adverbs)	**Literature and contexts** • Discuss how language and images are used to create characters, settings and events in literature by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators **Engaging with and responding to literature** • Discuss literary texts and share responses by making connections with children's own experiences	**Texts in context** • Discuss different texts and identify some features that indicate their purposes **Analysing, interpreting and evaluating** • Read decodable and authentic texts using developing phonic and word knowledge, phrasing and fluency, and monitor meaning using context and grammatical knowledge • Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning in texts by drawing on vocabulary and growing knowledge of context and text structures **Creating texts** • Create and deliver short oral and/or multimodal presentations on personal and learnt topics, which include an opening, middle and concluding statement, some topic-specific vocabulary and appropriate gesture, volume and pace

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	A number of poems on a topic of choice, a suitable poem (see Notes), drawing materials; blank word cards.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The focus of the teaching and learning is to develop the children's enjoyment of poetry. • Poetry offers opportunities to focus on phonic and word knowledge content such as rhyming words, alliteration patterns, syllables and phoneme identification. • Teachers can choose topics from other learning areas to suit their needs and contexts. For example, Humanities and Social Sciences: Geography – *Places have distinctive features* or Science: *Earth and space sciences (water)* each have content descriptions that could be used as topics for poetry. • The learning experiences should be combined with opportunities to explicitly teach phonic and word knowledge through oral language and effective systematic approaches that align with the school context. **Assessment** • Take anecdotal notes or use a checklist to record if the children can identify noun, verbs, adjectives and adverbs. Use as formative assessment.	**Opportunities** • Read aloud a number of poems on a topic of choice for enjoyment. Discuss some of the poetry with the children. Have the children draw images, talk and/or write in response to poems. • Choose a suitable poem to read aloud (see Notes) but don't let the children know the title or see any images. Through discussion, have the children suggest a title for the poem and then draw an image to illustrate the imagery in the poem. • Build lists of words around a topic from another learning area; for example, water. Record these on cards and then categorise as nouns, verbs, adjectives or adverbs. • Rearrange the cards to make clauses; for example, 'cold water drips steadily', 'murky puddles gurgle loudly', 'freezing rain gushes endlessly'. • Have the children build their own simple sentences comprised of an adjective, noun, verb and adverb to write and illustrate. • Have the children learn some short poems to recite and perform to an audience, such as another class.

Teacher self-reflection:

Health and Physical Education, Health Education – Learning sequence 2

Western Australian Curriculum **Personal, social and community health**
Staying safe • Protective behaviours and help-seeking strategies to keep safe • Strategies to use when help is needed

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Signs or images of signs including signs relating to safety; whiteboards and markers.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • It's important that the children understand that safety signs must be easily understood by most people. They must be simple and clear. • Take the time to note features which are common in safety signs; for example, a red line across something is indicating 'no' or 'forbidden'. • Teachers may need to place examples of safety signs around the school or playground. **Integration ideas** • English – 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. • Technologies, Digital Technologies – data can be represented as images, symbols, numbers and words. **Assessment** • Record anecdotal notes on the children's understanding of the meaning of symbols. Use this information to inform future planning.	**Opportunities** • To begin this activity, use a couple of signs to communicate to the children that they need to sit down and stop talking; e.g. a stop sign, or a face with someone holding their finger to their lips to indicate quiet. Once sat down, discuss with the children how they knew to stop and listen when they saw the signs, even though no words were said. Discuss how signs can give us information without using words. • Remind the children of their learning experiences in Technologies, Digital Technologies, highlighting that information/data can be recorded as images, symbols, numbers or words. • Take the children on a walk around the school to identify signs that help keep everyone safe (exit, playground, a red cross indicating medical equipment etc.). • Using whiteboards and markers, invite the children to draw safety signs they have seen outside of school, such as stop signs or cross walks, and discuss their importance, e.g. how they help keep the community safe. • Discuss the reason why signs work. Call attention to the fact that safety signs are the same or very similar around the world, so that they can be understood by many people. These are known as 'universal' signs. • Invite the children to make safety signs containing symbols only, for the school playground. Discuss strategies to make them clear and understandable to all. • Ask the children to share ideas of what they could do if there were no signs to help them stay safe. For example, if the beach has no signs about the suitability for swimmers, or if you are unsure if a certain area is safe to play in. ▪ Talk about the importance of asking trusted adults when unsure. ▪ Discuss responsible risks, e.g. playing on the monkey bars, and risks that require more thinking about and potentially consulting with adults, when they don't know if something is safe or not. ▪ Ask the children to come up with examples of who trusted adults could be in different contexts, e.g. at school, children could ask a teacher; at the beach, children could ask a parent or a lifeguard for help.

Teacher self-reflection:

Health and Physical Education, Physical Education – Learning sequence 2

Western Australian Curriculum **Movement and physical activity**		
Movement skills • Introduce fundamental movement skills: Body management ▪ side roll (pencil) ▪ dynamic balance Locomotor ▪ jump (one foot) ▪ jump (distance) ▪ skip (step-hop movement) Object control ▪ overarm throw ▪ kick-off the ground ▪ two-handed side strike • Apply and consolidate the 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** • Simple rules and fair play in partner or group activities, and minor games	**Interpersonal skills** This sub-strand is not the focus of this learning sequence.

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**
	Poly spots, energetic music and sound system, whistle, coloured hoops, pictures of interest to the children, small beanbags. Websites: Department of Education – *Fundamental Movement Skills.* https://myresources.education.wa.edu.au/programs/fundamental-movement-skills (Appendix A); Beyond the chalkboard – *Captain's Coming* https://beyondthechalkboard.org/activity/captains-coming/ (Appendix A).

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
Refer to the relevant section/s of the *Fundamental Movement Skills* resource.
• Mark out a large rectangle using poly spots or use lines already marked.
  ▪ When marking out the area, use the longer parallel lines for the running lines and shorter end lines for the walking lines. Ensure the children know that it is not a race.
• Key teaching points of the skip
  ▪ the head and trunk are stable with the eyes looking forward
  ▪ arms swing in a relaxed motion in opposition to the legs
  ▪ the hop part is performed on the balls of the feet.
 	
Assessment
• Observation and anecdotal notes on the children's locomotor skill of skipping.
• Observation and anecdotal notes on the children's ability to play to rules.
• Observation and anecdotal notes of the children's ability to throw overarm.
	Tuning in
	• Play energetic music as the children enter the Physical Education area.
	• Explain to the children that they will be moving around a marked grid, running along the designated lines (long parallel sides) and walking along the others (shorter end lines). When they hear the whistle, they will need to stop where they are and listen for the next instruction.
	• Pause movement and commend the children who stop and listen promptly.
	• Introduce the locomotor skill of skipping instead of walking. Demonstrate what this looks like using the cue 'step, hop, step, hop'.
	• Have the children act out what the skip looks like, on the spot.
	• Repeat the activity, running in the opposite direction but this time replace walking with skipping along the shorter end lines. In total, the tuning in activity should only be for approximately two to three minutes, the length of a song.
	• Have the children find a spot on their own to perform a series of teacher-guided stretches.
	
	Activity 1: *Captain's Coming*
	• Select a child who demonstrated good practise in skipping. Have them perform the skip in front of the class while you question the observers on key points of the skip.
	• Explain and demonstrate the rules for the game Captain's Coming, using only the direction commands: bow, stern, port, and starboard. Use skipping as the form of locomotion used. Do not eliminate players.
	• Commend the children that are performing the skip and not running.
	• Once the children have mastered the directions, start adding in new commands from the game as suggested online.
	• Start to eliminate the children who are last to perform the action or run instead of skipping and have them sit out watching the game along a line.
	
	Activity 2: Overarm throw
	• Review how to throw overarm, using a child as a model.

Teacher intentions	Learning experiences
	• Scatter coloured hoops on the floor, with pictures of interest in them. For example, pictures of characters, or mythological creatures. Have children stand in a circle around the hoops. • Explain that children are going to practice their overarm throwing skills by attempting to throw their small beanbags into the hoops and thereby 'collecting' the character in the hoop. • Children continue the game until they have collected all the characters. The teacher can walk around providing feedback to the children as they throw.

Teacher self-reflection:

Humanities and Social Sciences – Learning sequence 2

Western Australian Curriculum Knowledge and understanding	Western Australian Curriculum Humanities and Social Sciences skills
Geography • How places change and how they can be cared for by different groups including Aboriginal and Torres Strait Islander peoples	**Questioning and researching** • Reflect on current understanding of a topic **Evaluating** • Draw conclusions based on information and/or data **Communicating and reflecting** • Present findings in a range of communication forms, using relevant terms • Reflect on learning and respond to findings

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Pictures of familiar places in the local area; paper, drawing/art/collage materials. Picture book, such as: Steffensen, V. (2023). *The Trees: Learning Tree Knowledge with Uncle Kuu* (Appendix A).	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • Key concepts: place and change. • The focus of the teaching and learning is to review the different ways that places can change and to understand one way Aboriginal and Torres Strait Islander people care for Country. **Integration ideas** • Science – looking at the external features of trees. • The Arts, Visual Arts – creating artwork inspired by their own view of the world. **Assessment** • The sentences that the children record can be used to assess understanding about how a feature of a place can be cared for.	**Opportunities** • Place pictures of familiar places around the classroom. Places might include a house, park, beach, shopping centre. Ask the children to walk around and look at the different pictures. • Sit the children in a circle and ask the children what they noticed about the pictures. • Discuss the question 'Do places stay the same forever?' Record the children's thoughts as a list on the whiteboard. • Place the children in pairs and provide them with one of the pictures. Ask them to add one change to the picture either by drawing on it or sticking something on it that they have drawn and cut out. Changes could be related to weather, new buildings or vegetation added, something being broken or litter. • Display all the children's pictures and establish with the class whether they feel the place has changed in a good way, bad way or both, and sort the pictures accordingly. • Draw the children's attention to how people can change places in response to a need, e.g. new vegetation in a local area. Explain that although this is changing a place, it is also caring for a place. Establish how planting vegetation improves the environment, e.g. supports wildlife and makes places look nicer. • Read a picture book that shows how Aboriginal and Torres Strait Islander people care for places, such as *The Trees: Learning Tree Knowledge with Uncle Kuu*. • Focus on the parts of the text that identify how Aboriginal people have cared for the trees over time and discuss with the class. • Take the children on a walk around the school or local area to look at the different places, such as the trees. • In the classroom, ask the children to paint, draw or use collage materials to create a picture of a place and write one or two sentences about what people could do to care for it.

Teacher self-reflection:

Mathematics – Learning sequence 2

Western Australian Curriculum Number and algebra	Western Australian Curriculum Measurement and geometry	Western Australian Curriculum Probability and statistics
Understanding number • Say, read, write and order numbers to 120 and recognise the repetition of the 0–9 sequence of digits. Skip count collections by twos, fives and tens from zero • Explore different ways to represent and partition collections up to 100, including in groups of 10, using concrete materials **Calculating with number** • Manipulate collections to add and subtract quantities to 20 and beyond, exploring a range of strategies	**Non-spatial measurement** • Read the time on digital clocks and make connections to routines. Explore and describe duration informally in years, months, weeks, days, hours, minutes and seconds	This strand is not the focus of these learning experiences.

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Toy digital clocks, flash cards with digital times; simple comic strips with five boxes, groups of two and five things for posters; number tracks, manipulatives, ten frames.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes **Time** • These learning experiences draw on the children's learning from Term 2, when they explored the way clocks work. • In Year 1, children are expected to read and tell time to the half hour. **Algebra** • Continue to provide the children with opportunities to locate numbers on a number track and represent them with manipulatives (such as MAB). The children will start to identify if they must look to the right or to the left in a number track when looking for a certain number (larger or smaller, respectively). • Continue to provide extensive opportunities for the children to practise skip counting, partitioning and rearranging as well as apply them as strategies to solve addition and subtraction problems. • As the children become more fluent, their manipulatives can be more abstract, e.g. a block to represent an apple. **Incidental opportunities** • In the class's daily routine, continue to provide opportunities for the children to explore the duration of months, weeks and days, using calendars, and weekly and daily pads. • Continue to use the word 'half' in different contexts, encouraging the children to identify that halves are always equal parts of wholes, including objects, shapes, time and collections. **Assessment** • Observe the way the children tell time to the half hour.	**Opportunities** • Review the Term 2 experiences of reading digital time. Practise reading digital time incidentally during the school day and using 'toy' clocks to manipulate and practice reading times. • Have the children sequence digital times displayed on flash cards (digital times represented by minutes or hours), discussing which numbers are important to be considered first when sequencing times. • To connect digital time to everyday routines, provide the children with a simple comic strip with five boxes. Ask the children to draw five routine daily activities, such as waking up, eating breakfast, arriving at school, eating lunch and going home. Have the children label each activity with a time shown in digital clock format. Create representations of skip counting by grouping collections of 2, 5 and 10, writing the skip counting patterns next to images, such as 10 fingers as two handprints labelled as 10, then the next set of 10 fingers labelled as 20 etc. Repeat for 2's by cutting out groups of two things (eyes, legs) from magazines and groups of 5's such as footprints (5 toes), bunches of flowers to make posters. • Refer to these posters when skip counting. • Provide the children with number tracks and ten frames to use to practice counting back using the jump strategy for subtraction of one-digit from two-digit numbers. • Provide an example of 26 - 8 by marking 26 on a laminated number track (or whiteboard) and counting back from 26 by 6 then 2 (essentially 26 - 6 landing on 20 then 20 - 2 landing on 18). Have the children draw the jumps on the number track to indicate the backward movement. **Small group opportunities** • Ask the children create a daily schedule identifying the time of certain activities, e.g. at 1.30 pm we eat lunch. Have them draw a digital clock to accompany each activity.

Teacher self-reflection:

Science – Learning sequence 2

Western Australian Curriculum Science understanding	Western Australian Curriculum Science inquiry
Earth and space sciences • Water is a natural resource that comes from a variety of sources and is used by people, plants and animals in different ways	**Questioning and predicting** • Pose questions and make predictions based on knowledge and experiences **Communicating** • Communicate observations, ideas, and findings using everyday and scientific vocabulary **Collaborating and applying** • Use science knowledge and understandings to make decisions and choices in their environment

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Book, such as: Gray, J. (2014) *The Little Raindrop*. Sky Pony (Appendix A). Arrows and pictures for water cycle diagram; sticky notes or digital memo board; paper and art materials or digital devices for posters.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The focus of the teaching and learning is on understanding the water cycle. • Scientific vocabulary, such as precipitation, condensation and evaporation, will be introduced during these learning experiences around the water cycle. It is not expected that the children are able to use these terms in context but are rather exposed to them to aid in understanding the changes that water goes through, throughout the cycle. **Integration ideas** • Cross curriculum priority – Sustainability. **Assessment** • Use the children's posters, use of vocabulary and discussions to assess their scientific understanding.	**Opportunities** • Place the children into small groups and ask them to list the sources and uses of water in school, based on the previous learning experiences. Share ideas as a class. • Give each group one source of water, such as water fountains or sinks and ask them to draw/write how they think water moves from rain to the pipes leading the school and out of the tap. • Read a picture book about the water cycle, such as *The Little Raindrop*. Record the path the water follows on the board or paper. Make note of any water related scientific words that arise from the book or any related discussions; for example, melt, flow, rain, precipitation, condensation. • Have the children revisit their work from earlier about how water gets to the school and make edits based on what they have learnt. Have each group present their ideas to the class. • With the children's input, create a water cycle diagram, using arrows, pictures and correct scientific vocabulary. Display the water cycle in the class for the children to refer to. • Using their knowledge of water use in the school and the water cycle, have the children discuss water as a finite resource. Ask: ▪ What would happen if we left a tap running all day? ▪ What would happen if it didn't rain for a long time? ▪ Why is it important to use water carefully? • Brainstorm ideas of how to preserve water by using a collaborative strategy, sticky notes or a digital memo board. • Discuss the characteristics and conventions of posters, such as the use of visuals, colours, fonts and word choice. Have the children create a poster to show a way to save water, to encourage others in the school to save water. This can be done with paper and art materials or digitally. • Once posters are complete, they can be displayed around the school.

Teacher self-reflection:

Technologies – Learning sequence 2

Western Australian Curriculum Design and Technologies	Western Australian Curriculum Digital Technologies	Western Australian Curriculum Design thinking skills
Engineering principles and systems • Force generates movement in objects and can be affected by materials **Technologies and society** • People use technologies to create products for personal needs	**Data representation** • Data can be represented as images, symbols, numbers and words **Digital implementation** • Follow a visual representation of an algorithm (sequence of steps)	**Design and Technologies** **Evaluating** • Use personal preferences to evaluate the solution for a personal need **Digital Technologies** **Project management** • Share ideas and work with others to develop a solution **Designing** • Design solutions through drawing, modelling and/or a sequence of steps

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Images/videos of different Ferris wheels from around the world, suitable construction materials; printed symbol cards (direction, number of steps, walking, running, jumping).	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The children may require modelling and support when working through the Digital Technologies activity. Encourage the children to work more independently as they become aware of the meaning of the symbols. **Integration ideas** • Mathematics – give and follow directions within familiar locations. • Mathematics – name and classify familiar two-dimensional shapes based on sides and vertices using informal language. **Assessment** • Observe whether the children can identify the differences and similarities between the designs of a pinwheel and a Ferris wheel. • Observe the children's understanding that the same data can be represented in different ways.	**Opportunities** **Design and Technologies** • Display images and/or videos of different Ferris wheels from around the world. Examples could be the Tourist Wheel in Fremantle, the London Eye, the Singapore Flyer, the High Roller in Las Vegas and the Niagara Sky Wheel in Canada. • Invite the children to identify 2D shapes in the Ferris wheel images. • Invite the children to share their experiences of Ferris wheel rides. Discuss how the children might feel on the ride, e.g. a funny feeling in their stomach, excited, curious to look at the view. • Ask the children to compare the Ferris wheel and the pinwheels from the previous learning experience. • Ask the children to identify design features of the Ferris wheel that might help it move, e.g. the big round wheel shape, the axle in the middle, and the way the cabins hang and swing freely. • Have the children test different ideas for creating Ferris wheel components using construction materials. Ask them to describe their findings and reasoning about the different designs. • Engage the children in expressing personal opinions about the design of the Ferris wheels they are looking at. • Invite the children to list the differences between the pinwheel and the Ferris wheel. ▪ Explain that a Ferris wheel requires a lot more power than the wind blowing on it to move. It also needs to be controlled so that people can get in and out without having to rely on the wind. It requires an engine to move it. The engine can be turned on and off as needed. • Ask the children to list other contexts in which they have seen engines and what kind of movement they cause.

Teacher intentions	Learning experiences
	Digital Technologies • Provide the children with a range of symbols that indicate how to get to certain places (direction, number of steps, walking, running, jumping). Alternatively, children can create their own symbols. • Divide the class into pairs or small groups. Each pair or group should have a set of symbols (printed on cards). Model how they can order the cards to create a set of instructions that can be followed. • Have the children create a sequence of steps by ordering the cards to give instructions to their peers, e.g. one step ahead, turn right, sit down. Explain that the children following the instructions will pretend to be robots and need to follow the instructions exactly. • Encourage the children to take turns presenting the step-by-step instructions (sequence of steps) and following them. • Discuss the importance of being very specific with their instructions by highlighting that robots (computers) follow steps very accurately and specifically, therefore, every single step must be clearly provided. • Establishing a connection with Mathematics, encourage the children to create a pattern in their sequence of steps, e.g. step forward, step forward, jump. • Discuss the fact that patterns allow us to make assumptions, e.g. once you are familiar with the pattern, you know what is coming next. • Discuss the reasons why people would choose to use robots to perform tasks (automation). Ask the children to share some ideas about why robots may be helpful.

Teacher self-reflection:

The Arts, Music – Learning sequence 2

Western Australian Curriculum Making	Western Australian Curriculum Responding
Ideas • 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 **Skills** • Development and consolidation of aural skills by exploring the elements of music, including: ▪ rhythm (difference between beat and rhythm; terminology and notation: graphic and standard I, ⌐, Z) ▪ tempo (getting faster, getting slower) ▪ pitch (explore a limited pitch set) ▪ dynamics (use terminology and symbols for loud (forte, ***f***) and soft (piano, ***p***)) ▪ form (echo patterns, call and response) ▪ timbre (recognition of familiar sounds produced by instruments, voice and sound sources) to create music **Performance** • Practise of their own and others' music to perform for an audience • Development of performance skills (singing in tune, moving and playing classroom instruments with correct timing)	**Responding** • 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 *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Songs: *Welcome to music* by Susie Davies-Splitter and Phil Splitter https://www.youtube.com/watch?v=ReatYz6zVHY (Appendix A); *Apple tree* by Susie Davies Splitter https://music.youtube.com/watch?v=CbfIB6aOQJY (Appendix A); *Kangaroo* by Beth's Notes https://www.bethsnotesplus.com/2016/01/kangaroo.html (Appendix A). Book: Porter, A., & Bancroft, B. (2005). *The Outback*. Magabala Books (Appendix A). Glasses/jars with water in them and pencils or triangle beaters to tap them, slide whistle, non-tuned percussion instruments; digital device to audio record.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes **Welcome activity** • Children sometimes need to be inspired to imagine how sounds might be interpreted as music. Offering a range of experiences to help them think about music improvisation and composition in different ways helps to ignite and activate their imaginations. **Song/game** • Using a non-tuned percussion instrument allows for the tempo and dynamic to be varied as well as the number of 'apple' beats. • Children are encouraged to hone their listening skills in order to correlate the number heard with the number in the group they have to create. **Music soundscape** • The 'rainstorm' activity is one that essentially works as a canon with children beginning each different body percussion when indicated by the teacher. • The thunder needs to be a rapid foot stamp/jump canon and works best on wooden floors but can still be effective on carpeted floors. • Audio record the effects of the body percussion so that the children can hear the sounds they produce as an 'ensemble'. • Play it back to them and review the activity. Note where the children suggest they could improve the performance of the rainstorm. **Integration ideas** • Mathematics – counting. • English – interpretation of text. • The Arts – linking visual and written texts with music interpretations. **Assessment** • Use a checklist to assess the children's ability to: ▪ demonstrate discernment of pitch by moving appropriately ▪ maintain the beat to songs and music	**Opportunities** **Welcome activity** • Greet the children as they enter the classroom with the sounds of the glasses/jars of water being tapped randomly with a pencil or triangle beater. • Ask the children what they think the sounds produced by the glasses or jars might represent. Guiding questions include: ▪ Can you imagine all the different things that the glasses/jars sounds might be representing? ▪ If you close your eyes and listen, what do you think they sound like? ▪ What words can you use to describe the sounds? ▪ What dynamic word could we use for the sounds of the glasses/jars? ▪ Does it sound like something different if the glasses/jars are played with a regular beat? • Record the descriptive words the children offer in response to the sounds. • Play/sing the song *Welcome to music*. Invite the children to move as some of the animals in the story *The Outback* (as read in Learning sequence 1). • Invite selected children to offer a way to move to the song. • Use a slide whistle to consolidate the concept of pitch direction. **Song/game** • Sing *Apple tree* without accompaniment and invite the children to sing and participate with the actions. • Instead of 'singing' the pitch of the number of apples, play a number of beats on a non-tuned percussion instrument and instruct the children to form groups of that number of beats. • Ensure that the groups of children are accurately formed and count how many groups (and extras) there are. • Continue playing several times with different numbers of apples sounded on the non-tuned percussion instrument.

Teacher intentions	Learning experiences
▪ sing simple, limited pitch songs accurately and with good pitch matching ▪ follow instructions and perform body percussion accurately and appropriately ▪ identify and perform dynamic and tempo changes.	**Music soundscape** • Recap the book *The Outback* and review the illustrations. • Discuss how the weather and seasons are depicted in the book and remind the class about the discussion of the colours of the seasons from Learning sequence 1. • Open the book to the page of the monsoon rain and discuss what contributes to a rainstorm (wind, rain, thunder, lightning, water running). • Invite the children to think about the colours of a rainstorm. • Prepare the children to create a body percussion rainstorm. Explain that they can use their bodies to make sounds and that together, they can make it sound like a storm: ▪ the wind sound can be created by rubbing hands together ▪ the beginning of rain is created by randomly clicking fingers ▪ heavier rain is produced by patting knees with alternating hands and varying the tempo and intensity of the patting ▪ thunder sounds when the group stamps a foot or jumps (in a Mexican wave formation). • Arrange the class in a circle in the centre of the room. Indicate the body percussion the children will mimic with a slow turn around the circle. The children begin each of the above actions or change the action when the teacher indicates it to them around the circle. • The actions are performed one by one and the next action does not begin until the teacher returns to the beginning of the circle again. • The rainstorm thunder music can be done in a much faster sweep than the other body percussion sounds. • The rainstorm dies down as the body percussion sequence is gradually reversed. • Discuss with the children how they felt about the music they produced with their body percussion and how closely it sounded like a rainstorm.

Teacher intentions	Learning experiences
	Game • Review the animals that appeared in the book *The Outback*. • Remind the children of the song *Kangaroo* from Learning sequence 1 and play the game. • Play several times with different children being selected to be the kangaroo. • Invite the singers to disguise their voice in some way. **Conclusion** • Explain that next week's music lesson will be to create a rainstorm soundscape again, but using instruments and other sound producing objects. Ask the children to think about what could be used to create the sounds of a rainstorm.

Teacher self-reflection:

The Arts, Visual Arts – Learning sequence 2

Western Australian Curriculum Making	Western Australian Curriculum Responding
Ideas • Exploration of, and experimentation with, the visual art elements of shape, colour, line, space and texture **Skills** • Development of artistic skills through experimentation with: ▪ shape (geometric shapes) ▪ colour (mixing primary colours to create secondary colours) ▪ line (broken, jagged, dashed) ▪ space (background, foreground) ▪ texture (changes in texture, transfer of texture) to create artwork • Exploration of techniques and art processes, such as mixed media, colour mixing or drawing	• Appreciation of different types of artwork, and where and how it is displayed • Personal opinions, feelings and ideas about artwork they view and make

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Examples of abstract art; kitchen ingredients of different textures (e.g. cornflour, salt, dried herbs, honey); white glue, watercolour paint (particularly primary colours); white paper plates; digital device for audio recording.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The focus of the teaching and learning is to investigate the use of texture in unusual materials to create artwork. There is also a focus on colours observed in the sky. • The salt creates a shining effect on the glue and can also be placed on top of the watercolour paint, for an extra layer of shine. • Teachers are encouraged to adapt the learning experiences to suit the children's interests and provide the children ownership of this project. **Integration ideas** • Humanities and Social Sciences – weather. **Assessment** • Record the children's reflections on their own work. • Take anecdotal notes of the children's perceptions of textures and what they might represent. Observe the way the children associate feelings and ideas to colours in the sky.	**Opportunities** • Invite the children to describe what they have seen/could see in the sky. Discuss ways in which the sky changes, such as when rain is coming. • Engage the children in a conversation about the concept of abstract art by highlighting that the same picture may look like different to each person. • Examine an example of abstract art and ask the class to name the shapes, animals or objects they can see when they look at it. • Provide the children with trays containing different kitchen ingredients of different textures, e.g. cornflour, salt, dried herbs, honey, salt. ▪ Invite the children to explore each ingredient through touch and ask them to describe the texture. ▪ Ask the children to think of connections between the texture of these ingredients and things they could represent in artwork, e.g. 'I could use honey to make a river.' ▪ Focus the exploration on the texture of salt mixed with white glue, which the children will use to make a sky. ▪ Foster an opportunity for the children to voice their thoughts and ideas as well as to experiment with texture in different ways. • Gear the discussion towards the colours the children have seen/could see in the sky, e.g. sunset, sunrise, storms, southern lights. • Take the children on a journey of mixing primary colours to demonstrate how they can create secondary colours to ensure they have all the colours they need for their skies, e.g. orange for a sunset. • Making skies ▪ Provide the children with white paper plates and ask them to imagine how these can be turned into skies. ▪ Encourage the children to choose and/or make the colours they will need for their sky. Discuss what colours would represent each time of the day/weather. ▪ Have the children squirt glue onto their plates and cover it with salt.

Teacher intentions	Learning experiences
	▪ Demonstrate how to drip watercolour paint on top to make colour patterns. Invite the children to experiment with this technique. Alternatively, the children can explore this technique before working on their plates. • Record each child's voice on what they see in their skies and what they thought about when they were trying to create it. Ask them how the texture affects their work. • Nurture a conversation between the children to share how they feel when looking at the different skies, focusing on colour and texture.

Teacher self-reflection:

Learning sequence 3

English – Learning sequence 3

Western Australian Curriculum Language	Western Australian Curriculum Literature	Western Australian Curriculum Literacy
Language for interacting with others • Explore language to provide reasons for likes, dislikes and preferences **Text structure, organisation and features** • Explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain • Explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs **Language for expressing and developing ideas** • Understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details, such as when, where and how (adverbs) **Phonic and word knowledge** • Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound	**Literature and contexts** • Discuss how language and images are used to create characters, settings and events in literature by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators **Engaging with and responding to literature** • Discuss literary texts and share responses by making connections with children's own experiences	**Texts in context** • Discuss different texts and identify some features that indicate their purposes **Analysing, interpreting and evaluating** • Read decodable and authentic texts using developing phonic and word knowledge, phrasing and fluency, and monitor meaning using context and grammatical knowledge • Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning in texts by drawing on vocabulary and growing knowledge of context and text structures **Creating texts** • Create and deliver short oral and/or multimodal presentations on personal and learnt topics, which include an opening, middle and concluding statement, some topic-specific vocabulary and appropriate gesture, volume and pace

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Access to an interactive whiteboard or screen to view a poet or actor performing a poem; a range of simple rhymes or poems on the chosen topic.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• Poetry offers opportunities to focus on phonic and word knowledge content such as rhyming words, alliteration patterns, syllables and phoneme identification.
• Teachers can choose topics from other learning areas to suit their needs and contexts. See Notes in Learning sequence 2.
• The Haiku poetry learning experience provides an opportunity to revise and consolidate syllabification.
• The learning experiences should be combined with opportunities to explicitly teach phonic and word knowledge through oral language and effective systematic approaches that align with the school context.
 	
Assessment
• Provide the children with a simple poem to read aloud as formative assessment their reading.
	Opportunities
	• Watch and listen to poetry being performed by a poet or actor on a screen or digital device, for enjoyment.
	• Discuss the voice effects and gestures used.
	• Provide the children with simple rhymes or poems to read independently or with partners.
	• As a class, learn a favourite poem to perform for another class.
	• Model how to write a repetitive patterned poem about the chosen topic where each line starts with 'I wonder …'. For example:
	  ▪ I wonder if clouds are wet.
	  ▪ I wonder what the wind is saying.
	• Provide another simple framework for children to write sentences about the topic, such as 'Why are …', 'Why do …', 'Are all …'. For example; clouds as a topic:
	  ▪ Why are clouds fluffy?
	  ▪ Why do clouds fly?
	  ▪ Are all clouds soft?
	• Alternatively, model and co-construct a Haiku poem on the chosen topic.
	Clouds flying above (5 syllables)
	Gathering into armies (7 syllables)
	Fighting each other (5 syllables)

Teacher self-reflection:

Health and Physical Education, Health Education – Learning sequence 3

Western Australian Curriculum **Personal, social and community health**
Staying safe • Protective behaviours and help-seeking strategies to keep safe • Strategies to use when help is needed

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Cards and drawing materials or hand outline printouts, scissors.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • Protective behaviours is a sensitive topic and needs to be carefully guided and supported by the teacher. Teachers should be mindful of the children's different family structures and situations. **Integration ideas** • Technologies, Digital Technologies – data can be represented as images, symbols, numbers and words. **Assessment** • Observe whether children can identify a safety net of safe people and places they can rely on.	**Opportunities** • Reflecting on Learning experience 2, discuss what is meant by 'trusted adults' and 'safe places' and discuss some examples of each. • Invite the children to share their ideas, strategies and advice received from parents, e.g. never get in a car with a stranger. • Ask the children to think about five people they can trust to look after them, by reflecting on the relationships they have with these people and the things these people do for them, such as ensuring they are well, fed, warm and clean. ▪ Discuss who these people may be and why. • Discuss the places children can go to if they are feeling unsafe (school, police station, fire station, neighbour or family member's homes). ▪ Discuss where these safe places may be and why they are safe places. • Encourage the children to trace around their hands on cards. Teachers may need to model how to do this or, alternatively, provide the children with hand printouts ready to cut. ▪ Have the children write the names of their five trusted people on their hand template. Children may also add symbols or drawings that remind them of that person. ▪ On the other side of their hand template, have the children write five safe places they can go to if they need help. They may also draw symbols associated with these locations, e.g. police shield for a police station. • Encourage the children to keep their hands in a safe spot, so that they can refer to them if needed.

Teacher self-reflection:

Health and Physical Education, Physical Education – Learning sequence 3

Western Australian Curriculum **Movement and physical activity**		
Movement skills • Introduce fundamental movement skills: Body management ▪ side roll (pencil) ▪ dynamic balance Locomotor ▪ jump (one foot) ▪ jump (distance) ▪ skip (step-hop movement) Object control overarm throw ▪ kick-off the ground ▪ two-handed 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** • Simple rules and fair play in partner or group activities, and minor games	**Interpersonal skills** • Cooperation skills in partner and group work during physical activity practices

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**
	Websites: Department of Education – *Fundamental Movement Skills.* https://myresources.education.wa.edu.au/programs/fundamental-movement-skills (Appendix A); PE4Everykid – *Make It, Take It* https://www.youtube.com/watch?v=MIpFmiwpmP4 (Appendix A). Energetic music and sound system, small balls; poly spots or shapes, cones, hoops, small balls, large buckets.

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
Refer to the relevant section/s of the *Fundamental Movement Skills* resource.
• Children are practicing their underarm rolling skills that were learnt in Pre-primary and practised in Learning sequence 1, and working cooperatively with a partner to complete a movement challenge.
• Using a bucket as a target may be too small during *Make It, Take It*. Teachers should adjust the size of the target to make it appropriate to the skills of the children.
 	
Assessment
• Anecdotal notes on the children's contribution to discussion on fair play.
• Observation and anecdotal notes on the children's ability to play to the rules.
• Observation and anecdotal notes on the children's overarm throwing technique.
	Tuning in
	• Play some energetic music as the children enter the Physical Education area.
	• Revise and demonstrate the key points for the underarm roll.
	• Ask the children to form pairs and collect one small ball for each pair. Have the partners stand opposite each other on the allocated lines.
	• Start the music and have the children practise their underarm rolls to their partner, repeating for an allocated amount of time.
	• Teacher to observe and adjust play as needed.
	• Reflect on what it means to be a 'good sport' and why it is important.
	  ▪ What does it look like? What doesn't it look like?
	  ▪ What does it sound like? What doesn't it sound like?
	
	Activity: *Make it, take it*
	• Set up playing area ready for a game of *Make it, take it*.
	• Explain and demonstrate how to play the game *Make it, take it*, ensuring the children know that they need to be using an overarm throw each time.
	• Working with their partner, the children collect a hoop and select a home base position around the playing area. This game can be performed in a relay fashion, using one ball between two or with two children both having a small ball working out of the same home base, at the same time.
	• The teacher should move through the learning area observing and assisting where needed.
	• The teacher may need to do a quick development activity on overarm throwing at this point before replaying the activity.

Teacher self-reflection:

Humanities and Social Sciences – Learning sequence 3

Western Australian Curriculum Knowledge and understanding	Western Australian Curriculum Humanities and Social Sciences skills
Geography • How places change and how they can be cared for by different groups including Aboriginal and Torres Strait Islander peoples	**Questioning and researching** • Reflect on current understanding of a topic • Pose and respond to reflective questions about objects, people, places and events in the past and present **Analysing** • Process information and/or data collected **Communicating and reflecting** • Reflect on learning and respond to findings

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Sticky notes, class T-chart; sheets of paper, drawing materials; construction or natural materials, paper for a poster. Picture book: Brown, P. (2009). *The Curious Garden*, and images from the start and end of the book (Appendix A).	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • Key concepts: place and change. • The focus of the teaching and learning is to assess the children's understanding of how a community can care for a place. **Integration ideas** • English – discussing setting and character in a story • Health and Physical Education, Health Education – looking at the benefits of gardening on Liam's health and wellbeing. **Assessment** • The children's responses to the question about how Liam and the community cared for the place they lived can be used to assess understanding on how the features of places can be cared for over time.	**Opportunities** • Show the children the front cover of the book *The Curious Garden*. Discuss the image on the cover, the meaning of the word 'curious' and what the children think the book will be about. • Show the children the setting on the first page of the book and together identify the features the place is made up of, such as roads, houses, factories, car park and train track. • Ask each child to record on a sticky note one thing they notice about the place and arrange the sticky notes on one side of a class T-chart of what the place looks like before the boy changes it/after he changes it. Review the children's ideas. • Read the book to the class. During the reading, stop and ask the children to identify anything that affects the place, such as weather, level of care, community action. • Show the children the setting on the last page of *The Curious Garden* and ask each child to record on a sticky note one thing they notice about the place at the end of the story and arrange the sticky notes on the other side of the class T-chart. Review the children's ideas. • Discuss with the class the character of Liam and the reasons why Liam and the community would want to care for the place they lived. • Provide the children with the images from the start and end of the book and a sheet of paper to record ideas to the question 'How did Liam and the community care for the place they lived?' The children could write or draw a response to the question. • Ask the children to design and build a model of a space, such as a garden, play area or cosy corner, using construction or natural materials. Have the children design a poster to place in the area with instructions to care for it.

Teacher self-reflection:

Mathematics – Learning sequence 3

Western Australian Curriculum Number and algebra	Western Australian Curriculum Measurement and geometry	Western Australian Curriculum Probability and statistics
Understanding number • Explore partitions of numbers with small collections using part-part-whole relationships **Calculating with number** • Manipulate collections to add and subtract quantities to 20 and beyond, exploring a range of strategies **Modelling with number** • Represent quantities and actions in real-world situations involving adding, taking away, sharing or equal groupings using role-play, concrete materials, drawings or numbers. Describe the meaning of the representations and answers in context	**Two-dimensional space and structures** • Directly and indirectly compare lengths, including by counting uniform informal units	This strand is not the focus of these learning experiences.

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Objects to be measured, combine problems (addition and subtraction stories), uniform informal units such as paperclips, pencils, notebooks, blocks, sticky notes, glue sticks, marker pens, cotton tips or popsticks.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes **Length** • These learning experiences draw on the concepts the children were exposed to in Term 2. Repeating and consolidating is important before moving on to new concepts. • Continue to model ways in which measuring can be made more accurate, e.g. try to cover the length of an object, avoiding gaps and overlaps. **Calculate with number** • Change problems involve an explicit movement, such as children jumping into a pool, biscuits being eaten from a plate. • Combine problems are those with static collections and no explicit movement, such as calculating how many pens two children have altogether or calculating how many of a collection of 10 bears are white, if 7 are brown. • The children will become familiar with change problems before being able to calculate combine problems. • The children can use the same strategies to solve change and combine problems. The difference lies in interpreting and representing and thus the importance of Modelling with number opportunities. **Modelling with number** • Encourage the children to represent a number of combine problems before expecting them to solve these independently. This step is important to ensure the children are comprehending the situation described in the problem. **Assessment** • Observe how the children order objects based on length using uniform informal units (indirect comparison). • Observe the way the children use known strategies to solve combine problems and whether they can explain the answer in context.	**Opportunities** • Review the children's learning of length from the learning experiences during Term 2, highlighting ways in which the children can compare length using uniform informal units. Adjust the level and depth of revision according to the needs of the children. • Provide the children with the challenge of ordering certain items in the classroom from the shortest to the longest. However, explain that these are objects that cannot be moved (indirect comparison). • In pairs or trios, children choose an object to be used as a unit, e.g. paper clips, pencils, notebooks and engage in a class discussion of how these objects (tools) can be used for measurement. • Support the children in creating a way to record the measurements collected, for example, creating a table containing each object (drawing or in writing) and the measurement. Highlight that it's important to specify what measuring tool they are using, e.g. 'This desk is six notebooks long.' ▪ In their pairs or trios, children move around the space using their tools to measure the selected objects. ▪ Ensure objects are spread through the inside and outside environments and are not moved. ▪ The children record the collected information in their books or on their whiteboards. ▪ Invite the children to make a list ordering the objects from smallest to biggest (shortest to longest). • Once the children have finished their data collection and ordering of the objects, compare the lists created by different groups. ▪ While the measuring tools (uniform informal units) might be different, the order of the objects should be the same. Discuss this with the children, asking them to explain the reasoning behind it, e.g. 'We all measured the same objects.'

Teacher intentions	Learning experiences

	• Share a problem based on a real-life situation that is relevant to the children. For example, 'I want to know how many children are in an area of the school. We know our class has 25 and the class next door has 32. How many children are in this area of the school?'
	  ▪ Encourage the children to represent the stories before attempting to solve them.
	  ○ Throughout the year, the children's representations become more abstract. For example, instead of drawing the 25 children, they might use dots or ten frames to represent the children. Facilitate the use of part-part-whole understanding to solve problems.
	• Review strategies that the children can use to solve problems and encourage them to explain their reasoning in their books/whiteboards. The children can also orally explain their reasoning.
	• Invite the children to create their own addition and subtraction problems based on real-life situations that are relevant to them.
	  ▪ In pairs, interpret each of the stories and represent them.
	  ▪ The children solve the problems and share the strategies used.
	  ▪ Once the children have gained confidence in solving problems where two numbers are combined, they can be exposed to both problem types (change and combine) and identify the operations and strategies needed to solve them, including part-part-whole strategies.
	  ▪ Explain the answers in context of the problem.
	
	Small group opportunities
	• The children measure and order objects of their choice in the outdoor environment.
	• The children create addition and subtraction problems for peers to represent and solve using digital technologies where appropriate.

Teacher self-reflection:

Science – Learning sequence 3

Western Australian Curriculum Science understanding	Western Australian Curriculum Science inquiry
Earth and space sciences • Water is a natural resource that comes from a variety of sources and is used by people, plants and animals in different ways	**Questioning and predicting** • Pose questions and make predictions based on knowledge and experiences **Planning and conducting** • Engage in guided investigations to answer questions, test predictions and assess risks • Make and record observations, including informal measurements **Processing, modelling and analysing** • Sort and order data using provided tables and represent data using visual or physical models **Evaluating** • Compare observations to predictions and identify further questions for investigation **Communicating** • Communicate observations, ideas and findings using everyday and scientific vocabulary **Collaborating and applying** • Use science knowledge and understandings to make decisions and choices in their environment

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Pipettes, water, chalk, timers (if appropriate), digital device for photographs, investigation template (optional).	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • Teachers are best placed to identify the amount of scaffolding that the children need to be able to complete the investigation successfully. • The children can measure the speed the water evaporates by using a timer if appropriate or just by noticing which puddles evaporate first and second. • Discuss safety considerations, and how to keep the test fair. **Integration ideas** • Mathematics – Measurement and geometry: non-spatial measurement. **Assessment** • Observe the children's science inquiry skills and their ability to apply their learning to everyday situations.	**Opportunities** • Revise the water cycle by looking at the class-made diagram and revise any relevant scientific vocabulary from the word wall. • Demonstrate to the children how to use pipettes by squeezing the bulb at the top to suck up water and then squeezing again to release the water. • Discuss any safety considerations and give the children an opportunity to practice using the pipettes, including controlling the speed the water is released from the pipette. • Pose question 'What changes how fast water evaporates?' ▪ Write the children's ideas on the board, and complete a class vote on the factors the children think will have the most impact. For example, temperature of the water, amount of sunlight, amount of water. • Explain to the children that they will be completing an investigation on how the amount of sunlight impacts the speed of evaporation by putting some water in the shade and some in the direct sunlight. Teachers may introduce an investigation template, if appropriate. • Model formulating a question to be investigated, taking suggestions from the children. Ask them to make a prediction using sentence stems or scribing where necessary. • In pairs, have the children use their pipettes to put some water on concrete in the shade, and some water on concrete in the sunlight. Have them use chalk to draw around the puddle when it is first created to be able to monitor how quickly it is evaporating. Digital pictures may be taken at the beginning and the end of the investigation for comparison. • Once the investigation is complete and the children have discovered that the water in the sunlight evaporates quicker than water in the shade, create a sentence that presents their conclusions. This could be done as a whole class or individually depending on the children's needs. • Lead a discussion on why both puddles of water needed to be on the concrete and approximately the same volume of water.

Teacher intentions	Learning experiences
	• Ask the children to apply their findings to decisions they might make. For example, keeping their pets water bowl in the shade, putting wet clothes out to dry in sunlight.

Teacher self-reflection:

Technologies – Learning sequence 3

Western Australian Curriculum Design and Technologies	Western Australian Curriculum Digital Technologies	Western Australian Curriculum Design thinking skills
Engineering principles and systems • Force generates movement in objects and can be affected by materials **Technologies and society** • People use technologies to create products for personal needs	**Data representation** • Data can be represented as images, symbols, numbers and words **Digital implementation** • Follow a visual representation of an algorithm (sequence of steps)	**Design and Technologies** **Project management** • Share ideas and work with others to develop a solution **Investigating and defining** • Explore ideas and design opportunities for a personal need **Producing and implementing** • Use available technologies and materials to safely create a solution **Evaluating** • Use personal preferences to evaluate the solution for a personal need **Design and Technologies and Digital Technologies** **Designing** • Design solutions through drawing, modelling and/or a sequence of steps

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Video: *How to Make a Paper Boat | Origami Boat | Origami Step by Step Tutorial.* Kyrin Crafts. https://www.youtube.com/watch?v=b3QZpBL8-Tg (Appendix A). Books and images of boats, paper for origami construction, materials for paper boat making, access to water (to 'race' boats) and handheld fans, voice recorders; symbol cards from Learning sequence 2, video or voice recording device, software to combine image and sound.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The video *How to Make a Paper Boat | Origami Boat | Origami Step by Step Tutorial* demonstrates how to make origami boats. It is recommended that teachers watch it prior to the lesson, rather than playing the video for the children. • Boats moved by engines will be investigated in the next learning sequence. • Take the opportunity to highlight the importance of following a sequence of steps to complete a design, and of establishing design criteria to determine the success of the finished product. **Integration ideas** • Science – the strength and direction of a push or a pull force affects how an object moves or changes shape. • Mathematics – give and follow directions within familiar locations. **Assessment** • Continue to observe the way the children connect design features to the purpose of the object/product. • Observe how the children start thinking about steps that are represented by symbols.	**Opportunities** **Design and Technologies** • Drawing on the learning experiences in the previous learning sequences, ask children to think about a means of transportation that can be moved with the wind. Gear the discussion towards boats. • Encourage the children to share their ideas and experiences with boats. Guiding questions may include: ▪ Have you ever been on a boat? ▪ Was it moving? ▪ How did it feel? ▪ Is it always windy when boats are moving? • Share an image of a sailing boat and discuss how they move. ▪ Invite children to reflect on the design features that ensure a sailing boat moves with the wind: ○ material the sail is made of ○ sail's shape ○ sail's size. • Guide the children through making origami paper boats. ▪ Based on the discussion about the purpose of boat design features, establish simple design criteria for the origami boats. ▪ Provide the children time to make their own origami boats. ▪ Have a brief discussion about the design of these, highlighting the features that would help it float/move. • Invite the children to place their boats on water and move them using a handheld fan or a book to make 'wind'. The children can then race their boats. • Have a discussion about the force that moved their boats. • Provide an opportunity for children to create a new design for an origami boat that will float/move with the wind. Guide the children through: ▪ drawing and labelling a design draft, identifying important features of their boats

Teacher intentions	Learning experiences
	▪ orally creating a sequence of steps to construct their product (use voice recorders) ▪ following the sequence of steps to produce their boats ▪ evaluating their products in accordance with the design criteria set previously. **Digital Technologies** • Review the meaning of the symbol cards used in the previous learning sequence. • Model a sequence of steps, such as step forward, step forward, stop, sit down. Place the relevant cards in order to demonstrate the instructions. Follow the instructions by acting them out. Teachers may need to model acting as the robot a few times, including asking volunteers to participate. • Encourage the children to create a set of instructions by placing the cards in a certain order and record them using a video or voice recording device. • Working in groups of three, have the children listen to a recording by another group and translate by placing the correct cards in order and then attempt to follow the steps. Use this opportunity to reinforce the importance of making the instructions very clear and precise. • Steer the discussion towards understanding that data can be presented through images, texts, graphs, sound and a combination of any of those elements. ▪ Invite the children to select their favourite animal, food, country (choose a category that is interesting to them). ▪ Children create an image to represent their choice, e.g. if they have chosen a bear, they might create a paw image to represent it. ▪ Children create and record a sound to represent their image. ▪ Children may use digital technologies to present their creations: ▪ use a device or camera to film the image and record the sound. ▪ use software, such as Garage Band or other applications to combine both representations.

Teacher self-reflection:

The Arts, Music – Learning sequence 3

Western Australian Curriculum Making	Western Australian Curriculum Responding
Ideas • 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 **Skills** • Development and consolidation of aural skills by exploring the elements of music, including: ▪ rhythm (difference between beat and rhythm; terminology and notation: graphic and standard I, ⌐, Z) ▪ tempo (getting faster, getting slower) ▪ pitch (explore a limited pitch set) ▪ dynamics (use terminology and symbols for loud (*forte, **f***) and soft (*piano, **p***)) ▪ form (echo patterns, call and response) ▪ timbre (recognition of familiar sounds produced by instruments, voice and sound sources) to create music **Performance** • Practise of their own and others' music to perform for an audience • Development of performance skills (singing in tune, moving and playing classroom instruments with correct timing)	• 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 *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Website: Science World. (n.d.). *Whirly Tubes* - https://www.scienceworld.ca/resource/whirly-tubes/ (Appendix A). Songs: *Welcome to music* by Susie Davies-Splitter and Phil Splitter https://www.youtube.com/watch?v=ReatYz6zVHY (Appendix A); *Apple tree* by Susie Davies Splitter https://music.youtube.com/watch?v=CbfIB6aOQJY (Appendix A); *Kangaroo* by Beth's Notes https://www.bethsnotesplus.com/2016/01/kangaroo.html (Appendix A). Poem: *Apple Tree Chant* – Beth's Notes. https://www.bethsnotesplus.com/2020/09/apple-tree-chant.html (Appendix A). Book: Porter, A., & Bancroft, B. (2005). *The Outback*. Magabala Books (Appendix A). Interactive whiteboard, range of non-tuned percussion instruments; sound sources such as whirly tubes, plastic bags, seed pods, rain sticks, thunder drums, ocean drums.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
 	
Welcome activity
• A whirly tube is a length of flexible corrugated plastic tubing which, when spun in the air, produces a tone. The pitch of the tone varies, dependent on the speed of the spin. More information regarding the science behind it can be located at *Whirly Tubes.*
• While available commercially for purchase, they can also be created in different lengths of corrugated plastic tubing from hardware stores. Different lengths of tubing produce a different range of pitches.
• This week in *Welcome to music*, suggested movements might include those associated with wind, such as swaying and twirling. This heightens the children's thinking about rainstorms.
 	
Rhythm activity
• Draw comparisons and contrasts between the *Apple tree chant* poem and the A*pple tree* song. This will help to highlight the wind which leads to a discussion about the elements of a rainstorm and allows for an opportunity to use the whirly tube as a representation for the wind.
 	
Music soundscape
• The class music soundscape can be represented on the interactive whiteboard as a graphic score. The music is read from left to right and is layered as a traditional score but the teacher and children determine the symbol/colour that will represent each instrument/sound source rather than standard notation.
• There are as many layers to the graphic score as there are instruments but there might be several instruments or sound sources for each element. For example: the wind might be represented by whirly tubes, plastic bags rubbed together and hands rubbed over the skins of tambours. This would be represented as separate layers but separated as a section of the graphic score.
	Opportunities
	
	Welcome activity
	• As the class enters the music space, play a whirly tube, varying the tempo of the spin to produce different pitches.
	• Invite the children to offer suggestions for what the whirly tube might represent by its sound.
	• Discuss why it makes the sound it does (i.e. the science behind the sound production).
	• Sing *Welcome to music* varying the tempo, dynamic and the types of movements the children engage with.
	
	Rhythm activity
	• Remind children of the *Apple tree* song from the previous Learning experiences by singing it through once. Have the children join in by singing along.
	• Recite the poem *Apple tree chant* and discuss the links (similarities and differences) between the poem and the song.
	• Recite again, teaching the children the words by rote and adding suggested actions.
	• Suggest that the class could add some sound effects to the poem. These could include the:
	  ▪ wind blowing
	  ▪ sound of the leaves rustling
	  ▪ apples falling into the basket.
	• Lead a discussion and guide the children's thinking regarding the sound sources to be used. If not suggested by the children, offer the whirly tube as an example of a sound source for the wind.
	• Distribute the sound sources, which may include non-tuned percussion instruments, to selected children and recite the poem as a class with actions leaving appropriate spaces of time for the sound effects played by the children.

Teacher intentions	Learning experiences
• Using different colours for each of the instrument groups (wind, rain, water gushing, thunder), helps the children to focus on the music they are required to play. The symbols of the music can represent the sound that is produced by the instrument or sound source, or the way it is played. For example: the whirly might be represented by the symbol  • See below for an example of how the graphic score might begin to look as planning takes place.	• Discuss the performance, make any suggested changes and recite again as before. • Discuss the performance again with an emphasis on what was changed and whether it was a change the class want to keep. Compare and contrast the two performances. • Recite again using the preferred sound source additions. **Music soundscape** • Recap the book *The Outback* and the body percussion rainstorm experienced in the last learning sequence. • Perform the rainstorm again with the children placed in a circle. • Lead a discussion on how the class might create a musical rainstorm with sound sources and non-tuned percussion instruments. • Brainstorm the types of sounds that are needed to depict a rainstorm, such as wind, drizzle, rain, water gushing, thunder. • Explore the sounds of a range of non-tuned percussion instruments and/or sound sources. • Brainstorm and match each of the elements of a rainstorm with suggested non-tuned percussion instruments and/or sound sources to represent each one. • Discuss a chronological plan for the music that will mimic the progression and then the fading of a rainstorm. Use the experience of the body percussion rainstorm as an example. Record the plan as a continuum before beginning to populate a graphic score. • Divide the class into even groups. The number of groups is decided by the number of elements of a rainstorm that are included. For example, there are four groups if wind, rain, thunder and hail are used. • Each group explores and selects the non-tuned percussion instrument and/or sound source they will play for their allocated element of the rainstorm. Their decisions are based on the recorded brainstorm completed earlier.

Wind	Whirly	
	Plastic Bag	
	Tambour	
Rain	Rain stick	
	Maraca	
	Glasses and jars	

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- Guide the class to think about texture and balance as the composition is being created and to think critically about the decisions being made.
- Using symbols to represent music helps children to understand that there are many ways to communicate and for others to understand what is meant.

Integration ideas

- English – poetry texts, use of signs and symbols as a form of communication.

Teacher intentions	Learning experiences
Assessment • Observe and record the response and engagement of the children in offering suggestions and participating in the brainstorms and the discussion. • Observe and record the interactions between the children within the groups. • Assess the choices (and justifications) of the non-tuned percussion instruments and sound sources chosen by individual children within the groups.	• The children and the teacher work together to create the graphic score and make decisions about when different instruments enter and for how long they will play. • Explain that the music that has been composed and recorded as graphic notation this lesson, will be performed next week. • Talk through the graphic score and check-in that all the children understand the structure and meaning of the symbols and signs recorded on the score. **Conclusion** • If time permits, play the *Kangaroo* game or several turns of *Apple tree*.

Teacher self-reflection:

The Arts, Visual Arts – Learning sequence 3

Western Australian Curriculum Making	Western Australian Curriculum Responding
Ideas • Exploration of, and experimentation with, the visual art elements of shape, colour, line, space and texture **Skills** • Development of artistic skills through experimentation with: ▪ shape (geometric shapes) ▪ colour (mixing primary colours to create secondary colours) ▪ line (broken, jagged, dashed) ▪ space (background, foreground) ▪ texture (changes in texture, transfer of texture) to create artwork • Exploration of techniques and art processes such as mixed media, colour mixing or drawing	• Appreciation of different types of artwork, and where and how it is displayed • Personal opinions, feelings and ideas about artwork they view and make

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	School grounds or local bushland area to walk around, Aboriginal and Torres Strait Islander Peoples' knowledge about native flowers; images of flowers (including still art), bunch of flowers (preferably Australian natives) in vase and on a small stool. Alternative topic: Images of zoo animals using Perth Zoo *Animals* https://perthzoo.wa.gov.au/animals (Appendix A).	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The focus of the teaching and learning is to explore the use of space. Proportional thinking is a complex skill, so provide the children with opportunities to experiment and explore at their own pace. • With some adaptations, as an alternative topic to drawing flowers, these learning experiences can be extended to realistic drawings of zoo animals with the same criteria in mind. Photos can be found at Perth Zoo's *Animals* webpage. **Integration ideas** • Science – exploring the landscape. • Humanities and Social Sciences – local geography; maps. **Assessment** • Observe how the children are exploring the use of space.	**Opportunities** • Take the class for a walk around the school grounds or a local bushland area. Alternatively, visit the website of large botanical gardens and natural museums around the world to expose the children to different kinds of flowers, including those that are native to Australia. • Explore Aboriginal and Torres Strait Islander Peoples' knowledge about native flowers, including sharing their traditional names with the class. • Nurture a conversation about plants that grow in different parts of the world. Establish a link to Humanities and Social Sciences (HASS) learning area, reminding the children that places that are closer to the equator tend to be warmer and places that are closer to the poles tend to be colder. Highlight that the flowers growing in each of these areas is usually different. • Explain to the children that different types of artwork represent different things. For example, maps (as seen in HASS) are made to scale and represent the exact location of places; self-portraits represent the artist, and so on. Explain to the children they are going to work on still life art, drawing a bunch of flowers. • Foster a discussion about still life art, including images as examples. Ask the children to share ideas of still life art they would like to work on in the future. Talk about objects at home that the children could use for this purpose. • Engage the class in arranging a bunch of flowers in the middle of the mat (use a vase and a small stool, ensuring all the children can see the flowers when they sit around it). • Talk about elements of still life and realist art and strategies the children can use to translate details of the flowers into their artwork. ▪ Focus on the use of space, helping the children identify proportions within the flower bunch. Guiding questions may be: ○ Would this bunch fit better using a portrait or landscape orientation? ○ Are the stalks the same 'length' as the flowers? How could you divide the page to portray the proportion between them? (See Notes.)

Teacher intentions	Learning experiences
	▪ Have the children sketch and draft the use of space before focusing on details. • Foster opportunities for the children to explore with this technique, providing time, resources and opportunities for exploration.

Teacher self-reflection:

Learning sequence 4

English – Learning sequence 4

Western Australian Curriculum Language	Western Australian Curriculum Literature	Western Australian Curriculum Literacy
Language for interacting with others • Explore language to provide reasons for likes, dislikes and preferences **Text structure, organisation and features** • Explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain • Explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs **Language for expressing and developing ideas** • Understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details, such as when, where and how (adverbs)	**Literature and contexts** • Discuss how language and images are used to create characters, settings and events in literature by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators **Engaging with and responding to literature** • Discuss literary texts and share responses by making connections with children's own experiences	**Texts in context** • Discuss different texts and identify some features that indicate their purposes **Analysing, interpreting and evaluating** • Read decodable and authentic texts using developing phonic and word knowledge, phrasing and fluency, and monitor meaning using context and grammatical knowledge • Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning in texts by drawing on vocabulary and growing knowledge of context and text structures **Creating texts** • Create, re-read and co-edit short written and/or multimodal texts to report on a topic, express an opinion, or recount a real or imagined event or experience, and use imagination to tell, retell or adapt a story, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of one- and two-syllable words

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Objects that require the children to use their senses, images of each sense; a range of poems, including some about seasons or chosen topic, such as *April Rain Song* by Langston Hughes (Appendix A); access to an interactive whiteboard or screen to view a poem containing imagery; drawing materials; information related to the local Aboriginal and Torres Strait Islander seasons.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • Poetry offers opportunities to focus on phonic and word knowledge content such as rhyming words, alliteration patterns, syllables and phoneme identification. • During discussions about the poems, call attention to the five senses by asking questions such as: ▪ If you were there, what would you be able to smell? ▪ What would you be looking at? ▪ How would you feel? ▪ If you touched …, how would it feel? • 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. **Integration ideas** • These learning experiences can be integrated with The Arts: Visual Arts, Humanities and Social Sciences (HASS) or Science. Teachers are encouraged to adapt the topics to suit children's contexts and interests. **Assessment** • Observe the descriptive language the children use to describe the seasons through their senses. • Observe how the children are connecting writing, speech and images. • Observe how the children connect what they are reading/listening to with their own experiences.	**Opportunities** • Set up tables with objects that require the children to use their senses (sight, hearing, touch, smell, taste) and include images of each sense as a guide. Build lists of words that describe the experiences. • Read aloud a poem that contains imagery about the seasons or chosen topic, such as *April Rain Song*. ▪ Discuss the poem and invite the children to make connections to the poem. Identify the imagery used in the poem and encourage the children to visualise it. ▪ Have the children draw an image of their favourite line. ▪ Discuss whether or not this poem could have been written in your location, i.e. 'Does it rain in April where you live?' ▪ Ask 'What is the weather like in April where you live?' • Read another poem about the seasons. Discuss the poem with questions such as: ▪ What did this poem make you think of or visualise? ▪ What did you think of the poem? ▪ What phrases helped you visualise the poet's ideas? Model an oral and written response to the poem. • Create a class sensory poem using a framework. Integrate with a topic from another learning area, such as the seasonal weather of a place in HASS or water as a resource in Science. For example, write a poem about a season relevant to your location (e.g. the Noongar seasons) using this framework: ▪ I see … ▪ I feel … ▪ I hear … ▪ I taste … ▪ I smell …

Teacher self-reflection:

Health and Physical Education, Health Education – Learning sequence 4

Western Australian Curriculum **Personal, social and community health**
Staying safe • Protective behaviours and help-seeking strategies to keep safe • Strategies to use when help is needed

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Website: *Triple Zero Kids' Challenge.* https://kids.triplezero.gov.au/ (Appendix A). Red and green cards (one per child), toy or old telephones and mobile phones.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • Triple Zero Kids' Challenge is a government produced website with many teacher resources and game scenarios where the children can role-play their responses to emergency situations. • If possible, teachers are encouraged to ask the school community to donate toy or old telephones and mobile phones that the children can use to practise dialling 000. • Consider organising a visit from the local police unit or another member of the community who can help. **Assessment** • Children orally respond to questions posed by the teacher about what they have learned. • Record the child's voice and identify their feelings regarding emergencies, providing support as needed.	**Opportunities** • Ask the children what an emergency is (when someone is badly injured or very unwell, your or somebody else's life is in danger, or there is a serious accident or crime taking place). Brainstorm ideas and address misconceptions. • Give the children a red card for emergencies and a green card for non-emergencies. Pose hypothetical scenarios with the children and encourage them to raise their cards to show whether each situation is an emergency or not. Emergency examples could include: ▪ someone has been bitten by a snake; ▪ a person has fallen down and we can't wake them up; ▪ a boy has tipped boiling water onto himself. Non-emergency scenarios could include: ▪ Dad has cut his finger while cooking and it's bleeding a little bit; ▪ a girl has fallen over on the concrete and scraped her knee; ▪ Mum has twisted her ankle playing tennis but can still walk. When choosing the example scenarios, teachers should be sensitive to the children's life experiences to anticipate and avoid any unnecessary stress. • Reinforce the difference between situations that may be scary or even difficult but do not require emergency services. ▪ Divide the children into small groups and give each group a non-emergency scenario. ▪ Have the children role-play the scenario and, as a class, determine what the best course of action would be, e.g. ask your parents for help, speak to your teachers, shake it off if it's not important. • Using age-appropriate language and contexts, role-play emergency situations and invite the children to dial 000 in response. ▪ Provide the children with toy or old telephones and mobile phones to practise calling 000. • Model the conversation the children would need to have with an emergency responder. This should include providing details of what is happening, who is present and where they are. Give the children time to practise.

Teacher self-reflection:

Health and Physical Education, Physical Education – Learning sequence 4

Western Australian Curriculum **Movement and physical activity**		
Movement skills • Introduce fundamental movement skills: Body management ▪ side roll (pencil) ▪ dynamic balance Locomotor ▪ jump (one foot) ▪ jump (distance) ▪ skip (step-hop movement) Object control ▪ overarm throw ▪ kick-off the ground ▪ two-handed 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** • Simple rules and fair play in partner or group activities, and minor games	**Interpersonal skills** • Cooperation skills in partner and group work during physical activity practices

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**
	Energetic music and sound system, tennis balls, hook and eye mitts; beanbags, hoops (green, amber and red), poly spots/markers. Websites: Department of Education – *Fundamental Movement Skills* https://myresources.education.wa.edu.au/programs/fundamental-movement-skills (Appendix A); Australian Sports Commission's AIS – *Form a group* https://www.sportaus.gov.au/p4l?result_697283_result_page=2 (Appendix A). Activity: *Traffic lights* (Appendix A).

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
Refer to the relevant section/s of the *Fundamental Movement Skills* resource.
• The focus of the teaching and learning is:
  ▪ to develop cooperation skills with a partner
  ▪ to practise the object control skill of overarm throwing and catching
  ▪ to practise the locomotor skill of skipping through warm up activities.
• Teachers will need to visit the Australian Sports Commission's AIS website listed in the resources to download the *Form a Group* card to explain how to play the game.
 	
Assessment
• Observation and record anecdotal notes/checklists on the overarm throw. The *Traffic lights* activity will allow observation of the children's ability to alter the timing and speed of the release to gain optimal trajectory.
• Observation and record anecdotal notes on the locomotor skill of skipping.
• Observation and record anecdotal notes on the children's ability to play to the rules.
	Tuning in
	• Play some energetic music as the children enter the Physical Education area and have them sit with a partner ready for further instruction.
	
	Activity 1
	• Explain to the children that they are going to get their bodies moving while working cooperatively with a partner to practise the skills of underarm throwing and catching.
	• Explain that they are going to perform ten overarm throws between them – catching the ball with their hook and eye mitt, high five/fist bumping each other, saying 'good job' and then skipping one lap of the marked playing area.
	• Revise and demonstrate the key points for the overarm throw.
	• Children collect one ball between two, a hook and eye mitt each and find a space in the playing area that does not overlap with other children.
	• Start the music, and the children commence the activity, repeating for a designated amount of time.
	• Teacher to observe and adjust play as needed.
	
	Activity 2: *Form a group*
	• Explain to the children that they are going to move safely through the playing area maintaining space and forming groups of a specified number.
	• Commence play using the *Form a Group* card from the Australian Sports Commission's AIS website for reference.
	• Movement variations may include:
	  ▪ jump like a kangaroo
	  ▪ crawl like a crab
	  ▪ fly like an aeroplane
	  ▪ walk like a penguin
	  ▪ gallop like a horse
	  ▪ waddle like a duck.

Teacher intentions	Learning experiences
	• Do not eliminate players initially. • Commend the children that are performing the movement with control. • Start to eliminate the children who do not belong to a group and have them sit out watching the game along a line. Only eliminate about ten children before stopping the game and reflecting on the game. • Apply the new rule and recommence play. **Activity 3: *Traffic lights*** Set up the equipment for demonstration purposes. • Revise the skill of the overarm throw. • Explain and demonstrate the rules of the game *Traffic lights* to the children. • Number players and allocate equipment to each of the children and have them set up, under instruction. • Have the children commence play for a designated amount of time. • Revisit any rules that may need clarifying. • Restrict play on the winning teams by adjusting the rules to increase the challenge. • Reset and recommence play, allowing the children to apply their understanding. • Once finished, guide the children through the packing away of equipment in an orderly manner.

Teacher self-reflection:

Humanities and Social Sciences – Learning sequence 4

Western Australian Curriculum Knowledge and understanding	Western Australian Curriculum Humanities and Social Sciences skills
Geography • The location of the equator and the northern and southern hemispheres, including the poles	**Questioning and researching** • Reflect on current understanding of a topic • Pose and respond to reflective questions about objects, people, places and events in the past and present **Analysing** • Process information and/or data collected **Communicating and reflecting** • Present findings in a range of communication forms, using relevant terms • Reflect on learning and respond to findings

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	KWL chart or similar, large world map/s, globe/s; playdough, craft sticks, digital device for recording, chalk, ape, satellite mapping software. Video: Luke Maximo Bell – *Antarctica – The Frozen Continent – 4k Drone video* https://www.youtube.com/watch?v=TiXOQn7z9Hg (Appendix A).	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • Key concept: place. • The focus of the teaching and learning is for the children to begin to locate the equator and the North and South Poles. • Start with a revision of prior knowledge and address any misconceptions about the globe. • The children may benefit from a discussion about what maps represent and how we use them. • KWL charts are pages divided in three sections titled Know, Want to know and Learned – the children list what they know and what they are still curious about to help inform teaching. The last column is filled during a reflection at the end of the cycle. • Call attention to the poles' location on the globe and maps, demonstrating to the children how far Australia is from those locations. **Integration ideas** • Mathematics – naming familiar 3D objects, including spheres. • Physical Education – apply gross motor when throwing beanbags. **Assessment** • Record the child's voice, focusing on familiar places they can spot on the map. Use this knowledge to refine and focus future activities towards their interests.	**Opportunities** • Use a KWL chart or similar to identify the children's prior knowledge about the world. Teachers should scribe for the class in one shared document. • Draw on the children's prior knowledge by observing the globe and asking them to point out familiar locations, e.g. Australia or places the children were born. • Show the children a large world map and explain that it represents the globe. Model questions about the world and encourage the children to ask their own questions using 'I wonder …'. • Explore the world map with the children by asking questions such as: ▪ What can you see on the map? ▪ How are the land and water represented on the map? ▪ Why do you think we use maps? • Introduce the children to the location of the equator and the poles on a globe and a world map and compare their location in relation to Australia. • Explain that the equator is a line that divides our planet into two hemispheres (the word hemisphere means 'half a sphere'). • Provide the children with playdough to make their own globes, add a line of different coloured playdough to mark the equator line, and mark the North and South Poles with flags made from craft sticks. • In the outdoor environment, draw a large circle on the ground with chalk to represent Earth. Tape a line across the middle for the equator and label the North and South poles. Play games with the class such as: ▪ calling out different places for the children to move to. ▪ using the Earth as a target and asking the children to throw beanbags and identify where it has landed, e.g. on/near the equator, closest to the North Pole. • Using a satellite mapping software, such as Google Earth, show the children images of the poles. Zoom out and then zoom in on the poles and discuss with the children what they see/notice.

Teacher intentions	Learning experiences
	• Source a short film featuring footage from the North or South Pole, such as *Antarctica – The Frozen Continent – 4k Drone Video*. • Prior to viewing the film, do a call out to ascertain prior knowledge about Antarctica and develop class focus questions about what the children would like to find out about the place. • After the film, review the focus question and discuss any they have been able to answer.

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 • 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	**Three-dimensional space and structures** • Recognise, sort and name familiar three-dimensional objects and identify the two-dimensional shapes that comprise them • Directly and indirectly compare the capacities of a pair of containers	**Statistics** • Answer simple questions of interest by collecting and comparing categorical data to record frequencies

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Transparent containers of different sizes, water and food colouring, cups or similar small containers (enough for at least pairs to have their own); paper cut-outs and printed images of two- and three-dimensional items, two- and three-dimensional items including cubes and bottles.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes **Understanding number** • The children begin to develop an understanding of half by exploring and creating physical halves of a whole, and halves of a collection, using the language of sharing and grouping. • Provide opportunities for the children to cut whole objects in half and manipulate collections by sharing or dividing them into two equal groups. **Capacity** • When teaching capacity, draw parallels to measurement of length (different attributes). Use everyday words such as 'holds more' to facilitate the children's understanding of capacity. **Three-dimensional space and structures** • Model the correct use of language when referring to two-dimensional shapes and three-dimensional objects. • Identify two-dimensional shapes on the surface of three-dimensional objects by exploring a range of objects. Recognise that a three-dimensional object can be made up of multiple two-dimensional shapes. **Assessment** • Observe how the children understand how to order objects according to a certain criterion (capacity). • Record the inferences made by the children based on the collected data.	**Opportunities** • Review the children's understanding of capacity from their Pre-primary experiences and explicitly teach the meaning of capacity to avoid misconceptions with volume. **Activity 1** • Select four transparent (plastic/glass) containers of different sizes (tall, thin and wide) and label them A–D. Ask 'How many children think container A can hold the most, how many children think container B can hold the most?' and so on. Invite children to help compose a question to ask the class and decide on a method for collecting the data (for example, using interconnecting blocks). • Run the survey and display the results to the children. Ask them to think-pair-share what the data is telling them. For example, the children might say 'The data tells me that five people think container C is the largest.' Model language to help the children describe the results. • Using one pair of containers, fill the smaller one with coloured water. Explain to the children that this much water is the capacity of that container, or how much it can hold. Pour the water into the large container and call attention to the fact more water fits in that one because it 'holds more' (has a larger capacity). • Swap the container pair, for example compare A and B (where B is larger), then compare B and C (where C is larger) to reinforce the idea that these measurements are relative to what someone compares their container with. For example, 'The biggest/largest swimming pool in my neighbourhood is smaller than the swimming pool at the community centre.' • Take a large container and a cup (not a measuring cup). Fill the cup with water and pour it into the container. Explain to the children that the teacher is going to use the cup to measure how much that large container can hold. For example, a litre jug will hold about four cups of water. • Using the outdoor space, have the children experiment with pouring cups of water into larger containers to determine how much they hold in cups. They

Teacher intentions	Learning experiences
	may use a smaller informal unit, such as a quarter cup. However, in this case, the children would count how many 'small cups' fit into the larger container as they are not expected to understand fractions. ▪ Measurement in 'cups' won't be exact due to the size of the containers and the fact that the children may spill some water in the process. Encourage them to use simple language to determine how many cups fit. For example, 'This container fits four cups and a bit.' or 'That container fits almost seven cups.' **Activity 2** • Provide the children with paper cut outs of two-dimensional shapes. Have the children fold each shape in half and discuss that half means both parts must be exactly the same. • Compare shapes that have been folded by cutting along the fold line and aligning both 'halves' to decide if each part is actually a half. Sort cut shapes into ones that have produced halves and those that are not. Discuss that half can only be when there are two equal parts. • Provide the children with a number of shapes that have been either folded into two unequal parts or two equal parts. Ask the children to work with a partner to sort these shapes into 'halves' or 'not halves' and discuss why some are halves and some not halves. Create a small poster of what 'half' means. • Display a number of items at the front of the class and encourage the children to identify 2D shapes they can spot within the items. Then, encourage the children to identify 3D objects they may know. • When the children identify a shape or object, explicitly discuss the features that make that shape or object recognisable. For example, by pointing out that they know this is a square because all the sides look the same length. • Extend this conversation to identifying useful features of objects, e.g. cubes stack well and are good for storage, and bottles are usually cylinders because they are easy to hold.

Teacher intentions	Learning experiences
	Small group opportunities • Encourage the children to run a survey similar to Activity 1, within the class and neighbouring classrooms, if possible. Support the children in choosing a survey question (and answers) and organising ways to collect the data, e.g. interconnecting blocks, drawing stick people under the answer, tallying if that is meaningful to the children. • Have the children fold and cut a range of shapes in half. Include pictures of objects that can be cut in half, such as pizzas, muffins, cakes, fruit and vegetables, clocks and three-dimensional objects. Check the children's folded and cut halves by overlaying each part and discussing whether the two parts are actually halves.

Teacher self-reflection:

Science – Learning sequence 4

Western Australian Curriculum Science understanding	Western Australian Curriculum Science inquiry
Earth and space sciences • Water is a natural resource that comes from a variety of sources and is used by people, plants and animals in different ways	**Questioning and predicting** • Pose questions and make predictions based on knowledge and experiences **Planning and conducting** • Engage in guided investigations to answer questions, test predictions and assess risks • Make and record observations, including informal measurements **Processing, modelling and analysing** • Sort and order data using provided tables and represent data using visual or physical models **Evaluating** • Compare observations to predictions and identify further questions for investigation **Communicating** • Communicate observations, ideas, and findings using everyday and scientific vocabulary

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Video of a storm, range of materials to create an image of a storm, access to outdoor space with different materials to pour water onto, watering cans, science investigation template (optional).	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The focus of the teaching and learning is on changes the children can observe in the sky that are related to rainfall. The children will connect this learning to the effects of rain in the landscape. **Integration ideas** • Humanities and Social Sciences – Geography. • English – interacting with others. **Assessment** • Observe how the children describe observed changes. Take note of the language they use. If questions, predictions and observations were recorded, they can be used as a work sample to demonstrate understanding.	**Opportunities** • Lead a discussion about clouds. ▪ What are clouds are made of? ▪ Why are they formed? ▪ What do they do? ▪ Do they all look the same? • In the discussion, include lightning and thunder as natural processes that sometimes happen when it rains. Share a video of a storm. Extend this conversation to ways in which some people experience lightning and thunder, e.g. some people might get a fright, some people might enjoy watching storms. • Provide the children with a range of materials to create an image of a storm. Tell them to include themselves in the image in a way that shows how they feel. • Invite the children to observe and describe rainy skies based on the artwork and on previous experiences. ▪ Have the children describe what the sky looks like when it is about to rain. ▪ Have the children describe how the sky changes when a storm is forming, e.g. dark clouds start to form. ▪ Ask the children to compare their observations to those of others. • In the outdoor space, organise the following experiments using a watering can to represent rain. Before completing the experiments, encourage the children to ask questions and make predictions about the way rain affects different surfaces. These questions and predictions may be recorded in a variety of ways, such as sentence stems, scribing, drawing or recording digitally. Teachers may incorporate an investigation template, if appropriate. • Simulate the following: ▪ rain falling on concrete ▪ rain falling on sand/dirt ▪ rain falling on grass/planted areas ▪ rain falling on plastic/metal/wood.

Teacher intentions	Learning experiences
	• During the experiments, which (while guided) should be led by the children, have them record observations by making drawings or writing labels (teachers will differentiate provisions according to their class). ▪ Ask the children to identify similarities and differences between the experiments. ▪ Have the children orally compare their findings to those of others. ▪ In small groups, have the children prepare a short presentation in which they communicate their findings in a variety of ways, e.g. taking turns to list findings, dramatic play.

Teacher self-reflection:

Technologies – Learning sequence 4

Western Australian Curriculum Design and Technologies	Western Australian Curriculum Digital Technologies	Western Australian Curriculum Design thinking skills
Engineering principles and systems • Force generates movement in objects and can be affected by materials **Technologies and society** • People use technologies to create products for personal needs	**Data representation** • Data can be represented as images, symbols, numbers and words **Digital implementation** • Follow a visual representation of an algorithm (sequence of steps)	**Design and Technologies** **Producing and implementing** • Use available technologies and materials to safely create a solution **Evaluating** • Use personal preferences to evaluate the solution for a personal need **Digital Technologies** **Designing** • Design solutions through drawing, modelling and/or a sequence of steps

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Images of different kinds of boats; paper for creating badges.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • Throughout the discussions, make connections between the design of each object and the way it moves. • Review previous knowledge of push, pull and float and use these concepts in discussions with the children. • Connect discussions to the needs of the community met by these designs, e.g. transportation to islands, using a boat to catch fish. • Children may require modelling of how to place instructions and symbols into a diagram. **Integration ideas** • Humanities and Social Sciences – the location of local places and their natural, managed and constructed features. • Science – the strength and direction of a push or a pull force affects how an object moves or changes shape. **Assessment** • Observe the children's understanding of what is causing objects to move. • Observe how the children's understanding of data progresses throughout learning experiences. Observe how they represent it using pictures, symbols and diagrams.	**Opportunities** **Design and Technologies** • Based on the experiences and discussions in the previous learning sequence, ask the children if all boats are moved by the wind. • Invite the children to think about the differences between a sailboat and one that is moved by an engine. • Share images of different vessels such as motorboats, ferries and submarines. ▪ Ask the children if they can identify any shapes in the boats. ▪ Encourage the children to identify what makes them move. ▪ Invite the children to spot the design choices that help boats float/move, e.g. the shape of the hull. • Establishing a comparison between these vessels and a sailboat, ask the children to spot differences in their designs. ▪ Highlight the purpose of the sail in opposition to the use of an engine. • Discuss the reasons why some vessels would use an engine rather than relying on the wind to move. • Ask the children how boats help the community (meet the needs of the community). For example: ▪ How can people travel to an island? ▪ How can goods be transported across the ocean without relying on wind? • Encourage a think-pair-share discussion about what the children have learned about the way things move. **Digital Technologies** • Ask the children to brainstorm the meaning of data, based on the previous learning sequences. • Highlight that data can be connected to people; for example, their names, eye colour and birthdays. Ask the children to think about ways in which these types of data can be useful.

Teacher intentions	Learning experiences

	• Pose the challenge of dividing the class based on birth month (each group will only have people who were born in a certain month – the category may be changed to suit the context).
	  ▪ Invite the children to run a simple survey to determine everyone's birth month. Have the children use labels with each of the months and place a photograph of each child in the class under the month of their birth.
	  ▪ Explain that a survey is a form of data collection.
	  ▪ Encourage the children to discuss and employ strategies to divide the class into groups according to the collected data.
	  ▪ Invite the children to create a badge with a symbol that represents each month for people to wear and identify when they were born, e.g. a circle represents August, a star represents December.
	  ▪ Highlight that the symbols are a representation of data (birth month).
	• Discuss other forms of data collection, such as interviews and research, e.g. reading an information report about the person.

Teacher self-reflection:

The Arts, Music – Learning sequence 4

Western Australian Curriculum Making	Western Australian Curriculum Responding
Ideas • 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 **Skills** • Development and consolidation of aural skills by exploring the elements of music, including: ▪ rhythm (difference between beat and rhythm; terminology and notation: graphic and standard I, ⊓, Z) ▪ tempo (getting faster, getting slower) ▪ pitch (explore a limited pitch set) ▪ dynamics (use terminology and symbols for loud (*forte, **f***) and soft (*piano, **p***)) ▪ form (echo patterns, call and response) ▪ timbre (recognition of familiar sounds produced by instruments, voice and sound sources) to create music **Performance** • Practise of their own and others' music to perform for an audience • Development of performance skills (singing in tune, moving and playing classroom instruments with correct timing)	• 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 *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Songs: *In the Rain* by John Luther Adams https://www.youtube.com/watch?v=tpuZ654e6Pc (Appendix A); *Welcome to music* by Susie Davies-Splitter and Phil Splitter https://www.youtube.com/watch?v=ReatYz6zVHY (Appendix A). Poem: *Apple Tree Chant* – Beth's Notes. https://www.bethsnotesplus.com/2020/09/apple-tree-chant.html (Appendix A). Coloured felt hearts, coloured felt half-hearts, small, laminated cards with 'Z' printed on them; long stick or baton, brainstorms and graphic score recorded from previous learning sequence, non-tuned percussion instruments, range of sound sources; digital device for film recording.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes **Welcome activity** • Allowing children to experience music without comment or analysis permits them to make decisions about their personal response to the music without being influenced by others in the classroom. **Rhythm activity** • It is important to demonstrate and model the beat for the children as the poem *Apple tree chant* has rest beats in it. • The rest beats must be kept in time and is the new concept being introduced via this poem. • The rhythm name for a 'rest' is 'sa'. If a rhythm has a rest, it is helpful in the early years to say the sound when a rest beat occurs during a rhythm sequence. **Music soundscape** • The graphic score can be 'conducted' by using a long stick or baton which moves across the score from left to right. The children play their 'part' as the baton reaches the place in the score where their symbols begin. • On the first run through of the music, help children and groups by instructing them which part and dynamic should be playing and reminding them when they should begin playing. Reduce assistance provided, when appropriate. **Integration ideas** • English – use of symbols and signs for communication, poetry texts. • Humanities and Social Sciences – weather patterns and landscapes. **Assessment** • Use a filmed recording of the performance of the composition to assess: ▪ evidence of collaboration within the group ▪ correct technique used for playing non-tuned percussion instruments ▪ accurate interpretation of the graphic score; i.e. played at the right time	**Opportunities** **Welcome activity** • Play the music *In the rain* (or similar) as children enter the music space. • Use non-verbal cues to invite them to be still and listen. Allow the music to fade. • Welcome the children with the *Welcome to music* song, varying the tempo, dynamic and the types of movements the children engage with. **Rhythm activity** • Recite the poem *Apple tree chant* and invite the children to recite with the teacher, using actions. • Recall the sound effects that were added in the previous learning sequence but explain that this week, the poem will be used to teach them something different. • Invite the class to maintain the beat as a body percussion action as the poem is recited again. • Divide the class into two groups. One group will recite the poem and do the actions. The other group will recite the poem and maintain a body percussion beat. Repeat, reversing the roles. • Using either coloured felt hearts on the floor or beat circles drawn on a board, discover where beats have one sound and where beats have two sounds. • If using coloured felt hearts, indicate the quavers by placing a half heart in a different colour on the beat. If using beat circles, draw the stems of the quavers in the beat circle and then join with a beam either on top or bottom of the quavers. • Alert the children to the 'rest' beats using the following questions: ▪ How many sounds on this beat? ▪ What do we call a beat with one sound? ▪ What do we call a beat with two sounds?

Teacher intentions	Learning experiences
▪ participation as a performer and an audience member ▪ attention to the dynamic shape of the composition.	▪ Can you hear something different in the rhythm of this poem? (There are some beats that have no sound on them.) ▪ How many of the beats have no sound on them? ▪ Can you place a 'rest' symbol on the beats with no sound? • Explain that some beats have no sound, but they are still a beat and help to keep the music or the rhyme in time. Rest beats are just as important as the beats which have sound. • Tell the children that the symbol used when a beat has no sound looks like a 'Z'. Select children to place a small laminated 'Z' in the appropriate felt heart on the floor or draw in the appropriate beat circles on the board. • Invite the children to clap the rhythm as they recite the words, emphasising the rest beats by holding their hands apart to avoid making a sound. • Have the children clap the rhythm again but reciting the rhythm names instead of the words. For example, *ta ti-ti ta ta ta ta ta*. **Music soundscape** • Recap the brainstorm and the graphic score created in the previous learning sequence and display the information decided upon by the class. • Check the children's understanding of the composition and score process and address any misunderstandings. • Step through the graphic score again with the children. • Discuss the addition of dynamic markings to the graphic score, using the following questions: ▪ What dynamic do you think our rainstorm should begin with? ▪ What dynamic do you think the wind/rain/thunder should be? ▪ Should all the parts try and play the same dynamic? ▪ Will some parts be louder than others no matter how we play them? ▪ In the middle of the rainstorm, which part should be the loudest? ▪ What sounded really effective? ▪ What could we do to make this part sound better? ▪ Did we play the dynamics we added to the music?

Teacher intentions	Learning experiences
	• Have the children form their groups from the previous learning sequence and provide them time to explore and make changes of either instrumentation or scoring. The children must be able to articulate the reasons why they want to change something. • If changes are made, mark them accordingly on the graphic score. • Arrange the groups in the available space where the graphic score is clearly visible by all children. • Explain how the music will be 'conducted' and demonstrate what it will look and sound like. • Play the music through and give instructions as required. • Play again, this time with minimal instruction and recorded using a filming device. • Debrief with the class regarding the music created and discuss what they did really well and what they could do to make the music sound even better. • Play again several times with adjustments as suggested by the children and record music using a filming device. • Lead a discussion on the rainstorm created and, if possible, play one of the recordings to the class. Encourage an open conversation about their response to the music they composed and performed. • Using positive, constructive language, discuss the things that really sounded good and the things that might have been played or arranged better. **Conclusion** • Ask selected children to share one thing they learned in today's lesson.

Teacher self-reflection:

The Arts, Visual Arts – Learning sequence 4

Western Australian Curriculum Making	Western Australian Curriculum Responding
Ideas • Exploration of, and experimentation with, the visual art elements of shape, colour, line, space and texture **Skills** • Development of artistic skills through experimentation with: ▪ shape (geometric shapes) ▪ colour (mixing primary colours to create secondary colours) ▪ line (broken, jagged, dashed) ▪ space (background, foreground) ▪ texture (changes in texture, transfer of texture) to create artwork • Exploration of techniques and art processes such as mixed media, colour mixing or drawing	• Appreciation of different types of artwork, and where and how it is displayed • Personal opinions, feelings and ideas about artwork they view and make

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Aboriginal and Torres Strait Islander Peoples' knowledge about seasons; wide range of colourful resources, e.g. card, fabric, crayons, natural items; baskets for sorting; bags labelled with the seasons; a range of bases, e.g. paper, card, canvas, bark.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The focus of the teaching and learning is to explore colour in relation to the senses associated to seasons of the year. These experiences will continue in Learning sequence 5 when the children will explore the seasons in the context of texture. • There is an opportunity to include the Aboriginal and Torres Strait Islander peoples' seasons in these experiences. • Prepare a wide range of colourful cards, fabric off cuts, crayons, natural items and other resources the children can use to explore colour. **Integration ideas** • Humanities and Social Sciences – the seasonal weather of places. **Assessment** • Observe how the children use visual art elements to produce artwork. Take note of the way the children associate colour to the particular characteristics of each season.	**Opportunities** • Start a conversation about the seasons of the year and ask the class to describe things they see and think about during each season. Encourage the children to close their eyes and picture a scene in winter, summer, spring and autumn. • Create areas in which a wide range of materials in the same colour group are put together, e.g. a blue tones corner, a red tones corner. Invite the children to choose an area and reflect on memories, feelings and ideas they associate with those colours. Inspire agency and confidence for the children to share their thoughts, e.g. 'Blue reminds me of a movie, red reminds me of fast food, blue reminds me of cold, and red reminds me of anger.' • Give each child bags that have been labelled with the seasons. Invite the children to walk around the class and collect one or a few items from each station to represent each season. ▪ Move around the room and ask the children to share the reasons why they associate a particular colour to a particular season. • Provide the children with a base to build their artwork on, e.g. paper, card, canvas, bark. • Have the children select a base and their materials from the colour stations to create a representation of one or more season. • Invite the children to take on the role of an artist in their exhibition and share their artwork with their peers and explain the meaning of colour in their pieces. • Encourage others to respond to the work they are looking at. • These exhibits will be used in the next Learning sequence.

Teacher self-reflection:

Learning sequence 5

English – Learning sequence 5

Western Australian Curriculum Language	Western Australian Curriculum Literature	Western Australian Curriculum Literacy
Language for interacting with others • Explore language to provide reasons for likes, dislikes and preferences **Text structure, organisation and features** • Explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain • Explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs **Language for expressing and developing ideas** • Understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details, such as when, where and how (adverbs)	**Literature and contexts** • Discuss how language and images are used to create characters, settings and events in literature by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators **Engaging with and responding to literature** • Discuss literary texts and share responses by making connections with children's own experiences	**Texts in context** • Discuss different texts and identify some features that indicate their purposes **Analysing, interpreting and evaluating** • Read decodable and authentic texts using developing phonic and word knowledge, phrasing and fluency, and monitor meaning using context and grammatical knowledge • Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning in texts by drawing on vocabulary and growing knowledge of context and text structures **Creating texts** • Create, re-read and co-edit short written and/or multimodal texts to report on a topic, express an opinion, or recount a real or imagined event or experience, and use imagination to tell, retell or adapt a story, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of one- and two-syllable words

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Poetry books or printed poems; devices or laptops with videos of poetry being read and performed; information related to the local Aboriginal and Torres Strait Islander seasons.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • Invite the children to share their favourite poems. • 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. Poetry offers opportunities to focus on phonic and word knowledge content such as rhyming words, alliteration patterns, syllables and phoneme identification. • Teachers may choose to investigate information related to the local Aboriginal and Torres Strait Islander seasons. **Assessment** • Observe how the children are creating texts that connect writing, speech and images. • Formative assessment may be made of other aspects of literacy, such as handwriting, applying phoneme-grapheme correspondence and the spelling of high-frequency words.	**Opportunities** • Share a number of poems with the children by reading aloud, viewing or participating in choral reading. Invite the children to share their thoughts and opinions about the poems. • Start a conversation to identify things we associate with a season, such as Bunuru (Noongar season) or summer, e.g. heat, swimming, ice cream. Work with the children to co-construct a structured senses poem; for example: ▪ In Bunuru, I see … ▪ I feel … ▪ I smell … ▪ I eat … Have the children illustrate the poem. • Extend this lesson by inviting the children to repeat the sensory poem (I see …, I feel …, I smell …, I eat …) activity, but this time writing independently about a different season. • Model how to create a simple poem about the seasons relevant to your area using a structure; for example: ▪ I like Birak because … ▪ I like Bunuru because … ▪ I like Djeran because … ▪ I like Makuru because …. ▪ I like Djiba because … ▪ I like Kambarang because … ▪ But I LOVE … most of all because … • Have the children work independently or in small groups to write their own poem using the modelled structure.

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 *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Writing and drawing materials. Monitoring template (Appendix B).	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The focus of the teaching and learning is to brainstorm and model ways in which the children can be kind to others. Children will reflect on how they feel when people are kind and positive towards them, providing an opportunity for teachers to talk about empathy with the children. • The superhero learning experience may be extended to other superpowers, such as reacting to own emotions or keeping people safe. **Assessment** • Observe how the children practise/apply what they learn in these experiences, using manners, positive language and praising others in their daily interactions. See monitoring template (Appendix B).	**Opportunities** • Ask the children to describe the actions of others that make them feel good (respected, appreciated and included). ▪ Can you think of ways in which manners help people feel good? For example, saying please, thank you, holding the door for someone. ▪ Can you think of ways in which being positive helps people feel good? For example, saying good morning with a smile on your face, looking on the bright side, encouraging others. ▪ How can praising someone make them feel good? For example, praising their work, the effort they put in, their kindness. • Invite the children to come up with examples of things they can do to help others feel good by using good manners, positive language and praise. • Have a conversation about empathy (putting yourself in someone else's shoes) and the importance of thinking about the feelings of others. • Tell the children that they all have a superpower. Explain that all children have the superpower of making others feel good, by using their manners and kindness. • Ask the children to create a superhero whose superpower is related to manners, positive words and praise; for example, Captain Compliment (gives great compliments and boosts people's confidence), Kindness Kid (makes people feel happy by always being kind and using good manners), Manners Man (uses excellent manners to make everyone feel respected). • Children might: ▪ design the superhero's costume ▪ come up with a name and a shield ▪ orally describe how the superhero uses their powers to help others ▪ orally create stories in which their superhero is a character.

Teacher self-reflection:

Health and Physical Education, Physical Education – Learning sequence 5

Western Australian Curriculum **Movement and physical activity**		
Movement skills • Introduce fundamental movement skills: Body management ▪ side roll (pencil) ▪ dynamic balance Locomotor ▪ jump (one foot) ▪ jump (distance) ▪ skip (step-hop movement) Object control ▪ overarm throw ▪ kick-off the ground ▪ two-handed 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** • Simple rules and fair play in partner or group activities, and minor games	**Interpersonal skills** • Cooperation skills in partner and group work during physical activity practices

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**
	Website: Department of Education – *Fundamental Movement Skills* https://myresources.education.wa.edu.au/programs/fundamental-movement-skills (Appendix A). Poly spots, cones, bibs, small beanbags; half hoops, hurdles, pool noodles and posts, chairs, small hurdles, small cones and connecting poles, agility poles/ladders, buckets, rope of balancing blocks. Activities: *Chicken run* (Appendix A); *Learning pathway – overarm throw relay challenge* (Appendix A).

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
Refer to the relevant section/s of the *Fundamental Movement Skills* resource.
• The focus of the teaching and learning is to perform movement skills involving the control of objects in a simple game play activity.
• Mark out a large rectangle or use lines already marked and set up activities around the movement circuit.
• Activity 2 – *Learning Pathway – overarm throw relay challenge* can be easily differentiated by changing the distance from the target.
 	
Assessment
• Observation and anecdotal notes/checklists on the children's overarm throwing ability.
• Observation and anecdotal notes on the children's ability to play to the rules.
	Tuning in
	• Play some energetic music as the children enter the Physical Education area and have them sit ready for further instruction.
	• Provide the children with a quick recap on how to be a good sport.
	• Explain that they will be throwing and catching a small beanbag ten times, high fiving/fist pumping and then completing a lap of the playing area.
	  ▪ Revise the overarm throw.
	  ▪ Outline the key features of catching.
	  ▪ Add in some locomotor activities to the circuit.
	  ▪ Remind the children that it is not a race.
	
	Activity 1: *Chicken Run*
	• Explain and demonstrate the rules of *Chicken run*.
	• Select children to be foxes and give them a bib.
	• The remaining children should collect a small beanbag and find a space in the playing area.
	• Allow the play to continue for an allocated amount of time.
	• Stop play, commending the children who stop and listen quickly and any children that were demonstrating a controlled overarm throw.
	• Review any rules that need to be clarified and select other children to be foxes.
	• Restart play.
	
	Activity 2: *Learning Pathway – overarm throw relay challenge*
	• Set up playing area as per diagram provided.
	• Divide the children into small groups and instruct them to line up behind the marked spot.
	• Explain and demonstrate the rules for level one - equipment relay.
	• Commence play.
	• Teacher to move through the play area observing, adjusting play and questioning the children for understanding.

Teacher intentions	Learning experiences

	• Once all equipment is collected, as a class, build a learning pathway to the throwing spot. Teacher to guide the form of movement through questioning.
	  ▪ How could you move from spot to spot?
	  ▪ What direction/shape/pathway can you create?
	  ▪ What could you use the hurdles for?
	  ▪ Move through each piece of equipment and have the children create a rule.
	• Have the children practise each of the movements as each section is built.
	• Once the learning pathway is completed, have the children do a practise run through the whole pathway.
	• Explain the level two - learning pathway challenge.
	• Commence play.
	• Once finished, guide the children through the packing away of equipment in an orderly manner.

Teacher self-reflection:

Humanities and Social Sciences – Learning sequence 5

Western Australian Curriculum Knowledge and understanding	Western Australian Curriculum Humanities and Social Sciences skills
Geography • The location of the equator and the northern and southern hemispheres, including the poles	**Questioning and researching** • Locate information from a variety of provided sources **Evaluating** • Draw conclusions based on information and/or data **Communicating and reflecting** • Reflect on learning and respond to findings

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Globe or world map; Earth representation drawn in previous Leaning experience, paper to create flip books, KWL chart from previous Learning experience.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • Key concept: place. • The focus of the teaching and learning is visual representations of the Earth and the major geographical divisions. • The children are being exposed to features of maps during these learning experiences but are not expected to name and locate countries independently. **Integration ideas** • English, Literacy – create a short multimodal text to report on a topic. **Assessment** • The children's flip books or drawings of the globe can be used as assessment of their understanding of the location of the equator, northern and southern hemispheres and the poles. Observe the strategies the children use to position these features accurately in relation to one another.	**Opportunities** • Review the location of the equator and the North and South poles by showing the children a globe. • Introduce the terms northern and southern hemisphere and review the meaning of hemisphere. • Locate Australia on the globe or a world map and discuss its position as being in the southern hemisphere and close to the equator. • Locate on the world map places in the world that are familiar to the children in the class, such as where they were born or places they have connections to. Create a class list to show if the places the children identify are in the northern or southern hemispheres. • Revisit the Earth drawn in the outdoor environment in the previous learning experience and label the northern and southern hemispheres. Replay the games in Learning sequence 4, and now include the hemispheres. • Provide the children with pages to create a simple flip book to reflect their learning. Allow space for pictures and include sentences starters for the children to complete, such as: ▪ The Earth is … ▪ The equator is … ▪ The North Pole is … The South Pole is … ▪ The northern hemisphere is … The southern hemisphere is … • Alternatively, have the children draw their own representations of the globe on paper or whiteboards, including labelling the location of the equator, northern and southern hemispheres and the poles. • Complete the 'L' (learned) part of the KWL chart to record the children's learning. (This may be used to inform assessments.)

Teacher self-reflection:

Mathematics – Learning sequence 5

Western Australian Curriculum Number and algebra	Western Australian Curriculum Measurement and geometry	Western Australian Curriculum Probability and statistics
Understanding number • Explore different ways to represent and partition collections up to 100, including in groups of 10, using concrete materials • Explore different ways to equally group or share collections	**Non-spatial measurement** • Directly compare the masses of two objects by hefting and using balance scales	**Probability** • Describe and reason about the likelihood of familiar events occurring, using the everyday language of chance

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	MAB ones; balance scales, objects of varying masses including six toys; digital device to take photographs; large quantity of popsticks, elastic bands, concrete materials for a play picnic. Book: Goldstone, B. (2017). *That's a Possibility!: A book about what might happen*. Henry Holt (BYR). Online as a read-aloud book: *That's a Possibility!* Christine Simons. https://www.youtube.com/watch?v=P2FqJi6fe90 (Appendix A).	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes **Number and algebra** • The children use concrete materials when representing two-digit numbers, such as making a square or rectangle (an array) using blocks of numbers and exploring how many rows and columns make up a number. • The children make a large number using MAB longs (tens) and count the collection by skip counting in tens. **Probability** • Review the language of probability prior to using language to classify events. • Ensure events are familiar so the children can describe and reason about the chance of the events occurring. **Assessment** • Observe how the children collect data (by asking questions, draw simple displays and make simple inferences). • Observe how the children represent and interpret combine problems.	**Opportunities** **Activity 1** • Provide the children with MAB ones and ask them to count out 24 (encourage skip counting to count efficiently). Invite the children to explore what shapes they can make with all 24 cubes. Ask the children to make a rectangular shape (long and thin, short and wide), to begin to understand arrays. • Each time the children rearrange the cubes, ask them to think about how many rows and columns they have made and record these on a class chart. Support the children to see that 24 can be made up of multiple arrangements of rows and columns and that it always equals 24, by counting all 24 after each rearrangement. • Pose a real-world situation, such as 'A teacher has 24 children in their class, if they want to place them into 6 equal groups, how many children would be in each group?' The children use their 24 cubes to make six equal groups of four. • Continue to provide the children with similar situations that allow them to equally share a number of MAB ones into groups. **Activity 2** • Provide the children with balance scales and a range of objects of varying masses. The children explore how balance scales work by comparing the mass of different objects. Ensure a supply of large light objects and small heavy objects are available. • Provide the children with six toys of different weights. Use hefting to predict the order of the toys, recording their prediction by drawing the toys in the order lightest to heaviest. Then ask the children to use the balance scales to determine the order of lowest to highest mass, using comparative language, such as lighter than and/or heavier than. • Discuss the differences in the order from hefting alone to using the balance scales. The children may have found toys with similar mass more difficult to determine using hefting.

Teacher intentions	Learning experiences
	Activity 3 • Read the book *That's a Possibility!: A book about what might happen* (available online as a read-aloud book) and discuss the events and language of probability while reading. • After reading, ask the children to create a drawing or take photographs (if possible), of a range of probability descriptions that were discussed in the book, such as certain, impossible, likely, unlikely. Have the children describe their image and discuss how it relates to probability; for example, a picture of a toybox full of toy cars and trucks - it would be impossible to select a soft toy from this toy box, it would be likely to select a toy car but certain to select a toy with wheels. Create grouping and sharing stories that use small collections. Work with the children to represent them. **Small group opportunities** • Provide the children with large quantities of popsticks and elastic bands. Provide different quantities up to 100 for the children to experience counting different quantities. Have the children count the collection by making groups of 10 and bundling with elastic bands. Any quantity less than 10 are left over. They count the total collection by tens and ones. ▪ Invite the children to share out concrete materials at a play picnic to the number of children in the group. Provide materials such as play foods, napkins, bamboo spoons, paper plates, cups and bowls. The children share the items either one by one or in twos depending on the quantity of items to share. Extend this activity by adding extra materials or people at the picnic.

Teacher self-reflection:

Science – Learning sequence 5

Western Australian Curriculum Science understanding	Western Australian Curriculum Science inquiry
Earth and space sciences • Water is a natural resource that comes from a variety of sources and is used by people, plants and animals in different ways	**Questioning and Predicting** • Pose questions and make predictions based on knowledge and experiences **Communicating** • Communicate observations, ideas, and findings using everyday and scientific vocabulary **Collaborating and applying** • Use science knowledge and understandings to make decisions and choices in their environment

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Book: Verde, S. (2016). *The Water Princess*. G.P. Putnam's Sons Books for Young Readers (Appendix A). Black and white outline of local wildlife, pipettes, water coloured with food dye.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• The focus of the teaching and learning is to discuss the way living things use water, explore access to clean water around the world, and ways to ensure clean water for the future.
• Teachers should use their knowledge of their class to ensure discussions around access to clean water are appropriate, and not distressing to the children
• Teachers need to decide on local wildlife the children would be familiar with and provide a black and white outline as the basis for the art piece.
 	
Integration ideas
• Visual Arts – Making.
• Cross curriculum priority – Sustainability.
 	
Assessment
• Observations of the children's understandings of water as a resource during discussions after reading the book.
• Records of the children's sentences on their artwork about ways to keep water clean.
	Opportunities
	• Brainstorm all of the ways that living things need water, including plants, animals and the children themselves.
	• Ask:
	  ▪ What would happen to living things if there was no clean water?
	  ▪ What could make water unclean?
	• Read *The Water Princess*.
	  ▪ In small groups, have the children take turns discussing the follow questions:
	  o Why couldn't Gie Gie drink the water until nighttime?
	  o What would life be like if you couldn't get water from a tap in your house?
	  o What would life be like if you didn't have clean water?
	  o What are some things you could do to make sure our water stays clean?
	  ▪ Using the answers create a master list of things the children could do to keep waterways clean; for example, putting all rubbish in the bin, picking up litter they see, picking up after their pets, using less plastic.
	• Review the term sustainability, referring back to earlier in the term when the children learnt about saving water. Ask the children to write or draw what they think this term means.
	  ▪ In their groups, have the children share their ideas and come up with one statement about sustainability.
	  ▪ Select one member from each group to share their statement.
	  ▪ Display these statements in the classroom.
	• Identify some local wildlife that require clean waterways to live in and/or for drinking, such as snake neck turtles, possums, kangaroos or western banjo frogs.
	• Distribute an outline of one of these animals and assist the children to use pipettes and coloured water to create an art piece.

Teacher intentions	Learning experiences
	▪ Ask the children to use their prior knowledge from earlier in the term to choose the best place to put their artwork to dry. ▪ Have the children write at least one sentence on their art piece explaining what they will do to keep the waterways clean.

Teacher self-reflection:

Technologies – Learning sequence 5

Western Australian Curriculum Design and Technologies	Western Australian Curriculum Digital Technologies	Western Australian Curriculum Design thinking skills
Engineering principles and systems • Force generates movement in objects and can be affected by materials **Technologies and society** • People use technologies to create products for personal needs	**Data representation** • Data can be represented as images, symbols, numbers and words **Privacy and security** • Some data is personal, owned by them and can be shared with trusted people	**Design and Technologies** **Project management** • Share ideas and work with others to develop a solution **Investigating and defining** • Explore ideas and design opportunities for a personal need **Designing** • Design solutions through drawing, modelling and/or a sequence of steps **Producing and implementing** • Use available technologies and materials to safely create a solution **Evaluating** • Use personal preferences to evaluate the solution for a personal need

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Website/app: *ScratchJr*. https://www.scratchjr.org/ (Appendix A). Resources to create something that can be moved by the wind; digital devices for basic coding software/app.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • These learning opportunities may be extended to provide the children with adequate time to explore, reflect and develop their learning. • While the children design and construct their products, draw their attention to the co-constructed design criteria, ensuring this is used as a guide. The children may require modelling of how to prepare a sequence of steps to produce their creation. • *ScratchJr* is a free app where children can use block code to programme their own interactive stories and games. Alternatively, if technology is not available, children may work on developing a sequence of steps to design a school maze. **Integration ideas** • Science – the strength and direction of a push or a pull force affects how an object moves or changes shape. **Assessment** • Observe whether the children are able to produce a finished product that considers the design criteria. • Observe ways in which children communicate ideas through describing, drawing or modelling in the context of representing data as symbols for a purpose.	**Opportunities** **Design and Technologies** • Explain to the children that they will be creating something that can be moved by the wind. Refer to the pinwheels and paper boats discussed in the previous learning sequences as examples. • Have the children create a set of criteria, as a class and with teacher support, which their creations must adhere to. This will vary according to the class ideas and available resources, e.g. 'It must be made of …' and/or 'It must have at least one …' Place the final design criteria on the board for the children to refer to during the design process. • Guide the children through the following steps: ▪ Investigate opportunities: What can be made with the available time and resources? What needs of the community could be met with the design? ▪ Prepare and label a draft of the design, discussing ideas with peers and collaborating when suitable. ▪ Create a sequence of steps to guide the production of the designs. Have the children engage in a think-pair-share strategy to provide and receive constructive feedback about their design/steps. ▪ Production: Have the children use available resources and source others, where possible, to complete their products. ▪ Ask the children to engage in small group discussions to provide and receive constructive feedback about their products. ▪ Have the children present their design to the class and assess their products against the design criteria on the board. **Digital Technologies** • Reflecting on the learning experiences in the previous learning sequence, ask the children to think about other badges (symbols) they could create to represent other data, e.g. a brown badge for those whose favourite ice cream is chocolate, a green badge for those who prefer mint and a white badge for those who like vanilla.

Teacher intentions	Learning experiences
	• Review the fact that personal data is precious and should not be shared online, e.g. address, school name, telephone number. • Talk to the children about the variety of ways in which data can be shared, e.g. a messenger application or through games, focusing the discussion on the fact that it is unsafe to trust people online, unless they are in a safe environment with known people (people they have met in person). ▪ Create a parallel between 'stranger danger' and the fact that online, all people are strangers, unless you have met them in person, and are in a 'safe space', e.g. emailing your parents. ▪ If technology is available, engage children in using an app or software related to basic coding.

Teacher self-reflection:

The Arts, Music – Learning sequence 5

Western Australian Curriculum Making	Western Australian Curriculum Responding
Ideas • Improvisation with sounds, simple pitch and rhythm patterns to create music ideas • Use of symbols, notation, movement and relevant technology to explore and communicate music ideas **Skills** • Development and consolidation of aural skills by exploring the elements of music, including: ▪ rhythm (difference between beat and rhythm; terminology and notation: graphic and standard I, ⌐, Z) ▪ tempo (getting faster, getting slower) ▪ pitch (explore a limited pitch set) ▪ dynamics (use terminology and symbols for loud (*forte, **f***) and soft (*piano, **p***)) ▪ form (echo patterns, call and response) ▪ timbre (recognition of familiar sounds produced by instruments, voice and sound sources) to create music **Performance** • Practise of their own and others' music to perform for an audience • Development of performance skills (singing in tune, moving and playing classroom instruments with correct timing)	• 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 *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Songs: *In the Rain* by John Luther Adams https://www.youtube.com/watch?v=tpuZ654e6Pc (Appendix A); *Welcome to music* by Susie Davies-Splitter and Phil Splitter https://www.youtube.com/watch?v=ReatYz6zVHY (Appendix A). Poem: *Apple Tree Chant* – Beth's Notes. https://www.bethsnotesplus.com/2020/09/apple-tree-chant.html (Appendix A). Book: Porter, A., & Bancroft, B. (2005). *The Outback*. Magabala Books (Appendix A). Digital device for playing/recording, knowledge of Curwen hand signs; recording (if available) and graphic representation of soundscape activity from Learning sequence 4; non-tuned percussion instruments.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes **Welcome activity** • The children remember, on a second hearing of *In the Rain*, how they felt when they heard the music the first time. **Rhythm and pitch activity** • Teach the children how to use of *soh*, *mi* and *lah* by placing the three pitches on the body or indicate them using Curwen hand signs. • Begin by writing the first line on the board and correlating the rhythm of the words. • As the pairs perform, it is important to assist them when there are inaccuracies. Encourage them to: ▪ correlate their body position solfa with the pitch they are singing and saying ▪ sing the correct pitch to the solfa name ▪ sing with rhythmic accuracy ▪ be confident when performing. **Music soundscape** • Using a visual image, as a form of graphic notation, alerts the children to the possibilities of music making using a variety of stimuli. They begin to make connections between image (notation), duration of sound and timbre of instruments, rhythm and the conventions of reading music. **Integration ideas** • English – rhyming and poetry text, visual texts. • The Arts, Visual Arts – responding to visual patterns, colours and designs. **Assessment** • Using a checklist assess the children's ability to: ▪ sing in pitch ▪ sing with rhythmic accuracy	**Opportunities** **Welcome activity** • Play the song, *In the Rain* as children enter the music space. • Use non-verbal cues to invite them to be still and listen. • Discuss the music with the children using the following questions: ▪ What can you hear in the music? ▪ Can you use a describing word for how you feel when you hear this music? ▪ What does the music remind you of? ▪ What colours do you think of when you listen to this music? ▪ What does your imagination draw in your mind? What can you see? • Sing *Welcome to music*, varying the tempo, dynamic and the types of movements the children engage with. • Select children to nominate a movement, tempo or dynamic to include in the song. **Rhythm and pitch activity** • Recap the rhythm activity of the *Apple tree chant*. • Discuss with the children the difference between a poem and a song, using the following questions: ▪ What is the difference between a poem and a song? ▪ What is the same? (Rhythm, beat, rhyming words/lyrics.) ▪ What do we call the words of a song? (Lyrics.) ▪ Could we recite some songs as poems? ▪ Could we make songs out of some poems? ▪ What do we need to add to this poem to make it a song? ▪ What solfa should we start on – *soh* or *mi*? ▪ Why do you think ending with a *doh* sounds good? (Because it finishes the song.) • Highlight the first line and rhythm of the poem by writing it on the board and brainstorm the possibilities of a melody using *soh, mi* and *lah* as the three known pitches.

Teacher intentions	Learning experiences
▪ correlate pitch with solfa as hand-signs or body positions. • Anecdotal notes and/or a filming device for later reflection and assessment: ▪ evidence of understanding of pitch direction and melodic line ▪ evidence of meaningful decision making in choosing a non-tuned percussion instrument to represent a pattern ▪ evidence of understanding about timbre and sound duration of non-tuned percussion instruments.	• As a class, decide on the melodic shape of the first line of the poem and notate the solfa above the rhythm. • When the children are feeling confident with creating melody to rhythm, explain that they will pair up and choose a line of the poem. Together they will decide what pitches they will apply to the rhythm of that line and effectively create a melody for that line of text. • Allow time for the pairs to explore the pitch and rhythm of their line and practise their composition. • Select pairs to perform the melodic line to their chosen rhythm, ensuring all pairs are given an opportunity to perform. • As a class, decide on which melodic lines go well with the poem and notate the rest of the poem with the selected melodic lines. • Explain that often songs finish on a different pitch to the ones that are in the song. Demonstrate singing the last line and complete the melody with a *doh* instead of the notated pitch. • Sing the 'song' through in a variety of ways. For example, sing the: ▪ words and keep the beat or do the actions ▪ rhythm names and clap the rhythm ▪ rhythm names and clap the beat ▪ solfa and hand sign ▪ solfa and apply body positions (*doh* on the feet) ▪ recite the poem. **Music soundscape** • Recap the soundscape activity from Learning sequence 4. If a recording was made of the performance, provide the children with an opportunity to listen to/see the recording. • Lead a discussion that focuses on their responses to the performance. • Open the book *The Outback* to one of the pages with a good variety of patterns in the illustration.

Teacher intentions	Learning experiences
	• Explain that the patterns can be a stimulus of how an instrument might be played. Explain that a stimulus is something that makes us think in different ways. • Refer to the graphic representation of instruments of the class music soundscape and the shapes and patterns used. • As a class, look at the illustrated page that has been chosen. Demonstrate an example of 'playing' the pattern. For example, if there are coloured dots on the page, they could be represented with a maraca or claves. Discuss how dots suggest a sound that is short and sharp and detached. • Invite the children to suggest a non-tuned percussion instrument for a different pattern on the page. • In pairs, have the children identify a single pattern on the page they would like to create a musical sound for. • Allow time for them to explore the available range of non-tuned percussion instruments and sound sources and the sounds they can produce. • Have the pairs make decisions together about matching the sound of a non-tuned percussion instrument with the pattern they have identified on the page. • Invite each pair to identify the pattern they chose and play the sound that was suggested by the pattern. **Conclusion** • If time permits, play a music game with the class.

Teacher self-reflection:

The Arts, Visual Arts – Learning sequence 5

Western Australian Curriculum Making	Western Australian Curriculum Responding
Ideas • Exploration of, and experimentation with, the visual art elements of shape, colour, line, space and texture **Skills** • Development of artistic skills through experimentation with: ▪ shape (geometric shapes) ▪ colour (mixing primary colours to create secondary colours) ▪ line (broken, jagged, dashed) ▪ space (background, foreground) ▪ texture (changes in texture, transfer of texture) to create artwork • Exploration of techniques and art processes such as mixed media, colour mixing or drawing	• Appreciation of different types of artwork, and where and how it is displayed • Personal opinions, feelings and ideas about artwork they view and make

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Wide range of objects of different textures, such as wool, neoprene or sand, sandpaper, flower petals and dry leaves; large pieces of paper and crayons.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The focus of the teaching and learning is texture. These learning experiences may be combined or added to the experiences from Learning sequence 4. The children are exploring different ways to represent the seasons of the year. • There is an opportunity to work with the Aboriginal and Torres Strait Islander people's seasons. • The children may require modelling and assistance with texture transference. **Integration ideas** • Humanities and Social Sciences – seasons and weather. **Assessment** • Observe how the children apply their ideas and techniques to make artwork. Take note on how they share ideas with the audience and how they respond to their peers' artwork using their own feelings or ideas.	**Opportunities** • Encourage the children to explore and play with the objects of different textures and tell them these are related to something they have been learning about. Encourage children to try and guess what the 'textures' represent (seasons). • Once the children are aware the objects represent the seasons of the year, ask them to describe each of the textures and then the similarities and differences between them. • Foster a conversation about how each of the objects feels in their hands (have the children describe the texture). • Encourage the children to think about how they can use the different textures to represent each season, e.g. sand for summer, wool for winter. • Engage the children in texture transfer by, for example, placing sandpaper or leaves under their papers before colouring in with crayons. • Provide each child with a large piece of paper and a selection of crayons and take the class for a walk around the grounds, encouraging the children to 'collect' different textures by experimenting with transfer. • Have the children purposefully select different textures to create representations of the seasons. This may be to create a new piece of artwork or it may be added or combined with the pieces developed in Learning sequence 4. • Return to the exhibits created in Learning sequence 4. Have the children talk about their pieces, as artists, sharing them with the class. • Encourage the other children to ask a question about the artwork they are looking at and share one thought/feeling about it once they hear the answers.

Teacher self-reflection:

Appendix A

Resources

English

Learning sequence	Resource	Link/information
1	Poem	The Children's Poetry Archive. Magee, W. (2000) *The Boneyard Rap* https://childrens.poetryarchive.org/poem/the-boneyard-rap/
	Song	Making Music Fun. *Dr Knickerbocker* https://www.makingmusicfun.net/htm/f_mmf_music_library_songbook/doctor-knickerbocker-lyrics
4	Poem	All Poetry. Hughes, Langston. (1921). *April Rain Song* https://allpoetry.com/April-Rain-Song
4 and 5	Resource	Edith Cowan University. (May 2026). *Noongar Six Seasons* https://www.ecu.edu.au/centres/kurongkurl-katitjin/cultural-leadership/nyoongar-six-seasons

Health and Physical Education, Health Education

Learning sequence	Resource	Link/information
4	Resource	Triple Zero Kids' Challenge. (n.d.). *Triple Zero Kids' Challenge*. www.kids.triplezero.gov.au

Health and Physical Education, Physical Education

Learning sequence	Resource	Link/information
1–3	Website	Department of Education. (February 2026). *Fundamental Movement Skills* https://myresources.education.wa.edu.au/programs/fundamental-movement-skills
2	Website	Beyond the Chalkboard (n.d.). *Captain's Coming* https://beyondthechalkboard.org/activity/captains-coming/
3	Video	PE4EVERYKID. (2017, February 25). *Make it, take it*. https://www.youtube.com/watch?v=MIpFmiwpmP4
4	Website	Australian Sports Commission AIS. (n.d.). *Playing for Life*https://www.sportaus.gov.au/p4l?result_697283_result_page=2
4–5	Website	School Curriculum and Standards Authority. (2018, November 14). *Assessment Support Materials* https://k10outline.scsa.wa.edu.au/home/assessment/assessment-support-materials

Health and Physical Education, Physical Education

Shrinking goals – Learning sequence 1

A ball rolling activity to develop accuracy.

Equipment

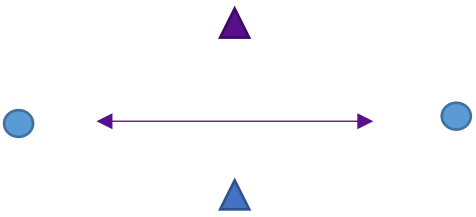
- Ball per two
- Two cones per two
- Two poly spots per two to mark where they stand (optional)

What to do:

- Children stand opposite each other with two cones approximately two metres apart between them.
- Child one rolls the ball between the two cones to child two, who rolls the ball back in the same manner.
- If both children are successful in rolling the ball between the cones, the cones are narrowed by a cone width on each side.
- Play continues in this manner until they have the cones touching with the next challenge placing the cones on top of each other with the aim being to hit the cones.

Variations

- Start the children close to one another and on completion of each round, have them step back and complete another round.
- If children are at differing skill levels, one child can be placed further back from the cones than their partner.
- Challenge the children to decide which partner gets to step back.



Health and Physical Education, Physical Education

Traffic lights – Learning sequence 4

An overarm throwing activity that requires children to throw beanbags into hoops at differing distances.

Equipment

- 10 beanbags per team
- Three (green, amber and red) hoops per team
- Poly spot/marker per team

What to do

- Have the children line up behind a marker.
- On the starting whistle children take turns aiming to overarm throw their beanbags, one at a time, into the green hoop. If they miss, they collect their beanbag and return to the throwing line and try again. Each child has three attempts to get it in the correct hoop, before moving to the end of the line. If the throw is successful, they also move to the end of the line.
- After the team lands all ten beanbags in the green hoop, children collect all the beanbags, return to the throwing line and commence overarm throwing into the amber hoop.
- After landing all ten beanbags in the amber hoop, children collect all the beanbags, return to the throwing line and commence overarm throwing into the red hoop.
- On completion of landing all ten beanbags in the red hoop they call ‘Stop!’ which stops the play.

Rules

- Children must throw overarm from the throwing line.
- Children must take it in turns to throw one at a time.
- If the beanbag lands in the hoop but then bounces out, it counts as being successful.
- If unsuccessful, children can have three attempts to get the beanbag in the hoop.



Health and Physical Education, Physical Education

Chicken run – Learning sequence 5

A simple tagging game that uses an overarm throw to release the captured chickens.

Equipment

- Beanbag each
- Bibs for taggers
- Cones to mark out playing area

What to do

- Nominate children to be the foxes who will tag the chickens.
- The remaining children are the chickens and carry a beanbag.
- Commence play.
- Chickens, if tagged, stand still and balance their beanbag on their head.
- Tagged chickens can be released if a free chicken overarm throws their beanbag to them. The free chicken then takes the beanbag back from the released chicken and they both resume the game.
- If the tagged chicken doesn't catch the beanbag the free chicken picks it up and both chickens resume the game.
- Chickens cannot be tagged while releasing another chicken.

Variations

- Stand on one leg and balance the beanbag on their head.
- Must catch the beanbag to be released.
- Change the form of locomotion the foxes have to use.
- Use a third of a pool noodle for the foxes to tag with.
- Chickens can be tagged whilst releasing.

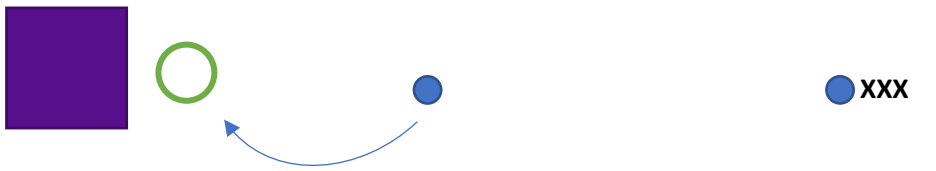
Health and Physical Education, Physical Education

Learning pathway: overarm throw relay challenge – Learning sequence 5

Ideas for a learning pathway include children:

- performing an under-over action crawling under an arch and jumping over an obstacle
  - arches could be made from:
    - half hoops (broken hoops) placed into tops of cones
    - large hurdles
    - pool noodles on posts stuck in the ground
    - two chairs back-to-back with a hoop over the chair backs and pulled apart
  - jumps could be:
    - small hurdles
    - small cones connected with a pole
    - small cones
    - poly spots.
- performing a dodge through cones or agility poles
- hopping on spots, or using agility ladders
- sitting on bottoms, lifting ball onto a cone using only their feet
- log rolling with beanbag between their feet from one hoop and place it in the hoop 3–5 metres away.
- picking up beanbags/balls with feet, rolling backwards and dropping into a bucket behind them.
- walk along a rope or along balancing blocks.

To complete the challenge, children are required to overarm throw a beanbag into the hoop.



What to do

Level one – Equipment relay

- One at a time, the children run out to the marked spot, overarm throw the beanbag into the hoop.
- If successful they collect the beanbag, and a piece of equipment, place the bean bag back on the throwing spot, and return to the start.
- If unsuccessful, children collect their beanbag and attempt the throw again. Children may have three attempts before returning to the start.
- Once all pieces of equipment are collected, children build a learning pathway with guidance from the teacher.

Level two – Learning pathway challenge

- Children perform the relay moving through the learning pathway to the marked throwing spot, and overarm throw the beanbag into the hoop.
- If successful, the children collect the beanbag and replace it on the throwing spot, returning through the learning pathway to high five the next player. If unsuccessful for three times, the children replace the beanbag and return through the learning pathway to high five the next player in line.

Humanities and Social Sciences

Learning sequence	Resource	Link/information
1	Book	Morgan, S. (2022). *Thank You Rain*. Magabala Books
	Book	Germein. K. (2002). *Big Rain Coming*. Penguin Australia Pty Ltd
2	Book	Steffensen, V. (2023). *The Trees: Learning Tree Knowledge with Uncle Kuu.* Hardie Grant Explore
3	Book	Brown, P. (2009*). The Curious Garden*. Hachette Children's Books
4	Video	Luke Bell. (2019, February 14). *Antarctica – The Frozen Continent – 4k Drone video* https://www.youtube.com/watch?v=TiXOQn7z9Hg

Mathematics

Learning sequence	Resource	Link/information
5	Book	Goldstone, B. (2017). *That's a Possibility!*, Henry Holt (BYR). Online as a read-aloud book: Christine Simons. *That's a Possibility!* https://www.youtube.com/watch?v=P2FqJi6fe90

Science

Learning sequence	Resource	Link/information
1	Book	Roennfeldt, R. (1980). *Tiddalick, the frog who caused a flood.* Penguin Books.
2	Book	Gray, J. (2014). *The Little Raindrop*. Sky Pony.
5	Book	Verde, S. (2016) *The Water Princess*. G.P. Putnam's Sons Books for Young Readers.

Technologies

Learning sequence	Resource	Link/information
3	Video	Kyrin Crafts. (2017, May 22). *How to Make a Paper Boat | Origami Boat | Origami Step by Step Tutorial* https://www.youtube.com/watch?v=b3QZpBL8-Tg
5	Website	ScratchJr https://www.scratchjr.org/

The Arts, Music

Learning sequence	Resource	Link/information
1	Song	Davies, S., & Splitter, P. (2007). *Bop in the Bath* https://www.youtube.com/watch?v=CbfIB6aOQJY
1–3	Songs	Susie Davies Splitter. *Apple tree* https://music.youtube.com/watch?v=CbfIB6aOQJY&list=PLuzQzfOPkvnxdtDzcbJMy4lTwoJuqoqAz
		Beth's Notes. (n.d.). *Kangaroo* https://www.bethsnotesplus.com/2016/01/kangaroo.html
1–3 and 5	Book	Porter, A., & Bancroft, B. (2005). *The Outback*. Magabala Books
1–5	Song	Susie Davies-Splitter & Phil Splitter – Topic. (2016, October 2015)*Welcome to Music*. https://www.youtube.com/watch?v=ReatYz6zVHY
3	Resource	Science World. (n.d.). *Whirly Tubes* https://www.scienceworld.ca/resource/whirly-tubes/
3–5	Poem	Beth's Notes. (n.d.). *Apple Tree Chant* https://www.bethsnotesplus.com/2020/09/apple-tree-chant.html
4–5	Song	John Luther Adams – Topic. (2017, January 19). *In the Rain* https://www.youtube.com/watch?v=tpuZ654e6Pc

The Arts, Visual Arts

Learning sequence	Resource	Link/information
1	Book	Manners, R. (2019). *Around Australia in 30 Places.* Wombat Books.
3	Resource	Perth Zoo. (May 2026). *Animals* https://perthzoo.wa.gov.au/animals
4	Website	Edith Cowan University. (May 2026). *Noongar Six Seasons* https://www.ecu.edu.au/centres/kurongkurl-katitjin/cultural-leadership/nyoongar-six-seasons

Appendix B

Observations and monitoring templates

English: Reading assessment template

Purpose: Formative

Assessment goal: Ongoing monitoring of reading development. Anecdotal record.

Child's name:_____

Dates of assessment	Draws on phonic knowledge to read regular CV, VC, CVC and CCVC and CVCC and CCCVC words	Uses phonic and vocabulary knowledge to read some authentic texts	Uses strategies, such as self-monitoring for meaning, or re-reading when meaning breaks down	Uses punctuation, such as full stops and commas, to read with developing fluency and prosody	Shares a response by making connections to own experiences and/or discusses character, setting, events in the poem

Mathematics: Learning sequence 1 – Money and Financial mathematics assessment template

Purpose: Formative

Assessment goal: To identify how children associate Australian coins to their value.

Child's name	Can recognise each coin or note, e.g. point and say 'This is a 5c coin.'		Can recognise value by comparison, e.g. 'I can buy more with 10c than with 5c.'		Can understand difference in value between dollars and cents		Additional comments

Health and Physical Education, Health Education: Learning sequence 5 – Self-reflection – Interacting with others monitoring template

Purpose: Formative

Assessment goal: To identify children's ability to demonstrate appreciation and encouragement of the behaviour of others

Child's name	Self-reflection comments – How am I kind and considerate of others?	Goals

Acknowledgements

This exemplar

Adapted from: Australian Government Department of Education [AGDE]. (2022). *Belonging, Being and Becoming: The Early Years Learning Framework for Australia (V2.0)*. Australian Government Department of Education for the Ministerial Council. Retrieved June, 2025, from https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks
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Years 1 and 2 Statement

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