



# Early childhood

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Teaching and learning exemplar  
Pre-primary, Term 1



## **Acknowledgement of Country**

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

## **Background**

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

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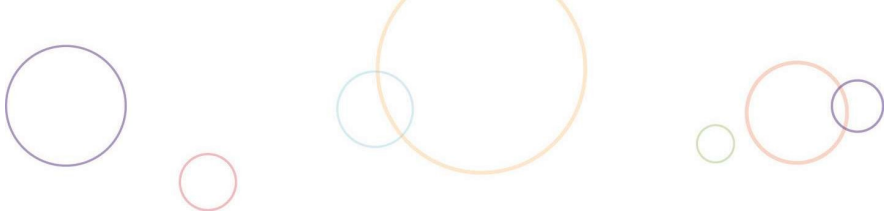
Any resources, such as texts and websites, that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandated or that they are the only resources relevant to the course. Teachers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

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## Contents

<b>The Western Australian Curriculum</b> .....	<b>1</b>
<b>This exemplar</b> .....	<b>1</b>
<b>Exemplar structure</b> .....	<b>2</b>
Catering for diversity .....	2
Using this exemplar.....	3
Links to electronic resources .....	3
<b>Best practice</b> .....	<b>4</b>
Teaching and learning.....	4
Assessing .....	4
Reflecting .....	4
<b>Early childhood phase of schooling (typically Kindergarten to Year 2)</b> .....	<b>5</b>
<b>Kindergarten and Pre-primary Statement</b> .....	<b>6</b>
<b>Learning sequence 1</b> .....	<b>9</b>
<b>Learning sequence 2</b> .....	<b>19</b>
<b>Learning sequence 3</b> .....	<b>29</b>
<b>Learning sequence 4</b> .....	<b>39</b>
<b>Appendix A</b> .....	<b>47</b>
<b>Appendix B</b> .....	<b>51</b>
<b>Acknowledgements</b> .....	<b>54</b>





## 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.

<b>Early Years Learning Framework Principles</b>	<b>Early Years Learning Framework Practices</b>
<ul style="list-style-type: none"><li>• Secure, respectful and reciprocal relationships</li><li>• Partnerships</li><li>• High expectations and equity</li><li>• Respect for diversity</li><li>• Ongoing learning and reflective practice</li></ul>	<ul style="list-style-type: none"><li>• Holistic approaches</li><li>• Responsiveness to children</li><li>• Learning through play</li><li>• Intentional teaching</li><li>• Learning environments</li><li>• Cultural competence</li><li>• Continuity of learning and transitions</li><li>• Assessment for learning</li></ul>

(Department of Education and Training, 2019).

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

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



## Exemplar structure

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

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

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

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

## Catering for diversity

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



### **Using this exemplar**

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

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

### **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.



## Kindergarten and Pre-primary Statement

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

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

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

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

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

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

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

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



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

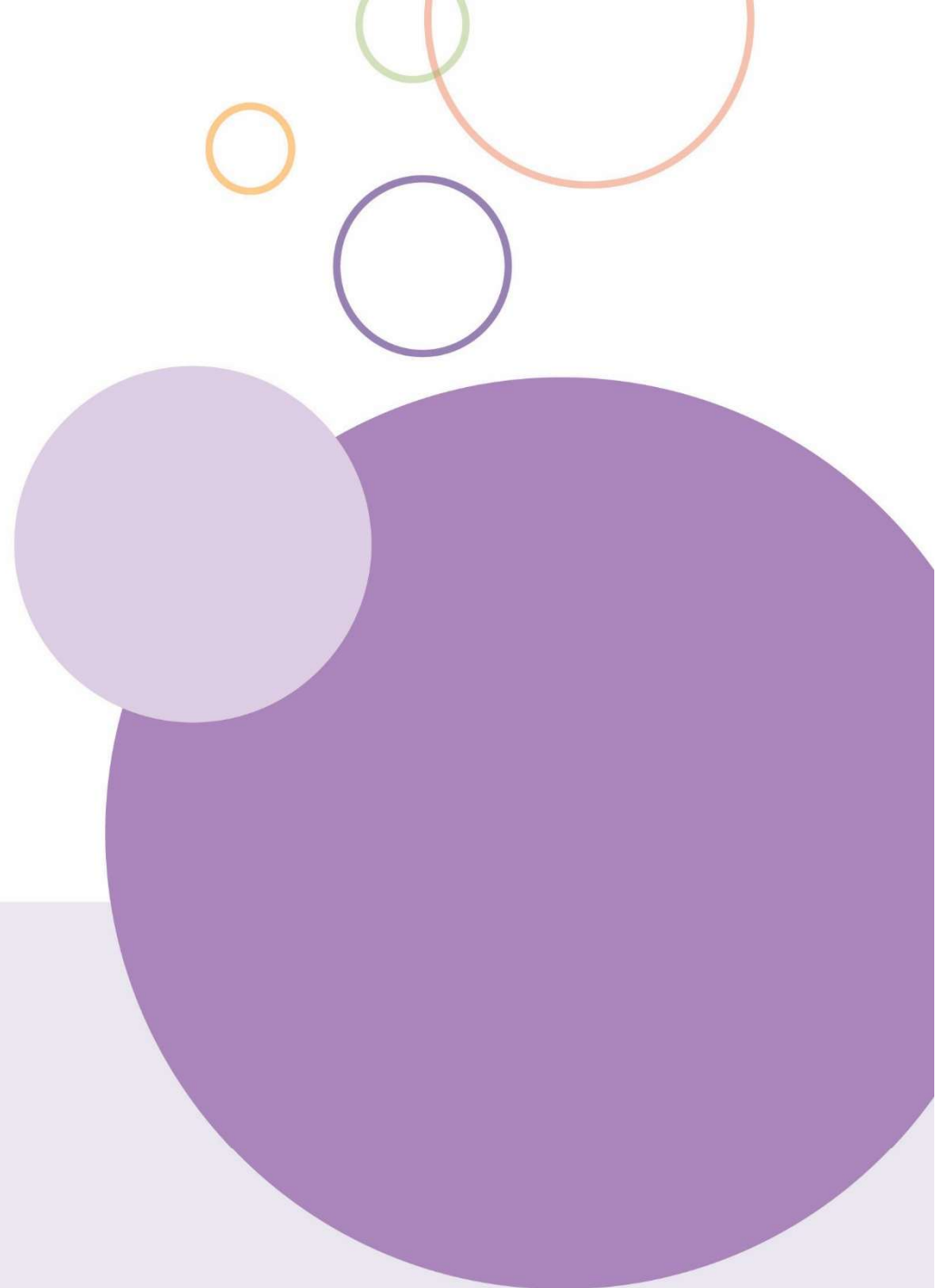
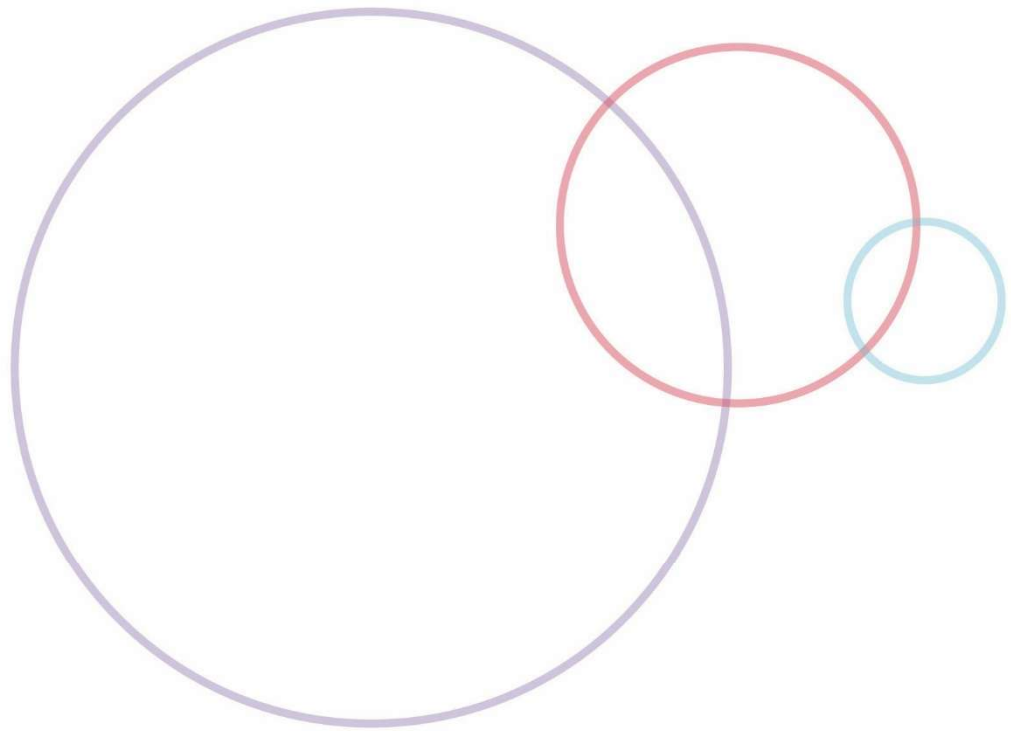
**Kindergarten and Pre-primary children have a positive sense of identity and wellbeing.**

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

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

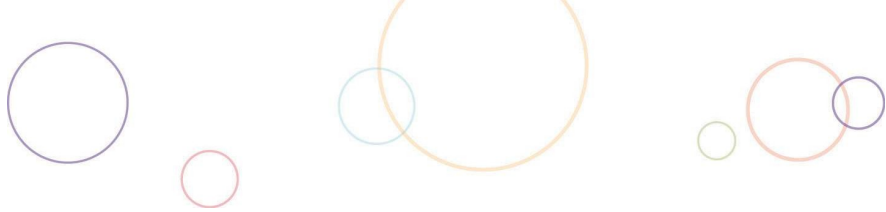
Educators acknowledge and partner with families as children's first and lifelong educators. These partnerships recognise and value the diversity of families, their aspirations for their children, and the unique knowledge and strengths they bring, which are embedded within the curriculum. Effective partnerships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





**Learning sequence 1**

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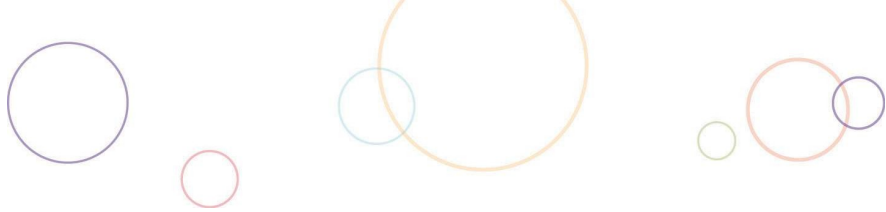
## Observation and monitoring in Term 1

English	Mathematics	Integrated learning
<p>Observe children's articulation during oral communication.</p> <p>Observe and annotate how children take turns during conversations.</p> <p>Observe and monitor how children engage with each other during play, e.g. are they transitioning through types of play appropriately?</p>	<p>Observe and checklist how children count to and from 10 (Appendix B) noting specifically:</p> <ul style="list-style-type: none"><li>• one-to-one correspondence</li><li>• recalling the sequence of numbers</li><li>• the order of the objects does not affect the amount</li><li>• changing the arrangement of numbers does not affect the count</li><li>• understanding the last number is the amount of the collection.</li></ul>	<p>Observe how children use language to describe colours and weather (Appendix B).</p>



## English – Learning sequence 1

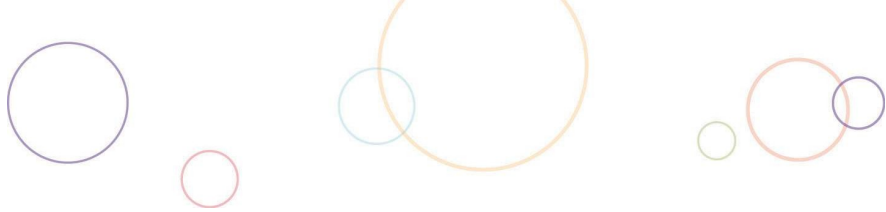
Western Australian Curriculum Language	Western Australian Curriculum Literature	Western Australian Curriculum Literacy
<p><b>Language for interacting with others</b></p> <ul style="list-style-type: none"> <li>Explore how language is used differently at home, in school and in communities depending on the relationships between people</li> <li>Explore different ways of using language to express opinions, likes and dislikes</li> </ul> <p><b>Text structure, organisation and features</b></p> <ul style="list-style-type: none"> <li>Understand that texts can take many forms, such as signs, books and digital texts</li> </ul> <p><b>Phonic and word knowledge</b></p> <ul style="list-style-type: none"> <li>Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness)</li> <li>Segment sentences into individual words and orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness)</li> <li>Recognise and name all upper- and lower-case letters (graphs) and know the most common sound that each letter represents</li> </ul>	<p><b>Literature and contexts</b></p> <ul style="list-style-type: none"> <li>Share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators</li> </ul> <p><b>Examining literature</b></p> <ul style="list-style-type: none"> <li>Explore and replicate the rhythms and sound patterns of literary texts, such as stories, poems, chants, rhymes and songs</li> </ul> <p><b>Creating literature</b></p> <ul style="list-style-type: none"> <li>Retell and adapt literary texts through play and performance</li> </ul>	<p><b>Interacting with others</b></p> <ul style="list-style-type: none"> <li>Interact in informal and structured situations by listening while others speak, including turn-taking and using features of voice, including volume levels</li> </ul> <p><b>Creating texts</b></p> <ul style="list-style-type: none"> <li>Create and deliver short spoken texts to report ideas and events (real or imagined) to peers, using features, such as appropriate voice modulation</li> </ul>



Teaching	Child-focused learning opportunities	Opportunities for exploration
<p>When transitioning children into a Pre-primary learning environment, spend time building relationships and creating personal connections between adult to child and child to child.</p>	<p>Role-play examples with the children and other adults demonstrating listening cues and echoes.</p>	<p>Play a game of <i>Who Am I</i> that focuses on the children and adults in the learning environment.</p>
<p>Establish how language and interaction skills are different between a home and school setting and co-construct expectations for learning.</p>	<p>Establish respectful behaviour expectations such as, active listening and turn-taking during discussions and conversations.</p>	<p>Role-play examples of active listening and turn-taking with the children and other adults. Highlight voice levels, body language and eye-contact.</p>
<p>Review the finger play for <i>Incy Wincy Spider</i> or other suitable rhymes. Repeat the rhyme with the children to practise movement and repetition of language. Introduce children to Aboriginal and Torres Strait Islander peoples' words, to suit the school context and rhyme.</p> <p>Innovate on the lyrics of <i>Incy Wincy Spider</i> to co-construct a different rhyme using six beats/syllables.</p> <p>Use rhymes that suit the school context.</p>	<p>Have children share action poems, chants or nursery rhymes they know.</p> <p>Have children participate in chanting a range of rhymes. Clap, stomp or tap these out to demarcate words.</p>	<p>In the outdoor learning environment, invite children to recreate <i>Incy Wincy Spider</i> using toy spiders and the downpipes.</p>
<p>Engage with a storybook or an online story about learning to listen such as <i>Listening Power Kids 1 Listen Better – Children's Story Telling Read Along</i> by Howard B. Wigglebottom (Appendix A). As a whole class, engage in a discussion about the story. Discuss how the story compares to what happens in the class.</p>	<p>Sing a song, such as <i>Hokey Pokey</i> and model how to listen for instructions.</p> <p>Play a game of Musical statues. Children listen to the music and when it stops, they must freeze until the music starts again.</p>	<p>Encourage children to use music to play games and create performances. Encourage children to take turns and listen to instructions from one another.</p>



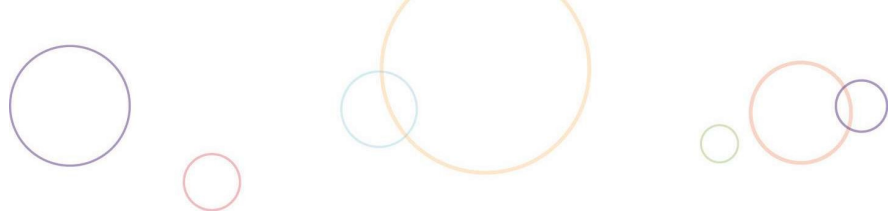
Teaching	Child-focused learning opportunities	Opportunities for exploration
<p>Introduce a book that references a familiar nursery rhyme, such as <i>The Cow Tripped Over the Moon</i> by Tony Wilson and Laura Wood (Appendix A).</p> <p>Discuss book features including title, author and illustrator. Explore imaginative features of the text and discuss how the images help add meaning to the story.</p> <p>Children compare the story to their own experiences.</p>	<p>Children identify sounds in the oral text that are familiar such as [m] as in moon. Identify initial sounds in children’s names.</p> <p>Children share thoughts and feelings with each other about the images from the book.</p> <p>Role-play the story in sequence and inspire imagination by innovating on the rhyme.</p>	<p>Sequence the story using images from the text or props, e.g. stuffed animal, dish and a spoon.</p> <p>Provide playdough and loose parts to create moons and other characters from the story.</p> <p>Play a game of ‘I spy’ using familiar oral sounds.</p> <p>Children become illustrators and create artwork that represents their favourite image from the story.</p>
<p>Engage children with a range of nursery rhymes, raps and chants. Provide tapping sticks and move to the beat.</p>	<p>Focus on rhyming words, word demarcation (segmenting sentences into individual words) and phoneme/grapheme correspondence as these are read and performed.</p>	<p>Provide nursery rhymes in print form with props for children to recite.</p> <p>Make an alphabet freeze with the children featuring nursery rhyme and storybook characters as they are encountered, e.g. after reading <i>Humpty Dumpty</i>, add his image to the &lt;H&gt;, or use the <i>Cow Jumped Over the Moon</i> to add dish, spoon, moon, etc.</p>



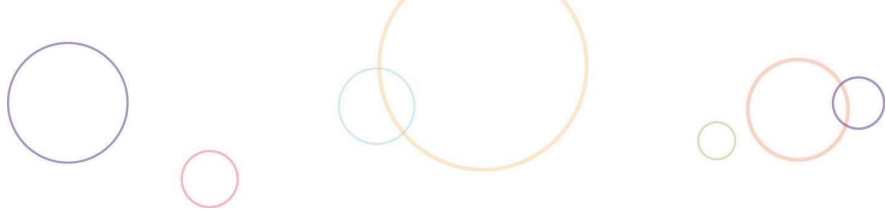
## Mathematics – Learning sequence 1

Western Australian Curriculum Number and algebra	Western Australian Curriculum Measurement and geometry	Western Australian Curriculum Probability and statistics
<b>Understanding number</b> <ul style="list-style-type: none"> <li>Say, read, write and order numbers up to 20, from any starting point. Count collections up to 20</li> <li>Subitise, partition and compare small collections</li> </ul>	This strand is not the focus of these learning experiences.	This strand is not the focus of these learning experiences.

Teaching	Child-focused learning opportunities	Opportunities for exploration
Compare numerals (up to ten) and align them to the quantities the children have created, e.g. a pile of seven objects with the numeral 7.	In the outdoor learning environment, children collect a quantity (less than 10) of natural objects. Children count the quantity and verbally identify the total.	
Practise counting in a variety of ways, e.g. other languages including home language or the language of the local Aboriginal and Torres Strait Islander peoples' language group.	Children jump on a floor-based number track and shout out the numbers as they jump. Additionally, the children create a quantity of items to represent the number they land on.	Set up a light table with manipulatives, e.g. cookie cutters with gems stones inside to practice counting.
	Children count quantities up to 10 with various manipulatives.	Children explore number tracks using chalk.

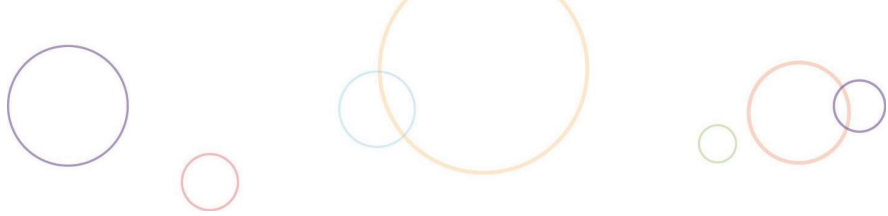


Teaching	Child-focused learning opportunities	Opportunities for exploration
<p>Play music and allocate a number up to 10, for children to group themselves in hoops.</p>	<p>Children dance around while listening to music, when the music stops the teacher says a number (less than 10) and children organise themselves into groups to match the number.</p>	
<p>Repeatedly sing counting songs, such as <i>There were ten in the bed</i> or <i>Five Little Monkeys</i>.</p>	<p>Children group and sequence animal figurines according to the story.</p>	<p>Children role-play counting songs using props and other materials to show quantities.</p>
<p>Use the book from the integrated learning opportunities, <i>The Waterhole</i> by Graeme Base (Appendix A), to role-play the number sequence using animal figurines.</p>		<p>Children create quantities of materials according to the story. Additionally, children can role-play being different animals in small groups by the watering hole. Provide the text as a stimulus to the sequence of animals.</p>
<p>Using a large dice, show children the different faces and have them call out the number of dots, subitising instead of counting.</p>	<p>Using manipulatives, such as counting bears, an adult makes a group of six or less and hides it behind their hand. When the adult reveals the group for a short time, the children need to subitise the group as quickly as possible.</p>	<p>Children play dominoes in pairs, using subitising to match the dots on each side. They can check each other's subitising by counting.</p>
<p>Lead a class discussion on subitising and why it is helpful and easier to use in situations when determining an amount of six or less.</p>	<p>Children roll a die, subitise the number and then count out a group of counters to match. Use the <i>Counting strategies</i> template (Appendix B) to record children's progress.</p>	



## Integrated learning – Learning sequence 1

Science	The Arts
<p><b>Science understanding</b></p> <p><b>Earth and space sciences</b></p> <ul style="list-style-type: none"> <li>• Daily and seasonal changes in the environment affect our local community and the world around us</li> </ul> <p><b>Science inquiry</b></p> <p><b>Planning and conducting</b></p> <ul style="list-style-type: none"> <li>• Participate in guided and self-initiated investigations safely</li> <li>• Make observations using comparison</li> </ul> <p><b>Processing, modelling and analysing</b></p> <ul style="list-style-type: none"> <li>• Represent and discuss observations and identify patterns</li> </ul>	<p><b>Visual Arts</b></p> <p><b>Ideas</b></p> <ul style="list-style-type: none"> <li>• Exploration of, and experimentation with, the visual art elements of shape, colour, line and texture</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Development of artistic skills through experimentation with:             <ul style="list-style-type: none"> <li>▪ shape (familiar shapes; simple 2D shapes)</li> <li>▪ colour (primary colours, secondary colours)</li> <li>▪ line (curved, straight, wavy, zigzag)</li> <li>▪ texture (familiar objects)</li> </ul> </li> </ul> <p>to create artwork</p> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>• Sharing artwork with others</li> </ul>



## Teaching – My connection to nature

Create a visual representation of daily weather changes using children’s illustrations, photographs or annotated observations, e.g. a child comments on the dark stormy sky outside and the teacher captures the child’s voice by scribing.

Observe the colours in nature. Discuss colour combinations and explore secondary colours. Discuss how colours in nature change according to the weather, e.g. dark sky before a storm.

Model creating ephemeral (transient/non-permanent) artwork using a variety of coloured items from nature in the playground that can be changed and manipulated.

Read a text such as *The Waterhole* by Graeme Base (Appendix A). Discuss the weather in summer and identify the seasons of the Aboriginal and Torres Strait Islander peoples of the local area. Inspire children to visualise how different weather can make them respond according to their senses. Invite a discussion about how the weather makes them feel, e.g. the smell of rain in winter, the sound of birds in spring, the feel of cold water on skin in summer and the colours of autumn. Teach children a variety of Aboriginal and Torres Strait Islander people’s words to describe different weather elements using local language, e.g. *babanginy* (lightning) or *mulgar* (thunder) in Noongar.

<https://www.ecu.edu.au/centres/kurongkurl-katitjin/cultural-leadership/nyoongar-six-seasons>.

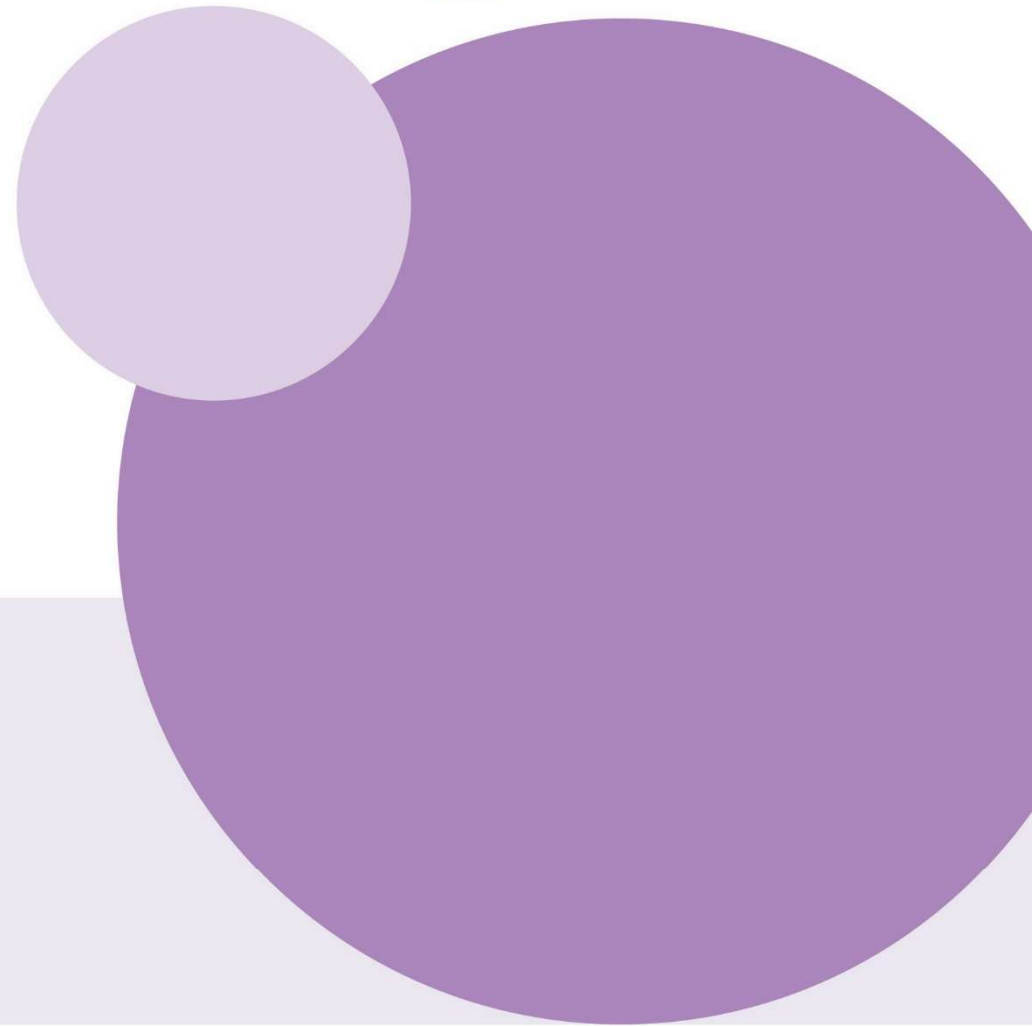
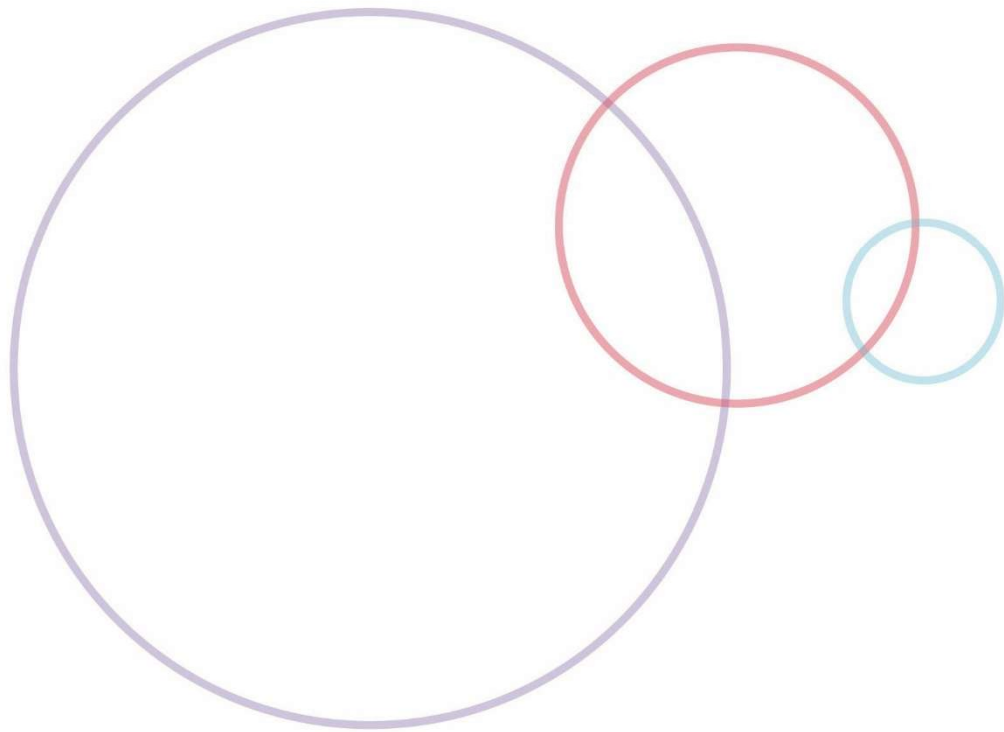
Guide children in an investigation and co-construct a survey that includes their favourite type of weather.

Child-focused learning opportunities	Integrated opportunities for exploration
<p>Children paint images with the colours they see in nature and once complete, identify colours in each artwork. Invite children to share their artworks with others.</p>	<p>Children create artworks by sorting and blending colours from collected natural resources, e.g. leaves, sticks, nuts, flower petals.</p> <p>Children use natural resources for printmaking using primary colour paints.</p> <p>Children use a digital device to take photographs that can be compared to show changes in weather.</p>



Child-focused learning opportunities	Integrated opportunities for exploration
<p>Role-play being a weather reporter and present the daily weather forecast to the class using content-appropriate language, such as sunny, rainy, windy, cloudy, stormy, cyclone, hot, humid.</p>	<p>Children wear dress-ups appropriate to different weather conditions, e.g. set up a beach scene, snowy mountain or desert.</p>
<p>Discuss the Australian seasons in Western Australia and compare them to the seasons of the local Aboriginal and/or Torres Strait Islander peoples' seasons, e.g. February is <i>Bunuru</i> in Noongar.</p> <p>Create an animal feeder. Document (photograph or draw) the birds/animals that live in the local area. Connect this experience to learning about colours by creating colour swatches to see what would blend in with the natural environment to attract more birds.</p>	<p>Children make animal habitats out of a range of materials, e.g. fallen sticks, cardboard boxes or fabric. Connect this experience to learning about colours by creating colour swatches to see what would blend in with the natural environment (inspired by <i>The Waterhole</i> text).</p>

Children's curiosities and interests:
Empty space for children's curiosities and interests



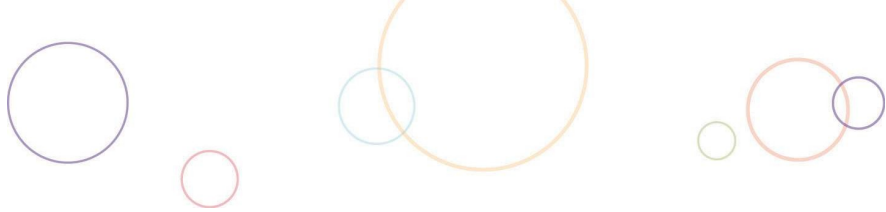
## Learning sequence 2

## English – Learning sequence 2

Western Australian Curriculum Language	Western Australian Curriculum Literature	Western Australian Curriculum Literacy
<p><b>Language for interacting with others</b></p> <ul style="list-style-type: none"> <li>Explore different ways of using language to express opinions, likes and dislikes</li> </ul> <p><b>Text structure, organisation and features</b></p> <ul style="list-style-type: none"> <li>Understand that texts can take many forms, such as signs, books and digital texts</li> </ul> <p><b>Phonic and word knowledge</b></p> <ul style="list-style-type: none"> <li>Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness)</li> </ul>	<p><b>Engaging with and responding to literature</b></p> <ul style="list-style-type: none"> <li>Respond to stories and share feelings and thoughts about their settings, events and characters</li> </ul> <p><b>Examining literature</b></p> <ul style="list-style-type: none"> <li>Explore and replicate the rhythms and sound patterns of literary texts, such as stories, poems, chants, rhymes and songs</li> </ul> <p><b>Creating literature</b></p> <ul style="list-style-type: none"> <li>Retell and adapt literary texts through play and performance</li> </ul>	<p><b>Texts in context</b></p> <ul style="list-style-type: none"> <li>Identify some familiar texts, such as stories and informative texts, and their purposes</li> </ul> <p><b>Interacting with others</b></p> <ul style="list-style-type: none"> <li>Interact in informal and structured situations by listening while others speak, including turn-taking and using features of voice, including volume levels</li> </ul> <p><b>Analysing, interpreting and evaluating</b></p> <ul style="list-style-type: none"> <li>Read decodable and authentic texts using developing phonic and word knowledge, and monitor meaning using context and emerging grammatical knowledge</li> </ul> <p><b>Creating texts</b></p> <ul style="list-style-type: none"> <li>Form most lower- and upper-case letters using learnt letter formations and correct starting points and directionality</li> </ul>



Teaching	Child-focused learning opportunities	Opportunities for exploration
<p>Take children on a walk around the school area and look for different signs, posters and other texts. Photograph some of them using a digital device and discuss their meaning and purpose.</p>	<p>Children create their own signs for locations within their learning environment. Discuss the messages that signs portray, e.g. for safety, for instructions, to entertain.</p>	<p>Children experiment with writing and/or drawing signs or labels at the writing station using a variety of writing mediums.</p>
<p>Read a range of texts to the children and discuss their meaning and purpose. Include texts that entertain, express opinions, provide information or tell you how to do something.</p>	<p>Provide opportunities for children to engage with authentic texts for a range of purposes across learning areas. For example, read a procedure to the children before starting an art activity or use a digital text to check for information in science.</p>	<p>Explore different text forms and their features, such as discussing a photograph in an informative book, checking the ingredient list in a recipe or listening to a poem for pleasure. Provide a range of texts for exploration.</p>
<p>Sing <i>Humpty Dumpty</i> and other nursery rhymes while modelling actions that focus on directionality and crossing the midline. For example, drawing large circles/ovals on flat surfaces and in the air.</p>	<p>Model and provide opportunities for children to draw patterns based on nursery rhyme characters, spirals to make spiders, wavy lines for hills, squiggles for sheep. Play a <i>Simon Says</i> game to develop gross motor skills, such as ‘Simon Says draw a giant spider in the air’.</p>	<p>Provide templates, paper, crayons and other materials for children to practise handwriting patterns that focus on shapes, directionality and proportions. Build fine motor skills with painting, cutting, stringing and other manipulative activities.</p>
<p>Read a book such as <i>After the Fall: How Humpty Dumpty Got Back up Again</i> by Dan Santat (Appendix A). Encourage children to predict the story based on the front cover and make connections between experiences. Model directionality when reading and turning pages.</p>	<p>Children make predictions about the text and orally identify their favourite part of the story. Explore characters in the text. Discuss how the author’s choice of words is accompanied by an image to make meaning. Children retell the story while being prompted with beginning, middle and end. Play <i>I spy</i> using rhyming words inspired by the text.</p>	<p>Children build their reading skills by experimenting with directionality and exploring book features in the reading nook when reading a range of nursery rhymes and other decodable and authentic texts.</p>



Teaching	Child-focused learning opportunities	Opportunities for exploration
<p>Read aloud a suitable rhyming picture book. Highlight the pairs of rhyming words and get children to provide other words that rhyme.</p> <p>Teach syllabification using clapping and stomping movements, e.g. Hump/ty (two syllables).</p>	<p>Play a <i>Willoughby wallaby woo</i> rhyming game, making adaptations for children’s names.</p> <p>Children use images to match rhyming words, e.g. dog/log.</p>	<p>During play, guide children to practise identifying syllables by drawing attention to words with multiple syllables.</p> <p>Children create a puppet show to retell the story or the nursery rhyme.</p>
<p>Continue to read, participate in and perform a range of nursery rhymes, chants, action poems and rhyming books.</p>	<p>Focus on rhyming words, word demarcation (segmenting sentences into individual words) and phoneme/grapheme correspondence as you read and perform these.</p> <p>Explore images in the text and how they contribute to meaning.</p> <p>Share likes, dislikes and opinions about the characters and events in the texts you are reading.</p>	<p>Provide poetry books and bookmarked sites for the children to enjoy songs, chants and poetry.</p> <p>Continue to add to the alphabet freeze with the children featuring nursely rhyme and storybook characters as you encounter them, e.g. after reading <i>Humpty Dumpty</i> add his image to the &lt;H&gt;, or use the <i>Cow Jumped Over the Moon</i> to add dish, spoon, moon, etc. after singing <i>Willoughby wallaby woo</i> add wallaby for W, and a spider for <i>Incy Wincy Spider</i>.</p>



## Mathematics – Learning sequence 2

Western Australian Curriculum Number and algebra	Western Australian Curriculum Measurement and geometry	Western Australian Curriculum Probability and statistics
<p><b>Understanding number</b></p> <ul style="list-style-type: none"> <li>Say, read, write and order numbers up to 20, from any starting point. Count collections up to 20</li> </ul>	<p><b>Two-dimensional space and structures</b></p> <ul style="list-style-type: none"> <li>Sort, name and represent familiar two-dimensional shapes and recognise them within the environment</li> </ul>	<p>This strand is not the focus of these learning opportunities.</p>

Teaching	Child-focused learning opportunities	Opportunities for exploration
<p>Create a model of a wall that Humpty Dumpty sat on. Invite a child to count the bricks required to build the wall using one-to-one correspondence.</p> <p>Teach the Stable Order Principle by practising counting in order up to ten and beyond to 20.</p> <p>Create a surprise bag filled with labelled stones (0–10). Invite children one by one to select a stone and place it on the mat, encouraging them to place the stones in order.</p>	<p>Children use interlocking blocks to represent a number chosen by the teacher, e.g. ‘Can you make me a tower of six?’ Repeat three times and place towers in order from smallest to largest, e.g. a tower of six, two and ten would be ordered two, six then ten. Additionally, offer children small labels to write the matching numeral for each tower.</p> <p>Create number labels (0–10) for children to hold. Children order themselves according to the Stable Order Principle.</p>	<p>Children select a number card and create a matching tower of interlocking blocks.</p> <p>Children use a basket of numbered resources, e.g. rocks, sticks, cards, blocks and place them in order.</p>



Teaching	Child-focused learning opportunities	Opportunities for exploration
Create an obstacle course that is labelled using the numbers from 0 to 10 in the incorrect order.	Children move through the obstacle course following the order of the numbers.	Children create their own obstacle course and number it accordingly. Invite children to experiment with other children's courses to check their sequence.
Identify and name 2D shapes in the environment. Discuss their features by identifying sides and corners.	Children use shape manipulatives to explore sorting and categorising shapes, e.g. create a group of shapes that have four sides.	Children draw shapes in the sand using a stick or their finger.  Children make shapes using shaving foam or matchsticks.



## Integrated learning – Learning sequence 2

Humanities and Social Sciences	Health and Physical Education: Physical Education
<p><b>Knowledge and understanding</b></p> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>The places people live in and belong to, the reasons places are special or important to people and their significance to Aboriginal and Torres Strait Islander peoples</li> </ul> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b></p> <ul style="list-style-type: none"> <li>Share prior knowledge about a topic</li> </ul>	<p><b>Movement and physical activity</b></p> <p><b>Movement skills</b></p> <ul style="list-style-type: none"> <li>Introduce fundamental movement skills:           <ul style="list-style-type: none"> <li>Body management               <ul style="list-style-type: none"> <li>static balance (one foot)</li> <li>climb</li> <li>line walk</li> </ul> </li> <li>Locomotor               <ul style="list-style-type: none"> <li>run</li> <li>hop</li> <li>gallop</li> </ul> </li> <li>Object control               <ul style="list-style-type: none"> <li>underarm throw</li> <li>underarm roll</li> <li>catch</li> </ul> </li> </ul> </li> <li><b>Interpersonal skills</b> <ul style="list-style-type: none"> <li>Cooperation skills when participating in physical activities, including partners, small groups and whole class</li> </ul> </li> </ul>



### Teaching – My connection to the community

Talk about where the school is located and make references to the local community, e.g. it is near the big park. Invite children to share their prior knowledge of the suburb that the school is located in. Children share and talk about areas of the community they use regularly, e.g. skate parks, footpaths.

Introduce the traditional name of the land on which the school is located, e.g. schools in the central Perth area are located on Wadjuk Noongar land. Discuss how Aboriginal and Torres Strait Islander peoples lived on the land before us. The name of the land comes from the dialect group that lives in that area. View an enlarged copy of a satellite image of the school and local area and circle the school on the map.

In the outdoor learning environment, create a replica classroom using large materials, such as cardboard boxes for buildings and blocks side by side to make pathways. Invite children to move between different areas of the school using body management skills such as line walking and one foot balance.

Display a cup of water, fresh food and an umbrella. Discuss how these three items represent basic needs of food, water and shelter. Encourage children to share other examples of food and shelter. Inform children of other basic needs such as clothing, rest, family, safety and love. Invite children to make connections between their learning by identifying the basic needs that are met while at school and compare these to home. Invite children to share their thoughts about what they use or where they go to get their own needs met, e.g. if hungry they go to their lunchbox or if thirsty they go to the water fountain/bottle.

### Child-focused learning opportunities

Children compare images of homes in different parts of Western Australia. Nurture a discussion by comparing the similarities and differences and how these features help meet the needs of the people living there, e.g. providing shelter. Inform children what this would have looked like for Aboriginal and Torres Strait Island peoples over 200 years ago.

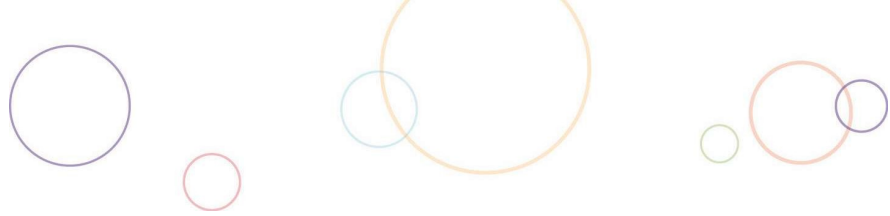
Guide children on a walk around the school area and take note of different homes and their features in your local area. Use these photographs to create a collage of 'home'. Inspire children to discuss how they feel when they are in their own home. Teach children about home as a physical place in which they live and also a feeling of being safe, secure and supported in different environments. Children draw their own home.

### Integrated opportunities for exploration

Children build a cubbyhouse to represent their home. Inspire creativity by including items such as a cushion for a bed, blocks to build a table or box to make a fridge.

Children use a 'small world tray' to create a replica classroom and surrounding area including ovals and bordering roads.

Children use images of Australian landscapes to explore rural locality. Children discuss the images, compare them to their school context and innovate on designs of those places during play.

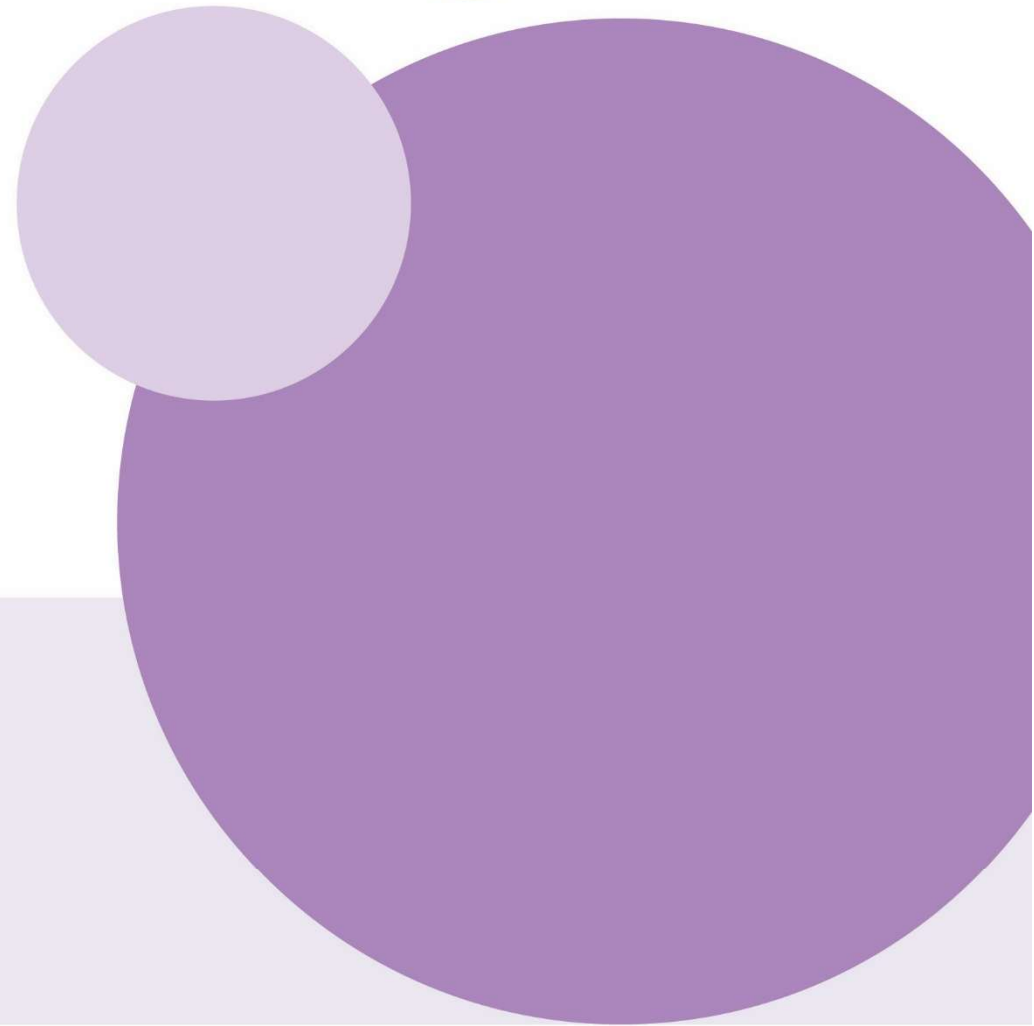
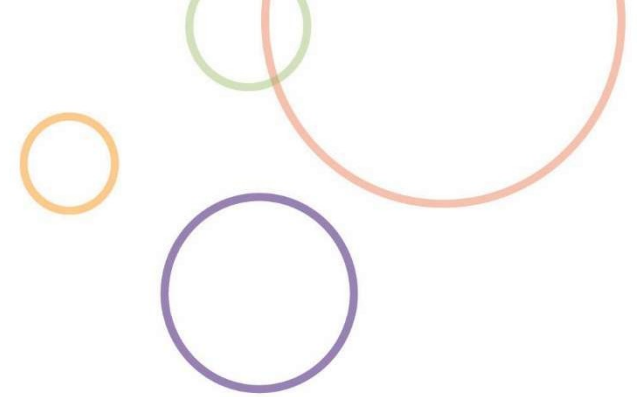
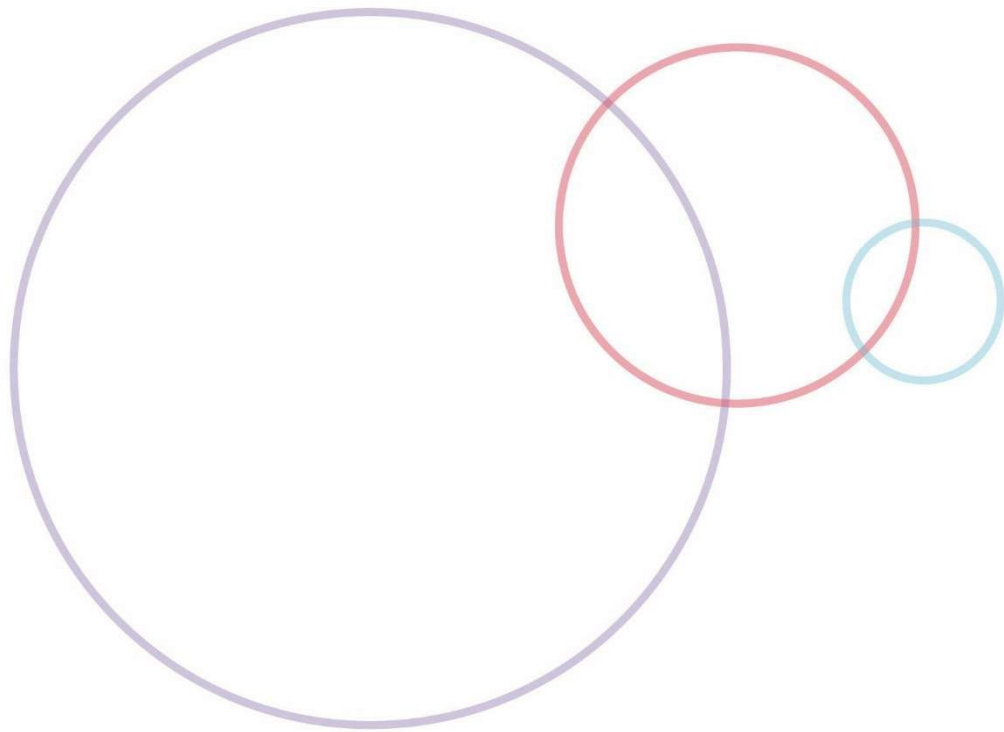


Child-focused learning opportunities	Integrated opportunities for exploration
<p>Compare a map of Indigenous Australia with a generic map of Australia side by side on the mat. Locate the approximate location (point to) of the school on both maps. Invite children to have a shared discussion about the difference between both maps. Teach children what each map represents.</p>	
<p>As a class, brainstorm and write a list of how the children are connected to and use their 'places' of home and school. For example, to learn, play, eat, sleep, be with family. Make connections between these uses of place and the way Indigenous Australians use their places.</p> <p>Introduce play for learning by completing some games used by Aboriginal and Torres Strait Islander peoples in the area local to the school. The Australian Sports Commission has a comprehensive resource detailing many Indigenous games, available here: <a href="https://www.ausport.gov.au/schools/resource-hub/yulunga">https://www.ausport.gov.au/schools/resource-hub/yulunga</a>.</p> <p>As a class consider the skills that may be developed playing these games.</p>	<p>Children explore the natural features of the school to identify objects that can take the place of traditional sports balls, e.g. large and small seed pods, light flat pieces of wood. Relate to the Indigenous games played.</p> <p>Children mimic the movements of local native animals and think about how to stretch and move their body to match the body features of these animals.</p>



**Children's curiosities and interests:**

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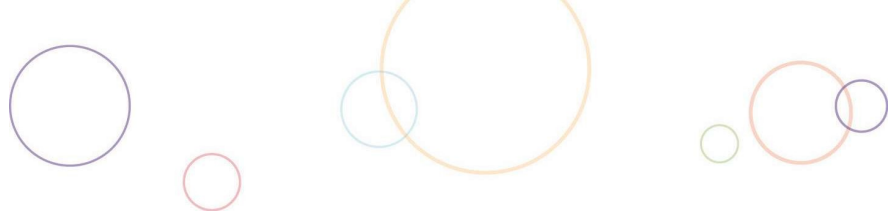


**Learning sequence 3**

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## English – Learning sequence 3

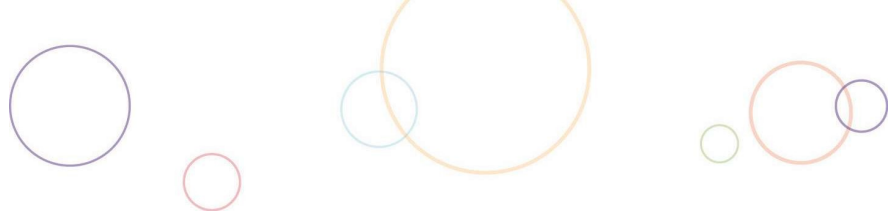
Western Australian Curriculum Language	Western Australian Curriculum Literature	Western Australian Curriculum Literacy
<p><b>Text structure, organisation and features</b></p> <ul style="list-style-type: none"> <li>Understand that texts can take many forms, such as signs, books and digital texts</li> <li>Recognise that some language in written texts is unlike everyday spoken language</li> </ul> <p><b>Language for expressing and developing ideas</b></p> <ul style="list-style-type: none"> <li>Recognise that sentences are made up of groups of words that work together in particular ways to make meaning</li> </ul> <p><b>Phonic and word knowledge</b></p> <ul style="list-style-type: none"> <li>Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness)</li> <li>Recognise and name all upper- and lower-case letters (graphs) and know the most common sound that each letter represents</li> <li>Read and write some high-frequency words and other familiar words</li> </ul>	<p><b>Engaging with and responding to literature</b></p> <ul style="list-style-type: none"> <li>Respond to stories and share feelings and thoughts about their settings, events and characters</li> </ul> <p><b>Examining literature</b></p> <ul style="list-style-type: none"> <li>Recognise different types of literary texts and identify features, including setting, events, characters and beginnings and endings</li> </ul>	<p><b>Interacting with others</b></p> <ul style="list-style-type: none"> <li>Interact in informal and structured situations by listening while others speak, including turn-taking and using features of voice, including volume levels</li> </ul> <p><b>Analysing, interpreting, and evaluating</b></p> <ul style="list-style-type: none"> <li>Explore comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning to understand and discuss texts listened to, viewed or read</li> </ul> <p><b>Creating texts</b></p> <ul style="list-style-type: none"> <li>Explore the use of digital tools to create or add to a visual or spoken text</li> </ul>



Teaching	Child-focused learning opportunities	Opportunities for exploration
<p>Set up an opportunity for the children to engage with nature. Discuss and scribe the children’s observations, e.g. I saw a huge tree. The birds were black and white with yellow wings.</p>	<p>Children work in pairs to create signs for the outdoor learning environment using words and images to represent their ideas, e.g. ‘Take care of our bugs!’ or ‘Please don’t feed the birds’.</p> <p>This could also be done to label objects with both Standard Australian English and the corresponding Aboriginal and Torres Strait Islander peoples’ language, e.g. tree, <i>boorn</i> (Noongar).</p>	<p>Provide a range of materials for children to create signs.</p> <p>Model how to create procedures for the outdoor area, e.g. how to keep the birds safe or how to take care of the frogs in the garden.</p> <p>Encourage the children to generate questions about the outdoor area or nearby nature area. Write these on charts and display for future exploration.</p>
<p>Explore informative digital texts, such as <i>Natural Wonders of Australia</i>  <a href="https://www.youtube.com/watch?v=EWan2YcodSM">https://www.youtube.com/watch?v=EWan2YcodSM</a>            (Appendix A).</p> <p>Use comprehension strategies, such as monitoring and questioning to make sense of the text.</p> <p>Invite children to share their thoughts and feelings about the experiences and texts.</p>	<p>Explore a nearby natural environment. Invite children to work in pairs to write ‘I wonder’ questions about plants and animals in the school yard or nearby community.</p>	<p>Read and watch texts about nature that are applicable to your context to find the answers to the children’s questions and generate more.</p> <p>Children create their own text to show what they have learnt, such as a video of natural wonders around the school yard using a smart device or a spoken text to a small group.</p>
<p>Read a fictional picture book about Australian animals or the environment, such as <i>Possum Magic</i> by Mem Fox (Appendix A).</p> <p>Explore comprehension strategies, such as previewing the book to predict, encouraging questioning to clarify, making connections to the settings or events, summarising the story by retelling main events.</p>	<p>Children respond to the story by sharing their thoughts and feelings.</p> <p>Sequence the story using images from the text.</p>	<p>Children create magic potions to help the characters in <i>Possum Magic</i>.</p> <p>Write letters to the characters in the writing corner.</p> <p>Create a story map using art materials or real objects.</p>



Teaching	Child-focused learning opportunities	Opportunities for exploration
<p>Explore the structure and purpose of recipes by following a recipe to make one of the foods from the text.</p>	<p>Expose children to reading recipes and following a procedural text. Work with them to follow simple recipes to make food from the story.</p> <p>Model innovating on the recipe using other ingredients, e.g. three spoons of frogs or two wriggly worms.</p>	<p>Explore simple cooking activities through online videos or recipe books.</p> <p>Children imitate cooking procedures in the mud kitchen or home corner. Record oral procedures on a device.</p>
<p>Read a text with a clear structure and a range of characters, such as <i>Wombat Stew</i> by Marcia K. Vaughan (Appendix A).</p> <p>Use comprehension strategies to explore meaning and discuss the characters, setting and events from the text.</p>	<p>Encourage children to add ideas to the innovated recipe, modelling the language features of recipes, such as action verbs and linking words.</p>	<p>Display images of the characters in the text. Invite children to share their thoughts and opinions about the characters.</p> <p>Children create characters in the art area using collage/paint/drawing/recycled materials.</p>
<p>Orally sequence the story using the structure of beginning, middle and end. Provide children with images from the texts and hoops, to explore sequencing and summarising the story.</p>	<p>Support the children to retell the story orally with the support of the images from the text.</p> <p>Identify known letters and familiar high frequency words in the text.</p> <p>Take children on a sound hunt using initial and end sounds, e.g. find something starting with the [t] sound or find something ending with the [p] sound.</p>	<p>Children make drawings or other representations of the objects used in the story to role-play the story and retell events.</p>



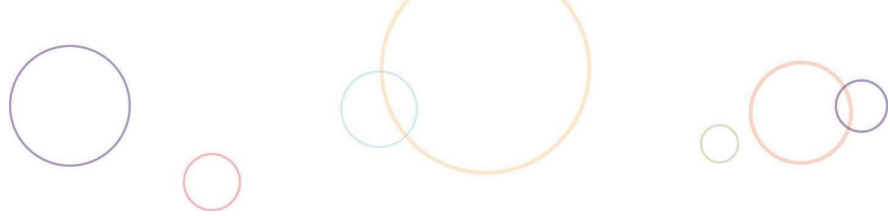
## Mathematics – Learning sequence 3

Western Australian Curriculum Number and algebra	Western Australian Curriculum Measurement and geometry	Western Australian Curriculum Probability and statistics
<p><b>Understanding number</b></p> <ul style="list-style-type: none"> <li>Say, read, write and order numbers to 20, from any starting point. Count collections to 20</li> <li>Subitise, partition and compare small collections</li> </ul>	<p><b>Two-dimensional space and structures</b></p> <ul style="list-style-type: none"> <li>Sort, name and represent familiar two-dimensional shapes and recognise them within the environment</li> </ul>	<p>This strand is not the focus of the teaching and learning.</p>

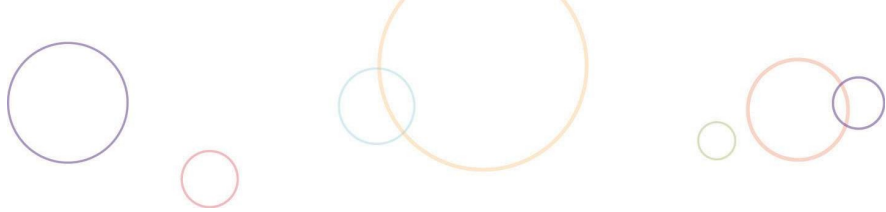
Teaching	Child-focused learning opportunities	Opportunities for exploration
<p>Read a story book that features counting such as <i>Counting our Country</i> by Jill Daniels or <i>Ten Scared Fish</i> by Ros Moriarty (Appendix A).</p>	<p>Use a puppet, stuffed animal or finger puppet to guide children to count forwards and backwards from 0–10. The puppet may count in the wrong order and need the children to help teach it the correct order.</p>	<p>Invite children to role-play being teachers and students during a maths lesson. Include manipulatives, a whiteboard and teacher dress-up clothes.</p> <p>Children role-play the counting stories using puppets or stuffed animals.</p>
<p>Roll a six-sided virtual die. Model how to subitise and invite children to subitise the number on the screen and call out the number name.</p> <p>Read <i>Anno’s Counting book</i> by Mitsumasa Anno. Show the page briefly and stop to subitise the groups of animals, plants, people, houses as you read each page.</p>	<p>Children count backwards or forwards from whatever number it lands on. Encourage children to use gross motor movements as they count, e.g. stomping or clapping.</p> <p>Children create quantities of manipulatives to match the virtual dice. Encourage children to copy the dice layout to practise subitising.</p> <p>Give children a blank sheet of paper and a group of blocks (six or less), in a container with an opaque lid. Children subitise the number of blocks they see by</p>	<p>In the outdoor learning environment, use a parachute to practice counting forwards and backwards from 10 to 0, e.g. counting backwards to blast off a rocket (let go of the parachute at the top).</p> <p>Subitising groups of natural items such as leaves, gumnuts, sticks, etc by showing the items quickly and then covering them up again.</p>



Teaching	Child-focused learning opportunities	Opportunities for exploration
	<p>taking the lid off and on again quickly. Draw a collection of objects like the book to represent the number. They can share their picture for other children to subitise.</p>	
<p>Model a variety of counting games for children to independently explore.</p>	<p>Children explore counting games/activities; for example, dice games, dominoes, card games, hopscotch, building block towers, number track games.</p>	<p>Provide children with a variety of manipulatives that have been labelled 0–6. These could be blocks, cars, rocks, cubes, gemstones, sticks or stuffed animals with the numbers attached to them. Children order the items using the numbers, counting forwards and backwards. For extension, increase the number to 10.</p>
		<p>Children roll a die and;</p> <ul style="list-style-type: none"> <li>• create a group of manipulatives to match</li> <li>• fill cups with the matching quantities</li> <li>• build towers with interconnecting blocks</li> <li>• thread the matching quantity of beads</li> <li>• make the matching quantity of playdough balls</li> <li>• line up the matching quantity of toy cars to race.</li> </ul>
<p>Show children cardboard cut into shapes. Discuss the shapes and their features. Show children matching shape attribute blocks. Discuss how different shapes have different attributes that help us to identify and sort them. Explain that 2D shapes are flat and can have straight/curved sides.</p>	<p>Children create prints using shape sponges or stamps.</p> <p>Children name and describe the shapes they use.</p> <p>Children use the printed shapes to create a 2D shape poster.</p> <p>Children sort objects found into those that have curved edges and those that have straight sides.</p>	<p>Children use long pieces of string to make 2D shapes.</p> <p>Children use connecting rods (magnetic, sticks, pop sticks or toothpicks) to form 2D shapes with straight edges.</p> <p>Children use geoboards and rubber bands to create 2D shapes</p>



Teaching	Child-focused learning opportunities	Opportunities for exploration
<p>Children explore the classroom to find objects that have attributes of 2D shapes in them, e.g. a rectangle within the whiteboard eraser.</p>	<p>Sort shapes according to the number of straight edges.</p>	<p>Children draw shapes in the outdoor learning environment using chalk.</p>
<p>Take children on a shape hunt in the indoor/outdoor learning environment.</p>	<p>Children find objects of various shapes.</p>	<p>Children use a device to photograph shapes in the outdoor learning environment.</p> <p>Children use baskets to categorise and gather different shapes from a variety of different environments, e.g. straight edges/curved edges.</p>



## Integrated learning – Learning sequence 3

The Arts	Humanities and Social Sciences
<p><b>Visual Arts</b></p> <p><b>Ideas</b></p> <ul style="list-style-type: none"> <li>• Exploration of, and experimentation with, the visual arts elements of shape, colour, line and texture</li> <li>• Exploration of natural and man-made materials when creating artwork</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>• Use a variety of techniques, to create 2D and 3D artwork inspired by personal experiences, ready for display</li> </ul>	<p><b>Knowledge and understanding</b></p> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• The globe as a representation of the Earth on which Australia and other countries can be located</li> <li>• The location of familiar places on a map</li> </ul> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b></p> <ul style="list-style-type: none"> <li>• Share prior knowledge about a topic</li> <li>• Pose and respond to natural curiosities about known objects, people, places and events</li> </ul> <p><b>Communicating and reflecting</b></p> <ul style="list-style-type: none"> <li>• Share observations and ideas, using everyday language</li> </ul>

Teaching – My connection to Australia
<p>View a map and/or globe of Australia and the world. Explore the locations of different places in Australia that are mentioned in a book, such as <i>Possum Magic</i> or <i>Are We There Yet?</i> Show children images of the places mentioned, including landforms, built features, flora and fauna. Find and discuss relevant images from digital texts, such as <i>Natural Wonders of Australia</i> <a href="https://www.youtube.com/watch?v=EWan2YcodSM">https://www.youtube.com/watch?v=EWan2YcodSM</a> (Appendix A).</p> <p>On a digital map, locate the school by zooming in to the suburb where it is located. Discuss the built and natural features of the surrounding area.</p> <p>Review the small world tray used to map the school that was created in Learning sequence 2. Identify the purpose of a map and how each map shows the location of different places. Discuss the places that are within your school that are man-made or natural, e.g. natural bushland.</p>



## Teaching – My connection to Australia

As a class, use resources to create a small world version of the local area. Photograph each area and create a map.

Take children on a guided walk around the school environment to observe the plants and objects such as large rocks. Model observing the Visual Arts elements of shape and line in nature and identifying familiar features, e.g. the curved line of a tree trunk or the smooth surface of a rock. During the walk, take images of local plants and try to identify which ones are Australian natives back in the classroom.

Invite children to draw their favourite plants, modelling first and using language from Visual Arts.

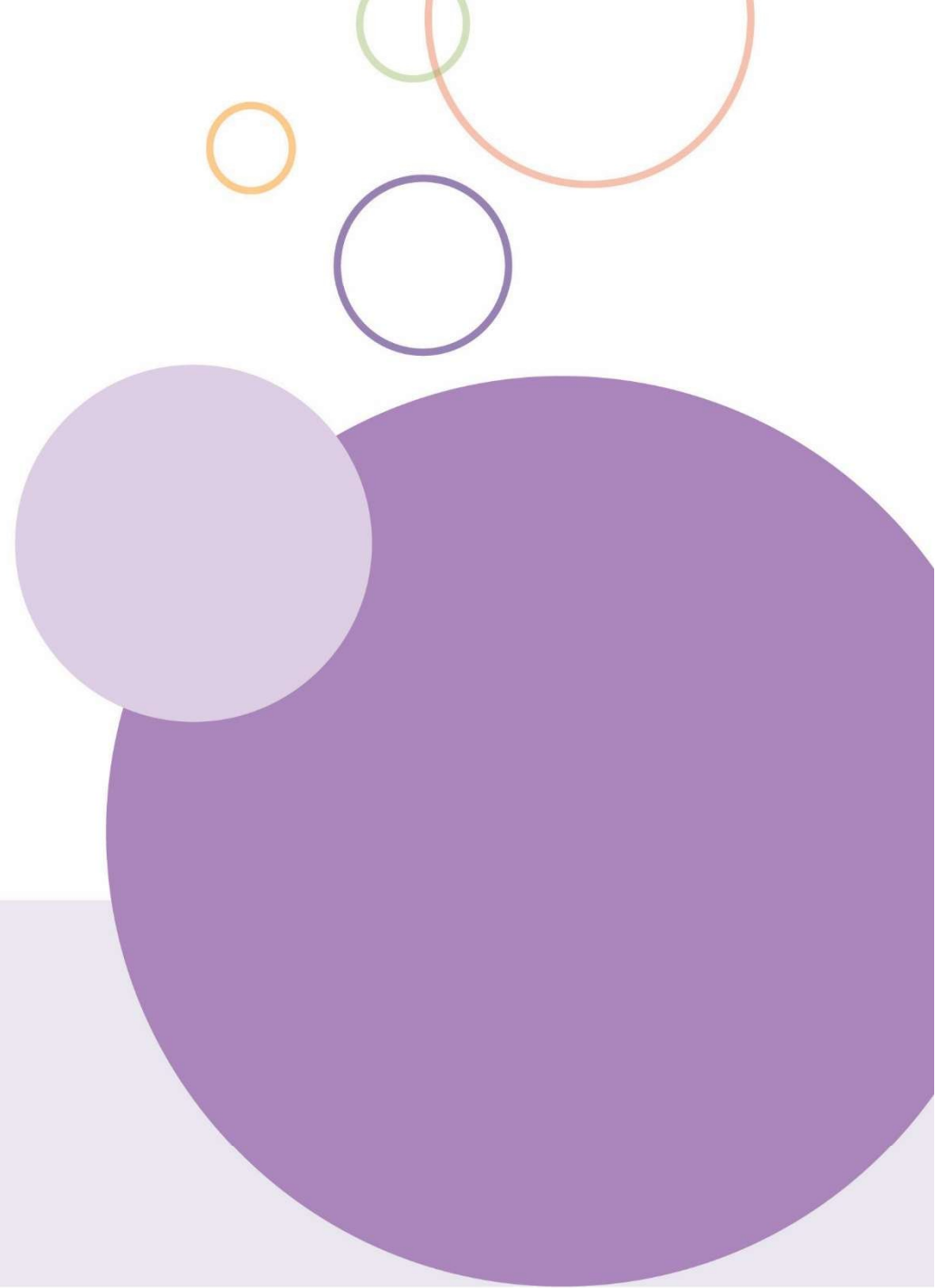
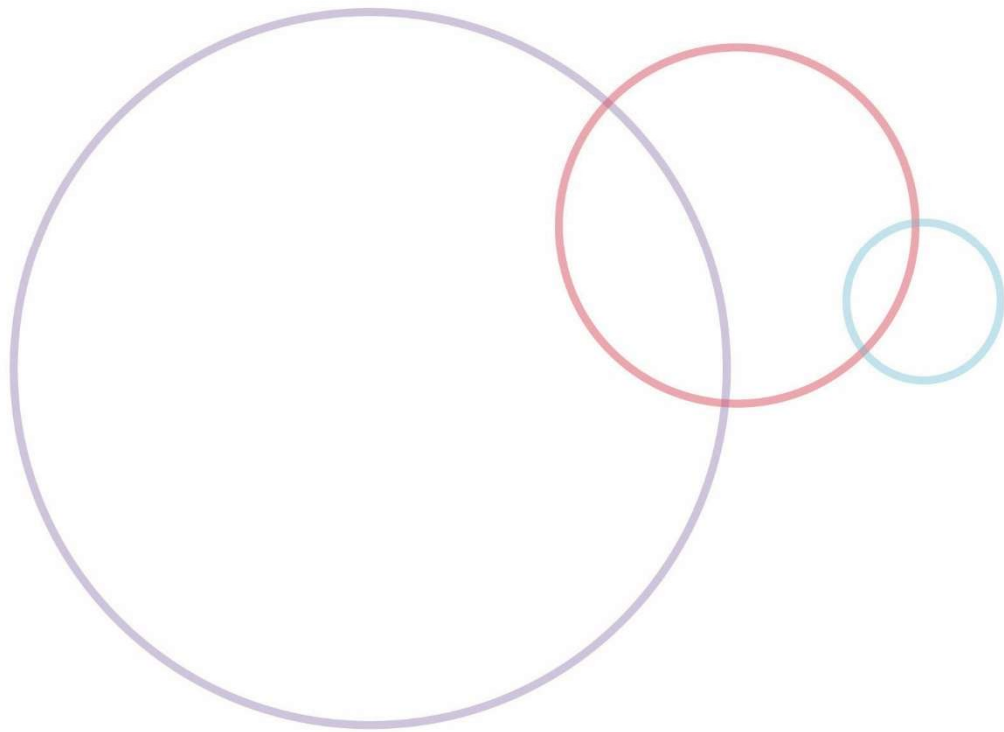
Draw a large outline of Australia. Identify some plants, animals, natural and built features for each state, for example the black swan, kangaroo paw, Swan River and Houses of Parliament in Western Australia. Place images of these on the map.

Child-focused learning opportunities	Integrated opportunities for exploration
<p>Children observe shapes in nature and identify familiar shape features while on the guided walk.</p> <p>Children compare images of native plants to plants found in the local area.</p> <p>Children gather natural resources and sort according to Visual Arts elements of shape and line.</p> <p>Inspire children to create pictorial maps of places familiar to them using loose parts, found items or art materials, e.g. create a pictorial map of the classroom or their house.</p>	<p>Children use a range of materials to draw or create a representation from above of their playground from a birds-eye view perspective, for example boxes, blocks, paint.</p> <p>Children sketch images of plants in the school yard using charcoal.</p> <p>Explore different textures while categorising natural resources. Encourage children to use their senses to describe what they see, feel, smell and hear.</p> <p>Using natural materials, children create ephemeral (transient) artwork and take photographs to capture their creativity.</p>



**Children's curiosities and interests:**

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**Learning sequence 4**

## English – Learning sequence 4

Western Australian Curriculum Language	Western Australian Curriculum Literature	Western Australian Curriculum Literacy
<p><b>Text structure, organisation and features</b></p> <ul style="list-style-type: none"> <li>• Understand that texts can take many forms such as signs, books and digital texts</li> <li>• Recognise that some language in written texts is unlike everyday spoken language</li> </ul> <p><b>Language for expressing and developing ideas</b></p> <ul style="list-style-type: none"> <li>• Recognise that sentences are made up of groups of words that work together in particular ways to make meaning</li> </ul> <p><b>Phonic and word knowledge</b></p> <ul style="list-style-type: none"> <li>• Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness)</li> <li>• Segment sentences into individual words and orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness)</li> <li>• Recognise and name all upper- and lower-case letters (graphs) and know the most common sound that each letter represents</li> <li>• Read and write some high-frequency words and other familiar words</li> </ul>	<p><b>Engaging with and responding to literature</b></p> <ul style="list-style-type: none"> <li>• Respond to stories and share feelings and thoughts about their settings, events and characters</li> </ul> <p><b>Examining literature</b></p> <ul style="list-style-type: none"> <li>• Recognise different types of literary texts and identify features, including setting, events, characters, and beginnings and endings</li> </ul>	<p><b>Interacting with others</b></p> <ul style="list-style-type: none"> <li>• Interact in informal and structured situations by listening while others speak, including turn-taking and using features of voice, including volume levels</li> </ul> <p><b>Analysing, interpreting, and evaluating</b></p> <ul style="list-style-type: none"> <li>• Explore comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning to understand and discuss texts listened to, viewed or read</li> </ul> <p><b>Creating texts</b></p> <ul style="list-style-type: none"> <li>• Explore the use of digital tools to create or add to a visual or spoken text</li> </ul>



Teaching	Child-focused learning opportunities	Opportunities for exploration
<p>Watch a short film designed to entertain such as, <i>Coin Operated – Animated Short Film</i>  <a href="https://www.youtube.com/watch?v=5L4DQfVlcdg">https://www.youtube.com/watch?v=5L4DQfVlcdg</a>            (Appendix A).</p>	<p>Children discuss the film with one another including the setting, characters and events.</p> <p>Encourage children to make connections between the film and their own experiences and share these experiences with one another.</p> <p>Encourage the children to generate questions about the texts and respond to each other’s questions and statements.</p>	<p>Children use recycled boxes to create their own coin operated machine and share oral stories for where their machine will take them.</p> <p>In the reading nook, children view images in imaginative texts and compare them to their own personal experiences.</p> <p>Children paint or draw pictures of their favourite texts, characters or settings.</p>
<p>Read a picture book about the world that features rhyming words such as, <i>All the World</i> by Liz Garton Scanlon (Appendix A).</p> <p>Re-read parts of the story putting emphasis on rhyming words. Pause the reading to allow the children to pre-empt the text and provide rhyming words. Play ‘I hear with my two ears, a word that rhymes with ...’</p> <p>Teach children how to represent the phonemes in words using a frame and counters. Count the phonemes and graphemes in words such as cat, hold and ship.</p>	<p>Children identify the rhyme in one syllable words and generate new rhyming words. Use the assessment template (Appendix B) to monitor children identifying and reproducing rhyming sounds.</p> <p>Provide children with a grapheme on a card or self-adhesive label and invite them to find an object in the room that begins with the corresponding phoneme and bring it to the mat. Children show their items to one another and tell each other the initial sound and the name of the object.</p> <p>Put a number of objects in a mystery bag. Make sure all but one start with the same sound, e.g. ‘You could have a car, a coin, a cat, a cube, a picture of a cloud and a daisy’. The children say the words and identify the odd one out.</p>	<p>Provide children with a basket of objects, or images of objects, with names that rhyme. Children group pairs of objects together.</p> <p>Children draw images representing rhyming words with a partner, e.g. one child draws a pig and another can draw a wig.</p> <p>Children sort objects from a basket according to initial or final sounds.</p> <p>Match pictures of rhyming words to play Snap, e.g. fish/dish, mat/cat, ship/tip.</p> <p>Leave images of simple Consonant-vowel-consonant (CVC), Consonant-consonant-vowel-consonant (CCVC) and Consonant-vowel-consonant-consonant (CVCC) words on a table along with counters and phoneme frames to allow children to practise segmenting.</p>



Teaching	Child-focused learning opportunities	Opportunities for exploration
<p>Tell the children a story. With the children, identify the main events and retell them in order.</p> <p>Model a five-sentence summary of the story, e.g. <i>Once upon a time, Suddenly one morning, After a while, Luckily, And in the end ...</i></p> <p>Repeat the reading and have students generate their own five-sentence story with a partner.</p> <p>They can then draw and caption five images and record the five-sentence story onto a device.</p>	<p>Have children draw an image of an event that is meaningful to them. Scribe a sentence and cut the sentence into words. Help the children to reconstruct the sentence and glue the words along the bottom of their picture.</p> <p>Encourage the children to tell a story about this event.</p>	<p>Children use magnetic/foam/wooden letter tiles to create words from the enlarged sentence strip.</p> <p>Model placing letters together to create words and segmenting and blending to read.</p> <p>Leave images from familiar texts in the writing corner for children to sequence and write captions.</p>



## Mathematics – Learning sequence 4

Western Australian Curriculum Number and algebra	Western Australian Curriculum Measurement and geometry	Western Australian Curriculum Probability and statistics
<p><b>Understanding number</b></p> <ul style="list-style-type: none"> <li>Say, read, write and order numbers up to 20, from any starting point. Count collections up to 20</li> </ul>	<p><b>Two-dimensional space and structures</b></p> <ul style="list-style-type: none"> <li>Sort, name and represent familiar two-dimensional shapes and recognise them within the environment</li> <li>Show and describe position and movement in familiar locations</li> </ul>	<p>This strand is not the focus of the teaching and learning.</p>

Teaching	Child-focused learning opportunities	Opportunities for exploration
<p>Show children cards with the numerals 0–20 out of order and ask them to orally identify the value of each card.</p> <p>Use images of familiar objects such as furniture, toys, animals, spots on ladybugs etc to practise subitising.</p>	<p>Invite children to order and sort the number cards into less than ten and more than ten. Children create collections to align with each number, once ordered.</p> <p>Investigate different ways children would like to count to 20, e.g. clapping, stomping, jumping or high-fiving.</p> <p>Make collections of six or less and ask children to subitise. Move the items around without adding or taking any away and ask children to tell you how many there are now. Children will learn to recognise that the amount stays the same even if they are moved into a different configuration.</p>	<p>Children build towers out of connecting cubes. Children create a tower using any number of cubes (less than 20), then use one-to-one correspondence to identify the total quantity of cubes in their tower. The children find other class members with towers that have the same amount of cubes. Encourage children to compare quantities by placing their towers side by side to others.</p> <p>Children investigate making different representations for numbers 0–20 by making concrete collections, drawing visual representations and matching these to numeral cards.</p>



Teaching	Child-focused learning opportunities	Opportunities for exploration
<p>Take the class on a shape scavenger hunt in the outdoor learning environment. Orally guide children to find different shapes and objects, accept children identifying both 2D shapes and 3D objects.</p>	<p>Children gather shapes and objects from the environment and sort them into piles. Clarify children only need to photograph or draw the 2D aspect of the object if it cannot be collected.</p>	<p>Children create a poster that identifies different items that have 2D shapes within them, e.g. a cube has a square face, a triangular prism block has a triangle face.</p>
<p>Position different 2D shapes on the mat.  Model and teach positional language using figurines. Move them into different positions and describe the location, e.g. behind, next to, inside, over/under.</p>	<p>Guide children to move a horse/car figurine around the different shapes using everyday language to give simple directions such as go around the square twice, jump over the big circle hoop and drive over the triangle.</p>	<p>Children create a village in the construction corner and add 'shape attribute blocks'. Children give one another verbal instructions to move around the village or to find the shapes hidden in the structure, e.g. 'There is a square hidden behind a wall, but you have to walk over three triangles first'.</p>



## Integrated learning – Learning sequence 4

Technologies	Humanities and Social Sciences
<p><b>Design and Technologies</b></p> <p><b>Contexts</b></p> <p><b>Engineering principles and systems</b></p> <ul style="list-style-type: none"> <li>• Objects can be moved when force is applied</li> </ul> <p><b>Digital Technologies</b></p> <p><b>Data representation</b></p> <ul style="list-style-type: none"> <li>• Data can be represented as objects and images</li> </ul>	<p><b>Knowledge and understanding</b></p> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• The globe as a representation of Earth on which Australia and other countries can be located</li> </ul> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b></p> <ul style="list-style-type: none"> <li>• Pose and respond to natural curiosities about known objects, people, places and events</li> </ul>

Teaching – My connection to the world
<p>Re-read the story <i>All the World</i> by Liz Garton. Engage children in a discussion about the ‘world’ and create a brainstorm of children’s prior knowledge and understandings about this topic, including family ties to different locations around the world. Show children images of families around the world to show the cultural diversity of family structures.</p> <p>Show children a globe and locate Australia, as well as other places they are familiar with, such as where they were born or where their parents are from. Discuss the unique features of Australia, e.g. it is an island surrounded by water. After the discussion, collect data about children’s favourite country and invite them to illustrate a flag for the most popular country.</p> <p>In pairs, provide children with images/toys of different transport methods, e.g. airplane, bus, car, submarine, bike, boat, rocket, hot air balloon, personal watercraft, train or motor bike. Encourage children to discuss these methods of transport with one another using a cooperative learning strategy, such as talking partners.</p> <p>Inform children of engineering principles for how these modes of transport move, e.g. an engine moving a propeller/wheel or moving the vehicle forward/upward using force. Use the toys to model these movements and pose questions about effective methods of transport if we were to travel to a different location in the world. Categorise transport methods according to their shape/size/how they move, e.g. push, pull, bounce, slide, fall or float.</p>



Child-focused learning opportunities	Integrated opportunities for exploration
<p>Children create an icon to represent themselves and their parents. Guide children to use the icons to make a life-size pictorial graph on the mat showing the location of where they are from, e.g. place all images of people born in Australia under a label 'Australia'.</p> <p>Create a whole class papier-mâché globe. Once dry, use coloured paints to paint the land and sea. Label countries children are familiar with (using information from discussions about family ties). Label Australia.</p> <p>Create a treasure map that locates hidden treasure around the school yard.</p> <p>Provide children with playdough/non-hardening oil-based clay to create a mode of transport of their choice. Children manipulate the materials and use a range of tools to create a vehicle.</p> <p>Guide children to use digital technologies to play <i>Pushing and Pulling</i> <a href="https://www.scottle.edu.au/ec/viewing/L700/index.html">https://www.scottle.edu.au/ec/viewing/L700/index.html</a> (Appendix A).</p>	<p>Children explore a globe and read books about the world in the reading nook. Display the class pictorial graph and discuss the locations they know. At the writing table, children draw maps, using symbols and images supported by nearby picture prompts.</p> <p>Children paint images of Australia surrounded by ocean. Provide abstract images of Australia to inspire children's creativity.</p> <p>Children explore using different transportation toys in the sandpit and outdoor learning environment.</p> <p>Children construct a small world community featuring different vehicles to transport people around. Children explore applying force to the vehicle to move between locations and across different surfaces.</p>

Children's curiosities and interests:



## **Appendix A**

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Resources

## English

Learning sequence	Resource	Link/information
1	Online story	Howard B. Wigglebottom. (2015, March 11). <i>Listening Power Kids 1 Listen Better – Children’s Story Telling Read Along</i> [YouTube clip]. <a href="https://www.youtube.com/watch?v=n7lvJJ11NhU">https://www.youtube.com/watch?v=n7lvJJ11NhU</a>
	Book	Wilson, T. & Wood, L. (2017). <i>The Cow Tripped Over the Moon</i> . Glen Huntly, VIC: Story Box Library.
2	Book	Santat, D. (2018). <i>After the fall: How Humpty Dumpty got back up again</i> .
3	Video	Into the Wild Films. (2016, August 7). <i>Natural Wonders of Australia</i> [YouTube clip]. <a href="https://www.youtube.com/watch?v=EWan2YcodSM">https://www.youtube.com/watch?v=EWan2YcodSM</a>
	Books	Fox, M., & Vivas, J. (1991). <i>Possum Magic (Voyager Books)</i> (First ed.). HMH Books for Young Readers. Vaughan, M. K., & Lofts, P. (2008). <i>Wombat Stew</i> . Scholastic.
4	Video	Two Ghosts. (2018, November 14). <i>Coin Operated – Animated Short Film</i> [YouTube clip]. <a href="https://www.youtube.com/watch?v=5L4DQfVlcdg">https://www.youtube.com/watch?v=5L4DQfVlcdg</a>
	Book	Scanlon, L. G., & Frazee, M. (2009). <i>All the World</i> (1st ed.). Beach Lane Books.

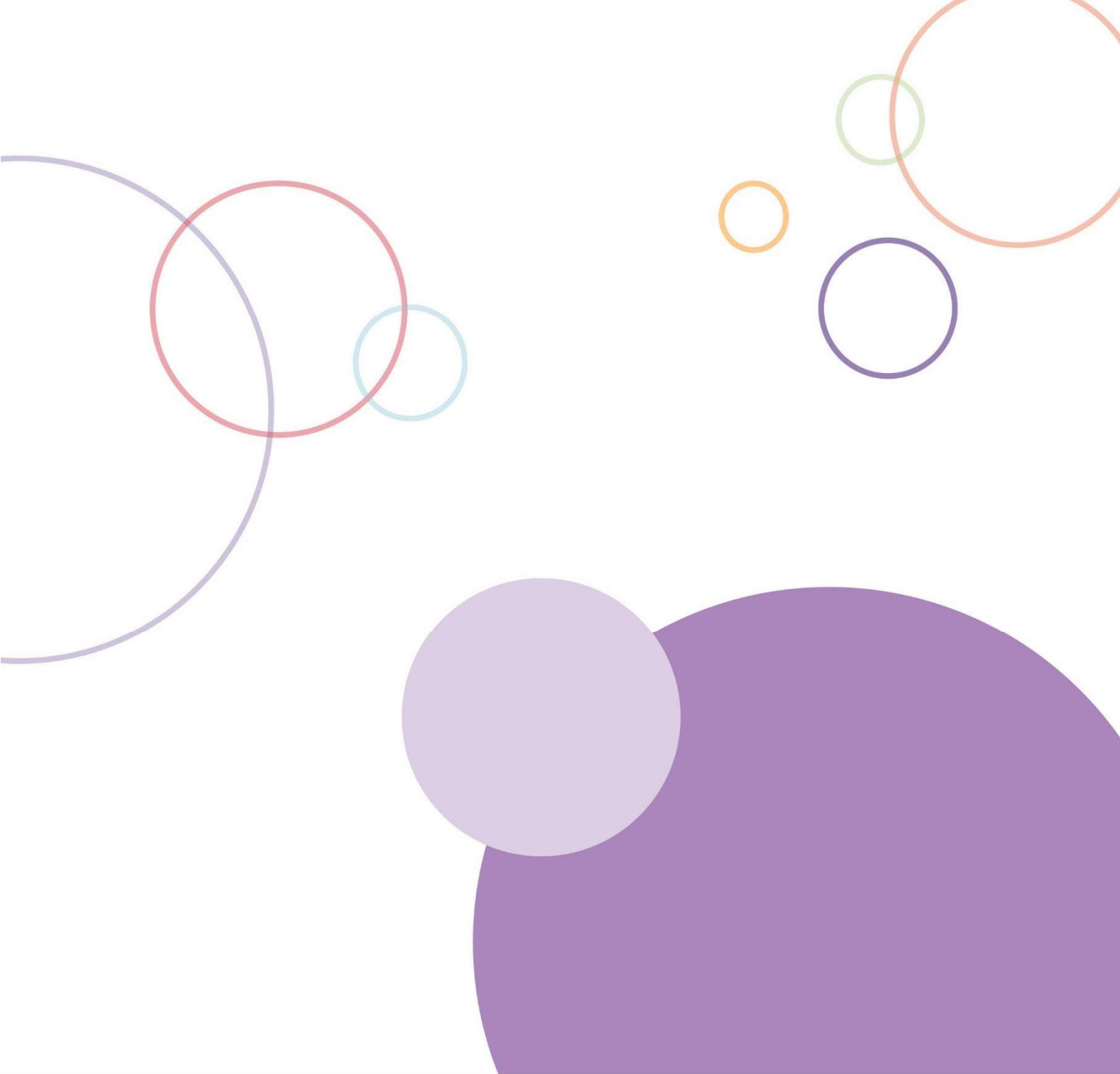
## Mathematics

Learning sequence	Resource	Link/information
1	Book	Graeme Base. (2017). <i>The Waterhole</i> . Puffin Books, Penguin Random House Australia.
3	Books	Daniels, J. (2020). <i>Counting our country</i> . Moriarty, R. (2013). <i>Ten scared fish</i> . Crows Nest, N.S.W: Allen & Unwin Children's Picture books, activity books & early learning material. Mitsumasa Anno. (1977) <i>Anno’s Counting Book</i>

## Integrated learning

Learning sequence	Resource	Link/information
1	Book	Graeme Base. (2017). <i>The Waterhole</i> . Puffin Books, Penguin Random House Australia.
	Resource	Australian Sports Commission, Yulunga Traditional Indigenous Games <a href="https://www.ausport.gov.au/schools/resource-hub/yulunga">https://www.ausport.gov.au/schools/resource-hub/yulunga</a>
3	Book	Alison Lester. (2004). <i>Are we there yet?</i> Penguin Books Australia
4	Book	Liz Garton Scanlon & Frazee, M. (2015). <i>All the World</i> . Little Simon, An Imprint of Simon & Schuster Children's Publishing Division.
	Game	Education Services Australia. (n.d.). <i>Pushing and Pulling</i> . <a href="https://www.scootle.edu.au/ec/viewing/L700/index.html">https://www.scootle.edu.au/ec/viewing/L700/index.html</a>



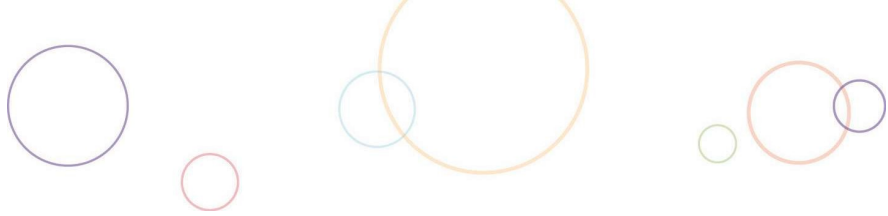


## **Appendix B**

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Observation and monitoring templates





**Pre-primary task sheet template: <insert task name>**

Purpose:						
Date:						
Identity		Connecting and contributing		Wellbeing		Confident and involved learners
Effective communicators						
English	Health and Physical Education	Humanities and Social Sciences	Mathematics	Science	Technologies	The Arts
<insert photo of child doing the activity>				Learning task: <explain the purpose of the task>		
Teacher note:				Student voice:		



## Acknowledgements

### This exemplar

Adapted from: Department of Education and Training. (2019). *Belonging, Being & Becoming – The Early Years Learning Framework for Australia*.

© Commonwealth of Australia. Retrieved October, 2021, from

<https://www.dese.gov.au/national-quality-framework-early-childhood-education-and-care/resources/belonging-being-becoming-early-years-learning-framework-australia> (Original work published 2009)

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### Best practice

#### Assessing

Adapted from: Department of Education and Training. (2019). *Belonging, Being & Becoming – The Early Years Learning Framework for Australia*.

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### Kindergarten and Pre-primary Statement

Adapted from: Australian Government Department of Education [AGDE]. (2022).

*Belonging, Being and Becoming: The Early Years Learning Framework for Australia* (V2.0). Australian Government Department of Education for the

Ministerial Council. Retrieved March, 2026, from <https://www.acecqa.gov.au/belonging-being-becoming-early-years-learning-framework>

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