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



Early childhood

Teaching and learning exemplar

Year 1, Term 2

Acknowledgement of Country

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

Background

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

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The Western Australian Curriculum

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

This exemplar

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

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

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

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

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

Exemplar structure

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

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

Note: This teaching and learning exemplar provides a series of learning experiences that addresses some aspects of the 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
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 print and digital texts are organised using features, such as page numbers, table of contents, headings and titles, navigation buttons, swipe screens, verbal commands, links and images **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) • Compare how images in different types of texts contribute to meaning	**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	**Analysing, interpreting and evaluating** • Describe some similarities and differences between imaginative, informative and persuasive texts • Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning in texts by drawing on vocabulary and growing knowledge of context and text structures **Creating texts** • 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 some 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?)*
	Books: Carle, E. (1994). *The Very Hungry Caterpillar* (1st ed.). World of Eric Carle (Appendix A); Hughes, C. D. (2015). *First Big Book of Bugs* | National Geographic Little Kids. Random House US. (Appendix A). Imaginative and information books about insects, cards for writing on and displaying, insects, smart device.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The focus of the teaching and learning is to explore the differences between imaginative and informative texts. • Teach the children that nouns represent things, verbs represent processes (what is happening), adjectives represent qualities and adverbs represent detail about how, when or where. This needs to be taught in context, as a word such as 'fly', could be a noun or verb depending on how it is used in a sentence; for example, 'The fly came through the window.', 'A bird has wings to fly.' • The learning experiences should be combined with opportunities to explicitly teach phonic and word knowledge through oral language and effective systematic approaches that align with the school context. **Assessment** • Observe the children identifying nouns and verbs in a learning experience, such as sorting simple sentences with a noun or verb underlined into groups. For example: ▪ The insect can fly. ▪ A fly has six legs. ▪ A bee collects pollen. ▪ A wasp has a sharp sting.	**Opportunities** • Display a range of fiction and non-fiction books about insects, such as *The Very Hungry Caterpillar* and *First Big Book of Bugs*. Before reading the imaginative book about insects, model how to predict, using the cover of the books, the title and blurb. ▪ Read the story for enjoyment and invite the children to make connections to their own experiences. ▪ Discuss the purpose of the text by posing the question 'Is this a book you would read if you wanted to learn facts about caterpillars?' Elicit, with a discussion, the purposes of informative or reference books, and how their features are different from fictional stories. ▪ Work with the class to sort a selection of books into fiction and non-fiction. ▪ View an informative book about insects (and/or other bugs, such as spiders) and compare the cover page to that of the imaginative text to discuss the differences. ▪ Invite the children to call out some questions that they would like answered about insects, such as 'Do all insects lay eggs?', 'Are spiders insects?' ▪ Model how to use the index, contents page, headings, page numbers, diagrams etc. of a text to find the answers. ▪ Allow the children time to browse the books and write some questions on cards for later discussions and modelling. • With the children, browse the books to brainstorm a list of insects, such as bees, flies, butterflies, wasps, beetles. ▪ Write the name of each insect (noun) on a separate card and display the cards. ▪ Search the books for the things that insects do (verb), such as fly, crawl, jump, hunt, dig, build. Write each one on a separate card.

Teacher intentions	Learning experiences
	▪ Shuffle (mix up) the noun and verb cards and read each word one at a time, and have the children decide if the word is a noun or verb. Discuss how some words may be both and we can only tell from the context; for example, 'The fly came in the window.', 'A bird can fly.' Think of other examples, such as the words sting or jump. ▪ Use the noun and verb cards to pair up and display the pairs; for example, 'bees buzz', 'wasps sting', 'beetles crawl'. Once complete, add adjectives and adverbs to create a series of clauses; for example, 'Colourful butterflies glide gently.' ▪ Guide the children to build their own clause about an insect using the same pattern (adjective, noun, verb, adverb). Have the children write and draw their clause. ▪ Similar clauses could be used to build a class poem, such as an alphabet poem where each child is allocated a letter, such as 'A – adorable beetles scurry quickly, B – busy bees dart excitedly, C – colourful butterflies flutter lightly.'

Teacher self-reflection:

Health and Physical Education, Health Education – Learning sequence 1

Western Australian Curriculum **Personal, social and community health**
Healthy and active communities • Benefits of healthy eating and regular physical activity on health and wellbeing

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 ball.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The focus of the teaching and learning is on identifying healthy behaviours that lead to wellbeing, which will be discussed further in the following stages. • When discussing food with the children, it's important to use strengths-based language and talk about a 'balanced' diet, and foods that support wellbeing, rather than use terms like 'healthy' or 'unhealthy'. • It is important to encourage measured discussions about food, ensuring children understand the importance of a balanced diet, rather than a restricted diet, e.g. 'It's okay to have dessert, but you might not have it every night.' **Integration ideas** • Technologies, Design and Technologies – Food specialisations ▪ Familiar foods are sourced from various places. ▪ Foods are prepared in various ways for consumption. **Assessment** • Observe the children's participation in discussions and activities to assess their understanding of actions that support wellbeing	**Opportunities** • Discuss the children's ideas of wellbeing. ▪ Guide a conversation about actions they can take to promote wellbeing, e.g. be sun smart, stay hydrated, exercise frequently, eat a balanced diet, be kind and inclusive. • Invite the children to play a game in which they stand in a circle and toss a ball around the circle. Every second (or fifth or tenth) person who gets the ball must share an action they can take to promote wellbeing. • Have the children then record these ideas in a manner that is meaningful to them. For example: ▪ poster ▪ video clip ▪ news piece ▪ report ▪ mind map. • Discuss challenges people might face when trying to stay active and healthy, e.g. they could be tired, busy and/or forgetful, and ways in which these challenges can be tackled, e.g. visual reminders.

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 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: Kids Yoga Stories – *5 Ocean Yoga Poses for Kids*. https://www.kidsyogastories.com/ocean-yoga-poses-for-kids/ (Appendix A). Coloured poly spots, *Fish Frenzy* activity (Appendix A), bibs/sashes, cones.

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• Engage the children in a yoga pose and discuss the benefits of movement and physical activity.
• Establish clear rules and boundaries for the physical education space.
Activity 1
• Students practice dynamic balance in *Fish Frenzy* when dodging
• Discuss strategies to keep themself and others safe
  ▪ Scan the playing area
  ○ Look where you are going
  ▪ Dodge around others to avoid bumping
  ▪ Find space and create space by moving away from others
  ▪ Change pace, e.g. slow down or speed up to avoid a collision.
• Identify and explain rules and fair play when participating in physical activities.
• Keep rules simple, e.g. be respectful, responsible, safe and do our best.
• Establish rules that keep us safe, e.g. gentle tags, staying upright.
• Explain the rules for *Fish Frenzy*:
  ▪ If you are a jelly fish you cannot move off your spot
  ▪ Only the sharks can move to tag
  ▪ Run when your fishy name is called
  ▪ You are safe when you cross the line on the opposite side.
• Reflect with the children
  ▪ How did it make you feel when someone didn't play fair?
  ▪ Is making mistakes OK? (The more we play and practise, the better we become.)
• Poly spots may remain scattered around the playing space. When the children are tagged, they can find the closest spot to stand on to be a jellyfish.
	Opportunities
	Tuning in
	• Display the *5 Ocean Yoga Poses for kids* on a screen. Have the children find a coloured poly spot and adopt a yoga pose of choice while waiting for teacher instruction. The children aim to hold each pose for ten seconds.
	• Establish an 'attention getter' for movement time and practise this at regular intervals, e.g. teacher blows a whistle and the children stop, look and listen.
	Activity 1 – Fish Frenzy
	• Discuss:
	  ▪ What is the goal/aim of the game?
	  ▪ What are the rules for the game?
	  ▪ Why are the rules part of the game?
	• Engage the children's prior knowledge of rules by listing some of the rules in their regular classroom and discuss the purpose of each of these rules.
	  ▪ Should the rules for the classroom be different for Physical Education?
	• Develop suitable rules to ensure positive feelings are experienced when they play safely and fairly.
	• Explain to the children they are all going to turn into fishy characters to play a game of *Fish Frenzy*. They will need to watch out for the hungry sharks as they cross from one side to the other.
	• Introduce and demonstrate the game of *Fish Frenzy*.
	• Perform a practice round without sharks, running to the opposite side when their character name is called.
	• Observe and adjust the play as needed.
	• Reflect on the play.
	• Restart the play with sharks to allow the children to apply understanding.
	• As a class, reflect on how the children took turns and participated in safe play.

Teacher intentions	Learning experiences
• If there are winners at the end of a game, teach the children how to celebrate the win. Commend the winner with some explicit feedback. • Teach the children the 'taggers choice' rule that the tagger is always right. This means that even though you may not have felt the tag because it was on your shirt or jacket, it doesn't mean you didn't get tagged. Develop an honesty system, whereby you trust the players to be honest and play fairly. **Assessment** • Global check of the class, making note of the children who require further instruction to understand the rules of the game.	

Teacher self-reflection:

Humanities and Social Sciences – Learning sequence 1

Western Australian Curriculum Knowledge and understanding	Western Australian Curriculum Humanities and Social Science skills
Geography • The location of local places and their natural, managed and constructed features	**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 **Communicating and Reflecting** • Present findings in a range of communication forms, using relevant terms

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Books that include maps, such as Leedy, L. (2003). *Mapping Penny's World* (First ed.). Square Fish. (Appendix A). Internet sites with maps, digital device for taking and printing photographs.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • Key concept: place. • The focus of this teaching and learning is for the children to develop their understanding of place and explore what features make up different places. **Integration ideas** • English – Literacy: imaginative texts. **Assessment** • Observe and make anecdotal notes about each child's prior knowledge of places.	**Opportunities** • On a whiteboard, draw a shape to represent an island. Invite the class to share their prior knowledge about islands with one another. ▪ While adding information to the island, model creating symbols that represent different landscapes and objects, e.g. mountain, volcano, river, house, school etc. ▪ Ask the children to contribute ideas to put on the map and invite them to place marks on the map. ▪ Introduce the class to the terms 'natural' and 'constructed' when drawing the symbols to represent the different features. ▪ Together, create a fictional story about the island by naming it and making up some historical facts, e.g. 100 years ago the island grew peanuts but now, because of drought, it grows sweet potatoes. • Ask the children to independently draw a map on a whiteboard. They can use the modelled symbols or create their own to represent things on their map. ▪ When complete, ask the children to place their whiteboard map on a desk or the floor so the class can explore. ▪ Explain that they will be exploring all the maps by engaging in a gallery walk. ▪ Encourage the children to stop at the maps and discuss what they see with their peers who are around them. Challenge the children to identify natural and constructed features on the maps. • Take an individual photo of each child holding their map. Print and display in the classroom. • Read an information book or narrative that includes a map, such as *Mapping Penny's World*. ▪ Talk about the map of Australia and what it represents. Identify Australia as an island as it is surrounded by water. Point out each of the States and

Teacher intentions	Learning experiences
	Territories to discover if the children have any personal connection to them, e.g. grandparents live in Queensland etc. ▪ Engage the children in a sharing strategy, such as an inside/outside circle. Pose questions to motivate discussion, such as ○ Have you ever been on a road trip? ○ Did you recognise any of the places that were mentioned in the story? ○ Are there any similar places close to us? • In the story, the family visited many places. Each place had something different to do such as hiking in the mountains, a rodeo and beach combing. ▪ Discuss the activities that can be done in the place that the children live and the location of these places. ▪ Teacher to write the responses on the board. • Ask the children to represent their favourite community activity in any way they choose, e.g. paint, draw, playdough, loose parts, write.

Children's curiosities and interests:

Mathematics – Learning sequence 1

Western Australian Curriculum Number and algebra	Western Australian Curriculum Measurement and geometry	Western Australian Curriculum Probability and statistics
Understanding number • Say, read, write and order numbers to 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 • Explore partitions of numbers with small collections using part-part-whole relationships	**Two-dimensional space and structures** • Name and classify familiar two-dimensional shapes based on sides and vertices using informal language • Directly and indirectly compare lengths, including by counting uniform informal units	This strand is not the focus of this teaching and learning.

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?)*
	Place value chart showing ones, tens and hundreds, 120 chart cut into individual numbers (Appendix A), container or bag, manipulatives such as pop stick bundles or MAB; 2D plastic shapes and fruit (or card) cut into matching 2D shapes; charts, manipulatives, number tracks; cups labelled with different quantities, beans for counting, two items for direct length comparison, 2D shapes made from blank card/paper.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
 	
Place value
• Continue to model ways to count quantities using groups of ten. Highlight that 10 + 10 is 20, rather than saying 'two tens'. This process allows the children to see that two groups of ten is the same as one group of twenty.
 	
Patterns in skip counting
• By associating manipulatives to a number line, the children are able to visually experience the growing pattern, consolidating foundations to understand both number patterns and skip counting.
• Being exposed to and starting to understand the patterns in the number system will assist the children in developing understanding and fluency in counting.
 	
Shapes
• Source and cut fruit into different 2D shapes prior to the first lesson and ensure adequate sets of shapes are available (or make some using thick card).
• Label cups with different quantities.
 	
Incidental and naturally arising opportunities
• Consistently take advantage of opportunities to encourage the children to practise counting and mathematical language in everyday activities.
• Through daily routines, call attention to time-telling to the hour (prior knowledge) and to duration, such as months, weeks and days.
 	
Assessment
• Observe how the children start to identify patterns in skip counting routines.
	Opportunities
	
	Activity 1
	• Present a place value chart showing ones, tens and hundreds to demonstrate how numbers up to 120 can be represented in the place value chart.
	• Cut up a 120 chart into individual numbers (Appendix A) and place in a container or bag.
	• Using concrete materials, draw out a number and as a class or in small groups, have the children make that amount using manipulatives, such as pop stick bundles or Multibase Arithmetic Blocks (MAB).
	• Using the language of ones, tens and hundreds, ask the children to describe this number as they write it on the place value chart; for example, 'My number had 2 bundles of ten and 3 ones, so I would write 2 in the tens place and 3 in the ones place.'
	• This activity should be repeated throughout the term, focusing on numbers such as 'teens' numbers that are said differently to other numbers.
	• Connect partitioning of teens numbers into tens and ones with part-part-whole models. Have the children create a teens number using manipulatives and represent that number in two tens frames.
	• Provide the children with pop sticks and play a game with teen numbers:
	  ▪ Have the children collect 17 pop sticks and make one bundle of ten and seven ones. Have the children to hide the ones behind their back, and ask how many will be left?
	  ▪ Repeat this game between pairs of children with one child randomly selecting a teens number, telling their partner the number then hiding one part (either the tens bundle, or the ones). Their partner uses tens frames to identify the hidden amount.

	Activity 2
	• Provide the children with a set of 2D plastic shapes.
	  ▪ Display one piece of fruit at a time and ask them to select the corresponding shape from their collection.
	  ▪ Invite the children to name each shape.
	  ▪ Demonstrate each shape's features by drawing or pointing.
	• Ask the children to identify each feature mentioned by the teacher in their own shapes, e.g. 'A triangle has three corners.' Ask the children to touch the three corners.
	
	Activity 3
	• Reinforce and extend the children's counting skills, counting forwards and backwards using charts, manipulatives and number tracks to support them. Establish the 0 to 9 sequence in the number system, reminding the children that they can use this repetitive sequence to predict counting sequences.
	• Invite the children to help with counting and write each number on the board in a vertical line.
	• Call attention to the repetitions, e.g. 0–9 in the ones place; tens increasing one by one.
	• Give each child a number and ask the class to line up in the correct order.
	• Establish a connection to skip counting, by counting in twos and asking those who get called to keep their numbers up and the others to put their numbers down. Ask the children if they can spot a pattern. Teachers may copy this pattern on the board to facilitate visualisation.
	• Provide the children with regular number patterns, e.g. 2, 3, 2, 3, 2, 3, and ask them to represent each pattern using different manipulatives. Then, ask the children to continue each of the patterns independently.
	• Display patterns represented by manipulatives and encourage the children to write the equivalent number representation, by counting how many are in each group (representing core or repeat unit).

Teacher intentions	Learning experiences
	Small group opportunities • Provide the children with labelled cups and ask them to place the correct amount of beans inside each cup. • Collect two items in the classroom or in the outdoor environment and order them by length using direct comparison. As a class, choose and use a uniform informal unit from a selection of items (pop sticks, paperclips, sticky notes, pen lids) to say how much longer one is than the other. Repeat for two new items. • Using 2D shapes as stencils, invite the children to create fruit art, e.g. draw around a triangle and add details and colours to make it look like a section of an orange. • After modelling, ask the children to classify shapes by certain features, e.g. all shapes with corners, all shapes without.

Teacher self-reflection:

Science – Learning sequence 1

Western Australian Curriculum Science understanding	Western Australian Curriculum Science inquiry
Biological sciences • Plants and animals have external features that serve a purpose and by which they can be grouped	**Questioning and predicting** • Pose questions and make predictions based on knowledge and experiences **Planning and conducting** • Make and record observations, including informal measurements **Evaluating** • Compare observations to predictions and identify further questions for investigation

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: Canty, J. (2018) *Heads and Tails Insects*. Berbay (Appendix A). Images of different scientists at work; playdough balls and small plastic insects inside, insects to display, magnifying glasses, clipboards; digital device to take and print photographs, assessment template (Appendix B).	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• The focus of the teaching and learning is the external features of insects.
• Prepare non-fiction insect information.
• Prepare playdough mystery insect balls for each child (see Learning experiences).
 	
Integration ideas
• English – vocabulary related to insects.
 	
Assessment
• Use the assessment template (Appendix B) to record how the children describe the external features of insects.
  ▪ How are they labelling different body parts and discuss their purpose?
	Opportunities
	• Display some images of different scientists working and ask the following questions: 'Who wears those types of clothes for their job?'; 'What do these people do?' Introduce the word 'scientist' and discuss the children's prior knowledge. Inform the children that a scientist who studies bugs is called an entomologist and that everyone in the class will pretend to be an entomologist.
	• Create awe and wonder by providing the children with a ball of playdough with a small plastic insect inside. The children pull the playdough away to expose their animal and discuss what animal they have and its features. Guide an investigation into the different body parts of an insect.
	  ▪ What type of animal do you have?
	  ▪ Does your insect have head/legs/wings?
	  ▪ What other body features does your insect have?
	  ▪ Discuss if insects are living or non-living.
	• Display a variety of insects. Ask the children to identify the insects.
	  ▪ Do you know the insect's name? Where have you seen it before?
	  ▪ Guide the children to choose one insect each to use for this lesson. They can visually examine their insect and compare it to others by placing them side by side and discussing their external features while comparing observations.
	  ▪ Provide the children with factual information about some of the insects.
	• Observe the different body parts of each insect. Conduct a brainstorm of insect body parts. Have the children list the different body parts and discuss their purpose.
	  ▪ Why do some animals have wings? What purpose do they serve?
	  ▪ Do you know what antennae do? (Feeling and smelling for some insects.)
	• Provide the children with a diagram of one of the insects. As a class, label the different body parts.

Teacher intentions	Learning experiences

	• Read the book *Heads and Tails Insects*, discuss if it is fiction or non-fiction and lead the children to identify some text features.
	• Supply the children with a magnifying glass, clipboard, paper and pencil.
	  ▪ Guide the children outside to investigate the insects that are outside the classroom (the children may not find any insects or may find multiple of the same insect, use both as discussion points to talk about why this has happened).
	  ▪ Ask the children to draw a diagram of one insect they find and label the body parts they can identify.
	  ▪ Use a digital device to photograph insects found and display the photos in a science explorer corner.
	  ▪ Have the children compare insects and diagrams with one another. Use a digital device to find images of identified insects to further their knowledge on insects' external features.
	• As a class, brainstorm a set of clues like those provided in *Heads and Tails Insects*, based on one of the insects seen outside. See if one of the children can solve the clues.
	• Review the content covered while being entomologists. Discuss the new information learnt about insects and where it can be found and begin a Science Word Wall display by including new terminology from this lesson.

Teacher self-reflection:

Technologies – Learning sequence 1

Western Australian Curriculum Design and Technologies	Western Australian Curriculum Digital Technologies	Western Australian Curriculum Design thinking skills
Food and fibre production • Living things are used in everyday life for food and clothing **Technologies and society** • People use technologies to create products for personal needs	**Digital systems** • Digital systems have hardware and software that are used together	**Design and Technologies** **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?)*
	Slide presentation about animal coverings, and samples (if possible), materials of different textures; selection of hardware, playdough.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• Adapt the choice of animals and environments to suit the children's interests and contexts.
• It is preferable that the children get to experience the coverings in multi-sensory ways, therefore, arranging samples or visiting the local petting farm is helpful.
• To discuss hardware, it is helpful to have a collection of items for the children to explore, e.g. mice, keyboards, headphone.
• In addition to elements to explore, old and no longer working items can be placed on a tinkering table, allowing the children to see the inside of these objects.
 	
Integration ideas
• Science – Plants and animals have external features that serve a purpose and by which they can be grouped.
 	
Assessment
• Take anecdotal notes of how the children have started to associate the characteristics of animals with their needs.
• Take anecdotal notes observing how the children have started to identify what hardware is.
	Opportunities
	
	Design and Technologies
	• Take the children on a journey to look at different animal coverings by showing a slide show presentation in which the children get to observe animals in their habitats (sheep, cattle, chicken, etc.). If possible, also share samples of those coverings.
	• Discuss the purpose of the animal coverings and how they connect to their habits of life and habitats, e.g. 'Why is the sheep covered in wool?' Include guiding questions such as:
	  ▪ What could be the purpose of that covering?
	  ▪ How is the covering helpful to the animal?
	  ▪ If this animal lived in a different environment, such as <environment> would this covering still be suitable?
	• If possible, arrange a sensorial experience in which the children can touch samples of such coverings e.g. wool, feathers, leather.
	• Encourage the children to describe their experience, completing a poster or simply discussing the following:
	  ▪ It looks …
	  ▪ It feels …
	  ▪ It smells …
	• Guide the children through a brainstorm about the needs of the animals, such as food, water and shelter.
	• Invite the children to evaluate the coverings' suitability to the needs of the animals.
	• Ask the children to identify how these needs may be similar to theirs.

Teacher intentions	Learning experiences
	Digital Technologies • Display a variety of familiar hardware and encourage the children to touch and pass them around the circle, observing their features. • Encourage volunteers to share what they think different pieces of hardware are used for. • Invite the children to share situations in which they have used/seen someone using such hardware by role-playing it, e.g. pretending to type with a keyboard. • Explain to the children that hardware is the physical objects that make up a computer and helps us to use it e.g. using a mouse to click, a screen to look at, a keyboard to type on. Hardware means all the physical parts of a computer system – the things you can see, touch and hold. • Have a conversation about the importance of looking after hardware, keeping it clean and away from heat, food and water. • Using old hardware, demonstrate how to plug and unplug devices, including charging classroom devices. Invite the children to create replicas of familiar hardware using playdough. Have the children then label each piece with an idea of what that piece of hardware can be used for.

Teacher self-reflection:

The Arts, Music – Learning sequence 1

Western Australian Curriculum – Making	Western Australian Curriculum – Responding
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)	• 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: Hi-5 World – *So many animals | Hi-5 – Season 2 Song of the Week | Kids Songs* https://www.youtube.com/watch?v=EMIMDlB_ABQ (Appendix A); University of Redlands –Conservatory of Music. (n.d.). *Bell Horses* https://kodalycollection.org/song.cfm?id=830 (Appendix A); Music: Verbier Festival – *The Carnival of the Animals: Ep. VII / Aquarium* https://www.youtube.com/watch?v=V3lHoO2mWYI (Appendix A). Book: Jr., Martin, B., & Carle, E. (1992) *Brown Bear, Brown Bear, What do you see?* (25th Anniversary ed.). Henry Holt and Co. (BYR) (Appendix A). Squares of sequin material, range of non-tuned percussion instruments, digital devices for filming.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes **Welcome activity** • *So many animals* is a song about animals performed by the group Hi-5. Play the song for the children as they enter the room. **Music and literature** • Use the book *Brown Bear, Brown Bear, What do you see?* or similar. **Movement to music** • It is preferred to listen to the recording of *The Carnival of the Animals: Aquarium* without the visual imagery so that the children are encouraged to use their own imaginations in response to the music. • There are many recordings of this music available as audio recordings and it is helpful to use one you are familiar with. • Create a story around the music. For example, 'The fish awaken in the morning and swim around with the other sea creatures. Suddenly a shark appears looking for his lunch and the fish must find a hiding place (beneath the sand, in coral or seaweed, behind a rock, in a wreck) until the shark has passed (0.45 – 1.00 on the suggested recording). Once it is safe, the fish come out of hiding and swim around until … the shark comes looking for his dinner and the fish must find a safe place again (1.33 – 1.48 on the recording). The shark swims off unfed and the fish resume their swimming. It has been a long day and the fish are tired. They yawn twice and wave goodbye with their fins (2.04 – 2.10). They yawn again (2.16 – 2.22) and then swim to their place and spiral slowly down deeper in the sea until they are on the bed of the sea and they all go to sleep (2.27 – end).' **Stimulus questions** • How can you tell when the shark is about to come looking for lunch or dinner?	**Opportunities** **Welcome activity** • As the children are entering the room for Music, play on an interactive whiteboard (or similar) the song *So many animals*. • Invite the children to mimic the actions. • Greet the children with a song to say 'hello', using *soh, mi* and *lah*. • Invite selected children to respond with an answer and encourage them to use *soh, mi* and *lah* as their sung response. • Review the body placement positions of *soh, mi* and *lah.* • Sing the hello song one last time as a whole class and allow every child to respond with their personal sung response as a practice for more opportunities to sing solo in Learning sequence 2. **Music and literature** • Introduce the book *Brown Bear, Brown Bear, What do you see?* by singing 'What can you see on the cover of my book?' • Elicit *soh – mi* responses from the children to the sung question. • Source an online sing-along version and 'sing' the story to the children. As the pattern of the book unfolds, the children will naturally join in with the singing of the story. • Recap the animals in the story and highlight the goldfish. • Discuss the habitats where fish live – in oceans, ponds, lakes, rivers, aquariums. **Movement to music** • Play the music *Carnival of the animals: Aquarium*. • Invite the children to offer a describing word for the music, how the music makes them feel and/or what they imagine the sea creatures are doing as they listen to the music.

Teacher intentions	Learning experiences

• What can you say about the music and why it sounds like fish in the ocean?
• Can you say something about the instruments the composer used?
• What did you imagine you were hiding in/under when the shark came?
• What do you think the tempo of the music is?
 	
Integration ideas
• English – visual and written texts.
• Science – living things and their habitats.
 	
Assessment
• Use a checklist to assess the children on their ability to:
  ▪ move in time to the music
  ▪ play the beat on non-tuned percussion instruments with correct timing and technique
  ▪ sing a limited pitch song in tune.
• Assess the children by using a filming device for later assessment, or anecdotal evidence, on their:
  ▪ creativity in movement
  ▪ demonstration of appropriate movement response to music
  ▪ verbal response in class discussion to stimulus questions.
	• Discuss the children using their imagination to 'see' the classroom as an ocean with rocks, coral and seaweed etc. as places to hide. Define the boundaries for their movement and explain that the teacher will be the shark and they must 'hide' when the shark appears.
	• Play the music and allow the children to move in time with music. Let them choose what sea creature they would like to be and move accordingly. Only the teacher can be the shark.
	• Demonstrate how to spiral down slowly and gauge the timing so that the spiral lasts as long as the segment of music does.
	• Squares of sequin fabric can be distributed for the children to use as their fins or tails and be incorporated into their movement.
	• Gather the children and discuss the connections between the music and the story using the stimulus questions provided or similar.
	
	Game
	• Recap the animals in the book *Brown Bear, Brown Bear, What do you see?*
	• Introduce the song *Bell Horses* in relation to the blue horse of the book using the sheet music and game instructions.
	• Play the game with the children, inviting them to move in time to the music as they progress around the circle. If the children have been chosen to take either part on the outside of the circle, they may choose a non-tuned percussion instrument and play the beat of the song in time to the singing as the game proceeds.
	• Repeat the game several times, recording the names of the children who have a turn as the bell horse and the rider.
	
	Conclusion
	• Play the recording of *So many animals* as the children leave the music lesson.

Teacher self-reflection:

The Arts, Visual Arts – Learning sequence 1

Western Australian Curriculum **Making**	**Western Australian Curriculum** **Responding**
Ideas • Exploration of different materials, media and/or technologies, when creating artwork	• 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?)*
	Toys from the classroom, pre-prepared A4 paper with a six-box grid, permanent markers, scissors and glue, large sheets of coloured card. Book: McDonnell, P. (2006). *Art*. Little, Brown Books for Young Readers.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• The focus of the teaching and learning is to explicitly teach the children about the different types of lines used when producing artwork.
 	
Integration ideas
• English – vocabulary about lines in Art.
• Science – using senses to describe an object.
 	
Assessment
• Observations and anecdotal notes about the children's ability to describe the use of lines.
	Opportunities
	• Supply a range of toys for the children to select from.
	• Ask the children to quietly look at the toy they have chosen without speaking to anyone else.
	  ▪ Motivate their thinking by posing questions, such as:
	  ○ What shape does your toy remind you of?
	  ○ How does the toy feel?
	  ○ What colour is your toy mostly?
	  ○ What words would you use to describe your toy?
	  ▪ Have the children form an inside/outside circle to share information about their toy with a minimum of two others. Encourage all children to speak within the allocated time.
	• Gather the children in a common area and model drawing a toy.
	  ▪ Encourage the children to look closely at the shape and line of the toy.
	  ▪ Prepare a six-box grid by drawing one horizontal line across the centre of an A4 piece of paper. Draw two vertical lines down the page to create six individual boxes.
	  ▪ In each of the boxes, demonstrate drawing different types of lines:
	  ○ vertical lines (top to bottom strokes, thin, dotted, bold, broken lines)
	  ○ horizontal lines (straight left to right strokes, long, short, dotted, broken, thin, bold lines)
	  ○ diagonal lines (top to bottom on an angle, long, short, dotted, broken, thin, bold lines)
	  ○ curve lines (rainbow shape, swirls, smiles, snaked, short, long, thin, bold lines)
	  ○ angle lines (comes to a point, zig zag, open triangle shapes, short, long, thin, bold lines)
	  ○ in the sixth box draw a combination of all the lines.

Teacher intentions	Learning experiences

	• Guide the children to independently draw different types of lines in a six-box grid outline using black permanent markers.
	  ▪ When complete, cut each box out. Collect all the vertical lines and make a separate pile. Do the same with each of the other types of lines.
	  ▪ In groups, have the children glue all of the same type of line onto a coloured piece of card to create a collage of each line type (vertical, horizontal, diagonal, curve, angle and combination).
	  ▪ At the end of the lesson there will be six large, coloured pieces of card to display, demonstrating different types of lines.
	• To conclude the lesson, read a book that focuses on lines and art, such as the book *Art*.

Teacher self-reflection:

Learning sequence 2

English – Learning sequence 2

Western Australian Curriculum Language	Western Australian Curriculum Literature	Western Australian Curriculum Literacy
Text structure, organisation and features • Explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain • Explore how print and digital texts are organised using features such as page numbers, table of content, headings and titles, navigation buttons, swipe screens, verbal commands, links and images	This strand is not the focus of these learning experiences.	**Texts in context** • Discuss different texts and identify some features that indicate their purposes **Analysing, interpreting and evaluating** • Describe some similarities and differences between imaginative, informative and persuasive texts • Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning in texts by drawing on vocabulary and growing knowledge of context and text structures **Creating texts** • 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 some 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?)*
	A range of print and digital informative texts about dinosaurs.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The focus of the teaching and learning is how to use the text features of a non-fiction text to find information. • 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** • Collect work samples for assessment of writing as part of a suite of evidence.	**Opportunities** • Introduce the topic of dinosaurs using a provocation or inquiry question. • Provide the children with a range of informative text types (including digital texts) to explore this topic. In pairs, ask the children to develop questions about dinosaurs. Scribe or record these onto a chart or the board for later use. ▪ Model how to find the answers to some of the questions using the index, contents page, headings, diagrams etc. ▪ Using a call out, record what the children know about dinosaurs. ▪ Invite the children to explore the informative texts to find the answers to their questions and any other information that interests them. Ask them to record this on a graffiti wall. ▪ Come together and have a class discussion about dinosaurs (see Science content). • Place the children in pairs. Ask each pair of children to pretend they have discovered a new dinosaur. They are to draw, label and write about their dinosaur in a report to share with the class. Model this before setting the children to work; for example, 'The Bookasaurus lives only in very old libraries. They are striped like a row of books so they can hide behind bookshelves without being seen. They eat the moths that are often found in libraries but are also known to eat chocolate bars and other snacks dropped by librarians.' ▪ Provide a simple template or list of success criteria for the children to complete their report, e.g. habitat, physical description, food, special features. ▪ Have the children work in pairs to create a report about their invented dinosaur and then share with a small group or the class. Alternatively, the children could create a diorama for their dinosaur and give their report orally in the role of a zookeeper.

Teacher self-reflection:

Health and Physical Education, Health Education – Learning sequence 2

Western Australian Curriculum **Personal, social and community health**
Healthy and active communities • Benefits of healthy eating and regular physical activity on health and wellbeing

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: Australian Government *Australian dietary guidelines* http://eatforhealth.gov.au (Appendix A). *Australian Guide for Healthy Eating* poster, and print outs in similar layout without content, images or samples of a variety of foods, blender, fruits (smoothie), knives, cups.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• The focus of the teaching and learning is on identifying foods that help keep bodies healthy and safe.
• The *Australian dietary guidelines* on the *Eat for health* website has helpful resources that can be downloaded for further information.
• These and subsequent learning experiences focus on balanced diets and physical activity.
• If suitable, ask families to contribute to the ingredients for the smoothie. Be aware of common allergens, e.g. kiwi fruit.
• Model hygiene practices when preparing and handling food.
 	
Integration ideas
• Technologies, Design and Technologies – Food specialisations
  ▪ Familiar foods are sourced from various places.
  ▪ Foods are prepared in various ways for consumption.
 	
Assessment
• Observe the children's understanding of the elements of a balanced diet.
	Opportunities
	• Draw parallels between a balanced diet and watering a plant or fuelling a car, explaining we must consume nutritious food to fuel our bodies.
	• Using examples that are relevant to the children, discuss the five different groups of foods:
	  ▪ vegetables
	  ▪ fruit
	  ▪ grains (cereals)
	  ▪ lean meats (including nuts and legumes)
	  ▪ milk (including yoghurt etc.).
	• Display the *Australian Guide to Healthy Eating* poster, available in the *Eat for Health* website. Ask the children to identify the foods represented in the larger sections. Identify that those are the foods which we should eat more often to promote wellbeing.
	• Define what is in each of the five groups, relating back to examples that are relevant to the children.
	• Invite the children to share their favourite foods in each section of the guide, e.g. 'I like pasta, broccoli, fish, yoghurt and watermelon.'
	• Print a similar layout, without the food in each section, and invite children to represent those foods through drawing, or writing if suitable.
	• After modelling, ask the children to create a plate of food demonstrating a balanced meal, based on the examples on the guide. They may list, draw or cut and paste images of the relevant food items. Alternatively, the children may create a smiley face made of examples of everyday foods.
	• Using images of a variety of foods, invite children to select the items that could be used to make a healthy smoothie.
	  ▪ As a class, co-construct a list of ingredients to be included in the smoothie.

	▪ Organise for families to collaborate with providing the ingredients, if possible. ▪ Once ingredients have been sourced, engage the children in the preparation of healthy smoothies, highlighting the food choices included in the recipe. ▪ Children may assist in cutting softer fruits, laying out enough cups for all and pulsing the blender. ▪ Share the prepared smoothie amongst the class.

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 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: Kids yoga stories – *5 Ocean Yoga Poses for Kids* https://www.kidsyogastories.com/ocean-yoga-poses-for-kids/ (Appendix A); markdpencil – *The Mark D. Twist (a fun brain break activity/exercise dance song!) by Mark D. Pencil* https://www.youtube.com/watch?v=MdLKjg0GVjA (Appendix A). Access to a screen and internet, coloured poly spots, *Fish Frenzy* game (Appendix A), cones, bids/sashes.

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
 	
Activity 1
• Schools may have subscriptions or access to websites used for physical classroom brain breaks. Select a song that is appropriate to the children and that they can move their bodies to. Alternatively, *The Mark D Twist* song exemplified in the learning experience may be used.
 	
Activity 2
Fundamental movement skill: dynamic balance
• Dynamic balance is practiced in this game through the act of dodging.
• Eyes are focused forward throughout the movement.
• Knees are bent while changing direction.
• Direction changes by pushing off the outside foot.
• Uses one step to change direction.
• Body is lowered for balance while changing direction.
• Movement is performed equally well to and from either side of the body.
• Hero pose (I am wise) is sitting on your heels with your hands resting on your knees.
• At the end of game play when there is a winner/s, explicitly teach the class how to celebrate the win. Commend the winner with some explicit feedback on how they completed task.
 	
Assessment
• Observation and anecdotal notes on the children's ability to understand the rules and apply them.
	Opportunities
	
	Tuning in
	• Have the children find a coloured poly spot and adopt a yoga pose of choice while waiting for teacher instruction (focus on balance).
	• Remind the children of the attention getter for 'movement time'.
	• Have the children move around the room on cue following a given instruction.
	• Practise the attention getter each time the class is stopped.
	• Change the form of locomotion and speed. Examples may include:
	  ▪ Walking the dog, and then the dog sees a cat.
	  ▪ Flying a kite, and then a storm arrives.
	  ▪ Jumping like a frog from lily pad to lily pad.
	• Ask the children to reflect on how they stopped themselves from bumping into other players during movement time.
	• Reflect on the physical education classroom rules.
	
	Activity 1 – The Mark D Twist
	• Ask the children to find a poly spot to stand on (create space).
	• Have the children follow movement sequences in response to rhythm, music or words using *The Mark D Twist* video.
	• Commend the children who provide a good example of strong controlled movements to the music.
	• Reflect on the song using questions:
	  ▪ Was it easier the first or second time to follow the instructions and perform the movements?
	  ▪ Why do you think this is so?
	  ▪ Would you be better again if you had another go?
	  ▪ How is this like anything we learn?
	  ○ The more practice we get, the better we get at it.

Teacher intentions	Learning experiences
	○ When we understand this, we are more confident to try new things, knowing we are probably not going to get it right. We call this a Growth mindset. • Repeat the activity. **Activity 2 – Fish Frenzy** • Reflect on the outcome of playing *Fish Frenzy* from the previous week and how the children may not have followed all the rules. • Revise the rules for the game of *Fish Frenzy*. • Have the children form a line along one side of the playing area. • The teacher allocates fish names, selects sharks and allocates bibs. • Commence play, observe and adjust play as needed. • Celebrate the surviving fish with a class cheer. • Use questions to reflect on play: ▪ What is the aim/goal of the fish/attackers in this activity? ○ To get to the opposite side without being tagged by a shark or jellyfish. ▪ How do you achieve this? ○ Use dodging skills to avoid the tag. ○ Look for space/gap to run through. ○ Speed up/slow down. ○ Fake using the dodge. ▪ What is the aim/goal of the shark, jellyfish/defenders in this activity? ○ To turn everyone into a jellyfish. ▪ How can you work as a team to ensure the fish don't get through? ○ Face in the direction of the play. ○ Stay focused on the game. ○ Communicate with each other. ○ Sharks fill the gaps so there is no space to run through.

Teacher intentions	Learning experiences
	• Restart the play with new sharks to allow the children to apply understanding. • Ask the children to sit in hero pose (I am wise) ready for the recap of the learning intentions of the lesson.

Teacher self-reflection:

Humanities and Social Sciences – Learning sequence 2

Western Australian Curriculum Knowledge and understanding	Western Australian Curriculum Humanities and Social Science skills
Geography • The location of local places and their natural, managed and constructed features	**Questioning and researching** • Pose and respond to reflective questions about objects, people, places and events in the past and present **Analysing** • Process information and/or data collected **Evaluating** • Participate in decision-making processes **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?)*
	Map of the school (original, if available, and current) and local area, digital device for taking and displaying/printing photographs, empty boxes/blocks for construction, tools/equipment for managing a garden bed (if appropriate).	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • Key concepts: place, environment and change. • The focus of the teaching and learning is for the children to understand natural, managed and constructed features in the school environment. • Arrange access to an area within the school that the children can help manage, such as a garden bed near the classroom. **Integration ideas** • English – Language: using oral language to explore different areas of the school. • Technologies, Digital Technologies – using photographs as data. **Assessment** • Use observations and anecdotal records of children's participation in the discussions to assess ongoing learning of the key concepts.	**Opportunities** • Show the class a map of the school and local area. Discuss where the school is located and what is close by. • Walk around the school with the class. ▪ Explore places in the school. Invite the children to pose questions about the purpose of different places around the school. ▪ Take photos of each of the places visited. • Explain to the children that people constructed many of the places visited within the school. Together, make a list of all the constructed features around the school. This could include classrooms, fences, paths or playgrounds. • Explain to the children that they are going to design a new constructed feature for the school. Discuss what they would like to see built in the school and how it would help the children or adults within the school community. Ask the children to think creatively and be adventurous with their designs. • Have the children plan, sketch and create a 3D model of their constructed feature using blocks or loose parts. ▪ The teacher takes 'bird's eye' view photos of the 3D models. • Introduce the term 'managed'. Show the children photographs of the places around the school that are 'managed' or 'natural'. Discuss where these places are in the school and how they are different to constructed places. • Identify and discuss the managed places in the photos. Discuss who is responsible for these features of the school and how they are cared for. • Provide the children with an area within the school that they can help manage, such as a garden bed near the classroom. As a class, write a set of guidelines about how they are going to look after and manage the place. • Have the children work together to manage the garden bed and record their progress by drawing and labelling pictures or taking photographs for a class display.

Teacher intentions	Learning experiences

	• Review the task by discussing how the area changed over time.
	• If available, show the children an original map of the school from when the school first opened.
	  ▪ Compare the original map with how the school looks now. Identify the changes to any natural, managed or constructed features.
	  ▪ Discuss why there might be a need for new buildings or upgrading playgrounds.

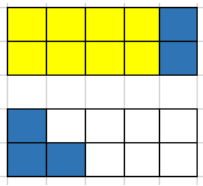
Teacher self-reflection:

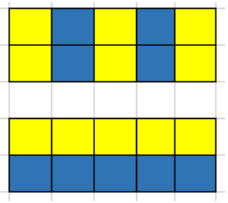
Mathematics – Learning sequence 2

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 • Explore partitions of numbers with small collections using part-part-whole relationships **Patterns and relationships** • Continue and create repeating patterns. Explore and label repeating patterns to show how many of each element is in a repeat unit (core) **Calculating with number** • Manipulate collections to add and subtract quantities to 20 and beyond, exploring a range of strategies	**Two-dimensional space and structures** • Name and classify familiar two-dimensional shapes based on sides and vertices using informal language **Three-dimensional space and structures** • Recognise, sort and name familiar three-dimensional objects and identify the two-dimensional shapes that comprise them	**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?)*
	Ten frames, counters/objects, number tracks, number charts; 2D shapes, 3D objects including wood blocks plus one of the same in three different sizes, paper clips, playdough (clay or salt dough), paint; three pieces of paper in different colours (per child); list of 3D solids (images and words); assessment template (Appendix B).	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes **Addition and subtraction** • These learning experiences suggest strategies the children can be taught to use when solving addition and subtraction problems. It is important that they only use these strategies once they make sense and the children understand the manipulation of numbers. This will require modelling and scaffolding with the use of manipulatives. • When solving real-world problems, the children may require realistic, concrete representations (such as teddy counters if the problem is about teddies, buttons if the problem is about buttons) and then they can move to representations of these objects using plain counters. **Shape** • When comparing 3D objects and 2D shapes, it's important to highlight that 2D shapes are two-dimensional (flat). The children should explore this by using flat card, stamps and drawing. For 3D objects, the children can use playdough, clay, or salt dough to make them. The focus is placed on identifying their features. **Probability** • When introducing the language of probability (chance), it is important to explain how this language is clear and specific in mathematics. Contextualising the phrases in contexts that are familiar and meaningful to the children is fundamental. **Assessment** • Observe how the children start to identify features of familiar 3D objects. • Use the assessment template (Appendix B) to record how the children start to employ strategies to solve simple addition and subtraction problems.	**Opportunities** **Addition and subtraction** • Provide opportunities for the children to use ten frames to count large quantities. They fill each frame with counters/objects and use knowledge of skip counting to determine the total, e.g. 10 + 10 + 10 + 2. ▪ Encourage the children to notice the patterns in the number system in relation to the frames, e.g. 32 is made by 3 ten frames and two extra counters. ▪ Continue to provide opportunities for the children to use ten frames to review 'ways to make ten.' • Reviewing the learning experiences in Term 1 and provide opportunities for the children to represent simple addition and subtraction problems. Initially, have the children choose strategies to solve these problems, including counting on. • Teach specific strategies, such as simple rearranging using ten frames and skip counting. ▪ Simple rearranging: using a ten frame, encourage the children to redistribute their groups within the frames. For example, 8 + 5 → the children place 8 counters in the first frame, add two from the second group and the remaining three are placed in the second frame → 10 + 3 = 13. 

Teacher intentions	Learning experiences
	▪ Skip counting: the children may use frames to assist with skip counting (adjust the frames as needed for skip counting in twos, fives or tens). Number tracks or 120 charts are references that may help the children.  ▪ Standard partitioning: this strategy may be used once the children are confident using place value. The children partition two-digit numbers into tens and ones, add tens together and add ones together. 12 + 15 → 10 + 10 and 2 + 5 → 20 + 7 → 27 • Provide contextualised opportunities for the children to use these strategies in solving simple problems. Each strategy must be taught explicitly and scaffolded in meaningful ways for the children. **Shapes** • Ask the children to describe the difference between 2D shapes and 3D objects. Highlight that 2D shapes are those that are flat (have two dimensions). • Ask the children if they can use a square as a container to keep paper clips. ▪ Demonstrate that the paper clips will fall off the face as the square is moved. ▪ Ask the children if an open cube would be a better option and why, e.g. it has sides. • Ask the class to make 3D objects out of playdough, clay or salt dough. Provide wooden 3D blocks for the children to use as references, highlighting their

Teacher intentions	Learning experiences
	features. Ask the children to discuss the strategies they used to create the objects, e.g. press a side against the table to make it flat. • Provide the children with 3D objects and paint to create stamps of different 2D shapes. Encourage the children to identify the 2D shapes they can make by using a single 3D solid as the stamp, e.g. a rectangular prism can be used to stamp squares and rectangles. • Display a number of common 3D objects and point to each, one at a time. ▪ Highlight the features of the objects with the help of the children. ▪ Name each object. ▪ Ask the children to identify everyday items that they associate with each object, e.g. a suitcase is associated with a rectangular prism, a basketball is associated with a sphere. ▪ Provide the children with an example of a 3D object in different sizes, e.g. three different sized cubes, and ask them to order these objects from the tallest to the shortest, thus practising measurement through side-by-side comparison. Model language such as 'This rectangular prism is longer than this one.' **Probability** • Introduce expressions of probability such as 'will happen', 'won't happen' and 'might happen' by highlighting and demonstrating their meaning via examples. Ask the children to come up with examples that fit under each category and justify their choices, e.g. 'I said that a cat barking won't happen because cats do not bark, they meow.' • Ask the children to share real life situations in which they have used or heard these or similar phrases.

Teacher intentions	Learning experiences

	• Provide each child with three pieces of paper in different colours. As a class, decide which phrase will be associated with each colour, e.g. 'will happen' is blue.
	  ▪ The children draw a situation/event to match each of the phrases, on the correct colour paper.
	  ▪ Create a display with the phrases as headings and the examples of situations placed under each phrase. Choose a few examples to discuss with the children, e.g. 'I know I won't pat my dog when I get home because I don't have a dog.'
	Small group opportunities
	• Provide the class with a list of 3D objects (images and words). Ask them to build castles using 3D objects and tick each piece used in their list, e.g. three cubes, two rectangular prisms, two pyramids.
	• Ask the children to create patterns using 2D shapes and/or 3D objects.
	• Place the headings 'will happen', 'won't happen' and 'might happen' on the wall and invite the children to draw or write events that suit each category on self-adhesive notes and place them under the relevant heading.

Teacher self-reflection:

Science – Learning sequence 2

Western Australian Curriculum Science understanding	Western Australian Curriculum Science inquiry
Biological sciences • Plants and animals have external features that serve a purpose and by which they can be grouped	**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 an archaeologist or palaeontologist at work (if appropriate), salt dough fossils, plastic dinosaurs; digital images of a variety of dinosaurs (living air, water and sky habitats) with different body features; resources to make small world trays/dioramas of dinosaur habitats.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The focus of the teaching and learning is to identify the purpose of different body parts in dinosaurs. • Prepare salt dough fossils, by pressing plastic dinosaur toys into salt dough to leave an impression and letting the dough dry hard. • Prepare images of a variety of dinosaurs with different body features and their habitats. • Organise resources to make small world trays/dioramas. • During the habitat creation, provide the children with further images and information about their habitats using a portable digital device. • Leave habitat creations on display for further learning and exploration during play. **Assessment** • Observe the children make connections between features and their particular purpose for the animal. Can they describe the feature of the dinosaur that helped them move/eat?	**Opportunities** • Discuss why gentle methods must be used when digging up fossils (to be careful not to break the fossil while digging). If appropriate, find and watch a video of an archaeologist or palaeontologist at work. • While sitting in a circle, give each child a salt dough fossil and ask them to compare their fossil to others and communicate their observations. • Display all the fossils for observation. Discuss the different body features in the fossils and ask the children if they know which dinosaur they could belong to. Ask leading questions, such as: ▪ Does your fossil have wings? ▪ Do you know the name of a dinosaur that had wings? • Place the dinosaur figurines, used to make the salt dough fossils, on the mat. Ask the children to use the body features of their fossil to match to the body features on a dinosaur figurine. Match all fossils with the figurines and clarify the main body feature for each. Discuss what that body feature helps the dinosaur do. • Provide the children with information about dinosaurs. ▪ Dinosaurs lived on Earth for over 160 million years. ▪ Dinosaurs lived on every continent on Earth. ▪ 700+ different species of dinosaurs have been discovered. ▪ An adult Tyrannosaurus weighed about 7000 kilograms. ▪ The Stenonychosaurus was one of the smartest dinosaurs. • Display images of a variety of dinosaurs with different body features. Include those that lived on land, flew in the air and lived in water. • Using a class discussion, create a list of the different features and write the reason the dinosaur had that feature. • Assist the children to sort the dinosaurs according to the habitat they lived in, e.g. air/water/sky and how their body features helped them in their habitat.

Teacher intentions	Learning experiences
	• Ask the children to draw a diagram of their dinosaur figurine and label the main body features (scaffolded as necessary). Have the children then discuss the purpose of each feature with a partner. • Show the children images of three different dinosaur habitats. In small groups, the children use provided materials to represent their observations and recreate each habitat in a small world. Inform the children about how these habitats changed and therefore dinosaurs could no longer have their needs met. ▪ Swampland ▪ Dense forest ▪ Mountains/rivers. • Have the children present their habitat to their peers. • Discuss the new information learnt about dinosaurs and their habitat and add to the Science Word Wall, displaying new terminology from this lesson.

Teacher self-reflection:

Technologies – Learning sequence 2

Western Australian Curriculum Design and Technologies	Western Australian Curriculum Digital Technologies	Western Australian Curriculum Design thinking skills
Food and fibre production • Living things are used in everyday life for food and clothing **Technologies and society** • People use technologies to create products for personal needs	**Digital systems** • Digital systems have hardware and software that are used together	**Design and 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?)*
	Animal environments slide presentation, blocks; software examples familiar to the children.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • Prior to these learning opportunities, prepare a slide presentation about the environments where the relevant animals (from Learning sequence 1) live. • To discuss software, it's helpful to use examples that might be familiar to the children, e.g. videos that have been watched in class, a game frequently used. **Integration ideas** • Science – Plants and animals have external features that serve a purpose and by which they can be grouped. **Assessment** • Observe whether the children can identify ways in which the needs of animals may be met. • Take anecdotal notes observing the children's understanding of software features.	**Opportunities** **Design and Technologies** • Discuss how the needs of the animals discussed in Learning sequence 1 might be met in an environment, e.g. they need food, water, shade, protection. • Invite the children to brainstorm characteristics of an environment that would meet the animals' needs. The children may choose one animal to focus on. • Provide the children with blocks and guide them through thinking about the positioning of elements in the environment. Considerations might be: ▪ food and water near each other but not too close that the food could get wet ▪ shade needs to be close to the water, but also available in other spaces etc. ▪ shelter big enough for all animals sharing the space etc. • Ask the children to reposition their blocks through the discussions. • Guide the children to draw a picture of one of the environments and the animal that lives in it, then label the features that indicate the environment meets the needs of the animal (food, water, shelter, protection, space). This may be done in pairs. **Digital Technologies** • Remind the children of the conversation about hardware from Learning sequence 1. • Explain that hardware allows us to communicate with the computer, tablet or phone; however, it also needs software or a programme inside it to do tasks, e.g. find information, run games, process text. • Explain the difference between hardware and software in a comparison to the human body, e.g. the hardware is the body, and the software is the brain. • Ask the children to list tasks they have completed using a piece of hardware, e.g. typed a text, watched a video, played a game. ▪ List popular software associated with these tasks and ask children if they have seen or heard the names before.

Teacher intentions	Learning experiences
	▪ If possible, demonstrate each software listed, showing the children simple tasks that can be completed using each of them. ▪ While using the software, highlight the hardware commonly used to interact with each programme**.** For example, when typing in Microsoft® Word®, a keyboard is used (hardware) to tell the computer which letters are needed. The computer relies on Microsoft Word (software) to show the letters on a page on the screen. • Invite the children to discuss and share familiar software, what they are used for and what hardware is required to use each programme.

Teacher self-reflection:

The Arts, Music – Learning sequence 2

Western Australian Curriculum – Making	Western Australian Curriculum – Responding
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)	• 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: Hi-5 World. (2013, May 7). *So many animals | Hi-5 – Season 2 song of the week | Kids songs* https://www.youtube.com/watch?v=EMIMDlB_ABQ (Appendix A); Beth's Notes – *Farmer in the dell* https://www.bethsnotesplus.com/2013/03/farmer-in-dell.html (Appendix A); University of Redlands – Conservatory of Music. (n.d.). *Oats and beans and barley grow*. https://kodalycollection.org/song.cfm?id=913 (Appendix A). Music: Verbier Festival – *The Carnival of the Animals: Ep. VII / Aquarium* https://www.youtube.com/watch?v=V3lHoO2mWYI (Appendix A); University of Redlands – Conservatory of Music. (n.d.). *Bell Horses* https://kodalycollection.org/song.cfm?id=830 (Appendix A); RoyalDukeJam. (2010, August 26). *Saint-Saens: Carnival of the animals – Poules et coqs (Hens and cockerals)* https://www.youtube.com/watch?v=lEd7Ovt4cWE (Appendix A).	

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: Jr., Martin, Bill (1992) *Brown Bear, Brown Bear, What do you see?* (25th Anniversary ed.). Henry Holt and Co. (BYR) (Appendix A). Audio device.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes **Game – Farmer in the dell** • The children practise moving to the beat of the F*armer in the dell* song and singing in tune a repetitive simple song. It can be sung as a cumulative song, i.e. the last line is sung and all the previous last lines of the song are added on and sung in order. Cumulative songs like this assist in developing strategies for remembering information. **Game – Oats and beans and barley grow** • Show a video recording of the song *Oats and beans and barley grow* and encourage the children to exaggerate the actions for the second verse. • Invite the children to offer suggestions for appropriate actions and guide them to choose the most appropriate actions offered. They may need some guidance regarding suitable actions through demonstration of options by the teacher. **Movement to music** • *Poules et coqs (Hens and cockerals)* is part of the suite of music about animals written by Camille Saint-Saens. • Play the music for the children with no visual imagery to encourage them to use their imaginations for movement. **Stimulus questions** • Which of the animals in the book *Brown bear, Brown bear, What do you See?* might you find on a farm? • What purpose do horses serve on a farm? • Why do farmers have sheep? • What other things do farmers do? • What kinds of crops do farmers grow?	**Opportunities** **Welcome activity** • Play the song *So many animals* as the children enter the classroom. • Invite the children to sing along with any of the lyrics they may remember from Learning sequence 1 and to mimic the actions of the group singing the song. • Greet the children with the hello song from the previous Learning sequence and select different children to respond with a sung phrase. • Invite the children to place the pitch they are singing onto their body positions. • Record the children who have a turn at responding on their own so that different children can be selected at the next lesson. • Correlate the three pitches of the *Hello* song with the solfa hand-signs of *soh, mi* and *lah.* **Music and literature** • Recap the book *Brown bear, Brown bear, What do you see?* and discuss the animals included in it. • Recap the goldfish activity of movement to the music *Aquarium* from Learning sequence 1 and remind the children of some of the words used to describe the music and the story. • Recap the game *Bell horses* played in Learning sequence 1 and play several times inviting different children to be the horse and rider. • Gather the children and elicit information from them about which of the animals in the book might live on a farm. • Transition to the next activity. **Game – Farmer in the dell** • Sing the song *Farmer in the dell* and lead the children in a conga line weaving through the room until a circle is made.

Teacher intentions	Learning experiences
• What other animals might be found on a farm that provide a certain food for the farmer and their family? **Integration ideas** • Humanities and Social Sciences – links to communities. • Science – living things live in places where their needs are met. • Technologies – plants and animals are used for production. **Assessment** • Use a checklist to assess the children's ability to: ▪ discern pitch and accurately demonstrate using taught body positions ▪ sing a limited pitch song in tune ▪ move in time to music. • Assess the children by using a filming device for later assessment, or anecdotal evidence, on their: ▪ creativity in movement ▪ demonstration of appropriate movement response to music ▪ verbal response in class discussion to stimulus questions.	• Explain the song/game and play the game with the following changes: ▪ A farmer is chosen and skips in the centre of the circle in the opposite direction to the children skipping around the circle ▪ As each child is chosen, they follow the previous children on the inside of the circle in the same direction ▪ To make it more challenging, each verse signals a change in direction for both circles. • Play the game twice. • Seat the children in a circle and elicit information about other things farms are useful for, e.g. growing crops. **Game – Oats and beans and barley grow** • Introduce the song *Oats and beans and barley grow*. • Explain that this is a similar kind of game to *Farmer in the dell*. • Follow the instructions of the game with the following changes: ▪ the farmer in the first verse skips in the opposite direction to the circle direction ▪ the actions in the second verse can be created by the children ▪ omit the traditional fourth verse and use the 'tra-la-la' verse as the fourth verse ▪ in this verse, as an alternative movement, the farmer and partner could weave in and out through the circle through the 'archway' hands of the children in the circle who are standing still. • Transition to the next activity.

Teacher intentions	Learning experiences
	Movement to music • Play the music *Carnival of the animals – Poules et coqs (Hens and cockerals)*. • Explain that this music is about another animal that often lives on farms and provides the farmer with important food. • Provide opportunities for the children to imagine what animal the music might be about. • After some discussion, tell them the animal represented by the music is hens and cockerals (roosters). • Elicit information from the children about what else they might find on a farm and particularly what a hen house and pen would look like. • Invite the children to imagine the room as a farmyard and all the hens and roosters are strutting around, pecking at seed and wanting to be the king of the roost. • Provide several opportunities for the children to respond to the music with appropriate movements. **Conclusion** • Play the song *So many animals* as the children transition to their next lesson.

Teacher self-reflection:

The Arts, Visual Arts – Learning sequence 2

Western Australian Curriculum **Making**	**Western Australian Curriculum** **Responding**
Ideas • Exploration of different materials, media and/or technologies, when creating artwork **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) ▪ textures (changes in texture; transfer of texture) to create artwork	• 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?)*
	Pictures of animals with lines on their body, fine paint brushes, fine felt tip pens, pencils, paper.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The focus of the teaching and learning is the exploration of using line to create a piece of detailed artwork. **Integration ideas** • English – oral language experiences during the teaching and learning. • Science – features of animals. **Assessment** • Observations and anecdotal notes of the children's participation and language used in describing the types of lines and how they used them in their artwork.	**Opportunities** • Supply a range of pictures of animals for the children to engage with and explore. With the children, reflect on, model and label the types of line observed. • Ask the children to independently look at one of the pictures provided by the teacher. Nurture a discussion using leading questions, such as: ▪ Where you can you see lines on this animal in the picture? ▪ What sort of line type is on this animal? ▪ How much space on the animal is covered by the particular line in question? • Divide the class into small groups and give them four pictures to explore, with the above questions in mind. Have the children brainstorm some answers, and list the responses (if appropriate), to report back to the class. Encourage the children to nominate one speaker from the group. • The teacher chooses an animal to imitate and create, focusing on the use of line to highlight both around the animal and the features of the animal. • Invite the children to share their ideas before drawing or painting their animal, applying particular focus to the various types of lines they incorporate in their artwork and use to add detail to their artwork. • Ask the children to orally reflect on how they used different types of line with their peers.

Teacher self-reflection:

Learning sequence 3

English – Learning sequence 3

Western Australian Curriculum Language	Western Australian Curriculum Literature	Western Australian Curriculum Literacy
Text structure, organisation and features • Explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain • Explore how print and digital texts are organised using features such as page numbers, table of content, headings and titles, navigation buttons, swipe screens, verbal commands, links and images **Language for expressing and developing ideas** • Compare how images in different types of texts contribute to meaning • Recognise the vocabulary in everyday contexts as well as learning area topics	This strand is not the focus of these learning experiences.	**Texts in context** • Discuss different texts and identify some features that indicate their purposes **Interacting with others** • Use interaction skills, including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions **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

Western Australian Curriculum Language	Western Australian Curriculum Literature	Western Australian Curriculum Literacy
		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 some 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?)*
	A range of texts, print and digital (including bookmarked websites), about safari animals, such as *Safari Animals for Kids* | *Zoo Animals for Preschool and Kindergarten* https://www.youtube.com/watch?v=renh2H2MWzI (Appendix A), images of animals that are diagrammatic and labelled.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The children identify and use non-fiction text features for their specific purpose. • When selecting texts to use for these experiences, it would be useful to select texts on a similar topic e.g. elephants. • When finding factual information about a safari animal, use facts and language appropriate to the children's developmental level. • Bookmark a number of suitable websites for the children to use to find information. Ensure to include digital texts that the children can listen to and view to allow all the children to access information. • 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 idea** • Science – Plants and animals have external features that serve a purpose and by which they can be grouped. **Assessment** • Make anecdotal observations of the children describing the different purposes of the text types. ▪ Can they identify that non-fiction texts are about real-life topics with factual information?	**Opportunities** • View a non-fiction text about safari animals such as, *Safari Animals for Kids* | *Zoo Animals for Preschool and Kindergarten*. Invite the children to consider one animal from the film they would like to learn more about. • Discuss the natural habitats of these animals and where they are located in the world, and link this learning to Science, e.g. the big five animals are located in Africa. ▪ Re-watch the video and pause for each animal. Listen to the narration of the film to identify what is happening and being described. ▪ Identify content specific vocabulary and record words of interest on the board. ▪ Explore how images in the film accompany the meaning of the text, e.g. an image of an elephant while the text talks about elephants. ▪ Present other images of these animals that are diagrammatic and labelled. Discuss the information they give. • Ask the children to share the animal they would like to learn more about and direct the children to a group with one or two other people who selected the same animal. Have the children work together to find and share information about the chosen animal using print and digital texts. • Have the children independently create a poster for their chosen animal with a heading, some facts and a labelled image.

Teacher self-reflection:

Health and Physical Education, Health Education – Learning sequence 3

Western Australian Curriculum **Personal, social and community health**
Healthy and active communities • Benefits of healthy eating and regular physical activity on health and wellbeing

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 or app of cardio routine, space for children to do cardio routine.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• The focus of the teaching and learning is on the importance of physical activity in promoting wellbeing. These experiences also provide opportunities to discuss the importance of hydration.
• When engaging the children in physical exercise, be mindful of particular needs and fitness levels among the class and adapt accordingly. Teachers may choose to make the participation optional or have groups taking turns to complete different routines to avoid children feeling pressured to join in.
 	
Integration ideas
• Physical Education – ways in which the body reacts during moderate physical activity.
 	
Assessment
• Observe the children's understanding of the importance of regular physical exercise.
	Opportunities
	• Invite the children to share types of physical activity that they are aware of. Children might start with more obvious suggestions, such as football competitions, gymnastic lessons, bushwalks on the weekend.
	• Bring up other examples of ways to stay active, e.g. going outside/playing during the day, walking to school if possible.
	• Explain the importance of keeping our bodies active to promote physical fitness, which helps prevent diseases.
	• Highlight the importance of making physical exercise a regular occurrence.
	• Invite the children to join in a cardio routine (teachers may prepare one or use a video or app to support this).
	  ▪ Discuss how the children felt before, during and after the exercise.
	  ▪ Compare this to their usual physical activities, e.g. 'Do you always feel good after exercising?'
	• In small groups, have the children create short exercise routines, e.g. obstacle courses, aerobics or a dance choreography.
	  ▪ Taking turns, have the children model and guide their peers in their routines.
	  ▪ Provide the children with enough breaks and encourage the consumption of water.
	• Give the children an opportunity to express how the exercises made them feel (tired, excited etc.).
	• Discuss the importance of staying hydrated during/after exercise, and establish the relationship between sweat, exercise and hydration.

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 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: Kids yoga stories – *5 Ocean Yoga Poses for Kids* https://www.kidsyogastories.com/kids-yoga/ (Appendix A); Markdpencil – *The Mark D. Twist (a fun brain break activity/exercise dance song!) by Mark D. Pencil* https://www.youtube.com/watch?v=MdLKjg0GVjA (Appendix A). Coloured poly spots, *Scarf Relay* activity (Appendix A), cones, scarves, agility poles, access to screen and internet.

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • Hero pose (I am wise) is sitting on your heels with your hands resting on your knees. • Schools may have subscriptions or access to websites used for physical classroom brain breaks. Select a song that is appropriate to the children and that they can move their bodies to. Alternatively, *The Mark D Twist* song exemplified in the learning experience may be used.	**Opportunities** **Tuning in** • Have the children find a coloured poly spot and adopt a yoga pose of choice while waiting for teacher instruction (focus on balance). • Remind the children of the attention getter for 'movement time'. • Have the children move around the room on cue following a given instruction. • Practise the attention getter each time the class is stopped. **Activity 1 – The Mark D Twist** • Ask the children to collect a scarf and find a poly spot to stand on (create space). • Demonstrate the Hero pose (I am wise) and make shapes with the scarf. • Instruct the children to wave their scarf high, low, right, left, around in a circle, make a different shape. • Have the children follow along to the song on *The Mark D Twist* video, using their scarf as part of the movement. • Commend the children who provide a good example of strong controlled movements to the music. **Activity 2 – Scarf Relay** • Explain and demonstrate the rules of the *Scarf Relay* ensuring to explicitly teach the skill of dodging. • Divide the class into even groups and have them line up behind the starting marker. • Select a group to demonstrate and run through activity while the others watch, reminding the children to wait for all the instructions before they start moving. • Each group has a practise run through while the teacher moves between groups ensuring teams are playing to rule.

Teacher intentions	Learning experiences
	• Select a child who displays good dodging practice and have them demonstrate to the class while the teacher outlines the key points of the dodge. • Have the children return to the game, applying their understanding. • Conclude the activity with a think-pair-share activity on what makes a good dodge move.

Teacher self-reflection:

Humanities and Social Sciences – Learning sequence 3

Western Australian Curriculum Knowledge and understanding	Western Australian Curriculum Humanities and Social Science skills
Geography • The location of local places and their natural, managed and constructed features • 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 **Analysing** • Process information and/or data collected **Evaluating** • Draw conclusions based on information and/or data

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	A selection of photographs of different places, a range of places to look at on Google Earth™, including historical imagery.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • Key concepts: place, environment and change. • The focus of the teaching and learning is to begin to understand how places change over time. • Select a range of places to look at on Google Earth so the children can see different types of changes. **Assessment** • Use observations and anecdotal records of children's participation in the discussions to assess ongoing learning of the key concepts.	**Opportunities** • Encourage the children to share the places they visit in the local community. Nurture discussions by posing questions such as: ▪ What happens in these places? ▪ What do you do there? ▪ Why do you like going there? ▪ What do we already know about the local places around our school? • Place the class into small groups and provide each group with a selection of photographs of different places. Ask the class, 'How could we sort and group the photographs?' Using the children's ideas, have groups sort the photographs according to the suggested ideas. • Review the terms 'natural', 'managed' and 'constructed'. Ask the children to re-sort the photographs by these terms. • Have the children draw and label a picture of their favourite local place identifying any natural, managed or constructed features. Assist the children in writing a sentence about who they think cares for this place. • Create a whole class book of 'favourite places'. • Select a couple of places from the class book, use an online application, such as Google Earth, to identify where the places are located. ▪ Demonstrate how to use the historical imagery option to look at how the place has changed over time. ▪ Compare what is different and identify any causes of change, such as new infrastructure, revegetation, erosion. • Display two images of the same place, one present and one past. Have the children work together with a partner to complete a T-chart drawing or write ideas to identify similarities and differences. • Review the activity by discussing what they noticed, possible causes of change and linking this to how different levels of caring for a place can affect how it looks and feels.

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 • Explore different ways to equally group or share small collections • Explore and create a half by dividing a physical whole into two equal parts or a collection into two equal quantities, using the language of sharing and grouping	**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 this teaching and learning.

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?)*
	Paper shapes, playdough, 3D objects, connecting cubes, think board, story books linked to grouping and sharing activities, cards, beads.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes **Halves** • It is important for the children to understand that halves can be related to different wholes, including objects and collections. This is to avoid an exclusive association of halves with shapes. • Highlight that halves must be the same size with no remainder. • Continuously use and reinforce language and examples of halves in the children's everyday routines. **Incidental learning** • Continue to model time telling through daily routines and naturally arising opportunities. **Assessment** • Observe how the children identify halves in different media as equal parts of a whole. • Observe how the children start to associate halves with hours in the context of analogue clocks.	**Opportunities** • Based on everyday situations, provide the children with examples of the common uses of halves. Invite the children to share situations and contexts in which they have heard the word 'halves' and what it meant. The children may bring up examples, such as 'I had half the cupcake.', 'I gave half of my toys away.', 'I waited for half an hour.' • Highlight that halves are two equal parts of a whole. • Teach the children that a whole can be a shape, an object or a collection, e.g. half a circle; half a cupcake; half of my collection of 30 toys. • Demonstrate that in every context, halves are equal parts of a whole. Address common phrases such as 'bigger half' demonstrating their inaccuracy. Demonstrate this by tearing a piece of paper into two unequal portions, ask the children to say whether they are halves or not, and justify why. • Provide the children with shapes and encourage them to find strategies to determine the halves, e.g. they might fold it. • Provide the children with playdough and encourage them to make spheres or other regular 3D objects and cut them in halves. Encourage the children to compare each portion and check by comparing the two pieces until they achieve equal pieces. • Provide the children with small even collections and encourage them to divide them in halves by 'giving out one by one' or distributing evenly. Highlight to the children that they must use up the whole collection, without leaving any remainders. • Provide the children with amounts of connecting cubes, up to 20. Demonstrate the part-part-whole model (if not already familiar) to the children. ▪ Ask the children to find as many ways as they can to split the amount into two groups.

Teacher intentions	Learning experiences
	▪ Each time they create two parts of the whole, demonstrate this on a think board where the following information is recorded: ○ the number written in digits and in words e.g. 16, sixteen ○ a drawing of the connecting cubes split into two groups e.g. 9 blocks and 7 blocks ○ the two parts and the whole represented in a part-part-whole diagram ○ a diagram representing the two numbers and a whole as a number story, e.g. The farmer had 16 sheep, 9 sheep were in the paddock, and 7 sheep had escaped into the next paddock. • Explore a range of grouping and sharing activities. Link to story books where appropriate or to real-life situations that occur during the day. • When children are being organised into groups for activities or games, model sharing the children one by one into different coloured groups. • Have the children share out 15 cards to their group of three by giving each child one card at a time. • Provide the children with 30 beads and ask, 'How many groups of 5 can we make?'. The children need to make repeated groups of five until all 30 beads are used.

Teacher self-reflection:

Science – Learning sequence 3

Western Australian Curriculum Science understanding	Western Australian Curriculum Science inquiry
Biological sciences • Plants and animals have external features that serve a purpose by which they can be grouped	**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 **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?)*
	Figurines of animals found on safari in Africa, playdough/clay, toothpicks/pegs, feathers, wool, sticks; trays, trees, soft animal toys, water, grass, sand, rocks, safari costume. Website: Perth Zoo – *Australian bush party* https://perthzoo.wa.gov.au/education-resources#K-6 (Appendix A).	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • Attach animal figurines to the whiteboard using tape. • Set up tabletop activities to explore animal body parts and their particular purpose, such as moving and feeding. • Load Perth Zoo website's video information. **Integration ideas** • Humanities and Social Sciences – questioning and researching. • English- reading and viewing non-fiction texts, listening and speaking, writing. **Assessment** • Make anecdotal notes of the children describing the purpose of different animal body parts.	**Opportunities** • On the whiteboard, attach a range of different animal figurines that may be found on safari or in Africa (lion, elephant, leopard, rhinoceros, cheetah, giraffe, zebra, hippopotamus and crocodile). ▪ Inform the children that a zoologist is an animal scientist who studies animals and their behaviour, and that they are going to practise being a zoologist. ▪ Ask the children to name each animal one by one. Using the animal figurine as the diagram, label their body parts. Create a tally for each body part ○ How many animals have four legs? ○ How many animals have fur? ○ How many animals have horns? • Draw a T-chart on the whiteboard with the headings 'movement' and 'eating'. Use each animal figurine to examine the body parts and categorise which body part helps it to move, and which body part helps it to eat, e.g. the lion has legs to move and sharp teeth to eat, or the giraffe has legs to move and a long neck to reach high up leaves to eat. Discuss the difference. • Guide the children to rotate through different animal body part investigations. ▪ Making safari animals with loose parts. Have the children discuss the different body features being added and describe how they assist that animal with movement or eating. ○ modelling playdough/clay bodies ○ toothpick/peg legs ○ feathers ○ wool/fur ○ stick/horns. ▪ Have the children list resources needed to make a safari play tray (tray, trees, animals, water, grass, sand, rocks). Use images of safari habitats to

Teacher intentions	Learning experiences
	inspire the children to recreate them. Ask the children to create a play tray and role-play animal interactions with animal figurines. ▪ Role-play being a zoologist using safari dress-up clothes; for example: o examine ill animals o research animals o feed and care for animals. • Visit the website of Perth Zoo. Access online information about three different animals using the education resources link. ▪ As a class, conduct a vote to decide on one animal to write about. Model writing the animal's name as the title. ▪ Re-watch the video about that animal to gain knowledge. ▪ Model writing a brief text about that animal. Sentences could include information about diet, habitat, movement or other interesting facts. ▪ Have the children decide which animal they wish to write about from those seen in the videos. Use smart devices to access videos independently. ▪ Ask the children to write about an animal of their choice, using model text or sentence stems as guides. Include information such as diet, habitat, movement or other interesting facts. • Review the content covered. Discuss the new information learnt about animals and add new terminology to Science Word Wall. ▪ What is one interesting thing you have learnt about that animal? ▪ Is there anything else you would like to know about that animal? ▪ What would be interesting if your job is a zoologist?

Teacher self-reflection:

Technologies – Learning sequence 3

Western Australian Curriculum Design and Technologies	Western Australian Curriculum Digital Technologies	Western Australian Curriculum Design thinking skills
Food and fibre production • Living things are used in everyday life for food and clothing **Technologies and society** • People use technologies to create products for personal needs	**Digital systems** • Digital systems have hardware and software that are used together	**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

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?)*
	Labelled sketches from Learning sequence 2; examples of software, digital devices for taking and printing photographs, assessment template (Appendix B).	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• Make it clear to the children that the environment must be purposefully designed to meet the needs of the animal, e.g. what is needed, rather than what they wish to do. This will require scaffolding, modelling and support.
• Designs might also be influenced by some level of personal preference.
• To further the discussion about software, choose a few examples of software to show how useful or helpful they can be.
 	
Integration ideas
• Science – Plants and animals have external features that serve a purpose and by which they can be grouped.
 	
Assessment
• Observe the children's ability to create a sequence of steps and the completed design.
• Use the assessment template (Appendix B) to identify the children's understanding of software use.
	Opportunities
	
	Design and Technologies
	• Based on the labelled sketches from Learning sequence 2, have the children continue to design an environment that would suit the needs of the chosen animal.
	• Guide the children to focus on the space element of their design, drawing on the block experience from Learning sequence 2, considering the relative position of each item in their environment design.
	• Invite the children to create a sequence of steps to produce their design. This will include a list of resources and the steps necessary to achieve the final product.
	• Have the children share their sequence of steps and collaborate to help each other in improving their designs.
	• As a class, co-construct the design criteria to ensure all final products meet the needs of the animals. Place the design criteria on the board or somewhere the children can see it during the Design and Technologies experiences.
	
	Digital Technologies
	• After the children share their thoughts about hardware and software, ask them why they think computers were invented.
	• Ask the children to brainstorm uses of software that help improve people's lives. Ask if they have ever seen software that helps solve problems. Examples might be:
	  ▪ caregivers might use hardware, such as keyboards and mice, to access a browser software to purchase food or clothing online
	  ▪ emailing the school to let them know the children are running late
	  ▪ using a map and navigator to get directions to an unfamiliar place.
	• Looking at the devices in the classroom (or computer room), ask the children to think about the differences between mobile devices, such as tablets, and desktop devices, such as computers.

Teacher intentions	Learning experiences
	▪ Do these devices suit different purposes? ▪ Do they both require electricity to work? ▪ What is different about the hardware associated with each type of device? • Invite the children to consider why mobile devices were designed. What needs of the community do they serve? • Have the children discuss some of the advantages of desktop devices. • Take photographs of the devices in the classroom and print a copy for each child. ▪ Have the children label the hardware they can see. ▪ Ask the children to attempt to identify what tasks they can complete by engaging with each piece of hardware, e.g. 'The keyboard is for typing text.'

Teacher self-reflection:

The Arts, Music – Learning sequence 3

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	• 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: Hi-5 World – *So many animals | Hi-5 – Season 2 Song of the Week | Kids Songs* https://www.youtube.com/watch?v=EMIMDlB_ABQ (Appendix A); RoyalDukeJam. (2010, August 26). *Saint-Saens: Carnival of the animals – Poules et coqs (Hens and cockerals)* https://www.youtube.com/watch?v=lEd7Ovt4cWE (Appendix A). Book: Wilson, T. & Wood, L. (2015). *The Cow Tripped Over the Moon*. Scholastic Australia (Appendix A). Device, coloured felt hearts, star beat chart.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes **Welcome activity** • It is important to build repetition for Year 1 children to aid in memorisation of material which builds confidence in experiencing the concepts. • The process of explicitly teaching music concepts and the elements of music begins with experiencing them across a range of activities and contexts. **Rhythm activity** • A beat chart is a useful way to introduce children to the conventions of notation. It is important to teach children that we 'read' music in the same way that we read a book – left to right, top to bottom. Beat charts for songs can be custom made to explicitly teach maintaining the beat and discovering rhythm. **Stimulus questions** • What do you think the book, *The Cow Tripped Over the Moon* is about? • Can you think of a nursery rhyme that might tell us what this book is about? • What can you see in the sky at night? • What do you think the cow might want to wish for? **Integration ideas** • English – rhyming language, character and setting development. **Assessment** • Using a checklist, assess the children's ability to: ▪ keep in time when pointing to symbols of beat on a chart ▪ maintain the beat when using body percussion ▪ discern pitch and accurately indicate using body positions and/or solfa hand signs ▪ maintain the beat when pointing to a beat chart.	**Opportunities** **Welcome activity** • As the children enter the room, play *So many animals* on an interactive white board (or similar). • Ask the children to join in with the actions and the singing as they enter. • Sing the *Hello* song from the previous Learning sequence and invite the children who have not responded yet to sing their response with accurate body positioning of the pitch. • Elicit information from the children about the correct hand signs and their names, and sing the song twice using body positions the first time and hand signs with solfa names the second time. • Ensure that all children have now had an opportunity to sing a response in the *Hello* song. **Music and literature** • Play *Poules et coqs (Hens and cockerals)* from *Carnival of the animals* and invite the children to respond to the music with movement as they did in Learning sequence 2. • Introduce the book *The Cow Tripped Over the Moon* by singing 'What can you see on the cover of my book?' • Have the children respond with their sung responses. • Ask the children what they think the book might be about. • Sing the nursery rhyme 'Hey diddle diddle, the cat and the fiddle' and invite the children to sing as well, before reading the book. • Read the book to the children. • Elicit information about the setting of the story, e.g. it is night-time on a farm.

Teacher intentions	Learning experiences

	• Using the stimulus questions, elicit information about the celestial bodies that can be seen at night.
	
	Rhythm activity
	• Source and sing the song, *Starlight, star bright* while pitch patterning with hand.
	• Discuss the tradition behind wishing on a star.
	• Rote teach the song while pitch patterning.
	• Sing the song through several times with any or all of the following activities:
	  ▪ sing with pitch patterning
	  ▪ keep in time (keeping the beat) with feet or other body percussion
	  ▪ tap out the rhythm of the words on knees or on hands and invite the children to copy
	  ▪ teacher then selects children to step out the beat of the song using large coloured felt hearts on the floor (sixteen beats required)
	  ▪ develop/locate a beat chart and invite selected children to come and point to the beats on the chart as the song is sung
	  ▪ sing through three times in a row – using words, then maintaining the beat and then tapping the rhythm of the words.
	• Discuss with the children what they think the cow might be wishing for on this beautiful night in the story.
	
	Conclusion
	• Play *So many animals* as the children leave for their next lesson.

Teacher self-reflection:

The Arts, Visual Arts – Learning sequence 3

Western Australian Curriculum **Making**	**Western Australian Curriculum** **Responding**
Ideas • Exploration of different materials, media and/or technologies, when creating artwork **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) ▪ textures (changes in texture; transfer of texture) to create artwork	• 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?)*
	Children's artwork created in Learning sequences 1 and 2 and pictures of same, whiteboard and colour markers, playdough or clay, tray for baking or setting 3D objects, assessment template (Appendix B). Video, such as KQED Art School – *Elements of Art: Shape* https://www.youtube.com/watch?v=bJzGkZwkHt4 (Appendix A).	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The focus of the teaching and learning is on exploring materials to make a 3D representation of an animal, with attention on shape. • The children create animals using 3D media, such as playdough or clay (air dry or pottery clay). Baking or setting of the created animals should occur prior to the next Learning sequence. • Use the children's artwork to set up an Art Viewing station for easy access to create stories and appreciate their and others' work. **Integration ideas** • Mathematics – shapes. • Science – animal features. **Assessment** • Observations and anecdotal notes of the children using oral language to describe their artwork. • Use the assessment template (Appendix B) to guide an interview with the children on the techniques used to make a 3D representation of a 2D drawing.	**Opportunities** • Review previous learning opportunities by observing artwork created during Learning sequences 1 and 2. • Provide the children with a white board and coloured markers. • Show the children an online video, such as *Elements of Art: Shape*, and encourage the children to explore making shapes, using line. • Ask the children to share their understandings about shape with their peers and explain how shape is used in artworks. Prompt the children to consider the following ideas and aspects during their discussions. ▪ What style/type of line did you use to create your shape, e.g. curved line to make a crescent, straight lines for a triangle? ▪ How many lines did you use to create your shape? ▪ Did you keep your marker on the whiteboard the whole time or was it a series of lines and lifting your marker in between strokes. ▪ What shapes did you make? Can you name them? Can you share some of the features of the shape/s you created? • Hand out pictures of the completed art from the previous learning sequence and engage the class in a discussion, considering how they could turn their 2D picture into a 3D object. • Introduce the medium that the children will be working with and model appropriate and safe use of equipment. ▪ Model techniques used when forming 3D artworks, e.g. portioning clay for parts, pinching, ribbing, scraping. • Provide materials and inspire the children to create a 3D version of their animal artwork. • Place 3D artwork on a shared tray in preparation for baking or setting. • Reflect with the children about the animal they made, the shapes they used and the techniques they used.

Teacher intentions	Learning experiences
	• In preparation for further learning in Learning sequence 4, ask the children to suggest suitable habitats for their animal.

Teacher self-reflection:

Learning sequence 4

English – Learning sequence 4

Western Australian Curriculum Language	Western Australian Curriculum Literature	Western Australian Curriculum Literacy
Text structure, organisation and features • Explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain • Explore how print and digital texts are organised using features such as page numbers, table of content, headings and titles, navigation buttons, swipe screens, verbal commands, links and images **Language for expressing and developing ideas** • Recognise the vocabulary in everyday contexts as well as learning area topics	**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** • 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?)*
	A range of print and digital imaginative and informative texts (including bookmarked websites) about the ocean and ocean creatures, simple text on a sea creature of choice with headings, sub-headings, diagrams, captions etc that can be photocopied/enlarged and cut up.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• The content in these teaching and learning experiences relates directly to the experiences in Science.
• 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 idea
• Science: Plants and animals have external features that serve a purpose and by which they can be grouped.
 	
Assessment
• Observe how the children use the language features of non-fiction texts to find information; for example, are some still reading every word from the start to finish or are they using the index, contents page and sub-headings?
	Opportunities
	• Read aloud or view an imaginative or informative text about the ocean. Initiate a discussion about living things from the ocean. Ask the children to suggest questions to research; for example,' Are corals living creatures?', 'Are whales fish?' Model how to find the answer to some of the questions using the contents page, index and sub-headings in non-fiction texts or the tabs and other text features of a digital text.
	• Find a simple text on a sea creature of choice. Choose one that has headings, sub-headings, diagrams, captions etc. Photocopy/enlarge this and cut it up. Place the children in small groups to reconstruct the text. Discuss together and identify the text features, such as sub-headings and diagrams.
	• Provide pairs of children with two or three questions about a sea creature; for example:
	  ▪ What do blue whales eat?
	  ▪ How do seals stay warm?
	  ▪ Is a starfish really a fish?
	• Direct the children to the bookmarked websites to find answers to the questions. Model this first if need be. Have them share their learning with the class.
	• Include the children in a shared reading of a picture book about sea creatures. Make an 'interesting words' chart with the children's input.
	• Watch a video or visit a digital site to investigate and discuss sea creatures. Add to the interesting words chart.
	• Engage the children in creating a co-constructed informative text on a sea creature.

Teacher self-reflection:

Health and Physical Education, Health Education – Learning sequence 4

Western Australian Curriculum **Personal, social and community health**
Healthy and active communities ● Benefits of healthy eating and regular physical activity on health and wellbeing

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?)*
	Props, dress-ups, digital devices for recording.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• The focus of the teaching and learning is to review how to stay safe and healthy during physical exercise.
 	
Integration ideas
• Media Arts – Explore and experiment with the codes and conventions of media:
  ▪ technical (capturing, selecting and arranging images)
  ▪ symbolic (objects, colour)
  ▪ audio (selecting and capturing sounds to create a mood or feeling; loudness and softness)
  ▪ written (adding text).
 	
Assessment
• Observe whether the children's performances demonstrate they can identify a range of strategies to keep healthy and safe.
	Opportunities
	• Ask the children to review ways in which they can make sure physical exercise is a regular occurrence in their lives, e.g. going for walks.
	• Discuss actions the children can take to remain safe during physical exercise. Examples may be:
	  ▪ wear sunscreen and a hat
	  ▪ drink enough water
	  ▪ avoid the hottest times of the day
	  ▪ ensure an adult is either supervising or aware of what they are doing and where.
	• Have the children share what they have learned about eating a balanced diet, staying hydrated and exercising regularly and safely, by creating a short performance.
	• Working in pairs or small groups, ask the children to decide which messages they will convey, and how they would like to convey them, e.g. they might create a news report, role-play examples of people taking action to stay well, teachers talking to the class etc.
	• Provide support for the children to prepare their performances, as well as props and dress ups, if possible.
	• Give each group a device to record their performances and support them as needed.
	• View the short clips as a class, and have the children offer their personal preferences using kind, constructive and encouraging language.

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 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 • 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: The Physical Educator – *Chasing ad Fleeing: Everyone's IT Frozen Tag* https://thephysicaleducator.com/game/everyones-frozen-tag/ (Appendix A); Dranesville Elementary PE. (2019). *Educational Gymnastics - Log Roll* https://www.youtube.com/watch?v=YW4oWKCjRGo (Appendix A). Coloured poly spots, cones, exercise mats.

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• The Butterfly pose requires the children to sit on the ground bringing their feet together up by their bottom, flopping their knees to the side.
 	
Activity 1
• Information can be found at *Everyone's IT Frozen Tag* website.
• Variations to Everyone's IT Frozen tag
  ▪ Using the key points of the dodge, make a classroom poster.
 	
Activity 2
▪ Information can be found at the *Educational Gymnastics – Log Roll* video.
 	
Assessment
• Use a checklist to assess the children's ability to perform the fundamental movement skill of rolling. Make anecdotal notes on areas in need of improvement.
• Ongoing weekly assessment on the children's ability to apply the dodge to simple game play activities.
	Opportunities
	
	Tuning in – The Exercise Game
	• Have the children find a coloured poly spot and sit in Butterfly (also known as Cobra/Bhadrasana) pose.
	• Remind the children of the attention getter for 'movement time'.
	• Ask the children to move around the room on cue following a given instruction.
	• Practise the attention getter each time the class is stopped.
	
	Activity 1 – Everyone's IT Frozen Tag
	• Demonstrate and ask the children to place their hand on their heart. Can they feel it pumping? Tell the children they are going to play a game to see if they can get their heart to feel like it is pumping out of their chest.
	• Explain and demonstrate the rules of *Everyone's IT Frozen Tag – Build Two: Everyone's IT Tag*.
	• Have the children spread out in the playing area and commence on the teacher's instruction.
	• The teacher observes and adjusts play where needed.
	• Pause the play and have the children place their hand on their heart. Ask them if they can feel it pumping. Discuss what the job of our hearts might be.
	  ▪ Pumps blood around the body.
	• Have the children return to the game for an allocated amount of time.
	• Discuss what other changes they notice about their body when they are active.
	  ▪ Breathing
	  ▪ Sweating
	
	Activity 2 – Log/pencil roll development
	• Have the children find a poly spot and stand on it. Ensure they have plenty of space between them. Give the class the following instructions:

Teacher intentions	Learning experiences
	▪ Keeping your feet flat on the poly spot, stretch up as tall and strong as the tallest tree, stretching up as high as you can reach. Squeeze your ears with your arms, suck in your tummy, and squeeze your bottom and your legs together. ▪ Keeping your feet flat on your poly spot, now show me a floppy tree blowing in the breeze. ▪ Switch between a tight position and a floppy position a couple of times, feel what is happening to your body. ▪ Remembering how it felt to be a tall strong tree, lie down on the floor with your back on your poly spot and be a tall strong tree. Now try to roll over onto your tummy and then onto your back keeping that tall strong position. Try performing two in a row and back to your spot. Try rolling the other way. ▪ Remember to keep your tall strong tree and keep your ankles together. • Select a child you have observed with good practice and have them demonstrate to the class while you direct observation to key points of the log/pencil roll. • The children find a spot on their own and practise log rolling. If they roll into another person/object have them roll in the opposite direction. • Reflect on the log rolls using questions: ▪ How does your body feel when you are a tall strong tree? What is happening to it? ▪ What are the key points for a log/pencil roll? ○ Long straight body stretching your arms up above your head, squeezing your ears. ○ Tuck your chin in. ○ Tight body. ○ Suck in your tummy. ○ Squeeze your bottom and legs together. ○ Keep your ankles and feet together.

Teacher self-reflection:

Humanities and Social Sciences – Learning sequence 4

Western Australian Curriculum Knowledge and understanding	Western Australian Curriculum Humanities and Social Science skills
Geography • The location of local places and their natural, managed and constructed features • How places change and how they can be cared for by different groups, including Aboriginal and Torres Strait Islander peoples	**Evaluating** • Draw conclusions based on information and/or data **Communicating and reflecting** • Present findings in a range of communication forms, using relevant terms

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Historical and current images/photos of the local community possibly available from the local council, maps of the local community, invited guests to speak about the local community (if appropriate), books that show changes in land use in a community, digital device for recording.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• Key concepts: place, environment and change.
• The focus of the teaching and learning is for the children to understand how the use of land has changed over time in the local area.
• Teachers may consider inviting long term residents of the local community, including Aboriginal and Torres Strait Islander peoples, to discuss activities in the community and the changes that have occurred over time.
 	
Assessment
• Use observations and anecdotal records of the children's participation in the discussions to assess ongoing learning of the key concepts.
• Collect the work samples to observe and moderate achievement.
• Observe the recording of each child and make anecdotal notes on their ability to recall, and the accuracy of the information.
	Opportunities
	• Explore how the community in which the school is located, has changed over time.
	  ▪ Show the children a map of the community from 20 to 50 years ago.
	• Encourage a discussion, comparing the observable changes.
	  ▪ What has changed?
	  ▪ Why has it changed?
	  ▪ Was the community bigger or smaller all those years ago?
	  ▪ How many people lived in the community then, compared to now?
	  ▪ How do we find out information about what it was like then?
	  ▪ Invite the children to ask questions about the changes.
	• In pairs, have the children explore images of the local community 'past' and 'present' on the internet and discuss what they see. This activity should be scaffolded through modelling the safe use of the internet search engine.
	• Ask the children to draw two pictures to represent the community, 'past' and 'present'. Have them write a simple sentence to explain what they notice. The teacher should scribe if necessary.
	• As a class, research a local park or other area of interest in the community that provides an opportunity for the children to see change over time.
	  ▪ Invite members of the community in to share stories about the local park/area.
	  ▪ Explore what is the background of the name of the park/area?
	  ▪ Discuss the landscape of the park/area. Is it natural bush, man-made or a blend of both? What type of flora is planted and what is the significance of it?
	  ▪ If possible, visit the park/area to observe it together.
	  ▪ Discover what the land was used for before it was the park or area of interest, e.g. was it a market garden that grew produce or a swamp area?
	• Have the children record themselves saying one fact about the park.

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
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 • Give and follow directions within familiar locations	**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?)*
	Books: Litwin, E. (2012). *Pete the cat and his four groovy buttons* HarperCollins (Appendix A) or similar; Elliot, D. (2013). *Henry's Map*. Penguin Books (Appendix A) (read or view); Jenkins, E. (2004). *My Favourite Thing (according to Alberta)*. Atheneum Books for Young Readers (Appendix A) or similar; French, V. (2022). *Maps from Anna to Zane*. Walker Books (Appendix A) or similar. Video: NSW Government – *Let's share to be fair* https://sites.google.com/education.nsw.gov.au/get-mathematical-early-stage-1/targeted-teaching/lets-share-to-be-fair (Appendix A). Image of raincoat, buttons, collections of fruit to share, paper plates; flowers; informal uniform measuring resources, dice.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
An activity in this learning experience requires the co-ordination of another similar aged class to answer questions regarding 'their favourite things'. Plan for this with another teacher before beginning the learning experience. Teachers should adjust the learning experience if there is no opportunity for this to occur.
 	
Modelling with number
• When presenting situations to the children, ensure there is a real-world connection that they are familiar with.
• Relating situations to other curriculum areas in an integrated way will help the children make sense of the mathematics in these situations. Pose questions after reading stories or viewing activities that relate to Humanities and Social Sciences, Science, or Technologies.
• Provide concrete materials relevant to the mathematical situation. The children will benefit from realistic manipulatives, such as using realistic play fruit for adding and subtracting fruit in the fruit bowl that is eaten during the day.
• Use the video *Let's share to be fair* as a demonstration of sharing.
 	
Length
• To understand length, the children will start with working on side-by-side comparisons (based on Pre-primary experiences) and should not be expected to 'estimate' by looking at objects that are not close to each other.
• By using the example of fitting a desk through the door, the teacher is demonstrating a contextualised need to use (informal) measuring tools, making the experience more meaningful to the children.
• Whilst the children should be exposed to ways in which they can be accurate with their measurements, they should not be expected to measure without any gaps. This is part of their development, and they will continue to work with informal measurements as they progress.
	Opportunities
	
	Activity 1
	• Provide the children with a context, such as the story *Pete the cat and his four groovy buttons*. After reading the book, relate this to actually losing buttons and subtraction.
	• Model using real buttons on an image of a raincoat and, as you read the story, have the children role-play losing buttons and taking one button away at a time.
	• After role-playing, ask the children to write each subtraction number sentence, e.g. 4 - 1 = 3
	• Invite the children to think about the rubbish that is found outside their classroom after lunch each day. Pose the question 'How many pieces of rubbish would we pick up each week?'
	  ▪ Relate this situation to addition, that after collecting and counting the rubbish each day, the children will represent the pieces of rubbish with scrunched up scrap paper in a jar.
	  ▪ Each day, the teacher records the number of pieces of rubbish as a number sentence, such as 12 + 7 + …
	  ▪ At the end of the week, count out the scrap paper pieces and relate to the addition number sentence.
	• Create opportunities for the children to share and group items to solve real-world situations, such as sharing fruit into groups for a class crunch and sip.
	  ▪ Bring in various collections of fruit (checking dietary requirements of the class), such as a punnet of strawberries, a large bunch of grapes, punnet of blueberries, mandarins that are split into segments. (Ensure there is an even number of pieces for the number of groups, avoiding leftovers.)
	  ▪ Count the number in each collection and talk about how many groups the fruit will need to be shared between. Use a paper plate for each group.

Teacher intentions	Learning experiences
Location • When giving and following instructions, it is important that the children work within familiar locations. • The children are not expected to create or read maps. However, exposing them to the concept of birds-eye view may help set the foundations for understanding mud maps in the future. • Organise a treasure hunt prior to the lesson and give the children a new set of instructions orally each time they arrive at key locations. The treasure chest might need 'decoding' to open, e.g. identify a pattern, name a sequence of 2D shapes. **Assessment** • Observe the words used by the children to provide instructions, e.g. are they clear and precise? • Observe how the children are beginning to understand the concept of ordering objects using a given criteria (in this case, length).	▪ After counting the first fruit, discuss how the fruit can be shared evenly. ▪ Share according to the strategy discussed and continue with other fruits, adjusting the strategy if necessary. Sharing one at a time is effective for Year 1 children. **Activity 2** • Set up a situation where items need to be grouped, demonstrating different ways to create groups (dividing a whole). For example, 'We are setting up tables for a Mother's day morning tea and have been donated 25 flowers. How many vases will we need if we put five flowers in each vase?' ▪ The children use real or imitation flowers to make groups of five and when all flowers are used, that will determine how many vases will be needed. • For each of these situations, represent the situation using diagrams, numbers and symbols where appropriate and interpret the answer in the context of the situation. • Discuss and create a chart of vocabulary used to give directions. After reading or viewing *Henry's Map*, ask the children how they could give the animals directions to where they should be on Henry's map. Add any additional vocabulary to the chart. • Walking around the school grounds as a class, the teacher creates a map of places within the school, such as playground, oval, library, office, canteen. • Draw a map similar to Henry's and use the map to give directions to a peer to get from the classroom to one other location found on the map. **Activity 3** • Provide the class with playdough balls of similar size. Ask the children to make a snake by rolling the playdough, but don't provide guidance as to how long or thick their snake should be.

Teacher intentions	Learning experiences
	• Ask the children order the snakes by length, discussing strategies on how this could be done. • Begin by ordering the snakes in small groups. Each group then takes the longest snake from their group and compares this with the longest snake from the other groups to decide who made the longest snake in the class. • Repeat for the shortest snake. • Discuss what the attribute of length means. • Ask the children 'How we could find out how much longer the longest snake is from the second longest?' • Lead a discussion to the use of direct comparison as an effective strategy. • Ask the children how they could record the length of their longest snake, reminding them that the snakes cannot be moved out of the classroom. Discuss strategies and guide the children towards using uniform informal units, such as paperclips, bread tags or connecting blocks. • Tell the children that they will be taking home some playdough and the same uniform informal unit they used in class, to make another snake exactly as long as their longest snake. • The children will measure the home snakes using the uniform informal unit and compare with their class snake at home. Record by drawing, or taking a photo of the home snake, showing it being measured, to bring back to school. **Activity 4** • After reading a book, such as *My Favourite Thing (according to Alberta)* or a similar book about favourite things, ask the children to draw a picture of their favourite thing. • Sort the children's favourite things into categories, such as food, colour, pet/animal, activity, TV show, movie, family or friend. Make class decisions

Teacher intentions	Learning experiences
	about which category 'favourite things' fit into (this will depend on what the children have drawn). • Ask the children if they can suggest ways that they could find out what their buddy class's (or neighbouring class – see notes) favourite things are. 'What question would you need to ask?' Pose questions that relate to the categories (used previously) already created, and survey their buddy class. • Create a tally and then develop a one-to-one picture graph. Use this graph to compare data. **Small group opportunities** • Provide the children with a simple map from a story book, such as *Maps from Anna to Zane*, to use to give simple directions to a peer. • The children collect 10 leaves from the school grounds. Order the leaves according to length and trace around them to record their ordering. They then use uniform informal units to quantify the length of each leaf and record this on their page. (Uniform informal units might include connecting cubes, MAB ones, paperclips or dice.) • The children use dice to record 20 rolls to test which number is most commonly rolled. Record results in a one-to-one pictograph using prepared squares of paper to glue onto a page.

Teacher self-reflection:

Science – Learning sequence 4

Western Australian Curriculum Science understanding	Western Australian Curriculum Science inquiry
Biological sciences • Plants and animals have external features that serve a purpose and by which they can be grouped	**Communicating** • Communicate observations, ideas and findings using everyday and scientific vocabulary **Collaborating and applying** • Use science knowledge and understandings to make decisions and choices in their environment

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Websites: South Florida PBS: *A Day With Marine Biologists | Virtual Field Trip | KidVision Pre-K* https://www.youtube.com/watch?v=FxNO6ZUNLLk (Appendix A); Satellite mapping software such as Google Earth. Book: Zommer, Y. (2018). *The Big Book of the Blue*. Thames and Hudson Ltd. GB (Appendix A). Resources to construct a marine animal such as paper, pencils, playdough and recycled craft materials, digital device to voice record.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The focus of this teaching and learning is exploring the needs of marine animals and their features. • Teachers can use this learning sequence to investigate how animals can meet the same need with different features. For example, marine animals need to be able to get oxygen. They can do this using gills or a blowhole. • If possible, have a variety of resources available for the children to construct their own marine animal so they can make decisions about what is and isn't suitable. **Integration ideas** • English – reading and viewing: non-fiction texts. • Humanities and Social Sciences – Geography: location and features of places. **Assessment** • Observe the children's abilities to describe the features on their marine animal, and the function of those features	**Opportunities** • Watch an online video, such as *A Day With Marine Biologists | Virtual Field Trip | KidVision Pre-K*, about marine biologists and their work with marine habitats and animals. • Use satellite mapping software, such as Google Earth, to visit a beach near to your location. Discuss and list the features of the beach as a habitat (sand, salt water, seaweed, rocks, coral reef and sand dunes). • Preview *The Big Book of the Blue*. ▪ Visit the contents page to choose three animals to read about. ▪ List one fact about each ocean animal on the whiteboard. ▪ Discuss the different habitats the animals live in (coral reef, rock pool, deep ocean) and how they adapt to these conditions and the risk associated with living there (needing camouflage or to create their own light). • Make a master list of features that marine animals need to survive. For example, a way to breathe (gills or a blowhole), a way to move (fins, tails, tentacles) and a way to eat. • Have the children use available resources, such as paper and pencils, playdough or recycled craft items, to create their own marine animal. Their animal could include parts from animals they already know or be completely made up. The animals the children devise must have a way to fulfil the needs from the master list. • Once the animals are complete, have the children record their ideas by labelling diagrams or using a digital device to record their voice explaining the features of their animal. • The children can add their creatures to play areas to use at a later time.

Teacher self-reflection:

Technologies – Learning sequence 4

Western Australian Curriculum Design and Technologies	Western Australian Curriculum Digital Technologies	Western Australian Curriculum Design thinking skills
Food and fibre production • Living things are used in everyday life for food and clothing **Technologies and society** • People use technologies to create products for personal needs	**Digital systems** • Digital systems have hardware and software that are used together	**Design and 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 **Producing and implementing** • Use available technologies and materials to safely create a solution **Digital Technologies** **Investigating and defining** • Explore ideas and design opportunities for a personal need **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?)*
	All resources for the children to make their dioramas/models, e.g. cardboard, paint, magazines and newspapers, glue; screenshots of appropriate applications (apps).	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • These learning experiences may be divided into shorter sessions or be one long session in which the children have the time and flexibility to explore their ideas. • Remind the children of the basic needs of the animal, whose need is being met. • Invite the children to speak about their ideas and designs. • These learning opportunities engage the children in designing an application (app) that could help solve problems. As the children will design only the look and functionality of the app, the design can be completed on paper. **Integration ideas** • Science – Plants and animals have external features that serve a purpose and by which they can be grouped. **Assessment** • Take anecdotal notes of how the children are thinking about solutions to given issues, e.g. access to shelter. • Observe how the children are working independently and with others to create and follow steps for solutions. • Observe the children's ideas around designing an app for a purpose. Observe how they communicate these ideas using a labelled drawing.	**Opportunities** **Design and Technologies** • Ask the children to work collaboratively to produce their designs from Learning sequence 3. ▪ Highlight the importance of following the sequence of steps developed for this purpose. ▪ Remind the children to check their work against the design criteria. • Allow flexibility for the children to create their models in different ways, e.g. dioramas, playdough models, collage. • Speak to the children about the importance of ensuring that the product matches the design (within developmental expectations). • Guide and support the children through creating their environments. Ask them clarifying questions, such as: ▪ What is the purpose of this <feature>? ▪ How will that ensure these animals can reach the water? **Digital Technologies** • Guide the children to design an application (app) that would assist with everyday tasks in the classroom. Examples might be: ▪ taking the attendance register ▪ keeping track of who has eaten lunch ▪ reminding everyone to drink water/wear their hats at play time. • Have the children choose a problem to solve by designing a new app. • Showing screenshots of appropriate apps, invite the children to design what the app would look like. • Have the children draw and label the app, describing what it would look like and its functions, e.g. an app to do the attendance register would have all names in large buttons and each child that walks in can quickly spot and click their own name, telling the software that they are present.

Teacher intentions	Learning experiences
	• Encourage the children to work collaboratively and support each other in the development of their ideas.

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)
	• 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?)*
	Song: Hi-5 World – *So many animals | Hi-5 – Season 2 Song of the Week | Kids Songs* https://www.youtube.com/watch?v=EMIMDlB_ABQ (Appendix A). Book: Wilson, T. & Wood, L. (2015). *The Cow Tripped Over the Moon*. Scholastic Australia (Appendix A). Device, range of non-tuned percussion instruments (including finger cymbals and guiro (cricket sounds)), colour felt hearts (and half hearts), star beat chart.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
 	
Welcome activity
• Greeting songs can be used to introduce simple words from other languages and countries. It alerts the children to the global nature of our world and promotes inclusivity.
• Using the languages of the children in the class is affirming and acknowledges the diverse nature of our communities.
 	
Song – Rhythm activity
• It is important when explicitly teaching rhythm, that the language remains consistent and becomes familiar to the children. Beat and rhythm are taught slowly so that the children are clear on the difference between them.
• Providing visual and tactile symbols assists in embedding concepts and developing understanding.
 	
Stimulus questions
• How many sounds can you hear on this beat?
• Can you tell me which coloured hearts have more than one sound on them?
• Do you remember the title of the book we read in class last week?
• What was the story about?
 	
Music and literature
• The primary aims of this activity are for the children to:
  ▪ select appropriate instruments for the specific part of the story
  ▪ improvise/compose a simple four-beat *ostinato* as a group and play it four times in a row
  ▪ consider appropriate tempo and dynamic for their part of the story
  ▪ play their *ostinato* accurately and in time to a steady beat played by one of the class.
	Opportunities
	
	Welcome activity
	• Play the song *So many animals* as the children enter the classroom. They should be quite familiar with the song now and readily able to join in with actions and the words of the song.
	• Greet the children with the hello song from the previous Learning sequence, substituting the Noongar word ‘kaya’ for ‘hello’ (or use the local Aboriginal and Torres Strait Islander peoples’ word if not ‘kaya’).
	• Explain that the word ‘kaya’ says hello in a different language.
	• Discuss other languages and how to say hello in different ways. Explain that a wave or bow or handshake are also ways to say hello.
	• Sing the song (with whole class singing back – each child can sing their own response) several times using different words or ways of saying hello.
	• Tap the rhythm of the words with hands or on knees.
	
	Song – Rhythm activity
	• Sing *Star light, star bright* as a reminder of the song introduced in Learning sequence 3.
	• Have the children walk the beat around the room while singing and then freeze at the end of the song. Explain that they can think in their heads what they might wish for when they see the star.
	• Tap the rhythm of the words in hands or on knees while singing and invite the children to join in.
	• Create a circle and seat the children.
	• Using felt hearts as for Learning sequence 3, set out sixteen beats in a line in the centre of the circle and step the beat as the song is sung.
	• Invite selected children to step the beat against the hearts as the song is sung by all the children.

Teacher intentions	Learning experiences

• Ensure that there are a wide range of non-tuned percussion instruments available for the children to choose from. It may be necessary to remind the children of the instruments available.
  ▪ How they are played.
  ▪ What sound they make.
  ▪ The name of each instrument.
  ▪ The duration of the sound produced.
  ▪ The dynamic range of each instrument.
• It may also be necessary to remind the children of the terminology used for tempo and dynamics. Having element charts, or a word wall of specific terminology and symbols used, assists in reminding the children of the appropriate language to use when describing and making decisions about their music.
 	
Integration ideas
• English – use of text and rhyme.
• Cross-curriculum Priority- Aboriginal and Torres Strait Islander Peoples Cultures and Histories – inclusion of specific greeting words.
• Science – living things and their habitats.
 	
Assessment
• Use a checklist, or filming device, to assess the children's ability to:
  ▪ play non-tuned percussion instruments with the correct technique
  ▪ play non-tuned percussion instruments with correct timing
  ▪ maintain the beat
  ▪ maintain their own part (rhythmic *ostinato*)
  ▪ select non-tuned percussion instruments with appropriate timbre for purpose and meaning.
	• Step it again and ask the children to tap the rhythm of the words on their knees this time.
	• Explain that sometimes a beat has one sound on it, sometimes it has two sounds on it.
	• Using the stimulus questions, elicit from the children as the song is sung and stepped slowly, which beats have more than one sound on them.
	• For every beat that has more than one sound on it (n) place a half heart of a different colour on the heart (i.e. the heart becomes two colours).
	• Explain that a beat that has one sound on it (q) is called a *ta* (or crotchet, quarter note) and a beat that has two sounds on it (n) is called a *ti-ti* (or quaver, eighth note).
	• Sing again as the beat is stepped against the hearts (by the children or teacher) and sing the rhythm names (*ta* and *ti-ti*) instead of the words of the song.
	• Remind the children that the song *Star light, star bright* was linked to a story read in Learning sequence 3 – *The Cow Tripped Over the Moon*.
	
	Music and literature
	• Recap the events of the story *The Cow Tripped Over the Moon* and list in order the attempts the cow makes to jump over the moon and the things that happen to prevent it from completing its goal.
	• Explain that the class is going to create some music to help tell each part of the story. There are eight parts of the story about the cow who wanted to jump over the moon.
	• Demonstrate how some music might help to make the story even more interesting. For example, the first page (introduction) is about the setting. Using two non-tuned percussion instruments, such as finger cymbals and guiro (cricket sounds), improvise simple *ostinatos* for each instrument to set the scene of a perfect night.

Teacher intentions	Learning experiences
	• Explain that the children will be divided into eight groups. The number of children in each group will determine the number of non-tuned percussion instruments they may use (one per child). • Each group will be allocated a part of the story and will: ▪ choose non-tuned percussion instruments to help tell their part of the story (their choice of instruments should match the sounds they think might correlate with the actions in the book) ▪ improvise/compose a simple four-beat *ostinato* for their instruments (all instruments will play the same rhythm and is decided upon by the group) ▪ choose one of their instruments to play the beat ▪ decide on a tempo ▪ decide on a dynamic. • Remind the children of the instruments available. • Allocate groups and enable space for each group to work in. Provide a range of non-tuned percussion instruments for the children to select from. • Allow time for exploring sounds and making selections. • Assist the children where required with their ideas and realising them in their improvised music. • Gather the children's attention and on the interactive whiteboard, record each group's rhythm in order, using stick notation. To maintain the same understanding and language already engaged with, use hearts and notation. For example:  • Tell the story and in each section allow time for the groups to play their music at the end of the page. • Using a filming device, record their efforts. This can be used for assessment purposes by both teacher and for child/class self-reflection.

Teacher intentions	Learning experiences

	• Discuss their performance using the stimulus questions:
	  ▪ What kind of sound do you think you need for this part of the story?
	  ▪ Can you describe what is happening in your part of the story?
	  ▪ What instrument will make a sound to fit with your part of the story?
	  ▪ Should it be loud (*forte*) or soft (*piano*)?
	  ▪ How are the characters moving? How can we make our music match the movement of the characters?
	  ▪ What did you like about the music you played?
	  ▪ Was there something that would have made your music sound a bit better or more suitable to the story?
	Conclusion
	• Sing goodbye to the children, using 'boorda' (Noongar for goodbye) or the word for goodbye that correlates with the language used at the start of the lesson in the hello song.
	• Use a simple *soh-mi-lah* pattern.

Teacher self-reflection:

The Arts, Visual Arts – Learning sequence 4

Western Australian Curriculum Making	Western Australian Curriculum Responding
Ideas • Exploration of different materials, media and/or technologies, when creating artwork **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) ▪ textures (changes in texture; transfer of texture) to create artwork	• 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?)*
	Video, such as Scratch Garden – *The Texture Song | Art Songs* https://www.youtube.com/watch?v=tDVS9XSqt90 (Appendix A). Different textured materials and objects for cutting up and using in animal habitat collages, baskets for sorting (and access to) natural materials; collage base (shoe box, cardboard, paper plate).	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The focus of the teaching and learning is to provide the children with the opportunity to experiment with textures through collage. • Explore arts vocabulary, such as texture. Texture is what something feels like. In an art context texture refers to the physical properties as well as how the visual elements are perceived. Explore man-made and natural materials for inclusion in the collage. • Offer the children choice in the base of the collage, such as shoe box, cardboard, paper plate. • Encourage the children to collect additional items required to add to their collage in next learning sequence. **Integration ideas** • Science – animal habitats. • Humanities and Social Sciences – resources from the local area. **Assessment** • Observations and anecdotal notes of the children's development of artistic skills when using texture in their artwork.	**Opportunities** • Watch a short video that teaches the children about the concept of texture, such as *The Texture Song Scratch Garden*. • Introduce the children to the terms 'texture' and 'collaging' as an art technique. • Pose questions such as: ▪ What is texture? What does it mean? Have you ever created something using collage? Was it easy? Was it difficult? What did you make? ▪ If you were to make a collage of a habitat for your animal that you created in Learning sequence 3, how would you use collage to create the background for your animal? ▪ How does the collage of the materials bring depth to the artwork? ▪ Are the materials natural or man-made? • In pairs or individually, have the children plan to create a collage of an animal habitat, such as the sea, jungle, Australian bush environment etc. • In planning, highlight and discuss what features the children will incorporate to give their collage definition and colour. • Take the children on a walk around the school to collect materials from the school garden and playground, such as leaves, sand etc. • Model arts techniques that focus on how to sort and effectively use natural and man-made materials in a collage, e.g. grouping colours, shape, line. ▪ Review how to use the materials with care, e.g. brush off excess glue to avoid dripping glue onto the item. • Store habitat materials for further use in Learning sequence 5. • Provide the children with time to plan the addition of animals to their habitat through collage. Brainstorm the materials that will be needed for Learning sequence 5.

Teacher self-reflection:

Learning sequence 5

English – Learning sequence 5

Western Australian Curriculum Language	Western Australian Curriculum Literature	Western Australian Curriculum Literacy
Text structure, organisation and features • Explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain • Explore how print and digital texts are organised using features such as page numbers, table of content, headings and titles, navigation buttons, swipe screens, verbal commands, links and images **Language for expressing and developing ideas** • Recognise the vocabulary in everyday contexts as well as learning area topics	This strand is not the focus of these learning experiences.	**Texts in context** • Discuss different texts and identify some features that indicate their purposes **Analysing, interpreting and evaluating** • Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning in 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?)*
	Texts about animals and zoos, images of information signs from animal habitats or zoos, (invitations, posters, tickets and snacks – if relevant), non-fiction text assessment (Appendix B).	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The children apply their knowledge of informative texts to create a text about a made-up animal. • Provide the children with a range of resources to help with their writing, such as charts of high-frequency words, interesting words chart, alphabet charts and personal dictionaries. • 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 idea** • Science – Plants and animals have external features that serve a purpose and by which they can be grouped. **Assessment** • See the non-fiction text assessment in Appendix B.	**Opportunities** • As a class, brainstorm some of the needs and features of living things, drawing on the information learned in Science. Make an explosion chart of the sort of information that is usually included in an informative text about an animal, e.g. type, description, habitat, diet, status, reproduction. • Invite the children to invent a new animal. Ask them to draw and label their animal, including its habitat, what it eats and any special features it may have. Once complete, invite the children to describe this animal to another child. • View images of information signs that may be found on animal habitats or around a zoo to inform people about the various animals. Highlight the similarities between them and discuss important information that is included on each sign. • Tell the children they will be making a diorama or a poster of their animal in its natural habitat. Taking on the role of a zookeeper, they are to draw their animal and write about it as if for an information sign. Once complete, they will give a brief oral presentation to the class or small groups as they visit each other's exhibition. ▪ The children take turns being zookeepers and presenting information about their animal. ▪ The teacher could invite another class in to be the audience. Have the children make the invitations, posters, tickets and snacks.

Teacher self-reflection:

Health and Physical Education, Health Education – Learning sequence 5

Western Australian Curriculum **Personal, social and community health**
Healthy and active communities • Ways health messages are communicated in the media

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?)*
	Assorted examples of advertisements containing health messages from various media.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • In these teaching and learning, the children use their acquired knowledge of actions that promote health and wellbeing to reflect on the way these messages appear in the media. • This is an opportunity to clarify the purpose of the health messages created by the children and those that are present in mainstream media. • If possible, organise for the children to share their knowledge and experiences with the rest of the school at an assembly or by engaging with other classes. **Integration** • English – Explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain. **Assessment** • Observe how the children have acquired a range of appropriate strategies to keep safe and healthy.	**Opportunities** • Invite the children to identify advertisements they have seen which have health messages in them. Depending on the children's experiences, they may need to be provided with examples. • Invite the children to share and discuss popular health slogans and identify what kind of behaviours these slogans are encouraging, e.g. *Slip, slop, slap, seek, slide*. • Provide the children with a range of examples of health messages from television, posters and radio. • Ask the children to identify similarities and differences between them. • Establish a connection between these examples and the messages the children created in the previous learning sequence, highlighting that they have the same purpose (encouraging people to look after their wellbeing). • Invite the children to evaluate different health messages based on their personal preferences and experiences. • Have the children share their own and other selected health messages with other groups of children at the school, e.g. prepare an assembly on the topic.

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 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 • 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: Markdpencil – *The Mark D. Twist (a fun brain break activity/exercise dance song!) by Mark D. Pencil* https://www.youtube.com/watch?v=MdLKjg0GVjA (Appendix A); The Physical Educator – *Chasing and Fleeing: Everyone's IT Frozen Tag* https://thephysicaleducator.com/game/everyones-frozen-tag/ (Appendix A); Tumbl Trak *5920 Tail Tag* https://www.youtube.com/watch?v=DtWJNXhVQXs (Appendix A). Scarves, coloured poly spots, exercise mats, hoops, tennis balls, cones, beanbags.

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• The children will predict possible outcomes of the body's reaction when participating in a high intensity game play activity.
 	
Activity 1
Key points for a log/pencil roll
• Long straight body stretching your arms up above your head, squeezing your ears.
• Tuck your chin in.
• Tight body.
• Suck in your tummy.
• Squeeze your bottom and legs together.
• Keep your ankles and feet together.
 	
Assessment
• Using a checklist, assess the children performing the fundamental movement skill of rolling. Make anecdotal notes on areas in need of improvement.
	Opportunities
	
	Tuning in – Tail tag
	• Have the children collect a scarf and find a poly spot to stand on (create space).
	• Play *The Mark D. Twist* song and have the children join in.
	• Ask the children to tuck their scarf (tail) into the back of their pants/skirt, or into their collar if wearing a dress.
	• Recap the game of *Everyone's IT* from a previous learning sequence and apply the new rule of having to steal another player's tail to put them out of play. Someone holding two tails can give a tail to someone who is out so they can return to the game.
	• Use questions to engage the children in reflection:
	  ▪ How is our body reacting to increased physical exercise?
	  ▪ What is the aim of this game?
	  ▪ Do either of these require you to stand still?
	  ▪ Do you think it will make a difference to the energy used in the game if you are put in partners and steal each other's tail in turn?
	• Have the children find a partner and allocate them A or B. Ask the children to take turns and chase each other. When they are caught, they replace the tail and swap over.
	
	Activity 1 – Log/pencil roll development
	• Revise how to perform a log roll with the class practising their tall strong tree and floppy tree whilst standing. Explain the key points of the log/pencil roll.
	• Divide the children into small groups. Have them take turns to log roll their way to the end of the mat, turn around and run back down the mat, leap over the next child lying down ready for their turn and then join the end of the line. Discuss with children how to complete this move safely; for example, keeping their eyes on the person lying down, not starting their jump too soon.
	• The teacher moves through the learning area observing and assisting where needed.
	• Working with a partner, ask the children to perform the following tasks:
	  ▪ In log roll position, hold hands and roll together.
	  ▪ In log roll position, connect feet and roll together.

Teacher intentions	Learning experiences
	▪ In log roll position, one child holds the second child's feet and roll. Can you add a third person? • Reflect on the activity and answer the questions: ▪ Looking at our fundamental movement skill of rolling, how do you keep your body rolling in a straight line? ▪ How can you work together to ensure that you roll together? **Activity 2 – Puzzle cube challenge relay** • Set up the *Puzzle cube challenge*, without mats initially. • Explain and demonstrate to the class how to complete the challenge. • Divide the class into small teams and ask the children to line up behind the starting marker. • In the first round, the children run to the puzzle challenge, swap two coloured beanbags, run back, and tag the next player in line. • The relay is complete when all beanbags are in the matching coloured hoops and the team is sitting down in a straight line. • Celebrate the winning team with a class cheer. • Place the mats between the starting marker and the puzzle cube challenge. • Demonstrate the log roll down the mat holding a beanbag between the ankles. • Have the first child of each team lie down in log/pencil position and place a coloured beanbag between their ankles. • On the starting command, the children roll to the end of the mat holding onto the beanbag between their ankles, swap the two beanbags, and run back passing the beanbag to the next player. • The challenge is complete when all the beanbags are in the matching coloured hoops and the team is sitting down in straight line. • Reflect on play using the following questions: ▪ What does placing a beanbag between your ankles make you do? ▪ What did you do to keep your ankles together? ▪ What part of your body do you move to start rolling?

Teacher intentions	Learning experiences
	▪ Is it better to roll slower or quicker? ▪ Why do you think that is?

Teacher self-reflection:

Humanities and Social Sciences – Learning sequence 5

Western Australian Curriculum Knowledge and understanding	Western Australian Curriculum Humanities and Social Science 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 • 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?)*
	Bags and gloves to collect rubbish, maps of local park or your school, craft materials, speakers from the local council to talk about recycling (if appropriate).	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • Key concept place, environment and change. • The focus of the teaching and learning is for the children to appreciate the natural environment and learn about how it can be cared for. • Teachers may consider inviting speakers, such as from the local council to discuss recycling. • The rubbish audit will take time to organise, promote and run. **Integration ideas** • Mathematics – Probability and statistics: collecting and comparing data. **Assessment** • Use observations and anecdotal records of the children's participation in the discussions to assess ongoing learning. • Collect the work samples to monitor progress.	**Opportunities** • Take a guided talk around the school to collect rubbish. Provide the children with a bag and gloves? to gather rubbish in pairs. Discuss the main areas that rubbish is found, e.g. under bushes. ▪ Be aware of the safety requirements when collecting rubbish and discuss clear guidelines with the children related picking up dangerous items. • Print out a map of the local park or your school (one for each child). ▪ Supply craft materials and glue for the children to use. ▪ Model gluing craft materials on to the map to represent rubbish. ▪ Ask the children to do the same but be specific about where they place the rubbish, e.g. in the bush area, under a park bench, in the tree. Remind them not to cover the whole page but rather select 5–8 spots. • Discuss the purpose of the above activity. ▪ Lead a discussion about the rubbish seen in your school. ▪ Explore the children's thoughts around looking after our community. • As a whole class, brainstorm ideas to help keep out community clean. The teacher scribes a list of ways to help as suggested by the children, e.g. hold a clean-up day every month, have a competition for the cleanest area. • Explore the meaning of sustainability. ▪ Encourage the children to reflect on their current understanding of this topic. ▪ Invite a local council member to talk about recycling in the community. • Design a rubbish audit with the class. ▪ Use rubbish gathered. ▪ Collect, sort and categorise the rubbish. ▪ Evaluate the findings and identify the biggest problem. Discuss ways of solving that problem, e.g. there are more wrappers from lunchboxes found in the school environment, so we should promote a wrapper free lunchbox day.

Teacher intentions	Learning experiences
	▪ Invite the Principal of the school to meet with the class to discuss the ideas and ask for permission to run a 'special' lunch event. ▪ Plan how to promote this idea to the school community, e.g. poster, daily announcements, letter to parents etc. • Hold the special event. ▪ Observe the level of rubbish prior to the event and then audit the level of rubbish after the event. ▪ Evaluate the data and draw a conclusion together. • As a whole class, reflect on the process and write a short report to communicate the findings to the Principal. Teacher to scribe the children's words to formulate the report. • Ask each child to write a thank you note to the Principal for allowing them to hold the special event.

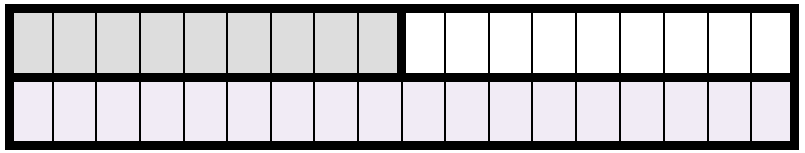
Teacher self-reflection:

Mathematics – Learning sequence 5

Western Australian Curriculum Number and algebra	Western Australian Curriculum Measurement and geometry	Western Australian Curriculum Probability and statistics
Understanding number • 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 this teaching and learning.

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?)*
	Number tracks, 20 beads on a string, counters, number charts, ten frames; laminated part-part-whole templates, whiteboard markers or manipulatives/counters/MAB; digital clocks, flash cards with digital times; spinner numbered 10 to 20, connecting cubes, number cards and string line with small pegs. Video: Growing with Aaron – *Telling time* by Jules Older https://www.youtube.com/watch?v=3rvpiQh1J6s (Appendix A).	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes **Addition and subtraction strategies** • The children will practise strategies, such as counting on, counting back, partitioning and part-part-whole, to solve problems. Other strategies may be used that are appropriate to the class context. • At this stage in Year 1, the children will rely heavily on concrete materials to support understanding. • The children will need to practise these strategies regularly and often, being given the opportunity to understand each strategy and choose the appropriate strategy for a given problem. • Create laminated templates of part-part-whole models for the children to put manipulatives on or write on using whiteboard markers. **Activity 2 – Time** • Read the time on digital clocks and make connections to routines. • Flash cards with digital times can be downloaded from various webpages. **Continuous practice** • It is important to continuously foster opportunities for the children to practise fundamental skills, such as creating patterns, bundling, associating quantities to numerals, and use known strategies to solve simple addition and subtraction problems. **Assessment** • Observe the strategies the children use to solve addition and subtraction problems. • Observe the children's ability to read digital time when modelled by the teacher.	**Opportunities** **Activity 1** • Introduce (or review depending on prior experience) strategies for adding and subtracting quantities to twenty. • Review the strategy of counting on and counting back to solve addition and subtraction number sentences. Use counting on and counting back with number tracks, beads on a string, counters or number charts to solve number sentences and word problems. • Introduce the strategy of partitioning to solve addition and subtraction problems. Have the children use partitioning of numbers to make problems easier to solve. For example: 13 + 7 = 10 + 3 + 7. The children will get 13 counters and partition this into ten and three, then add seven – seeing that seven and three make ten. • Support the strategy of partitioning by introducing ten frames to solve problems, such as, 19 - 5 = 14. Placing 19 counters on two ten frames and taking five away, seeing that 14 (ten and four more) remain. • Explore partitioning, using part-part-whole models to represent and solve addition and subtraction problems. For example, 18 - 9 = 9, putting 18 MAB (a ten and eight ones) in the 'whole' section of a part-part-whole model template and nine ones in the 'part section' seeing that nine is the part missing.  **Activity 2 – Time** • Show the video reading of the book *Telling time*.

Teacher intentions	Learning experiences
	• Discuss the purpose of digital clocks and their similarities to analogue clocks. • Model reading digital clocks, attending to the way of saying the hours and minutes. • Have the children practise reading times. Present sets of flash cards with different digital times written on them, the children play games where they need to read the times such as memory, snap or go-fish. Allow time to practice saying the times. • Connect reading digital times with routines, such as a morning routine getting ready for school, after school routines or school day routines. Have the children match times to events. • Ask the children to create a cartoon (by drawing or using digital tools) showing a familiar routine and labelling it with digital times. For example, they draw themselves getting out of bed and next to it draw a digital clock showing 7:00. **Small group opportunities** • The children work in pairs to take turns to flick a spinner with numbers 10 to 20 (online spinner can be found on the internet). Using the number, count out that many connecting cubes and join them together. Break the cubes into two parts and hide one part. One child's partner records the whole number and one of the parts in a part-part-whole diagram and uses this to find the hidden part. • The children use digital timecards to play memory in small groups. • Provide the children with number cards (random numbers 1 to 120), a string line and small pegs. The children peg the number cards onto the string line in order from lowest to highest.

Teacher self-reflection:

Science – Learning sequence 5

Western Australian Curriculum Science understanding	Western Australian Curriculum Science inquiry
Biological sciences • Plants and animals have external features that serve a purpose and by which they can be grouped	**Planning and conducting** • Engage in guided investigations to answer questions, test predictions and assess risks **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?)*
	Blue and green paper, all animals used in previous learning sequences, potted plant, cones, digital devices to take photographs.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The focus of this teaching and learning is to identify the habitat and external features of the different living things examined over the previous learning sequences and categorise them. Additionally, the children will be introduced to the common features of plants and how these features help them make food and collect water. • Gather all the animals used so far this term to sort into land or sea animals. • Have a potted plant available. **Integration ideas** • Technologies, Digital Technologies – using photographs as data. • Humanities and Social Sciences – changes to the local area. **Assessment** • Use labelled plant photograph as a work sample. Review work samples alongside anecdotal notes from this unit of work to see the children's knowledge and understanding of Biological sciences.	**Opportunities** • Review learning so far in this term. • Place a green piece of paper and a blue piece of paper on the floor side by side. • Sort the animals used previously into land and sea animals. • Inform the children that plants are also living things and the scientists who study plants are called botanists. • Teach the children about plants as living things that move and grow. Discuss the difference between plants and animals getting food and how their features help them get what they need to live. Discuss how some plants reproduce by dispersing seeds. Use a potted plant as an example. • Take children on a nature walk in the school grounds or surrounding area. ▪ Model how to use a square area marked by cones to identify plants. ○ Select a small area by positioning four cones to make a square. ○ Within that square identify plants that look visually different. ○ Photograph each plant type and discuss its features. ▪ Have the children work in small groups to map their own square area to examine the plants. ▪ Allocate roles of: ○ area supervisor (making sure peers stay within their own area) ○ photographer (using a smart device to photograph the different plants) ○ sketcher (drawing diagrams of plants within their area) ○ scribe/speaker (writing/talking about what they find in their area). ▪ Return to the classroom and ask the scribe/speaker from each group to present their findings. The teacher to name any familiar plants and describe all plant features using appropriate terminology. Discuss what may affect the plants in that area; for example, the amount of shade, exposure to the sun. • Choose one plant photograph to enlarge for the class.

Teacher intentions	Learning experiences
	▪ Provide each child with a photograph of the plant and together label the different features and discuss their purpose for the plant moving or feeding. Discuss why the roots of the plant might not be visible, but that we can tell that they are there. • Review content covered while being botanists. Discuss and review the new information learnt about plants, and add terminology to the Science Word Wall.

Teacher self-reflection:

Technologies – Learning sequence 5

Western Australian Curriculum Design and Technologies	Western Australian Curriculum Digital Technologies	Western Australian Curriculum Design thinking skills
Food and fibre production • Living things are used in everyday life for food and clothing **Technologies and society** • People use technologies to create products for personal needs	**Digital systems** • Digital systems have hardware and software that are used together	**Design and Technologies and Digital Technologies** **Project management** • Share ideas and work with others to develop 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?)*
	All resources for the children to complete their dioramas/models.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• It's important that the children understand what 'evaluating' means and what its purpose is.
• Young children often feel upset when realising that their ideas are imperfect (areas of improvement). It is important that the tone of the conversation is positive and encourages a growth mindset.
• Celebrate the children's ability to communicate clearly and kindly to their peers about their designs.
 	
Integration ideas
• Science – Plants and animals have external features that serve a purpose and by which they can be grouped.
 	
Assessment
• Observe the way the children express personal preferences when evaluating the success of their designs.
• Observe how the children identify strategies to stay safe when using the computer.
	Opportunities
	
	Design and Technologies
	• Once the children have finalised their models, hold an exhibition in the classroom, in which the children get to share their models with their peers and speak about their ideas.
	• Discuss the word 'evaluating' and ask the children if they can think of other contexts in which people evaluate things.
	• Explain that the purpose of evaluating a design and model is to identify and celebrate successes, as well as to identify areas of possible improvement. Ensure this is a positive conversation and that children feel open and excited about the prospect of improving their designs.
	• Ask the children to work collaboratively in pairs to annotate their models against the design criteria, highlighting strong points and those that require more consideration.
	• Once the children have worked through the design criteria, invite them to share personal preferences about the designs.
	
	Digital Technologies
	• As a class, determine the design criteria to be used to evaluate the success of their app designs.
	  ▪ Place the design criteria on the board.
	  ▪ Invite all the children to revisit their designs, making the necessary changes to suit the design criteria.
	  ▪ Encourage the children to work collaboratively to achieve this.
	• Once the children have finished editing their designs, ask them to work in pairs and swap photocopies of the final designs.
	  ▪ Each child will annotate their peers' designs with agreed symbols to indicate things that meet the design criteria and things that need more consideration. For example, a tick might indicate that it fits the criteria,

Teacher intentions	Learning experiences
	and a dot might indicate that part requires more consideration. The children will require support and scaffolding through this. ▪ The children may also include personal preferences about their peers' designs. • Ask the children to share their finished designs and as a class, discuss how they would suit a need of the classroom community.

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) • 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?)*
	Song: Hi-5 World – *So many animals | Hi-5 – Season 2 Song of the Week | Kids Songs* https://www.youtube.com/watch?v=EMIMDlB_ABQ (Appendix A). Music: University of Redlands –Conservatory of Music. (n.d.). *I See the Moon*. https://kodalycollection.org/song.cfm?id=837 (Appendix A). Book: Wilson, T. & Wood, L. (2015). *The Cow Tripped Over the Moon*. Scholastic Australia (Appendix A). Drum (or similar), device, range of non-tuned percussion instruments, recorded improvised rhythms from Learning sequence 4.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
 	
Welcome activity
• The children begin to make choices about what they will sing and how they will craft their sung responses. This helps to develop strategies to assist in matching rhythm and words and to keep in time.
• The children have to work collaboratively and make decisions interdependently in order to complete the song.
 	
Listening to music
• *The man in the moon* is a poem, with various recordings of a song version available on the internet.
• While this is a poem and not a song, there is rhyme and rhythm and a definite sense of beat even though the glockenspiel in the background is not playing a defined rhythm.
• This poem leads into discussion about tempo (in particular) and dynamics (to be explored more fully by the teacher).
 	
Song
• *I see the moon* is a traditional lullaby song that has several melodic versions (and extra lyrics). The link in Resources provides one of those melodic versions. Choose one that suits the context and demographic of the class.
• This song introduces the *ta* (crotchet, quarter note rest) and while it does not need to be explicitly taught yet, it is important to experience it in a very definite way. It can be introduced simply, at this point, as a 'beat with no sound' and the question asked of the children about the number of these in the song.
• Experiencing beat and rhythm in a variety of ways consolidates the understanding of the concepts and gives children practise at differentiating between them.
 	
Stimulus questions
	Opportunities
	
	Welcome activity
	• Play *So many animals* as the children enter the classroom.
	• Sing the hello song as for Learning sequence 4, changing the language or ways of greeting each other and inviting sung responses from selected children.
	• Explain that the children will walk around the room to the beat of a drum (or similar non-tuned percussion instrument) played by the teacher. When the beat changes in some way, e.g. becomes a rhythm or changes tempo, each child must find a partner. One child sings a greeting and the other responds by singing their answer. They then swap parts (i.e. the song is sung twice every pairing).
	• Repeat this activity several times. The children must choose a different partner each time.
	
	Listening to music
	• Recap the events of the book *The Cow Tripped Over the Moon.*
	• Initiate a discussion about the moon and elicit information from the children regarding the moon, e.g. what it is, what is its purpose, nursery rhymes and songs about the moon, phases of the moon, and record their responses.
	• Group the children's responses into 'like' categories.
	• Introduce the poem *The man in the moon*.
	• Play a recording of the poem from the internet, sourced by the teacher.
	• Discuss the recording using the following questions as a starting point.
	  ▪ Can you tell me something about the moon?
	  ▪ How would you describe the tempo? (*Largo*)
	  ▪ What does it make you think of?
	  ▪ How would you describe the dynamic?
	  ▪ What other sounds with our voices could we add to the poem?
	  ▪ Can you use a describing word for how the recording of the poem makes you feel?

Teacher intentions	Learning experiences
• How many 'beats with no sound' can you hear in the song? • How do we describe beat? • What word is used when the sound of the words is clapped? **Music and literature** • If the rhythms and annotated instruments for each part of the story have been recorded in order, the children will have an opportunity to read a different rhythm and practise playing a different instrument and rhythm. • The children learn to correlate the visual text of music with the performance of rhythm on instruments. • It is important that the children have an opportunity to practise the rhythms before they are performed in the context of the story to increase the accuracy of the reading of the musical text (music literacy). **Integration ideas** • English – visual and written text, rhyming words, character development and setting. **Assessment** • Use a checklist, or filming device to assess the children's ability to: ▪ play non-tuned percussion instruments with the correct technique ▪ play non-tuned percussion instruments with the correct rhythm ▪ maintain the beat ▪ maintain their own part ▪ switch between beat and rhythm.	• Say the poem without the recording, using different expression and invite children to move as if they are 'moon-walking'. • Relate the 'moon-walking' to the tempo. **Song** • Explain that there are lots of songs about the moon and that the children will be learning a very simple one in this lesson. • *I see the moon* is a song that also has a 'wishing' tradition. • Sing the song while maintaining the beat as patsching on the knees. • Invite the children to maintain the beat, as a body percussion pattern, as the song is sung again. • Teach by rote and invite the children to sing the song all the way through. • Sing again and demonstrate clapping the rhythm of the song to the words. Emphasise the Z ( ). • Invite the children to clap the 'sound of the words' as you sing again, making sure that they mimic the 'beats with no sound'. • Sing through several times and vary the involvement of the children in some or all of the following ways. ▪ Alternate beat and rhythm using different body percussion positions, e.g. beat on knees and rhythm as clapping. ▪ Change from beat to rhythm or vice versa in the middle of the song. ▪ Half the class maintains the beat and the other half the rhythm and then swap roles. ▪ All the children sing and clap only the *ti-tis* (quavers, eighth notes). ▪ All the children sing and beat only the *tas* (crotchets, quarter notes). ▪ Half the class sings and claps only the *ti-tis* and the other half sings and claps only the beat as the song is sung through (i.e. alternating the patterns as they occur). ▪ A challenging extension for very able children would be to step the beat while simultaneously clapping the rhythm.

Teacher intentions	Learning experiences
	• Distribute non-tuned percussion instruments to the children and arrange them in the instrument groups around the room. Select some of the suggestions in the dot points above. Have the children play their instruments with correct technique instead of using body percussion. For example, the children playing triangles and finger cymbals play the beat while the children with tambours and claves will play the rhythm. **Music and literature** • Recap the music the children devised and performed for the book *The Cow Tripped Over the Moon* and display the notated rhythms on the board. • Have the children play all the displayed rhythms on the instruments they are using (the children can be rotated to a different instrument after the last activity) in the order of the story. • Read the story again with the children playing the instruments allocated for each part of the story. They will not necessarily be playing the instrument and rhythm they played and devised from Learning sequence 4 (i.e. if the triangles were chosen to play for a specific part of the story, the children who are playing triangles this week will play the rhythm that was notated). • Gather the children and direct them to return their instruments. **Conclusion** • Sing a simple farewell song to the children using a different language or way to say goodbye.

Teacher self-reflection:

The Arts, Visual Arts – Learning sequence 5

Western Australian Curriculum Making	Western Australian Curriculum Responding
Ideas • Exploration of different materials, media and/or technologies, when creating artwork **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) ▪ textures (changes in texture; transfer of texture) to create artwork	• 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?)*
	Children's plans and collages from previous Learning sequence, textured and art materials required for collage, digital devices for taking photographs.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The focus of the teaching and learning is for the children to create a representation of an animal habitat with animals, using collage. • This learning opportunity supports the children to consolidate their understandings of how to consider and use line, shape and texture in their artwork. • Use the children's artwork to set up an Art Viewing station for easy access to create stories and appreciate their and others' work. **Integration ideas** • English – explanation about how the children used the visual art elements. **Assessment** • Take anecdotal records of the children's descriptions of how they used line, shape and texture in artwork. Confirm this understanding in connection with the work sample.	**Opportunities** • This learning opportunity follows the exploration of texture from Learning sequence 4. ▪ Ask the children to review and continue their plans to build upon their collage creation with the addition of animals. ▪ Have the children complete their habitats by using textured materials to collage the addition of animals for inclusion in the artwork. • Have the children photograph their collage once completed. • Ask the children to present work with an explanation of how they have used line, shape and texture to create their artwork. ▪ Create a display of the artwork in the school community for others to enjoy, e.g. in the library. ▪ Provide the children with a chance to self-reflect on their artwork and peer reflect, if appropriate for your class setting.

Teacher self-reflection:

Appendix A

Resources

English

Learning sequence	Resource	Link/information
1	Books	Carle, E. (1994). *The Very Hungry Caterpillar* (1st ed.). World of Eric Carle.
		Hughes, C. D. (2015). *First Big Book of Bugs* | National Geographic Little Kids. Random House US.
3	Website	Socratica Kids. (2012, November 10). *Safari animals for kids | Zoo animals for preschool and kindergarten* https://www.youtube.com/watch?v=renh2H2MWzI

Health and Physical Education, Health Education

Learning sequence	Resource	Link/information
2	Website	Eat For Health. (2015, July 27). *Australian Dietary Guidelines* http://eatforhealth.gov.au

Health and Physical Education, Physical Education

Learning sequence	Resource	Link/information
1	Website	Kids yoga stories. (2021). 5 *Ocean Yoga Poses for Kids* https://www.kidsyogastories.com/ocean-yoga-poses-for-kids/
2 and 3	Video	The Mark D. Twist. (2014). *The Mark D. Twist by Mark D. Pencil* https://www.youtube.com/watch?v=MdLKjg0GVjA
4	Game	The Physical Educator – Joey Feith. (2017). *Everyone's IT Frozen Tag – Physical Education Game (Chasing & Fleeing)* https://thephysicaleducator.com/game/everyones-frozen-tag/
	Video	Dranesville Elementary PE. (2019). *Log Roll* https://www.youtube.com/watch?v=YW4oWKCjRGo (Please note: children need to raise their hands above their tall above their head, which is not shown in the video.)
5	Video	Tumbl Trak. (2016). *5920 Tail Tag* https://www.youtube.com/watch?v=DtWJNXhVQXs

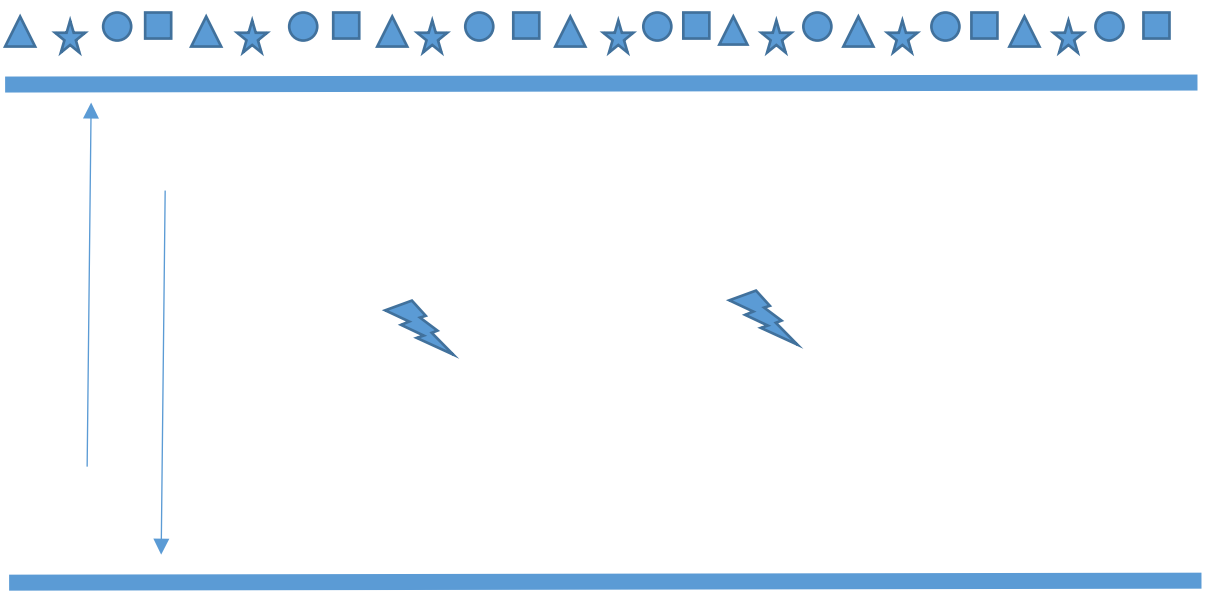
Health and Physical Education, Physical Education – Learning sequences 1 and 2

Fish Frenzy

An invasion game requiring the children to use their evasion tactics to cross to the opposite side without getting caught by the shark.

Equipment

- 2 or 3 bibs/sashes for sharks
- Cones to mark out area



Angelfish

Butterfly fish

Swordfish

Parrotfish

Sharks (2 or 3)

- Players stand along one side of the playing area. Name each player with a type of fish, e.g. angelfish, butterfly fish, swordfish, parrotfish.
- Sharks stand in the middle of the playing area and are allowed to move freely in the play area.
- The teacher calls a fish's name. Any player with this name runs from one side of the playing area to the other, avoiding being tagged by the shark.
- If tagged, they become a jellyfish, collect a poly spot to mark where they got tagged and stand on it. They are not allowed to move off this spot but can tag players that come into reach.
- The teacher progresses through all fish names until all players have attempted to cross to the other side and the process begins again.
- The game continues until all fish are caught.
- Teacher can call 'fish frenzy' where all players have to run.

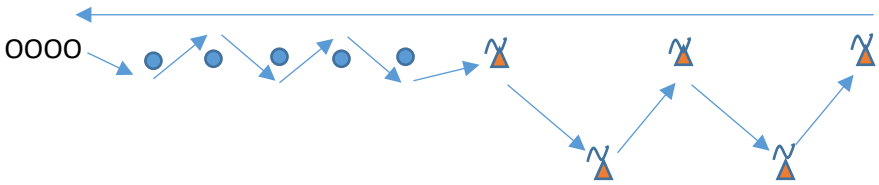
Health and Physical Education, Physical Education – Learning sequence 3

Scarf relay

A relay game where the children dodge their way through a set course taking turns to collect or deliver scarves to cones.

Equipment

- 5 agility poles
- 5 cones per group
- 5 scarves per group
- Starting spot



Agility poles / cones

Cones with scarves placed on top

Run

What to do

- Player number one runs in zig zag formation dodging through the agility poles and on to collect scarves off each of the cones, returning to player number two who takes the scarves, follows the same path replacing the scarves back on each of cone and tagging the next player in line.
- The remainder of the team continues with this pattern.
- Any scarf that falls off must be picked up by the player before the next player can go.

Variation

Players are to touch the inside of the cone rather than run around them.

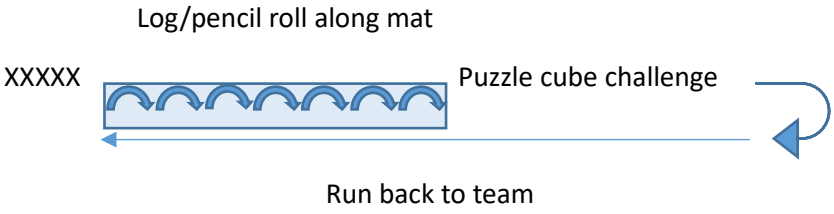
Health and Physical Education, Physical Education – Learning sequence 5

Puzzle cube challenge relay

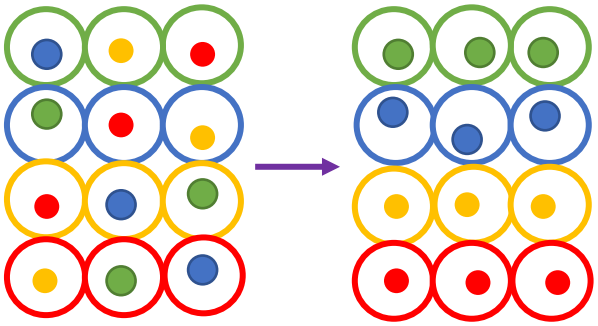
A relay where the children take turns to log/pencil roll their way from the start line to the puzzle cube holding a beanbag between their feet.

Equipment

- Hoops, poly spots/cones
- Beanbags
- Mats



Puzzle cube challenge requires the children to swap coloured beanbags between coloured hoops. The children collect one beanbag from a hoop, place it between their feet and pencil roll to a hoop on the other side of the 'cube'. They then swap the beanbag that is between their feet with the bean bag from the selected hoop, and pencil roll it back to the original hoop. The aim is to get all the beanbags to match the hoop colour. By using hoops, it gives a visual of where they want the beanbags to end up but it can be done without the hoops and just have them line up the colours. Another version of this restricts the swap and you can only swap with the beanbag next to you. A smaller set is needed for this.



Humanities and Social Sciences

Learning sequence	Resource	Link/information
1	Book	Leedy, L. (2003). *Mapping Penny's World* (First ed.). Square Fish.

Mathematics

Learning sequence	Resource	Link/information
4	Video	Early stage 1 Thinking mathematically resource: *Let's share to be fair* https://sites.google.com/education.nsw.gov.au/get-mathematical-early-stage-1/targeted-teaching/lets-share-to-be-fair
	Books	Litwin, E. (2012). *Pete the Cat and His Four Groovy Buttons*. Harper Collins.
		Elliot, D. (2013). *Henry's Map*. Penguin Books.
		Jenkins, E. (2004). *My Favourite Thing (According to Alberta)*. Atheneum Books for Young Readers.
		French, V. (2022). *Maps from Anne to Zane*. Walker Books.
5	Video	Growing with Aaron. *Telling time* by Jules Older https://www.youtube.com/watch?v=3rvpiQh1J6s

Mathematics – Learning sequence 1: 120 chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Science

Learning sequence	Resource	Link/information
1	Book	Canty, J. (2018). *Heads and Tails Insects*. Berbay.
3	Website	Perth Zoo. (n.d.). *Education resources* https://perthzoo.wa.gov.au/education-resources#K-6
4	Book	Zommer, Y. (2018). *The Big Book of the Blue.* Thames and Hudson Ltd. GB.

The Arts, Music

Learning sequence	Resource	Link/information
1	Book	Jr., Martin. B., & Carle, E. (1992). *Brown Bear, Brown Bear, What Do You See?* (25th Anniversary ed.). Henry Holt and Co. (BYR).
	Music	VerbierFestival. (2020 May 27). *The carnival of the animals: Ep. VII | Aquarium* https://www.youtube.com/watch?v=V3lHoO2mWYI
	Song/game	University of Redlands – Conservatory of Music. (n.d.). *Bell Horses*. https://kodalycollection.org/song.cfm?id=830
1–5	Song	Hi-5 World. (2013, May 7). *So many animals | Hi-5 – Season 2 song of the week | Kids songs* https://www.youtube.com/watch?v=EMIMDlB_ABQ
2	Song	Beth's Notes. (n.d.). *Farmer in the dell* https://www.bethsnotesplus.com/2013/03/farmer-in-dell.html
	Song/game	University of Redlands – Conservatory of Music. (n.d.). *Oats and beans and barley grow* https://kodalycollection.org/song.cfm?id=913
2 and 3	Music	RoyalDukeJam. (2010, August 26). *Saint-Saens: Carnival of the animals – Poules et coqs (Hens and cockerals)* https://www.youtube.com/watch?v=lEd7Ovt4cWE
3, 4 and 5	Book	Wilson, T., & Wood, L. (2015). *The Cow Tripped Over the Moon*. Scholastic Australia.
5	Song	Music: University of Redlands –Conservatory of Music. (n.d.). *I See the Moon*. https://kodalycollection.org/song.cfm?id=837

The Arts, Visual Arts

Learning sequence	Resource	Link/information
1	Book	McDonnell, P. (2006). *Art.* Little, Brown Books for Young Readers.
3	Video	KQED Art School. (2014, September 16). *Elements of art: Shape | KQED Arts* https://www.youtube.com/watch?v=bJzGkZwkHt4
4	Song	Scratch Garden. (2018, May 16). *The texture song | Arts songs* https://www.youtube.com/watch?v=tDVS9XSqt90

Appendix B

Observation and monitoring templates

English – Learning sequence 5: Non-fiction text assessment

Purpose: Formative

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

Child's name	Creates a text to report on the topic using some topic specific vocabulary	Grammatically correct simple sentences	Sentence boundary punctuation	Spelling of one and two syllable words	Includes an image to contribute to meaning	Notes

Mathematics – Learning sequence 2: Checklist for strategies

Purpose: Formative

Assessment goal: to track the children's progress in using strategies to represent and solve addition and subtraction problems.

Consider:

- Counting on; skip counting; rearranging and standard partitioning.

Child's name	Literal representation	Abstract representation	Strategy 1:	Strategy 2:	Strategy 3:	Strategy 4:

Science – Learning sequence 1: External features of living-things

Purpose: Summative

Assessment goal: to monitor the children's understanding of living-things.

Child's name: _____

Activity	Comments
How did they participate in the guided investigation about bugs?	
Did they pose questions during the lesson?	
Can they describe different habitats?	
Can they describe what feature an animal has and how it helps them live in their habitat?	
Can they describe the purpose of an animal's body part?	
Can they work with others?	

Technologies, Digital Technologies – Learning sequence 3: Notes about software use

Purpose: Formative

Assessment goal: to monitor children's understanding of software use.

Child's name	How can software be helpful?

The Arts, Visual Art – Learning sequence 3: Interview

Purpose: Formative

Assessment goal: to monitor techniques children choose to use when creating artwork.

Child's name	What techniques did you use?

Acknowledgement

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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