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



Early childhood

Teaching and learning exemplar

Year 2, Term 1

Acknowledgement of Country

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

Background

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

Copyright

© School Curriculum and Standards Authority, 2026

This document – apart from any third-party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third-party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the Creative Commons Attribution 4.0 International licence.

Disclaimer

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

Cover image adapted from:
Metelskiy, V. (2019). [iStock graphic ID: 1097495438]. Retrieved July, 2026, from https://www.istockphoto.com.

majivecka. (2015). [Shutterstock graphic ID: 246404875]. Retrieved July, 2026, from https://www.shutterstock.com.

2025/118440[v6]

Contents

The Western Australian Curriculum **1**

This exemplar **1**

Exemplar structure **2**

Catering for diversity 2

Using this exemplar 3

Links to electronic resources 3

Best practice **4**

Teaching and learning 4

Assessing 4

Reflecting 4

Early childhood phase of schooling (typically Kindergarten to Year 2) **5**

Years 1 and 2 Statement **6**

Learning sequence 1 ..... **9**

Learning sequence 2 ..... **49**

Learning sequence 3 ..... **91**

Learning sequence 4 ..... **133**

Learning sequence 5 ..... **173**

Appendix A **211**

Appendix B **227**

Acknowledgements **237**

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 2 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 and learning 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.

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

Ways of assessing

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

Reflecting

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

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

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

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

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

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

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

Years 1 and 2 Statement

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

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

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

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

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

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

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

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

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

Well planned and intentionally designed physical, temporal, social and intellectual indoor and outdoor learning environments enhance learning and reflect each child's identity, culture and community. Resources, including technologies, provoke interest, engagement, and more complex and increasingly abstract thinking. Daily rituals foster a sense of predictability and belonging, while flexible routines allow for sustained periods of time indoors and outdoors and maximise opportunities for optimal learning.

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

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

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

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

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

Learning sequence 1

English – Learning sequence 1

Western Australian Curriculum Language	Western Australian Curriculum Literature	Western Australian Curriculum Literacy
Language for interacting with others • Explore how language can be used for appreciating texts and providing reasons for preferences **Text structure, organisation and features** • Explore how texts across learning areas are organised differently and use language features depending on purposes **Language for expressing and developing ideas** • Understand that, in sentences, nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups • Understand that images add to or multiply the meanings of a text • Experiment with and begin to make conscious choices of vocabulary to suit the topic, situation or context	**Literature and contexts** • Discuss how characters, events and settings are connected in literature created by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators **Engaging with and responding to literature** • Identify features of literary texts, such as characters, events and settings, and give reasons for personal preferences **Examining literature** • Discuss the characters, settings and events of a range of texts and identify how language is used to present these features in different ways **Creating literature** • Create and edit literary texts by adapting structures and language features of literary texts through drawing, writing, performance and digital tools	**Interacting with others** • Use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions **Analysing, interpreting, and evaluating** • Identify the purpose and audience of 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 a range of texts for different purposes

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: Lester, A. (2015). *Are we there yet?* Hawthorn: Penguin Books Australia (Appendix A). Focus text, mini whiteboards or self-adhesive notes. Materials for story maps and stick puppets.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• Recounts can be informative and/or imaginative.
• Model the vocabulary that is required for appreciating texts, including modal verbs.
• Invite the children to participate in a conversation about the text, modelling to the children how to extend their own and others' ideas in discussions.
• 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
• Use the children's writing samples to monitor individual learning and progress with a focus on sentence structure.
	Opportunities
	• Read one of the suggested books, such as *Are we there yet?*
	• Make predictions about the text. Before reading, ask the children to draw or write a prediction or question on a whiteboard or self-adhesive note.
	  ▪ What is the purpose of the text?
	  ▪ Who is it written for?
	  ▪ What is it likely to be about?
	  ▪ Is it fiction or non-fiction?
	  ▪ What information do you get from the images?
	• Read the book to the children.
	  ▪ After reading, discuss the children's predictions, questions and thoughts. Model the language of opinion and invite the children's opinions about the text.
	  ▪ Discuss information about the setting, events and characters.
	  ▪ Ask the children to name their favourite character and give reasons for their choice. Discuss how the characters have been portrayed and any noticeable character traits.
	  ▪ Engage the children in a discussion about the purpose of the text, e.g. to entertain or inform and how we know.
	• Brainstorm a list of words that express opinion, building vocabulary, such as 'angry' or 'confused', and finding synonyms for common responses for common words including 'liked', such as enjoyed and appreciated.
	• Further explore the text by asking the children to devise their own questions about the text. Share the questions in a speaking and listening circle, encouraging the children to answer each other's questions.
	• Have the children retell the story individually by creating a story map and stick puppets. Have them include a short caption for each of their illustrations on

Teacher intentions	Learning experiences
	their story map. They can retell the story to a partner or record it on a digital device. • 'Hot seat' characters' roles from the story. A child takes on the role of one of the characters and answers questions from the audience.

Teacher self-reflection:

Health and Physical Education, Health Education – Learning sequence 1

Western Australian Curriculum **Personal, social and community health**
Staying safe • Strategies to use when help is needed

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Outline of a person for each child.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The focus of the teaching and learning experience is on safe and unsafe situations and equipping the children to identify such situations, including those that require assistance from others. • Adapt examples and discussions to suit the context of your class. Take the children's past experiences into account to approach the topic sensitively. **Integration ideas** • Technologies, Digital Technologies – following rules to help keep us safe. • English – oral recount of events involving safe/unsafe situations, use interaction skills when engaging with topics. **Assessment** • Observe the children's understanding of what safe/unsafe situations are. • Observe how the children differentiate situations they dislike from situations which are unsafe.	**Opportunities** • Prepare a short performance (up to 30 seconds long) of a safe/unsafe situation and present it to the class. • Discuss safe and unsafe situations with the children by sharing situations in which they may feel safe/unsafe. Guiding questions may include: ▪ How do you know when you are safe? ▪ What signs does your body give you to let you know you are safe, e.g. feel relaxed, calm, enjoyment? ▪ What makes you feel unsafe? ▪ What signs does your body give you to let you know you are unsafe? ▪ Could a safe situation become unsafe? • What is the difference between feeling unsafe and uncomfortable/unhappy? ▪ Provide the children with examples, such as being at the dentist is uncomfortable, but safe. Taking clothes down from the line may make us grumpy, but it is not unsafe. ▪ Discuss the importance of taking unsafe situations seriously. • Discuss what the children can do when they are feeling unsafe. ▪ Brainstorm things the children can do to help themselves, e.g. stay close to the shore when swimming in the ocean. ▪ Brainstorm situations in which they may need help, e.g. gone too far from the shore and finding it difficult to swim back. • Give the children the outline of a person and ask them to draw and write where they might feel the early warning signs if they were in an unsafe situation.

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 ▪ forward roll Locomotor ▪ jump (height) ▪ side gallop Object control ▪ one-handed strike ▪ hand dribble ▪ ball bounce and catch • Apply and consolidate movement skills previously learnt through game and play situations	**Understanding movement** • Physical, mental and emotional responses to physical activity • Physical changes to the body when exercising • Importance of rules and fair play in partner or group activities, and in a range of minor games and physical activities	**Interpersonal skills** • Positive choices when participating in group activities

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**
	Websites: 35 Fun Attention-Getters to keep your classroom under control https://www.boredteachers.com/classroom-management/35-fun-attention-getters-to-keep-your-classroom-under-control (Appendix A); The Physical Educator. *Slide Tag* game Slide Tag – Physical Education Game (Invasion) (Appendix A).

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes The focus of the teaching and learning is: • strategies that assist the children to keep themselves and others safe, including avoiding collisions • physical, mental and emotional responses to physical activity • the importance of rules in the classroom in creating a positive and safe environment for all • the effects of positive choices when working with others. **Tuning in – Notes** • Take the time to set up the expectations of your classroom. Establish signals to get the children's attention, such as a whistle, music or handclapping. Choose one for active time and one for group time. **Activity 2 – Notes** • Watch the video of *Slide Tag*, an invasion game where children attempt to cross from one side of the playing area to the other without getting tagged. • Example of Physical Education rules ▪ We play safe. ▪ We play fair. ▪ We are respectful. ▪ We are responsible. ▪ We do our best. **Assessment** • This is an opportunity to observe the children and make formative assessment of their locomotor skills. • Observation and anecdotal records of understanding why rules exist. • Observation and anecdotal records to note whether the children can play to rule.	**Opportunities** **Tuning in** • Explain to the children they are going to move about the play area ensuring they do not bump into anyone. When they hear the whistle, they are going to stop, look and listen. **Activity 1** Movement to music • The children begin by standing in a scattered pattern in the Physical Education game area. Have them move around the playing space without bumping into each other. Play music while the children are moving. • Introduce a signal, such as a whistle or action to indicate a change of locomotion: ▪ change form of locomotion ▪ change direction ▪ change speed. • With the children, reflect on how they stop themselves from bumping into other players. **Activity 2** Safety rules • Discuss how to make the Physical Education space safe. • Engage the children's prior knowledge of the rules by listing some of the rules in their regular classroom and discuss the purpose of each of these rules. • Discuss answers to the following focus questions: ▪ How do we enter and leave the physical education space? ▪ How do we treat others during games? ▪ How can we handle disagreements respectfully? ▪ How does it make you feel when others are following the rules?

Teacher intentions	Learning experiences
	• Create Physical Education rules with the children, focussing on why they are important, and the positive feelings experienced when everyone participates safely and fairly. **Concluding activity** Slide Tag • Explain to the children they will be using their understanding of how not to be tagged by someone and apply it to a game of *Slide Tag*. They will demonstrate how they can play to rules to keep the game safe and fair for everyone. • Reflect on the tactics using during tuning in and explain the rules of the game. • Divide the class into four groups, allocating each group a colour. • Have the children practise listening skills, using various fundamental movement skills to travel from one end to the other of the playing zone when their group colour is called. • When the children have warmed up, introduce three slide taggers in the middle of the movement space. Commence the game. • Observe and adjust play as needed. • Between crossovers explicitly feedback performance information on what you see the children doing well. Have the children focus on this skill/tactic in future crossovers. • Celebrate the children who avoided being tagged giving explicit feedback on what they did well to dodge the tag.

Teacher self-reflection:

Humanities and Social Sciences – Learning sequence 1

Western Australian Curriculum Knowledge and understanding	Western Australian Curriculum Humanities and Social Sciences skills
Geography • The ways in which Aboriginal and Torres Strait Islander peoples maintain connections to Country/Place, the names and meanings given to local features and places	**Questioning and researching** • Reflect on current understanding of a topic • Pose and respond to reflective questions about objects, people, places and events in the past and present **Analysing** • Explore and discuss points of view

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: Murphy, Aunty. J. & Kennedy L (2016). *Welcome to Country.* Walker Books Australia (Appendix A); Seymour, J. (2022). *Open Your Heart to Country*. Magabala Books (Broome, WA) (Appendix A); Sweeney, J. and Qin Leng (2018). *Me on the Map.* Random House, US. (Appendix A).	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • Concepts covered: place, environment, interconnection, sustainability • It is recommended teachers select texts that are culturally responsive to the community. • Teachers are encouraged to be sensitive when discussing such topics, model appropriate language and foster a sense of respect and equality. **Integration ideas** • Technologies, Design and Technologies – ways to look after nature (bird house). • English – creating oral, written and multimodal texts. **Assessment** • Anecdotal notes of the children's responses, questions and interests; for example: ▪ How the children reflect on their current understanding of the new topic. ▪ How the children express their opinions about different points of view on a topic.	**Opportunities** • Read a text, such as *Welcome to Country* or *Open Your Heart to Country*. Guide a class discussion about the connection Aboriginal and Torres Strait Islander peoples have to Country. Discuss how the connections described in the books may be the same as or different from the way the children are connected to places. • Discuss the physical and built features of the land on which you are located. Have the children suggest why the land is important and how they can look after it. • Have the children write and illustrate their own Welcome to/Acknowledgment of Country to display in the school. • Read a text, such as *Me on the Map*. Initiate a class discussion, encouraging the children to share their personal connections to different places. Discuss the importance of respecting people's connections to their place, talking about empathy, respect and equality. ▪ What is a place? ▪ What are the different places you know? ▪ How are you connected to these places? • Ask the children to create a written or visual text about places of significance to them, highlighting their physical features and affective personal importance. Model and support as needed.

Teacher self-reflection:

Mathematics – Learning sequence 1

Western Australian Curriculum Number and algebra	Western Australian Curriculum Measurement and geometry	Western Australian Curriculum Probability and statistics
Understanding number • Read, write and order numbers to at least 1020, including on a number line. Recognise the repetition of the 0–99 sequence of digits and the role of zero. Skip count forwards and backwards by twos, threes, fives and tens from any starting point	**Two-dimensional space and structures** • Identify and draw two-dimensional shapes and describe their similarities and differences using formal spatial language	• This strand is not the focus of these learning experiences.

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	120 charts, dice, mystery bag, 2D plastic shapes or photos of shapes, counters, containers.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • Develop and consolidate the children's ability to recognise the repetition of the 0–99 sequence of digits, and the role of zero. • The children may need assistance to develop an understanding about number sequences in oral counting. Call attention to patterns such as the repetition of the 0–9 sequence within each decade. After the first hundred, the full 1–99 must be repeated before counting the next hundred, seeing the role of zero when changing decades. • The first learning experience can be used to identify the children's understanding of counting sequences to inform planning. • Continue to encourage the children to subitise when dealing with collections smaller than six. • Ask the children to describe how they know if a number is bigger or smaller than another number? How do they know what number comes after another one? **Two-dimensional space and structures** • Take time to model and encourage mathematical vocabulary to describe shapes and structures. **Assessment** • Observe the way the children deal with counting beyond the hundreds and into the thousands. • Observe how the children match numbers to quantities and identify 2D shapes.	**Opportunities** • Provide the children with two 100 charts. Delete only the number 100 from both charts and leave that space blank. The squares in the chart should be large enough that children can add a digit in front of the numbers in each square. ▪ Ask the children to count out loud, following the first chart and add the number 100 to the last square. ▪ Have the children move on to the second chart and add the number 10 to the front of the printed numbers (1–9) to form the sequence (101, 102, 103 …) and 1 in front of subsequent numbers, (10–99) while saying each number out loud. ▪ Identify the number before and after a given number. ▪ Provide a cut up (jigsaw) 1–200 chart (but with 200 left blank). Ask the children to reassemble it using understanding of the 0–9 sequence, e.g. provide sequences such as 145, 146, 147 to glue onto a blank chart. ▪ Have the children finish the second chart by writing 200 in the last square. • Use this as an opportunity to identify areas that require more attention and focus on future learning experiences. • *Teach your calculator to count*: Take the class on an imaginative story about a poor calculator who's forgotten how to count. Ask the children to teach it. Provide them with a calculator with the number zero entered. Initially, the children count by ones by adding one at a time (or simply pressing the plus sign). This activity can be used for skip counting when the children are ready. • If revision is needed, provide an opportunity for the children to match numbers to quantities. This may be where: ▪ the children roll the dice twice to form a two-digit number and write that number on a cup or bag. They then fill the cup or bag with the correct amount of pop sticks. If suitable, encourage the children to use bundles to facilitate counting.

Teacher intentions	Learning experiences
	• Working in pairs, have the children count out loud from a given starting point and write down the numbers as they say them. Encourage the children to write the numbers vertically to facilitate visualisation of patterns (see notes). Counting may be associated with quantities by: ▪ completing a given amount of whole-body movements ▪ collecting a given amount of rocks or leaves from the outdoor environment ▪ drawing a number in the sand and placing the correct quantity of items next to each number ▪ other forms of expression chosen by the child. • Ask each child to collect a given amount of counters, e.g. eight. Once the children have counted the counters, tell them you now need 12, instead. Observe their strategies to form the new group. For example, they might collect all 12 or simply add on to the eight they already had grouped. This helps ascertain their understanding that a number can be a part of a larger number, e.g. eight is a part of 12. • Provide the children with real life contexts in which numbers need to be adjusted. For example, by asking how many extra chairs would be needed if instead of 20 children, there were now 27 children in the classroom. Adapt the context and numbers to suit the children's interests and counting skills. • Remind the class that 2D shapes are flat because they have only two dimensions, e.g. such as those drawn on paper. Ask the children where they see shapes, what their features are, which shapes have straight sides, and which have curved sides. Leaning into their interests, provide them with opportunities to: ▪ describe and draw features of specific 2D shapes ▪ extend vocabulary of 2D shapes to include formal spatial language ▪ identify places they see these shapes, e.g. the full moon sometimes looks like a circle

Teacher intentions	Learning experiences
	▪ identify which shapes would be best suited for different contexts, e.g. would we use round tiles to cover the floor? Can you cover a basketball with squares of paper? Why? • Draw 2D shapes with increasing accuracy. • Play a game with 2D shapes, such as identifying the odd one out. • Encourage the children to identify, name and describe 2D shapes they see in the environment using formal spatial language. • Ask the children to cut 2D shapes out of paper or cloth attending to features of shapes such as parallel or equal sides. **Small group opportunities** • Shape Bingo: the children may use pre-made bingo mats or make their own by tracing around plastic 2D shapes. • Making numbers: the children roll two or three dice to form a two- or three-digit number and identify a context in which that number could be used, e.g. if they form the number 17, they might identify that a classroom has 17 children in it today, if they are using three-digit numbers they could identify that 123 is their house number. • Counting practice: the children place a green (starting point) and a red (finishing point) counter on a 1–200 chart. They then count the numbers in between. Encourage the children to count backwards. The children move the counters around the chart to determine new sections of counting, e.g. between 117 and 139. • The children trace around 2D shapes and then attempt to draw their own. Highlight features that may help them, e.g. are there any curved sides in a triangle? The class may use chalk to draw on the floor, if suitable. • Using paper, the children draw their own 2D shapes, cut them out (fine motor skills practice) and use them to produce artwork of animals. Stipulate criteria;

Teacher intentions	Learning experiences
	for example, one animal must be made of shapes with straight edges and the other must be made of shapes with curved edges.

Teacher self-reflection:

Science – Learning sequence 1

Western Australian Curriculum Science understanding	Western Australian Curriculum Science inquiry
Chemical sciences • Materials can be combined for a particular purpose	**Questioning and predicting** • Pose questions and make predictions based on knowledge and experiences **Planning and conducting** • Engage in guided investigations to answer questions, test predictions and assess risks • Make and record observations, including informal measurements **Processing, modelling and analysing** • Sort and order data using provided tables and represent data using visual or physical models **Evaluating** • Compare observations to predictions and identify further questions for investigation

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?)*
	Playdough materials, smart device, measuring equipment, resealable bags.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The focus of the teaching and learning is on observing the changes that occur when making playdough. • Engage in a conversation about what chemical science is. Chemical changes are those that result in a new substance, e.g. gas and oil to make plastic. • Explain that the result of some combinations can be undone (reversible), e.g. ice melts and then can be frozen again. The results of other combinations cannot be undone (irreversible), e.g. playdough. • Invite the children to share what they think will happen (predict). • Explain the science in making playdough. The dry ingredients are mixed (mixture) and when the wet ingredients are added it becomes a solution (all the ingredients are completely combined). • Ask the children to look carefully at what happens when the oil is added to the mixture. • Have the children draw and write in a science journal or similar what they observed about the changes that occurred. Prompt by posing questions, such as 'What did it look like before it was combined?'; 'What caused the change?' • Create a science word wall and discuss the meaning of the science words taught. Continue to add words as the unit of work progresses. • Prepare a set of instructions for the children to follow, e.g. playdough recipe, and organise equipment to suit the requirements of the class. • Suggested playdough recipe: ▪ Combine ½ cup flour, 1 teaspoon cream of tartar, ¼ cup of salt, ½ tablespoon vegetable oil, ½ cup water, and food colouring. ▪ Method: The children combine all ingredients into a plastic zip lock bag and massage until combined.	**Opportunities** • Introduce and explain what chemical science is. ▪ Ask the children to share their ideas and correct any misconceptions as they arise. ▪ Pose questions to ascertain what the children may already know. Record the ideas and build on information. • Explain to the children that they will each be making an individual bag of playdough. ▪ Ask the children to record by drawing or writing what they observe during each step. Encourage them to talk to each other during the process of combining the materials. ▪ The children are encouraged to take photographs of each step which can be used to prompt their writing. • Model how to use the measuring equipment as you read the playdough recipe aloud. Pose questions, such as 'How important is it to follow the recipe instructions and why?'; 'What would happen if you used too much of one ingredient and not enough of another?'; 'What change could occur if you left one ingredient out?' • Point out that some ingredients will mix with others, but some won't. Encourage the children to look closely at what changes occur when the materials are mixed. • Have the children work in pairs to support each other with managing the bags and measuring the ingredients. Ensure that each child has their own copy of the recipe. The children then make the playdough. • Invite the children to return to a common area to share observations and compare the consistency of the different playdough samples. • Ask the children to draw, label and write about their own experience.

Teacher intentions	Learning experiences
Integration ideas • Technologies, Design and Technologies – recording a sequence of steps. • English – opportunity to explore procedural texts. • Mathematics – measurement. **Assessment** • Ongoing observations and anecdotal records can be taken to record the children's ability to make predictions and follow a procedure, and draw conclusions about their experience. • Document the levels of understanding of specific science vocabulary. • Observe the way the children collaborate.	• Share the children's observations and reflect on the learning by asking questions, such as 'What was the biggest challenge and success?' • Explain that a mixture is when two or more substances are combined. Collaboratively make a class list of mixtures that the children have used at home or at school. Display this list in the classroom and add to it throughout the term.

Teacher self-reflection:

Technologies – Learning sequence 1

Western Australian Curriculum Design and Technologies	Western Australian Curriculum Digital Technologies	Western Australian Curriculum Design thinking skills
Contexts **Materials and technologies specialisations** • Materials can be combined to produce a product for a specified purpose **Technologies and society** • People use selected technologies to make familiar products and environments to meet local needs	• This strand is not the focus of these learning experiences.	**Project management** • Plan, share ideas and work with others to develop a solution for a known user **Investigating and defining** • Explore ideas and design opportunities for a known user **Designing** • Design solutions through discussion, 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?)*
	Bird puppet, images of bird houses, books, samples of different materials.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• The focus of the teaching and learning is on understanding designs that meet specific needs, e.g. providing shelter for birds in outdoor areas.
• The children will investigate different materials and create an annotated draft, including a sequence of steps to create their own bird houses.
• The bird house project may be completed individually or in pairs.
• Safe, ergonomic ways to use computers and/or other digital services include taking regular breaks, good posture, keeping food and drink away from computers.
 	
Integration ideas
• Science – combining materials for a particular purpose.
• Mathematics – two-dimensional shapes, estimate, measure and compare lengths.
 	
Assessment
• Observe ways in which the children design to attend to specific needs, e.g. a bird house that is water resistant.
• Observe the children's interests and questions around digital technologies to inform future planning.
	Opportunities
	
	Design and Technologies
	• Discuss places where birds live and take shelter.
	• Ask the children if they have ever seen bird houses that were natural (made by birds) or man-made.
	• Guide the class to look at images of different bird houses (on school grounds, online and in books).
	  ▪ Explore possibilities of potential homes/constructions for a bird to live in.
	  ▪ With support, the children annotate images of houses highlighting positive aspects of each design.
	  ▪ Discuss the types of materials that could be used in the construction of bird houses, e.g. they need to withstand rain, wind, sun.
	  ▪ Have the children explore the materials provided or found in the outdoor area and determine if they are suitable for a bird house.
	• Ask the children to draft ideas for bird houses they would like to build, thinking about functionality and availability of materials.
	• Explain design ideas and features necessary to meet specific needs, e.g.to house birds who have lost their natural homes.
	• Orally create a sequence of steps for their design.
	
	Digital Technologies
	• Introduce the ways computers and devices are kept in the classroom, e.g. where they go to be charged, how to carry them around, how to place them on desks.
	• Discuss rules and expectations around the use of computers, e.g. keeping liquids away from them.
	• Invite the children to create a poster exemplifying the rules decided upon.
	• Use icons/images that help represent the rule and support the words.

Teacher intentions	Learning experiences
	▪ Take the opportunity to highlight that information may be expressed in different ways, e.g. a red circle with a line across means ‘no’ without having the word ‘no’ on it. • Print the class rules and expectations and ask the children to model situations in which they can follow the rules. ▪ Have the children perform short role-plays demonstrating behaviours and attitudes that illustrate the rules. • Teachers might choose to ask the children to perform situations in which the rules are not being followed, and use these as prompts to discuss the reasoning behind the rules and consequences of not following them, e.g. spilling liquid on a laptop could break it.

Teacher self-reflection:

The Arts, Music – Learning sequence 1

Western Australian Curriculum Making	Western Australian Curriculum Responding
Ideas • Exploration of, and experimentation with, the elements of music through movement, body percussion, singing and playing instruments to create music ideas **Skills** • Development and consolidation of aural and theory skills by exploring the elements of music, including: ▪ rhythm (experience and identify time signatures $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$; use bar lines as a division for beats; terminology and notation for ,) ▪ tempo (changing tempos) ▪ pitch (repetition, unison, small range of pitch patterns based on the pentatonic scale) ▪ dynamics (getting louder, getting softer, very soft (***pp***) and very loud (***ff***)) ▪ form (introduction, verse, chorus, rounds and ostinato) ▪ timbre (sound qualities of instruments; matching different sounds to specific instruments) ▪ texture (melody and accompaniment) to create music **Performance** • Practise of simple songs and their own and others' compositions, to perform for different audiences • Development of performance skills (singing in tune, moving and playing classroom instruments with correct timing and technique)	• Reasons why people make music in different places and for different occasions

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: *Funga Alafia.* Eduard Oraze. https://www.youtube.com/watch?v=KJuqZ45O1EA (Appendix A); Music: *Aviary* from *Carnival of the Animals* Camille Saint-Saëns performed by the Student Symphony Orchestra of University of Southern California (USC). https://www.youtube.com/watch?v=mdO-lMpr8Sg (Appendix A); *Here comes a bluebird*. Brown, Florence W. and Neva L. Boyd. *Old English and American Games for School and Playground.* Chicago: Saul Brothers, 1915. https://kodalycollection.org/song.cfm?id=844 (Appendix A). Felt tree, coloured felt shapes of birds.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes **Welcome activity** • *Funga Alafia* is a traditional West African song that is accompanied by gestures of welcome, such as holding out your arms, bringing your fingertips to your head, then to your lips and finally to your heart to indicate that you welcome people with your mind, with your words and with your heart in a true and honest way. The link in Appendix A may be helpful in familiarising the gestures and the melody. **Movement to music** • The YouTube® clip of *Aviary* from *Carnival of the Animals* by Camille Saint-Saëns performed by the Student Symphony Orchestra of the University of Southern California (USC) is a visual stimulus of the music. Help the children to identify where the music changes and the sections that repeat and keep recurring. **Song game** • *Here comes a bluebird* is sung while performing a circle dance. The children hold hands in a circle and stretch up their arms to make arches. A selected child weaves in and out of the circle as the song is sung and at the line '*Take a little partner*', they stop in front of the nearest child, link opposite arms and skip around in a circle. Either the new child takes their turn at the game OR both children become the bluebird and at the next turn there will be four children swinging arms. The song is available as sheet music online. **Integration ideas** • Mathematics – counting beats. • English – texts and language features. **Assessment** • Use a checklist to assess the children on:	**Opportunities** **Welcome activity** • Welcome the children to their music time by singing a welcome song, such as *Funga Alafia*, and teach the gestures and their meaning. • Teach the words of the song by rote, then teach each gesture in isolation. • Tell the children what the words mean, where the song comes from and how the gestures reflect the sentiment of the song rather than the direct translation of the words. • Sing through the song several times. • This song is used over the course of this unit to mark the beginning of music time. **Movement to music** • Using the tree shape as a stimulus, discuss with the children which animals might live in a tree. • Elicit from the children that birds live in trees and build nests there. • Play the music *Aviary* from *Carnival of the Animals* by Camille Saint-Saëns. • Discuss the instruments the children can identify, especially the flute which represents the bird. Explain that the flute is often used in music to represent birds. • Have the children space themselves in the open space on an imaginary branch and then move in time to the music, mimicking the movements of birds, such as washing in bird baths, pecking at seeds or drawing up worms from the earth as well as flying. At the conclusion of the music, the children 'roost' on the branch they came from. • Coloured felt birds are added to the tree on the board by each child.

Teacher intentions	Learning experiences
▪ their ability to keep in time with the music ▪ the accuracy of their singing ▪ their creativity of movement when responding to the music *Aviary*.	**Song game** • Teach the song *Here comes a bluebird* and play the game. • The children take their turn as the game progresses and keep in time to the music as the 'bluebird' weaves in and out of the arches created by the children's arms.

Teacher self-reflection:

The Arts, Visual Arts – Learning sequence 1

Western Australian Curriculum Making	Western Australian Curriculum Responding
Ideas • Experimentation with, and use of materials, media and/or technologies when creating artwork **Skills** • Experimentation with techniques and art processes such as painting, printmaking and mixed media **Production** • Use of visual art elements and techniques, to create 2D and 3D artwork, to communicate ideas and messages to an audience	• Personal responses, identifying elements of shape, line, colour, space and texture in 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?)*
	Crayons, coloured safe dye, paint brushes, craft resources such as googly eyes, feathers, ribbons, shape posters around classroom, pre-made shape finger puppets (teacher use).	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The focus of the teaching and learning is on identifying and using shapes in artworks. • Teach that in visual arts, shapes form when lines close on themselves. • Explore using basic shapes to create an animal with human attributes and emotions. • Use the children's artwork to set up a class art gallery. **Integration ideas** • Mathematics – basic 2D shapes and 3D solids. **Assessment** • Observations and anecdotal notes of the children using oral language to describe the use of shape, space and line in their artwork.	**Opportunities** • Begin by reviewing basic 2D and 3D shapes. ▪ Call out shapes and ask the children to draw them on a whiteboard. • Discuss how geometric shapes can be given human/animal features, such as facial features, expressions and emotions. ▪ Model drawing lines to create emotions, e.g. position and placement of eyebrows, mouth and shape of eyes. ▪ Ask the children to draw facial features onto their drawn shapes. • Model drawing geometric shapes to create body parts of an animal, e.g. triangle ears on an oval shape – rabbit, rectangle legs on a square – cow.  • Have the children independently create a 'shape' animal. ▪ Attach the artwork to 3D shapes, such as blocks, cylinders, boxes to stabilise and display. ▪ Share finished artwork and orally reflect with a partner or whole class. • Use a range of mixed media to further explore shapes in art.

Teacher self-reflection:

Learning sequence 2

English – Learning sequence 2

Western Australian Curriculum Language	Western Australian Curriculum Literature	Western Australian Curriculum Literacy
Language for interacting with others • Explore how language can be used for appreciating texts and providing reasons for preferences **Text structure, organisation and features** • Explore how texts across learning areas are organised differently and use language features depending on purposes **Language for expressing and developing ideas** • Understand that, in sentences, nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups • Understand that images add to or multiply the meanings of a text • Experiment with and begin to make conscious choices of vocabulary to suit the topic, situation or context	**Literature and contexts** • Discuss how characters, events and settings are connected in literature created by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators **Engaging with and responding to literature** • Identify features of literary texts, such as characters, events and settings, and give reasons for personal preferences **Examining literature** • Discuss the characters, settings and events of a range of texts and identify how language is used to present these features in different ways	**Interacting with others** • Use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions **Analysing, interpreting, and evaluating** • Identify the purpose and audience of 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 a range of texts for different purposes

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: Graham, B. (1992). *Greetings from Sandy Beach*. Lothian Children's Books. (Appendix A). Focus text, book, short story or short film with multiple characters.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• The creation of literature includes the use of multimodal elements, such as images, and this needs to be specifically taught as part of the text creation process. Analyse the images in the chosen texts with focus questions, such as:
  ▪ How do the images help you understand the text?
  ▪ How do the images give the reader more information than the words alone?
  ▪ Do some of the images give different information than the words?
  ▪ Why has the illustrator chosen to include certain images?
  ▪ Model and encourage the children to use a wide range of vocabulary to discuss opinions and compare the texts such as:
  o I am curious to find out …
  o I wonder why the illustrator …
  o I am confused about …
  o I preferred …
• 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
• Continue to monitor individual sentence structure. Make anecdotal notes about the children's ability to create extended noun groups.
	Opportunities
	• Read aloud and discuss a different text, such as *Greetings from Sandy Beach*.
	  ▪ Discuss the setting, characters and events.
	  ▪ Model an oral opinion about the text and invite the children to share their opinions.
	  ▪ Ask the children to explain why they think the author wrote this story. Invite them to make connections to other texts, such as the one read in the previous learning sequence.
	  ▪ Explore the vocabulary used in the text.
	  ▪ Explore how the images in the text add detail that is not present in the words.
	  ▪ Identify and describe how the characters' facial expressions or body language shows their feelings or emotions.
	• Use a noun from the text to model how to extend a noun group, e.g. car: an old rusty red car, a trusted family car, one old, broken-down car, that noisy wreck of a car.
	  ▪ Have the children work with partners to write extended noun groups for other things or characters from the text, e.g. the beach, sea, motorbike.
	• Compare the characters from the text and invite the children to share their opinions about who their preferred characters are. Use shared writing or have the children work in groups to write a paragraph to describe each character.
	• Choose a picture book that has several strong characters. Prepare a list of 'clues' on paper or the interactive board; for example, brave, likes to help others, sometimes shy.
	  ▪ Explain to the children that they are going to be detectives and work out the character you have identified and write it down before the story finishes. They should not share their thoughts.
	  ▪ Have the children share their answers and justify their reasoning.

Teacher intentions	Learning experiences
	• Read another book or watch a short film with multiple characters. Alternatively, provide books for the children to read independently. Once finished, they write clues about a character and see if a partner can guess who it is.

Teacher self-reflection:

Health and Physical Education, Health Education – Learning sequence 2

Western Australian Curriculum **Personal, social and community health**
Staying safe • Strategies to use when help is needed

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Old/toy phones, books and/or scenarios with situations in which help is needed.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • In this teaching and learning the children first discuss who to ask for help in contexts that may be unsafe but not necessarily an emergency. • Later, they discuss emergency situations involving 000 and other community helpers. It is important to guide the children through differentiating emergencies from situations in which emergency services should not be called. • When discussing emergencies, the focus should be on how to get help/solve the problem. **Integration ideas** • Technologies, Digital Technologies – sharing information. • English – use interaction skills when engaging with topics. Create spoken/multimodal texts to inform. **Assessment** • Observe the children differentiating between situations that do or do not require a call to 000. This will help inform future planning.	**Opportunities** • Review the conversation in the previous learning sequence and lead a discussion about the people who can help in unsafe situations. ▪ Ask the children to identify adults who may be able to help them, such as parents, teachers, lifeguards, police officers. ▪ Guide a discussion and model ways in the children can ask for help. ▪ Have the children perform short presentations exemplifying ways in which they can ask for help, e.g. asking the lifeguard at the beach to assist with a friend who is struggling to swim back to shore. • Ask the children to share definitions for the word ‘emergency’. • Brainstorm situations that are considered emergencies. • Ask the children what to do in emergencies, such as: ▪ asking an adult for help ▪ calling 000 ▪ taking shelter/removing yourself from danger if possible and safe to do so. • Further investigate situations in which calling 000 would be suitable, highlighting the importance of keeping this service strictly for emergencies. • Divide the class into small groups. ▪ Have each group prepare two situations, one that is an emergency requiring 000, e.g. house fire, and one that is unsafe but does not require 000, e.g. sprained ankle. ▪ Ask the groups to present their situations to the class in any way they wish, including making a video, a slide presentation, a dramatic performance, a riddle or miming. • After each presentation, the class decides if the situation warrants a call to 000 and, if not, ways in which the children could get help instead.

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 ▪ forward roll Locomotor ▪ jump (height) ▪ side gallop Object control ▪ one-handed strike ▪ hand dribble ▪ ball bounce and catch • Apply and consolidate movement skills previously learnt through game and play situation	**Understanding movement** • Physical, mental and emotional responses to physical activity • Physical changes to the body when exercising • Importance of rules and fair play in partner or group activities, and in a range of minor games and physical activities	**Interpersonal skills** • Positive choices when participating in group activities

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**
	Video: HANDS UP | 1 – Introduction to Physical & Health Literacy OpheaCanada: https://www.youtube.com/watch?v=_okRtLv-7Sk&feature=emb_title (Appendix A). The Physical Educator. *Slide Tag* game Slide Tag – Physical Education Game (Invasion) (Appendix A). Website: Physed Games – *Everybody's It* PhysedGames: https://physedgames.com/everybodys-it/ (Appendix A).

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
The focus of the teaching and learning is:
• how our bodies respond to exercise
• combining the movement skills of running and dodging during a modified game
• the benefits of leading a happy, healthy and active lifestyle
• the benefits of engaging positively in game play to improve wellbeing.
 	
Activity 1
• Read and understand the rules of *Everybody's it*, a tagging game where everybody is it and everyone can be tagged.
 	
Activity 2
• Watch Part 1 of Physical Literacy Series and make your own connections to the game of *Everybody's it*.
 	
Concluding activity
• Have bibs ready for sharks.
• Complete a list of rules for the game *Slide Tag* and cut it up so each rule is separate.
 	
Assessment
• Activity 1 provides an opportunity to make formative assessments on the children's understanding of how the body reacts to play.
• Opportunity to observe and make formative assessment on the children's understanding of the effects of activity on the body.
• Opportunity to observe and make formative assessment on the children's ability to combine movement skills to evade a tag.
• Opportunity to observe and make anecdotal notes on the children's ability to play to rule.
	Opportunities
	
	Tuning in
	• Explain to the children that they will require their skill of dodging, to evade a tag in an invasion game of *Everybody's it*.
	
	Activity 1
	Everybody's it
	• As the children move into the playing area, have them move around the space without bumping into each other.
	• The teacher places their hand on their heart and asks, 'Can you feel it?'
	• Explain the rules of *Everybody's it*.
	• Allow play for approximately one minute.
	• Attention grab.
	• Hand on heart, 'Can you feel it?'
	• Set a challenge of tagging as many classmates as you can in one minute. Predict what you think will happen to your heart rate.
	• Play another round.
	• Hand on heart – 'Can you feel it?'
	• Discuss answers to the following questions:
	  ▪ What can you feel happening to your heart rate?
	  ▪ Why do you think your heart rate is going up?
	  ▪ If we look at our heart as a muscle getting all the exercise, what is going to happen to it? (Connect the children's understanding to something they can see and relate to, such as bicep curls using a weight.)
	  ▪ If my bicep/arm can lift more if it gets stronger through exercise, what can my heart do better? (Use a water bottle to demonstrate squeezing water out of it and relate to the heart pumping blood.)

Teacher intentions	Learning experiences
	• Ask the children to create a list of all the things they can think of to help their heart get more exercise. **Activity 2** Physical literacy • Explain to the children they are going to watch a video on Physical literacy to help them understand how leading a happy, healthy and active lifestyle will improve their wellbeing. • Watch Part 1 of Physical Literacy Series. HANDS UP: 1 – Introduction to Physical and Health Literacy. • Reflect on the game of *Everybody's it* using the following questions: ▪ What movement skills were you using to evade or effect a tag? ▪ What strategies/tactics did you use to evade a tag? ▪ What feelings/emotions did you feel when you were playing the game? ▪ How does playing with others improve the experience? • Connect this understanding of skills, tactics and emotions to how this helps us to want to participate in an active lifestyle. **Concluding activity** *Slide Tag* • Explain to the children they will reflect on their understanding of safe and fair play to a game of *Slide Tag*, to make positive choices during game play. • Divide the class into small groups. • Hand out a set of rules to each group and have the children divide the rules into two categories. They will need to justify why it belongs in this group. ▪ Rules to keep the game fair ▪ Rules to keep the game safe. • Regroup as a class and have the children read out their answers. • Commence playing the game.

Teacher intentions	Learning experiences
	• Observe and adjust play as needed. • Between crossovers give explicit feedback about the children's performance focussing on what you see the children doing well. Have the children focus on this skill/tactic. • Regroup as a class and reflect on tactics used in the game *Slide Tag* to evade or effect a tag. • Celebrate the winner/s giving explicit feedback on what they did well to evade the tag.

Teacher self-reflection:

Humanities and Social Sciences – Learning sequence 2

Western Australian Curriculum Knowledge and understanding	Western Australian Curriculum Humanities and Social Sciences skills
Geography • The ways in which Aboriginal and Torres Strait Islander peoples maintain connections to Country/Place, the names and meanings given to local features and places	**Questioning and researching** • Reflect on current understanding of a topic • Pose and respond to reflective questions about objects, people, places and events in the past and present **Analysing** • Process information and/or data collected • Explore and discuss points of view

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: Morgan, S. and Bancroft, B. *Dan's Grandpa*. Fremantle Press (Appendix A); or Video: *My Country.* Kwaymullina, E and Morgan, S. https://www.youtube.com/watch?v=jn60eb2fBxk (Appendix A). Images of artwork – see learning experiences for more information. Maps of Australia, Western Australia.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • Concepts covered: place, environment, interconnection • The suggested text in the book *Dan's Grandpa* is written by Sally Morgan, an Aboriginal woman from Western Australia. The protagonist in the story discusses the memories he has of his deceased grandpa. Teachers are best placed to determine the suitability of the text for the children. • Alternatively, the YouTube video, *My Country* by Ezekiel Kwaymullina and Sally Morgan, could be used. **Assessment** • Create a checklist to assess the children on the Humanities and Social Sciences skills used during this unit of work. Monitor and make anecdotal notes for the focus skills for each lesson.	**Opportunities** • Read a text, such as *Dan's Grandpa*. Guide a class discussion: ▪ What were the special places Dan felt connected to? ▪ Why did Dan feel a connection to these places? ▪ How are Dan's special places same/different to your special places? ▪ Where do you think Dan lives? (Explore a map of Australia) ▪ How does this book explain the connection between people and Country? ▪ What do the images make you think of? ▪ How do the images make you feel? • Explore the images in the book and other Aboriginal artworks that represent ideas about Country by indigenous artists, such as Gloria Petyarre or Clifford Possum. ▪ What shapes and colours do you notice? ▪ Do these represent anything? ▪ What parts of the country could be represented by symbols? (Rivers, animal tracks, homes, meeting places.) • Make a class chart of the symbols used and their meaning for future reference and encourage the children to look for this in artwork viewed. • Explore a map of Western Australia. Identify some places that have Aboriginal names, such as Narrogin, Yallingup and Cunderdin. Model an internet search to find out the meaning of these place names or places in your local community, for example, Willagee comes from the word *wilgee*, meaning red ochre that was found in the area. (City of Melville, n.d.) • Use a range of resources, including the knowledge of Aboriginal and Torres Strait Islander elders and communities, to find the names given to your own local places by the traditional owners. Make a poster about your area, including the name given to it by the Aboriginal or Torres Strait Islander peoples who first lived there, its meaning and images of special natural and built features.

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 • Read, write and order numbers to at least 1020, including on a number line. Recognise the repetition of the 0–99 sequence of digits and the role of zero. Skip count forwards and backwards by twos, threes, fives and tens from any starting point	**Two-dimensional space and structures** • Identify and draw two-dimensional shapes and describe their similarities and differences using formal spatial language **Three-dimensional space and structures** • Manipulate, visualise and name familiar three-dimensional objects, informally describe features and connect to common uses	• This strand is not the focus of these learning experiences.

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Shapes, counters, 120s charts, chalk, mystery bag, recyclables, 3D objects.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes **Skip counting** • Continue to encourage subitising to combine larger collections. • Provide the children with opportunities to count collections in meaningful contexts, e.g. collecting enough pens from the drawer for the whole class to have one, or making enough 'mud cakes' in the mud kitchen for everyone in their group or for all the teachers at school. • Learning experience 2 establishes a link between skip counting and addition by highlighting the increase in quantity (rule of the pattern). It is important to provide the children with opportunities to witness addition and subtraction patterns being generated. **Introduction to relationships between 2D shapes and 3D objects and structures** • Use naturally arising opportunities to encourage the children to observe 2D shapes and 3D objects and structures in their environment. Further, take these opportunities to identify their features by associating them with real life uses, e.g. boxes stack, cylinders roll. **Assessment** • Observe the way the children skip count in twos, threes, fives and tens. Refer to Assessment Templates (Appendix B).	**Opportunities** • Provide small groups of children with a collection of 37 counters (or other small objects in an odd number) and ask them to skip count in fives. Observe how the children approach counting in fives. Provide the children with a number of counters that is not a multiple of five and observe how they adjust skip counting to deal with leftovers. They might identify leftovers and add it to the count (counting 35 by fives plus two). Use this information to inform and adapt future learning experiences. • Play music and instruct the children to line up in groups of three when the music stops. As they do, model skip counting in threes. Repeat the activity in fives and tens. • Invite the children to imagine and create scenarios in which they would need skip counting, and include opportunity for skip counting by twos, threes, fives and tens. For example, purchasing 20 lollies, sorting 30 children into groups, counting 126 buttons. Encourage the children to share scenarios in a way that suits them (child voice and choice). They may perform, narrate or represent, their scenarios. • Provide opportunities for the children to count collections by skip counting. They may count collections of rocks collected outside, toys, counters, people in a classroom, shoes, hats, etc. • Invite the class to skip count (by two, three, five or 10 appropriate to the children's ability) and write the numbers they say on the board. Encourage the children to write the same sequence on their own whiteboards or paper. Under each number, encourage the children to draw or place the equivalent number of counters. Ask the children to observe the collections and identify what changes between two numbers, e.g. under number two they will have two counters, under number four, four counters – the children may notice that the collections increase in twos.

Teacher intentions	Learning experiences
	• Model language such as ‘adding’ two or ‘increasing by’ two at a time. • Provide opportunities for the children to draw the ‘jumps’ on a 100 chart or number line, demonstrating that they jump by the number they are skip counting. • Repeat experiences with fives and tens. • Provide the children with opportunities to skip count starting from different points, e.g. ‘Can you count in tens starting at 30?’ ‘Can you choose a starting point and count on?’ The children may use 100 charts or number lines as support. • Provide the class with recyclable materials, such as cereal boxes, plates, etc. Ask the children to sort the 3D objects by looking at the shapes that are visible on the objects. The children may come up with different ways to sort the 3D objects. Explore the features of shapes that the children are focusing on by encouraging them to explain the logic behind their sorting. • Place a cube, a cylinder and a pyramid on different desks and ask the children to place the objects that look like each of those objects on the relevant desk. • Provide small groups of children with a collection of 3D objects and ask them to identify all the 2D shapes they can see in them. • Using the same recyclables, model cutting boxes open and spreading them into a net and then identifying the 2D shapes that form them. Encourage the children to do the same, identifying, naming and sorting the shapes they find. • Provide opportunities for the children to build familiar environments using 3D objects and 2D shapes, e.g. ‘Can you build a miniature version of our classroom?’. ‘What could you use to make the desks?’ **Small group opportunities** • Outdoor 120 chart jumping game: draw the numbers 1–120 on the ground outside, using chalk. Encourage the children to skip over numbers to

Teacher intentions	Learning experiences
	demonstrate counting in twos. To count in fives or tens, they may walk on the side of the numbers and step on the numbers they 'land on'. • The children build with 3D objects. They may photograph or sketch their work and identify the 2D shapes visible in the pictures by outlining them in red. • In pairs, the children play a game similar to rock, paper, scissors, but instead, they show a number with their fingers. The pair then counts on from the largest number, e.g. one person shows five fingers and the other shows three, the children count on from five, until eight. Alternatively, they may use other known mental strategies to calculate the total, such as counting by double-twos if the number of fingers shown is four. • In small groups, the children look at a collection of shapes and objects in front of them and identify which one is being described by a peer, e.g. one child describes a 3D object, another child identifies it by pointing at it or collecting it from the middle of the table or mat.

Teacher self-reflection:

Science – Learning sequence 2

Western Australian Curriculum Science understanding	Western Australian Curriculum Science inquiry
Chemical sciences • Materials can be combined for a particular purpose	**Questioning and predicting** • Pose questions and make predictions based on knowledge and experiences **Planning and conducting** • Engage in guided investigations to answer questions, test predictions and assess risks • Make and record observations, including informal measurements **Processing, modelling and analysing** • Sort and order data using provided tables and represent data using visual or physical models **Evaluating** • Compare observations to predictions and identify further questions for investigation

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: Ehlert, L. (2005). *Leaf Man*. Harcourt Children's Books/Clarion Books. (Appendix A). Natural materials, blocks, twig, string, wooden toys.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• The focus of the teaching and learning is on exploring materials and investigating how different materials can be combined to create a stronger bond.
• Teach the difference between a natural and manufactured item, e.g. wood is natural but when burnt creates charcoal. A plastic bottle is made from a combination of natural materials including gas and oil but goes through a process of chemical change.
  ▪ Remind the class that chemical science refers to a process of change that generally cannot be reversed.
• Explore the word 'atoms' in the context of energy and explain how atoms share energy to bond together which makes them stronger. Review the previous lesson and discuss if the playdough was stronger and more stable as individual ingredients or combined as one. The children will not be assessed on their understanding of atoms or bonds, they are only being exposed to this vocabulary.
• The children independently experiment to create an artificial bond between two items for the purpose of making it stronger.
• Continue to add words and meanings to the science wall.
 	
Integration ideas
• Technologies, Design and Technologies – a focus on materials for design solutions.
• Humanities and Social Sciences – using natural materials in a sustainable way.
• English – using adjectives to build noun groups about the materials being described.
	Opportunities
	• The children engage in exploration of materials through structured and independent experimentation. To support the children, incorporate vocabulary cards and books that refer directly to the concepts being taught.
	• Use a stimulus book such as *Leaf Man* to encourage discussion regarding the meaning of natural and manufactured materials.
	  ▪ Ask the children to imagine they are flying alongside *Leaf Man*.
	  ○ Imagine you look down.
	  ○ What manufactured things would you see?
	  ○ What type of home would you have?
	  ○ If the wind took us west, where would we end up?
	  ▪ Take the children outside to collect samples of natural materials. Collect manufactured materials from around the classroom also.
	  ▪ Ask the children to form a circle and place the collected items on the floor in the middle. Invite the children to explain what they understand or notice when comparing the two types of materials.
	  ▪ Record what the children say and clarify any misconceptions as they arise.
	• Pose questions about why some things are stronger than others.
	  ▪ In pairs, the children brainstorm ideas write these on the board.
	• Introduce the word 'bond'. Explain that all things are made of atoms and to make something stronger the atoms share energy and bond together. This creates stability.
	• Have the children explore the term 'stability' by building block towers. Make one tower that is strong, sturdy and stable and the other that is weak and unstable. Provide examples, such as 'bricks are strong, but what makes them stronger is the cement that holds them together'.
	• Model how easy it is to rip a leaf and explain that we are investigating how to make things stronger. Lay many leaves on top of each other to make a stack and

Teacher intentions	Learning experiences
Assessment • Ongoing observations and anecdotal records, monitoring the children's ability to make predictions, follow a procedure and draw conclusions about their investigation.	then attempt to rip the stack. Explain to the children that together the leaves are stronger and we are artificially creating a stronger bond. • Have the children use available materials to combine two materials for the purpose of making them stronger, such as tying sticks together in a bundle or sandwiching leaves and plastic blocks together. Encourage the children to collaborate and share ideas to support each other's understandings. • Ask the children to draw an example of two materials being bonded together and write how the process made the combined materials stronger. Label the drawing to name materials used. • Reflect on the learning and share observations and experiences.

Teacher self-reflection:

Technologies – Learning sequence 2

Western Australian Curriculum Design and Technologies	Western Australian Curriculum Digital Technologies	Western Australian Curriculum
Contexts **Materials and technologies specialisations** • Materials can be combined to produce a product for a specified purpose **Technologies and society** • People use selected technologies to make familiar products and environments to meet local needs	**Digital systems** • Digital systems, including hardware devices and software, are used for an identified purpose **Privacy and security** • Some personal data may be safely shared online with specific people using trusted platforms	**Project management** • Plan, share ideas and work with others to develop a solution for a known user **Investigating and defining** • Explore ideas and design opportunities for a known user **Designing** • Design solutions through discussion, 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?)*
	Bird puppets, images of bird houses, samples of materials for bird houses.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The focus of the teaching and learning is to understand the purpose of developing design criteria. • Highlight information that should not be published online, such as full name, address, school, telephone number, identifying photos, bank details and date of birth. **Integration ideas** • Science – combining materials for a particular purpose. **Assessment** • Ongoing observations of the way the children design to attend to needs. • Observe the children's understanding of the importance of keeping private information safe. This will inform future planning.	**Opportunities** **Design and Technologies** • Recalling the drafts and sequences of steps created in the previous learning sequence, guide the children through creating some design criteria for their bird houses. Criteria may include: ▪ must be weatherproof (water, sun, wind) ▪ must be of a certain size ▪ must have an entrance suitable for birds in your area. • Discuss the purpose of design criteria, providing the children with examples of how these criteria might be used to ensure the quality of the result. • Encourage the children to review their drafts and sequence of steps with the design criteria in mind, and make the necessary adjustments. • Guide a reflection about the materials the children will need to build their houses, considering factors such as availability, safety, suitability for the area and sustainability. • Ask the children to prepare a list of materials required to build their bird houses. • Have the children share their plans for building their bird houses and highlight the reasons why they have made specific choices, e.g. 'I designed my roof this way, so rainwater doesn't accumulate at the top'. **Digital Technologies** • Ask the children to share known uses of the internet. Ask them what kind of information they have extracted from the online environment and what they used the information for, e.g. checked the weather to determine what to wear. • Introduce the topic of sharing information online by asking the children to reflect on the following questions: ▪ What does sharing information online look like?

Teacher intentions	Learning experiences
	▪ In what contexts would you be able to share information online, e.g. 'through a game?' ▪ What might be some consequences of this? ▪ Can you think of ways to prevent your personal information from being misused? • Explain to the children that their home address is one piece of information that should not be shared online. Using the context of the bird house, engage the children in a story about a bird who shared his home address. Use this context to discuss consequences and reasons why they must be careful with what is shared. • Focus the discussion on the reasons why the children should not share certain types of information online. Guiding questions may include: ▪ Do you know who will have access to this information in an online environment? ▪ Do you know what people might use your information for? • Discuss some consequences (dangers) of sharing information online: ▪ Someone might send messages pretending to be your friend ▪ People could use your information to trick you. • Ask the children to represent their bird houses and the birds who would live in them in a poster, and label them with the kinds of information the birds has learned not to share with others online.

Teacher self-reflection:

The Arts, Music – Learning sequence 2

Western Australian Curriculum Making	Western Australian Curriculum Responding
Ideas • Exploration of, and experimentation with, the elements of music through movement, body percussion, singing and playing instruments to create music ideas **Skills** • Development and consolidation of aural and theory skills by exploring the elements of music, including: ▪ rhythm (experience and identify time signatures $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$; use bar lines as a division for beats; terminology and notation for ,) ▪ tempo (changing tempos) ▪ pitch (repetition, unison, small range of pitch patterns based on the pentatonic scale) ▪ dynamics (getting louder, getting softer, very soft (***pp***) and very loud (***ff***)) ▪ form (introduction, verse, chorus, rounds and ostinato) ▪ timbre (sound qualities of instruments; matching different sounds to specific instruments) ▪ texture (melody and accompaniment) to create music **Performance** • Practise of simple songs and their own and others' compositions, to perform for different audiences • Development of performance skills (singing in tune, moving and playing classroom instruments with correct timing and technique)	• Reasons why people make music in different places and for different occasions

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: *Funga Alafia.* Eduard Oraze. https://www.youtube.com/watch?v=KJuqZ45O1EA (Appendix A). Music: *Aviary* from *Carnival of the Animals* Camille Saint-Saëns performed by the Student Symphony Orchestra of the University of Southern California (USC). https://www.youtube.com/watch?v=mdO-lMpr8Sg (Appendix A). Music chart: Bluebird beat chart. (Appendix A). Drum or other appropriate percussion instrument. Felt tree, felt apples to place on the tree.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes **Welcome activity** • *Funga Alafia* can be accompanied by a body percussion ostinato (repeating pattern using the body to create a sound). Prepare a pattern to teach to the children to accompany this song. Choose either the example shown in Appendix A or devise one that suits the abilities of the children. **Song game 1** • Changing the names of the bird in a song alerts the children to other languages and in particular the language of the local Aboriginal and Torres Strait Islander peoples. *Djiti djiti* is a Wadjuk Noongar word (you could also use *koolbardi* – magpie, *kaarak* – cockatoo). Use the language of the local Aboriginal and Torres Strait Islander peoples or the peoples of your area and according to your context. **Song game 2** • Source a song, such as *The Apple Tree* by Susie Davies-Splitter and Phil Splitter. Teachers are encouraged to source the resource independently. At the end of the song, use a drum or other percussion instrument to play the number of apples on the tree. The children then form groups of that number. Count with them how many groups of that number there are (and how many left over). **Stimulus question** • Birds use trees to live in. Can you name a food that grows in trees? **Movement to music** • The YouTube clip of *Aviary* from *Carnival of the Animals* by Camille Saint-Saëns performed by the Student Symphony Orchestra of USC is a visual stimulus of the	**Opportunities** **Welcome activity** • Welcome the children to their music time by reminding them of the song *Funga Alafia* from the previous learning sequence. • Once the children are confident in singing the song with the gestures, introduce a body percussion rhythmic ostinato. • When confident, the children perform the body percussion pattern four times then perform the song with gestures. At the end of the song perform the body percussion pattern four times and then finish. • Explain that the body percussion pattern at the beginning can be called an introduction, the song is the body of the music and the body percussion pattern at the end is a coda (ending). **Song game 1** • Recap the song *Here comes a bluebird* and play the game. • Make sure that the children who did not have a turn in Learning sequence 1, have a turn now. • Change the name of the blue bird every time it appears in the song to *djiti djiti* (Aboriginal and Torres Strait Islander peoples word for a willie wagtail) or a different coloured bird such as a red bird. • Using the Bluebird beat chart, demonstrate how to point to each beat as the song of the dance is sung. Invite one child at a time to point to the beats on the chart in time as the class sings. • Explain that this is one way to read music and that it follows the same principle as reading a book. You begin at the top on the left and read across to the end of the line before proceeding to the next line and continuing across each line of 'music'.

Teacher intentions	Learning experiences

music. Remind the children of the identified changes and the repeating sections identified in the previous lesson.
 	
Integration ideas
• Mathematics – counting beats.
• English – texts and language features.
 	
Assessment
• Using a checklist, assess the children on:
  ▪ their ability to keep in time with the music through body percussion
  ▪ the accuracy of their singing
  ▪ their creativity of movement when responding to the music *Aviary.*
	Song game 2
	• Using the stimulus question, lead a discussion about the food that grows on trees.
	• Introduce the song *Apple tree* by Susie Davies-Splitter and Phil Splitter by singing it and keeping in time with your feet.
	• Teach the song by rote, showing the pitch direction of the song with your hand or drawing a melodic line on the board that follows the pitch direction.
	• Have the children march on the spot in time as they sing the song.
	• Ask the children to act out the song words while singing.
	• At the end of the song, play a number of beats on a drum or other suitable percussion instrument. The children count the number of beats and find groups of that number then sit when the number is correct.
	• As a class, count either by 'groups of …' or by using skip counting principles. Determine as a class the number of left over.
	• Sing and play several times, changing the number of beats each time.
	
	Movement to music
	• Recap the music *Aviary* from the previous learning sequence and complete this with movement to music. Offer ideas and help the children explore the ways they could represent birds differently through movement.

Teacher self-reflection:

The Arts, Visual Arts – Learning sequence 2

Western Australian Curriculum Making	Western Australian Curriculum Responding
Ideas • Experimentation with, and use of materials, media and/or technologies when creating artwork **Skills** • Experimentation with techniques and art processes such as painting, printmaking and mixed media **Production** • Use of visual art elements and techniques, to create 2D and 3D artwork, to communicate ideas and messages to an audience	• Personal responses, identifying elements of shape, line, colour, space and texture in 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?)*
	Book: Anholt, L. (2003). *Camille and the Sunflowers: A Story About Vincent van Gogh*. by Frances Lincoln Children's Books/Quarto UK. (Appendix A). Fine paint brushes, paints, sunflowers – real or fake and vase, picture or print of Artwork – *Sunflowers* by Vincent van Gogh – easily located on the internet, quality art paper.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The focus of the teaching and learning is on exploring the artwork of Vincent van Gogh and the use of water colours. The book *Camille and the Sunflowers: A Story About Vincent van Gogh* may be useful. • Create a presentation on a brief history of van Gogh. Explain that he was a post-impressionist painter who influenced 20th century art. He was known for the beauty, the colours and the emotion demonstrated within his paintings. Use arts terminology to expose the children to arts language. • Model arts techniques to draw lines and shapes. • Model using water-based paints, fine brush techniques and mixing colours to create depth of lightness and darkness and hue. • Reflect on van Gogh's artwork by prompting the children to consider why the artist painted and who his paintings might appeal to? **Assessment** • Observe how the children respond to the artwork and how they use arts language to express what they see or feel. • Monitor how the children use arts techniques when creating artworks. • Create a checklist to monitor individual use of art techniques and language used when creating artwork.	**Opportunities** • Set up a still life example of sunflowers (or other flowers) in a vase and display images of van Gogh paintings around the room. ▪ Introduce the artist van Gogh and briefly engage in a discussion about who he was and where he was from. ▪ Look at a few van Gogh paintings. Ask the children to be a critical viewer of the art, focusing on how he has used the elements of visual art in his artwork, e.g. line, shape and colour. ▪ Ask the children: ○ How does van Gogh's artwork affect you? ○ How does it make you feel? ○ What does it make you think about? • Talk to the children about how artists often use items or landscapes that are directly in front of them for inspiration in their artwork. Ask the children to focus on the vase with the flowers that is directly in front of them. • Discuss with the children how the flowers sit in the vase, posing questions such as: ▪ Do any of them overlap? ▪ What sort of colours can you see? ▪ How do the colours make you feel? Are they warm or cool colours? ▪ How will your lines join to create the shape of the petals, stems, vase, etc? • Model how to use the page with consideration of using the whole space. ▪ Demonstrate sketching the vase with flowers, whilst narrating the process of creating the artwork. ▪ Position the vase so that the children can see it. Have the children use a lead pencil to sketch the vase of flowers viewing it with their artist eye, e.g. keep their eye on the object, what details do they see?

Teacher intentions	Learning experiences
	• Model using water-based paints with fine brushes and mixing colours to create depth through light and dark. • Ask the children explore the above technique before applying it to the artwork. • Then have the children paint their sketched artwork. • Have the children share their artwork encouraging them to communicate using arts language to describe how they created their artwork. • Reflect on processes and techniques. Have the children reflect on why van Gogh painted many artworks about flowers.

Teacher self-reflection:

Learning sequence 3

English – Learning sequence 3

Western Australian Curriculum Language	Western Australian Curriculum Literature	Western Australian Curriculum Literacy
Language for interacting with others • Explore how language can be used for appreciating texts and providing reasons for preferences **Text structure, organisation and features** • Explore how texts across learning areas are organised differently and use language features depending on purposes • Understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred **Language for expressing and developing ideas** • Understand that connections can be made between ideas by using a compound sentence with two or more independent clauses usually linked by a coordinating conjunction • Understand that, in sentences, nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups • Understand that images add to or multiply the meanings of a text • Experiment with and begin to make conscious choices of vocabulary to suit the topic, situation or context	**Literature and contexts** • Discuss how characters, events and settings are connected in literature created by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators **Engaging with and responding to literature** • Identify features of literary texts, such as characters, events and settings, and give reasons for personal preferences **Examining literature** • Discuss the characters, settings and events of a range of texts and identify how language is used to present these features in different ways **Creating literature** • Create and edit literary texts by adapting structures and language features of literary texts through drawing, writing, performance and digital tools	**Interacting with others** • Use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions **Analysing, interpreting, and evaluating** • Identify the purpose and audience of 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 a range of texts for different purposes **Creating texts** • Plan, create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and correct spelling of some common 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?)*
	Book: Graham, B. (1992). *Greetings from Sandy Beach*. Lothian Children's Books. (Appendix A). Focus texts.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The creation of texts includes the use of multimodal elements, such as images, and this needs to be specifically taught as part of the text creation process. Analyse the images in the chosen texts with focus questions, such as: ▪ How do the images help you understand the text? ▪ How do the images give the reader more information than the words do? ▪ Do some of the images give different information than the words? ▪ Why has the illustrator chosen to include certain images? • Model and encourage the children to use a wide range of vocabulary to discuss opinions and compare the texts, such as: ▪ I am **curious** to find out if … ▪ I **wonde**r why the illustrator … ▪ I am **confused** about ... ▪ I was **disappointed** when … ▪ I **preferred** the text because... • 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** • Ongoing observations and anecdotal records should continue to guide your judgements. Check for: ▪ punctuation of simple and compound sentences ▪ the use of coordinating conjunctions in compound sentences ▪ the use of pronouns and omission of words to achieve text cohesion.	**Opportunities** • Review the texts from the previous Learning sequence, especially *Greetings from Sandy Beach*. ▪ Review the settings, characters and events. ▪ Model an oral opinion about the texts and invite the children to share their opinions. ▪ Ask the children to choose which text they like best. Question the children about this text and encourage them to give reasons. • Ask the children to imagine they are one of the children from the text and have been asked by their teacher back at school to write about their holiday. Have them share with their partners. Use focus questions such as: ▪ What were the most interesting things you will include in your recount? ▪ What might you leave out? ▪ How did you about the holiday? ▪ What sort of words will you use to connect the events? • Model a written recount of the family's trip from the perspective of one of the characters. ▪ Model an orientation, events in order and a conclusion. ▪ Use a think-aloud strategy to invite the children to suggest the appropriate choice of connective words for each sentence. Make a chart of time connectives. ▪ Provide opportunities for the children to orally recount their experiences. ▪ Model how to achieve cohesiveness by using personal pronouns and omitting words that can be inferred, e.g. 'Last year I travelled to Rottnest Island on a boat with my friend Jill. Jill has a holiday on Rottnest ~~Island~~ every year and ~~Jill~~ *she* loves to scuba dive ~~on Rottnest~~ *there*.' ▪ Provide a paragraph for the children to edit in a small group, applying strategies modelled above to make the text cohesive.

Teacher intentions	Learning experiences
	• Identify some simple and compound sentences in the texts. Identify some of the coordinating conjunctions. Provide the children with several simple sentences and coordinating conjunctions to make compound sentences, e.g. 'I like soccer. I like footy. I like soccer but I like footy better.' ▪ Sort sample sentences into simple and compound groups. • Ask the children to write their own imaginative recount from the perspective of a character from the text. • Negotiate success criteria based on the teaching that has taken place, e.g. sentence structure, time connectives.

Teacher self-reflection:

Health and Physical Education, Health Education – Learning sequence 3

Western Australian Curriculum **Personal, social and community health**
Staying safe • Strategies to use when help is needed

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Old or toy phones for each child.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• The focus of the teaching and learning is on helping the children understand what a 000 call would be like, what kind of information they might need to share and what they might be asked to do.
• When the children finish their booklets, they may be photocopied and distributed to other classes, as long as the information in them is accurate.
 	
Integration ideas
• Technologies, Digital Technologies – sharing private information.
• English – use interaction skills when engaging with topics, and create and edit short informative texts.
 	
Formative assessment
• The children's booklets may be used as an assessment as it provides evidence of their understanding of 000 services.
	Opportunities
	• Review situations in which the children may need to call 000, focus on what they should say during such calls.
	  ▪ Provide an overview of what happened.
	  ▪ Provide a location.
	  ▪ Provide your personal information.
	• Provide each child with an old or toy phone and encourage them to role-play making a call to inform emergency services of a bushfire.
	• Lead a discussion about what could happen during a call to 000, such as the responder may:
	  ▪ ask additional questions (it is safe to share information such as name, phone number and address with them)
	  ▪ give you instructions, e.g. unlock the door
	  ▪ ask you to take cover, move away from danger if it is safe to do so, e.g. stay away from a bushfire.
	• Engage the children in creating a 000-booklet highlighting the information they have learned in the last few experiences. Have the children plan and create a booklet that could be distributed to the wider public.
	• As a class, negotiate elements that should be included in the booklet, such as:
	  ▪ a catchy title
	  ▪ attention grabbing images
	  ▪ clear messages
	  ▪ instructions.
	• Invite the children to share their booklets with the class.
	• If suitable, booklets may be photocopied and distributed to other classes.

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 ▪ forward roll Locomotor ▪ jump (height) ▪ side gallop Object control ▪ one-handed strike ▪ hand dribble ▪ ball bounce and catch • Apply and consolidate movement skills previously learnt through game and play situations	**Understanding movement** • Physical, mental and emotional responses to physical activity • Physical changes to the body when exercising • Importance of rules and fair play in partner or group activities, and in a range of minor games and physical activities	**Interpersonal skills** • Positive choices when participating in group activities

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**
	Scarves, cones, elastics, poly dots, pool noodles Website: *First Steps, Fundamental Movement Skills: Book 2* Education Department http://det.wa.edu.au/stepsresources/detcms/education/stepsresources/fundamental-movement-skills/fundamental-movement-skills-book-2.en?cat-id=13601999 (Appendix A). Videos: 12 Fun Physical Education Games – *Frogs across the pond* and *Loggers* team relay https://www.youtube.com/watch?v=qCQ7BcTG4yQ (Appendix A); LaunchPad Elastics: Game 1 ausgymnastics https://www.youtube.com/watch?v=7lEmfq_NDlU&t=58s (Appendix A).

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
The focus of the teaching and learning is:
• jumping for height
• combining the movement skills of throwing, jumping and catching
• ways to maintain a balanced position whilst performing and landing a jump
• working cooperatively to achieve a common goal.
 	
Tuning in
• Read *First Steps Jumping for height* for key teaching points.
• Read activity.
• Scatter scarves throughout the play area.
• Select some music.
 	
Activity 1
• *Toss, Jump, Catch* is a warm-up activity that involves the fundamental movement skill of jumping for height to increase the time allowed to catch the returning scarf.
 	
Activity 2
• Watch *12 Fun Physical Education Games* for instructions on games
• Collect required equipment
• *Frogs across the pond* and *Loggers* team relay are relay games involving the children working together with one member jumping to complete a set task.
 	
Concluding activity
• Watch how to play *Elastics*
• Collect elastics
 	
Assessment
• Make anecdotal notes on the children for jumping for height.
	Opportunities
	
	Tuning in
	• Explain to the children they are going to use the movement skill of jumping to increase the height their scarf will fly.
	
	Activity 1
	Toss, Jump, Catch
	• Have the children move into the play area and collect a scarf each.
	• Explain that the children will move about the play area in response to music. When the music stops, they will perform a jump.
	• Have the children explore:
	  ▪ jumping with and without bending their knees
	  ▪ jumping with and without using their arms
	  ▪ looking at the floor and looking forward
	  ▪ jumping with their feet close together, shoulder width and wide.
	• Discuss leading questions:
	  ▪ How can you make the landing quiet? (Land on both feet, bend the ankles, knees and hips on landing.)
	  ▪ How can you make the scarf fly higher? (Jump higher, release at the top of the jump, follow through upwards.)
	  ▪ How can you increase the height of your jump? (Bend knees, swing arms back and drive upwards in time with strong leg extension, keep your head up.)
	  ▪ When skipping or galloping, how can you perform a balanced jump for height?
	• Recommence activity focusing on jumping for height to allow the children to apply their understanding.
	  ▪ Ask them if they can land as quiet as a mouse.

Teacher intentions	Learning experiences
	▪ Change the form of locomotion. • Mark out/nominate two lines and have the children find a partner and stand opposite each other on the lines, holding their scarves. • Follow the instructions in progressions and modifications. ▪ If an element of competition was added, acknowledge the players and celebrate the winners. **Activity 2** *Frogs across the pond*, and *Loggers* team relay games • Explain to the children they will be working on their technique of jumping to complete a set task. • Explain the game to the children and have them form small groups. • Perform the activity ensuring all the children have a turn at jumping. • In their groups, have the children discuss leading questions and feed back to the class: ▪ How can you work as a team to perform the task quicker? o Communicate between each other. o Place the dot further away from the jumper but allowing for successful landing. ▪ What can the jumper do to perform the jump quicker? o Be in the preparation position ready to jump. o Use force to drive through the legs. • Redo the activity allowing for the application of the children's understanding. • Reflect on how the children improved their performance. What did they do well? What do they need to improve on? • Explain the activity *Loggers*. • Allow time for the teams to reflect on *Frogs across the pond* and apply understanding to *Loggers*.

Teacher intentions	Learning experiences
	• Play a round of *Loggers*. • Reflect and discuss how we can positively influence our team to perform at their best. • Play another round of *Loggers*. • Celebrate the winners. • Reflect on how we feel when team players are encouraging rather than discouraging. **Concluding activity** • Explain to the children they will be working in small groups to perform the skill of jumping for height in a game of *Elastics*. • Form small groups of three or more. • Have the children number themselves from 1, to ensure they rotate in order. • Explain the first activity. ▪ The children jump over the elastics from two feet to two feet, without a run up. If successful, they move the elastics up a level and repeat. Start at the ankles, calves, knees, thighs, hips and waist. • Have each group of children find a space to work that is sufficiently distanced from other groups for safety, and commence the activity. • Observe and adjust play as needed. • Select a child who is performing the activity well and have the other children watch. • Have the children outline the key points of jumping for height. Write them up on the board. • Watch the clip of the children playing jump rope. • Explain the routine and have one group of children demonstrate.

Teacher intentions	Learning experiences
	• Have each group of children find a space for their group and commence the activity. • Observe and adjust play as needed.

Teacher self-reflection:

Humanities and Social Sciences – Learning sequence 3

Western Australian Curriculum Knowledge and understanding	Western Australian Curriculum Humanities and Social Sciences skills
Geography • How people and places interconnect across Australia, Asia and the world • The ways in which Aboriginal and Torres Strait Islander peoples maintain connections to Country/Place, the names and meanings given to local features and places	**Questioning and researching** • Reflect on current understanding of a topic • Locate information from a variety of provided sources • Sort and record selected information and/or data **Analysing** • Process information and/or data collected • Explore and discuss points of view **Evaluating** • Draw conclusions based on information and/or data **Communicating and reflecting** • Present findings in a range of communication forms, using relevant terms • Reflect on learning and respond to findings

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	World map, sticky notes, items that represent places in the world, e.g. clothing, toys, packets of food.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • Concepts covered: place, interconnection, space, sustainability and environment. **Integration ideas** • Mathematics – statistics. • English – interaction skills when engaging with topics, actively listening and extending ideas. **Assessment** • Monitor and make anecdotal notes for the focus skills. • Have the children write about a place they are connected to, giving reasons why.	**Opportunities** • Review the children's special places and the reasons they hold connections with those places. As a class, review the places that are special to class members and determine five or six categories, such as other towns, other states, other countries, local areas, home. Use a call out to collect data, and complete a pictograph with the class to collate and represent the children's connections to different places, e.g. tally and pictograph. Use symbols to represent why the children feel connected to that place, e.g. family, sporting heroes, holidays, hobbies, friends**.** • Guide the children to draw conclusions from the information: ▪ What do you notice? ▪ What connections are common in the class? ▪ Why do you think this is? ▪ Was there anything that surprised you? ▪ Was there anything that made you curious? • Use the data collected to categorise these as places as being within Western Australia, in other states and in other countries. Lead a discussion and identify who has family in other regions, states or countries. Find these places on a world map and place self-adhesive notes at the spot on the map, e.g. 'Anthony has a grandad in Athens'. Encourage the children to ask their caregivers about other places special to their families to add to the map in an ongoing manner. • Present the children with three items, such as a toy, a packet of food or an item of clothing from other places. Identify the country of origin and find the country on a map. Have the children go on a 'scavenger hunt' in the classroom or in their schoolbags (e.g. for food packets or clothes) to find other items that originated somewhere else (other states or countries). Add these places to the map.

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 • Read, write and order numbers to at least 1020, including on a number line. Recognise the repetition of the 0–99 sequence of digits and the role of zero. Skip count forwards and backwards by twos, threes, fives and tens from any starting point • Explore different ways to represent and partition two- and three-digit numbers, including in groups of 10 and 10 groups of 10 to make 100, using concrete materials, numbers and symbols **Patterns and relationships** • Recognise and continue increasing or decreasing additive patterns with collections and numbers, and identify missing elements in a pattern **Calculating with number** • Add and subtract one- and two-digit numbers, using a range of strategies	**Two-dimensional space and structures** • Locate positions and pathways on simple maps of familiar locations **Three-dimensional space and structures** • Manipulate, visualise and name familiar three-dimensional objects, informally describe features and connect to common uses	This strand is not the focus of these learning experiences.

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Small world toys, maps, including a map of the school, devices, counters, dice, dice game similar to *Snakes and ladders*, 10 frames, a range of manipulatives (for the stories), whiteboards and markers, playdough, 3D objects.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes **Activity 1** Basic features of maps • The children will likely have been exposed to simple maps in Mathematics and other learning areas. Ensure the children have had enough exposure to make sense of maps. If needed, extend the learning opportunity to investigate a range of maps of familiar locations. **Activity 2** Partitioning and rearranging numbers to solve problems • When teaching and working with place value, it's important to know that the underpinning understanding for the children is that collections can contain smaller collections within them. This is the foundation for partitioning and rearranging. Model and provide opportunities for the children to understand that a collection of 17 items is the same as one collection of 10 and one collection of 7 items (reflecting place value understanding). • It is important to teach addition and subtraction together to provide the children with clear opportunities to understand the relationship between them. This stage focuses on 'change' type of problems – those that contain a clear addition or subtraction. • Change problems should have the unknown variable in different positions (in both addends and as the sum). This provides opportunities for the children to interpret the problem and start to identify the necessary operation to solve it. For this reason, in the early stages it is helpful to provide the children with the answers and encourage them to focus on representing and interpreting problems, creating a 'toolbox' of mathematical solutions they know.	**Opportunities** **Activity 1** • Take the children for a walk around the school and ask them to consider how a friendly Martian, who has just arrived on Earth, would know where to go if they wanted to attend the school. Ask questions, such as 'Where would you find the school office? Where would you go to play?' • Encourage the children to talk about situations in which they have seen or used maps, e.g. at a zoo, in an amusement park, in the car. Discuss the purpose of maps and invite the children to reflect on how maps are made, e.g. 'Can we draw a map of the school just by walking around? Would that be an easy task?' • Display a simple map of the school and ask the children if they can identify familiar locations, e.g. oval. Highlight that the map is a birds-eye-view of the school, as if someone had flown over it to draw it. • Working in groups, have the children build a town using construction materials. The children brainstorm what elements they would see on a map of their towns. ▪ Take top-view photographs of towns. ▪ Print and distribute the photographs of the towns and ask the children to identify differences and similarities between their photographs and a map. Highlight that maps contain simplified shapes to represent buildings, spaces, roads, etc. ▪ Invite the children to create a simple map of their own towns. ▪ Encourage the children to talk about their maps highlighting their choices and thoughts about where they placed features in their town. They may share with their peers. **Activity 2** • Provide the children with a large quantity of pop sticks and ask them to discuss strategies to facilitate counting. In small groups, invite the children to test ideas

Teacher intentions	Learning experiences

• At this stage, model situations in which the 'movement' of adding and subtracting is clearly identified by the children. For example:
  ▪ There were five children in the swimming pool, three more children jumped in. How many children were in the pool in total?
  ▪ I had six friends over for dinner, but at the end of dinner, there were only four friends over. How many friends left earlier? This is easier for the children to understand and represent.
• The learning experience involving patterns assumes the children have been extensively exposed to patterns made of different media (colour, blocks, shapes, sounds, body movements). If needed, ensure the children are familiar with patterns before introducing this learning experience, which looks at patterns in the context of addition and subtraction.
 	
Assessment
• Observe the children's understanding of a birds-eye view when dealing with maps. Furthermore, to inform future teaching, observe their understanding and employment of strategies to facilitate counting.
	and possibilities and encourage them to make bundles of tens with their collections and count the remaining loose ones to determine the quantity. Encourage the children to use everyday language to explain why this strategy works.
	  ▪ Once groups have determined how many pop sticks they have, give each group additional counters and ask them to determine the new total.
	  ▪ This is an opportunity to observe the children's approach to adding on. They are likely to count on or partition, particularly if the added amount is a multiple of ten. The strategies chosen by different children will inform future planning.
	• In pairs, the children play a dice game in which they roll the dice and collect the quantity in counters. They use subitising to help them collect counters. The children place their counters in 10 frames. Whenever they complete a full frame, they can get a new one. Call attention to the partitioning the children are performing without thinking about it. For example, if they have eight in their frame and get another four, they place two in the existing frame (ways to make 10) and the remaining two counters in a new frame (8 + 4 = 12).
	  ▪ Repeat the game asking the children to roll two dice at once, place them next to each other and add those numbers together using a 10 frame. The children may write the number sentences to accompany, if suitable.
	• Provide the children with several addition and subtraction stories, including the answers and ask them to represent these stories using counters, drawings, words, numbers or other forms that are meaningful to the children.
	  ▪ Provide the children with stories that have the unknown value in different positions. The children should represent stories in ways that are meaningful to them before they start writing number sentences; however, it is helpful to model number sentences whenever possible, using empty boxes to represent the unknown value.

Teacher intentions	Learning experiences

	• Encourage the children to create their own addition and subtraction stories and record them in ways that are interesting to them. For example, the children might:
	  ▪ use a voice recorder to tell a story
	  ▪ present a short performance of the story
	  ▪ use blocks or counters, taking photographs or make a video of the story with a voice over
	  ▪ use other meaningful ways of expression.
	• Demonstrate a simple number pattern that results from addition or subtraction. Ask the children to represent each number (repeat unit or core) of the pattern sequence using counters (similarly to a previous learning experience). Encourage the children to look at their groups of blocks and determine what is changing from one term to the next. Ensure the children have opportunities to work with both increasing and decreasing patterns.
	
	Small groups
	• Provide an opportunity for the children to continue their exploration of 3D objects by setting up a playdough station where they have 3D objects to look at, touch and attempt to recreate.
	• The children draw a number over 100 from a bag of number tiles and represent it using manipulatives. The children are encouraged to use bundles, 10 frames, 100 chart or number lines. This activity may be adapted to suit diverse needs, e.g. some children will create collections, some will bundle, some may use a 100 chart, some may write partitioning sentences such as 15 = 10 + 5, according to their needs and previous experiences.
	• Play dice games that require movement along a number line or grid, such as *Snakes and ladders*.

Teacher intentions	Learning experiences
	• Play ‘Race to 100’ – the children roll dice and add counters or colour the total on a 100 chart, with the first of the group/pair to reach 100 being the winner.

Teacher self-reflection:

Science – Learning sequence 3

Western Australian Curriculum Science understanding	Western Australian Curriculum Science inquiry
Chemical sciences • Materials can be combined for a particular purpose	**Questioning and predicting** • Pose questions and make predictions based on knowledge and experiences **Planning and conducting** • Engage in guided investigations to answer questions, test predictions and assess risks • Make and record observations, including informal measurements **Processing, modelling and analysing** • Sort and order data using provided tables and represent data using visual or physical models **Evaluating** • Compare observations to predictions and identify further questions for investigation **Communicating** • Communicate observations, ideas and findings using everyday and scientific vocabulary

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Video: *Make Ice Cream in a Bag* https://www.sciencebuddies.org/stem-activities/ice-cream-bag#summary (Appendix A). Playdough, ice cream ingredients.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• The focus of the teaching and learning is on observing how liquids turn to solids.
• Explore making ice cream in a bag. Discuss the ingredients and equipment required. Make predictions about what will happen and explore the science behind it.
• Teach how, when combined, ice and salt create a change in the freezing point.
• Encourage the children to pose and respond to questions, such as:
  ▪ What observable changes can be seen?
  ▪ How important is the change in the freezing point?
  ▪ What would happen if you didn't add the salt to the ice?
• Further support can be found online using *Make Ice Cream in a Bag.*
• Model writing sentences to explain what was observed and draw a conclusion. The children choose how to represent their understandings, e.g. record, write, orally present.
 	
Integration ideas
• Technologies, Design and Technologies – sequence of steps.
• English – procedural writing.
 	
Assessment
• Ongoing observations and anecdotal records, monitoring the children's ability to make predictions, follow a procedure and draw conclusions about their experiment.
• Annotate individual work samples to determine levels of understanding and inform further planning.
	Opportunities
	• Teach and discuss the differences between liquid and solid.
	  ▪ In pairs, the children discuss and give examples of each.
	  ▪ Share some opinions and examples as a whole class.
	  ▪ Make note of interesting words to add to the science wall.
	• Show the children the ingredients and equipment for the experiment and ask them to guess what they might be making based on the ingredients.
	• Display an enlarged recipe for ice cream in a bag. Read the recipe to and with the children. Encourage them to pose questions and make predictions about how the ingredients will transform from one form to another.
	• Model making the ice cream for the whole class.
	  ▪ In pairs, the children follow the procedure to make a shared bag of ice cream.
	  ▪ Remind the children to use their senses when observing what happens at each step.
	• Once complete, the children orally share their experiences and compare observations with each other. The class can then eat the ice cream.
	• Model writing an observation and how to draw a conclusion. Model writing a sentence to share an observation, e.g. the ingredients thickened as the temperature got colder, the salt in the ice helped make the ice cream freeze because it allowed the mixture to reach below zero temperatures.
	  ▪ The children represent their understandings/observations in a way of their choice, e.g. written, drawn, photographic, poster, recorded. Display in the classroom.
	• Reflect on the learning and pose a question, such as 'Is it possible to reverse the procedure and separate the ingredients?' Discuss why and how.
	• Review solids and liquids as mentioned at the beginning of the learning opportunities and create a class list.

Teacher self-reflection:

Technologies – Learning sequence 3

Western Australian Curriculum Design and Technologies	Western Australian Curriculum Digital Technologies	Western Australian Curriculum Design thinking skills
Contexts **Materials and technologies specialisations** • Materials can be combined to produce a product for a specified purpose **Technologies and society** • People use selected technologies to make familiar products and environments to meet local needs	**Privacy and security** • Some personal data may be safely shared online with specific people using trusted platforms	**Project management** • Plan, share ideas and work with others to develop a solution for a known user **Producing and implementing** • Use given equipment and technologies to safely create a preferred solution **Evaluating** • Use personal preferences and the needs of the known user to evaluate the solution

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?)*
	Building materials, bird posters from previous learning sequence.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The focus of the teaching and learning is on bringing the children's designs to fruition and addressing any issues that may come up while keeping the design criteria in mind. • Prior to these learning experiences, source the materials necessary for the children's designs, according to the lists created in Learning sequence 1. • This learning experience will draw on previous discussions on the importance of keeping personal information safe. The focus of this lesson will be on passwords. **Assessment** • Observe how the children use simple criteria to evaluate the success of their designs. • Monitor the children's understanding of the way passwords help keep information safe online.	**Opportunities** **Design and Technologies** • Review the purpose of the design, sequence of steps and design criteria with the class. • Provide guidance in relation to how the children can follow their sequence of steps to bring their designs to fruition. • Review any safety measures related to the materials the children are using. • Encourage the children to work independently on their bird houses. • Periodically, remind the children of the design criteria and encourage them to make the necessary adjustments. • When the children have finished building their houses, form a sharing circle to give them an opportunity to share their final products. • Encourage the children to reflect, provide and accept constructive feedback. Have the children complete a reflection sheet (Appendix B). • Guiding questions to lead reflection may include: ▪ What was the easiest part of this project? ▪ What was the most difficult part? ▪ If you could choose one thing to 'do over', what would it be? ▪ What have you learned today that you can use in future projects? **Digital Technologies** • While looking at their bird posters, engage the children in a conversation about the conclusions reached in the previous learning experiences. Highlight the types of information that should not be shared online. • Ask the children to brainstorm ways in which they could keep information safe. Encourage them to think about an experience they have had in the past, perhaps with their parents, such as inserting their passwords to shop online.

Teacher intentions	Learning experiences

	• Discuss the creation of passwords and the importance of making them safe and keeping them secure. Promote excitement by creating obvious passwords for the children to identify as too weak, e.g. first name, password1.
	• Highlight that a password must be easy to remember for the user, but very difficult to be guessed by other people. Invite the children to create preliminary passwords they would like to use.
	• Discuss the following:
	  ▪ If your password is a completely random number/letter sequence, is it going to be easy to remember it?
	  ▪ If your password is a known piece of information, such as your birthday, would it be difficult for other people to guess it?
	• Wrap up the discussion by asking the children to come up with a list of good password qualities, such as being a mix of numbers and letters, not including their name, easily remembered.
	• Ask the children to create a password for their birds and add it to their posters.

Teacher self-reflection:

The Arts, Music – Learning sequence 3

Western Australian Curriculum Making	Western Australian Curriculum Responding
Ideas • Exploration of, and experimentation with, the elements of music through movement, body percussion, singing and playing instruments to create music ideas **Skills** • Development and consolidation of aural and theory skills by exploring the elements of music, including: ▪ rhythm (experience and identify time signatures $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$; use bar lines as a division for beats; terminology and notation for ,) ▪ tempo (changing tempos) ▪ pitch (repetition, unison, small range of pitch patterns based on the pentatonic scale) ▪ dynamics (getting louder, getting softer, very soft (***pp***) and very loud (***ff***)) ▪ form (introduction, verse, chorus rounds and ostinato) ▪ timbre (sound qualities of instruments; matching different sounds to specific instruments) ▪ texture (melody and accompaniment) to create music **Performance** • Practise of simple songs and their own and others' compositions, to perform for different audiences • Development of performance skills (singing in tune, moving and playing classroom instruments with correct timing and technique)	• Reasons why people make music in different places and for different occasions

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: *Funga Alafia.* Eduard Oraze. https://www.youtube.com/watch?v=KJuqZ45O1EA (Appendix A). Music: *The Swan* from *Carnival of the Animals, Camille Saint-Saëns:* Student Symphony Orchestra of the University of Southern California (USC). https://www.youtube.com/watch?v=m5FjVsTKe6A (Appendix A). *Aviary* from *Carnival of the Animals* Camille Saint-Saëns performed by the Student Symphony Orchestra of University of Southern California (USC); https://www.youtube.com/watch?v=mdO-lMpr8Sg (Appendix A). Book: Rosen, M. & Oxenbury, H. (2021). *We're Going on a Bear Hunt*. Walker Books Ltd. (Appendix A). Chart: Apple beat chart. (Appendix A). Drum, scarves, a range of percussion instruments (claves, maracas, triangles, shape drums, finger cymbals), plastic apple, word wall, felt river.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes **Welcome activity** • The children learn that there are different ways a simple song can be accompanied. *Funga Alafia* is now accompanied by percussion instruments playing the beat. This action can be rotated through the class lesson by lesson. The choice of instruments can also be changed, and the children begin to understand the different sounds of instruments and their suitability for the music being accompanied (timbre). **Song game 1** • Changing the action or response to the *Apple tree* song game shows the children that there are different ways we can respond to music. We can perform it as the composer intended, we can make some changes to the music to fit our context, or we can improvise new music using the things we have learnt by replicating other's music. **Song game 2** • The *Apple tree* song game enables the children to remain engaged with the game while consolidating their understanding of beat and practising playing to the beat of the music. • Asking the children for descriptive responses to the music listened to, makes the link between music and their personal feelings about it. They express their feelings through the words they choose. **Stimulus questions** • What other actions can we use in this song? • What describing word would you use about this music?	**Opportunities** **Welcome activity** • Welcome the children to their music time by singing the song *Funga Alafia* with the body percussion pattern and gestures taught in the previous learning sequence. • Follow the same pattern of introduction, song and coda. • Distribute percussion instruments to four to six children in the class and sing the song again, asking them to accompany the song by playing in time (keeping the beat). **Song game 1** • Recap the song *The Apple tree* by Susie Davies-Splitter and Phil Splitter by singing it and keeping in time with your feet. • Sing and play the song with the class several times, changing the number of beats each time. • A variation of the game entails a repeated action for the number of beats that have been playing, e.g. tapping toes, clapping hands, turning around, jumping. **Song game 2** • Teach the second *Apple tree* song by Kodály by rote. • Sing through several times choosing a different part of the body to keep in time, e.g. shoulders, knees, hips, head. • Arrange the children into a circle with their hands on top of one another, palms up and stretched out. • Walk around the inside of the circle touching the apple to each child's hands in time with the beat of the song. • When the apple lands on a child's hands on the word 'out', they leave the circle and select a percussion instrument. They play the beat as the game continues.

Teacher intentions	Learning experiences

Movement to music
• The YouTube clip of *The Swan* performed by the Student Symphony Orchestra of the University of Southern California (USC) is a visual stimulus of the music and includes images of the instruments playing the music.
 	
Integration ideas
• Mathematics – counting beats.
• English – texts and language features.
 	
Assessment
• Using a checklist, assess the children on:
  ▪ their ability to keep in time with the music through body percussion and playing a percussion instrument
  ▪ the accuracy of their singing
  ▪ their creativity of movement when responding to the music *The Swan* with a scarf
  ▪ their ability to make appropriate movements in time with the music listened to.
	• In your context, the children may be able to begin passing the apple on the beat around the circle at this first iteration of the song.
	• Make a note of the children who have had a turn and remind them that others will have a turn next time the game is played.
	• Present a beat chart for *Apple Tree* – 16 apples evenly spread across an A3 sheet. Demonstrate how to point to each apple beat as the song is sung.
	
	Movement to music
	• Recap the music *Aviary* from the previous lesson and introduce by playing to the children to the music *The Swan* from the same suite of music – *Carnival of the Animals* by Camille Saint-Saëns.
	• Distribute a scarf to each child. Make sure there is a large open space where the children can move freely and play the music again while they move in response to the music holding their scarves and floating them in waves of movement in time with the music.
	• Gather the children and ask them to use describing words for the music and their movements.
	• Record their responses and begin a word wall of the describing words.
	
	Conclusion
	• Complete the lesson by singing the book, *We're Going on a Bear Hunt* by Michael Rosen and Helen Oxenbury.

Teacher self-reflection:

The Arts, Visual Arts – Learning sequence 3

Western Australian Curriculum Making	Western Australian Curriculum Responding
Ideas • Exploration of, and experimentation with, the visual art elements of shape, line, colour, space and texture and how these are used in the environment **Skills** • Experimentation with techniques and art processes such as painting, printmaking and mixed media **Production** • Use of visual art elements and techniques, to create 2D and 3D artwork, to communicate ideas and messages to an audience	• Personal responses, identifying elements of shape, line, colour, space and texture in 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?)*
	A range of materials from nature, e.g. leaves, stones, pebbles, nuts, etc., coloured glass stones, sand trays, camera. Samples of ephemeral art created by Andy Goldsworthy.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The focus of the teaching and learning is on transient art formations that reflect shapes, patterns and colour. • Investigate the history of mandalas. A mandala is an arrangement of shapes repeated in a circular pattern. Discuss the reasons they are used and how different cultures use them. • The children will explore and create a nature mandala. • Collect nature items, such as leaves, twigs, stones, pebbles, petals, etc., suitable for mandala making. **Integration ideas** • Humanities and Social Sciences – cultural diversity. • Mathematics – 2D shapes. **Assessment** • Annotate the children's photographs. Ask them to orally explain the design and share their personal story about their artwork. • Create a checklist to monitor how the children have used the materials within the visual art elements, e.g. shape, line, colour.	**Opportunities** • Introduce the children to mandala images and engage in a shared discussion about how and why they are created. • Explore and create a bush/nature mandala. These mandalas are transient art which means that they do not stay fixed to a position. They can be explored multiple times and multiple ways. ▪ Inspire the children with pictures of mandalas from different cultures. ▪ Show the children some of the ephemeral art created by Andy Goldsworthy and discuss. Use a leading question such as 'Why would artists make art using natural objects?' ▪ Pose wondering questions to prompt the children to consider what the artist may have been thinking as they created their work. • Discuss how mandalas are created to share stories. Orally explore creating a story for one of the displayed artworks. ▪ Focus the children on the shapes used and discuss the types of lines used, e.g. curved, straight, etc. ▪ Take the children on a 'Wonder Wander' to collect suitable nature items for creating individual mandalas. ▪ Discuss rules, boundaries and expectations whilst outside collecting. • Model designing a pattern for the mandala and how to use materials to emphasise shades of colour, repeated shapes, etc. • Have the children explore using the materials collected to create a mandala. Remind them that transient art is not permanent and can be changed as they explore. • Encourage the children to take photographs as they create their mandalas. These photographs can be used to document the learning and artwork and be displayed in the learning area.

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 across learning areas are organised differently and use language features depending on purposes **Language for expressing and developing ideas** • Understand that, in sentences, nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups • Understand that images add to or multiply the meanings of a text • Experiment with and begin to make conscious choices of vocabulary to suit the topic, situation or context	**Literature and contexts** • Discuss how characters, events and settings are connected in literature created by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators **Engaging with and responding to literature** • Identify features of literary texts, such as characters, events and settings, and give reasons for personal preferences **Examining literature** • Discuss the characters, settings and events of a range of texts and identify how language is used to present these features in different ways **Creating literature** • Create and edit literary texts by adapting structures and language features of literary texts through drawing, writing, performance and digital tools	**Analysing, interpreting, and evaluating** • Identify the purpose and audience of imaginative, informative and persuasive texts **Creating texts** • Create, rehearse and deliver short oral and/or multimodal presentations to inform or tell stories for familiar audiences and purposes, using text structure appropriate to purpose and topic-specific vocabulary, and varying tone, volume and pace

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Focus text, stimulus images or objects.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• Consolidate knowledge from the previous learning sequences, particularly:
  ▪ time order and travel connectives, such as ‘after a while’ and ‘after many kilometres’
  ▪ the need to orient the reader in an interesting way to build curiosity and interest
  ▪ how to build noun groups to add detail to characters and settings
  ▪ how images add to or multiply the meaning of the words.
• 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
• Ongoing observations and anecdotal records should continue to guide your judgements. Check for:
  ▪ punctuation of simple and compound sentences
  ▪ use of coordinating conjunctions in compound sentences
  ▪ text cohesion using pronouns and omitting words.
	Opportunities
	Read the children a book that has several characters in it.
	• As a whole class, model how to create a new character to be a part of the story. Orally decide on the traits of this character.
	  ▪ Draw the character before brainstorming vocabulary and creating a character profile.
	  ▪ With the children brainstorm vocabulary, visual image, habits, how others will treat them and so on. Include a character trait, such as bravery or shyness, and indicate this through words or images.
	  ▪ Revise how to build noun groups to add description.
	• Ask the children to invent their own character, planning and discussing their ideas with a partner or small group before commencing work.
	  ▪ Have the children draw a new character then write a short description. Teachers may need to model descriptive writing first if needed.
	  ▪ Ask the children to read their descriptions to the class or in small groups. They should explain how the new character fits into the story, what they do, how the other characters react and so on.
	• Provide the children with images or objects that relate to the characters. In groups, the children build a character profile and make up an oral story about this character to tell to, or perform for, the class.

Teacher self-reflection:

Health and Physical Education, Health Education – Learning sequence 4

Western Australian Curriculum **Personal, social and community health**
Staying safe • Strategies to use when help is needed

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Five blank cards for each child.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• The focus of the teaching and learning is on trusted adults within the community
• If suitable, arrange for a police officer and/or firefighter to speak with the children about ways in which they help the community and incorporate those experiences into the opportunities.
 	
Integration ideas
• Technologies, Digital Technologies – encryptions help keep us safe.
• English – use interaction skills when engaging with topics, create and edit short informative texts.
 	
Assessment
• Observe the children's awareness of the roles played by different community helpers and how they may assist in an emergency.
	Opportunities
	• Lead a discussion about the adults who the children trust because they are known to them, e.g. parents, neighbours, best friends' parents.
	• Give each child five blank cards.
	  ▪ Ask them to draw a trusted adult on each card.
	  ▪ Ask the children to write on the back of their cards why that person is trusted. Differentiate as needed, based on the children's writing development.
	• Lead a discussion about the adults that the children may trust because of the jobs they do for the community, such as police officers and firefighters.
	• Extend the discussion to safe places within the community, such as safety houses.
	  ▪ Adapt the discussion to suit locations within your community.
	  ▪ Use examples and images that are meaningful to the children.
	  ▪ Ask the children to identify places within their community that may be safe houses.
	• Engage the children in creating a comic strip identifying the role of a community helper of their choice. Encourage the children to use a safe house in their stories.
	• Have the children share their comic strips.

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 ▪ forward roll Locomotor ▪ jump (height) ▪ side gallop Object control ▪ one-handed strike ▪ hand dribble ▪ ball bounce and catch • Apply and consolidate movement skills previously learnt through game and play situations	**Understanding movement** • Physical, mental and emotional responses to physical activity • Physical changes to the body when exercising • Importance of rules and fair play in partner or group activities, and in a range of minor games and physical activities	**Interpersonal skills** • Positive choices when participating in group activities

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**
	Elastics, bean bags, skipping ropes, butcher's paper, paint or water, bucket of water to rinse hands in if using paint, gym mats, foam wedge. Websites: Sportplan. (n.d.). *Netball: Here, there and everywhere* https://www.sportplan.net/drills/Netball/Warm-ups/Here-There-and-Everywhere-N602025.jsp (Appendix A); Department of Education Western Australia. *First Steps, Fundamental Movement Skills: Book 2* http://det.wa.edu.au/stepsresources/detcms/education/stepsresources/fundamental-movement-skills/fundamental-movement-skills-book-2.en?cat-id=13601999 (Appendix A). Video: Chattahoochee PE. *Chinese Jump Rope* https://www.youtube.com/watch?v=idrr_a3EseI&t=108s (Appendix A).

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes The focus of the teaching and learning is: • combining and sequencing locomotor skills in game play • how bodies react to changing effort, applied by changing an exercise • jumping for height • performing the fundamental movement skill of the forward roll, in a structured environment. **Tuning in and Activity 1** • Selection of energetic music to play in the background. • Read the description (provided on Sportsplan.net) of how to play *Here, There and Everywhere*, a cardiovascular game where the children follow directional calls from the teacher. • Marked area. **Modification ideas** • Differentiate the type of movement to be used. ▪ Different forms of locomotion; for example, skipping, hopping, jumping, and side-stepping. ▪ The children must continually face the same direction. ▪ Everywhere could be an activity on the spot; for example, star jumps, high knees, bottom kicks, tuck jumps. **Activity 2** • Watch *Chinese jump rope* for new routine. • *Elastics* – either buy elastic and sew ends together or buy pre-made. • Stick butcher's paper up on the wall at a height that the children will be challenged to reach when jumping for height.	**Opportunities** **Tuning in** • Explain to the children they are going to use their listening skills to be able to follow instructions from the teacher. **Activity 1** *Here, There and Everywhere* • Explain the activity. • Have the children form a line along a designated line. • Commence play. • Pause play, the children place their hand on their hearts, what can they feel? • Pose the following questions: ▪ How can we apply more effort to increase our heart rate even more? ▪ Predict how an activity will affect our heart rate. • Modify game with the children's ideas. • Pause play, the children place their hand on their hearts. Is it beating faster? • Pose the question: ▪ What else is happening to your body? ○ Are you breathing faster? ○ Are you getting hot and sweaty? • Conclude Activity 1 with leading questions: ▪ Which exercises made your heart beat the fastest? Why? ▪ Why does your heart beat faster? What is it doing? ▪ In what games would you use a combination of the locomotor skills? **Activity 2** Rotations • Explain to the children they will be rotating through four different activities, taking it in turn to participate in each activity.

Teacher intentions	Learning experiences

• Read the key teaching points for the forward roll in the *Fundamental Movement Skills* book.
• Music with a strong beat for skipping.
• Print out a class list to be able to write anecdotal notes for forward roll.
 	
Assessment
• Make anecdotal notes on the children's ability to perform the forward roll to guide teaching and learning.
	• Divide the children up into four groups.
	• Have the children in each group number off so they take turns in order.
	• Number each activity, so they rotate sequentially.
	• Explain each of the activities and have the children demonstrate as you rotate through.
	• Allocate groups to each activity.
	• Play the rotation music that will indicate it is time to stop the activity and reset the activity to how they found it. Demonstrate what that looks like.
	• Commence rotations. Rotate groups after having rotated through the forward roll group at least twice or after five minutes.
	  ▪ If the children don't know what to do in the activity have them 'see three before me'.
	• Keep rotating until all groups have progressed through all activities.
	• Reflect on the key points of a forward roll and select a child to demonstrate. Use the leading questions to promote discussion:
	  ▪ What do you need to remember to do to keep your roll straight on the mat?
	  ○ Strong support with the arms.
	  ○ Push off with both legs.
	  ▪ What do you have to do to be able to roll to a standing position?
	  ▪ Push with the legs to create faster momentum.

Teacher self-reflection:

Humanities and Social Sciences – Learning sequence 4

Western Australian Curriculum Knowledge and understanding	Western Australian Curriculum Humanities and Social Sciences skills
Geography • The location of the major geographical divisions of the world in relation to Australia • How people and places interconnect across Australia, Asia and the world	**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 • Locate information from a variety of provided sources **Analysing** • Explore and discuss points of view **Evaluating** • Draw conclusions based on information and/or data **Communicating and reflecting** • Present findings in a range of communication forms, using relevant terms • Reflect on learning and respond to findings

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Books: Lester, A. (2015). *Are we there yet?* Hawthorn: Penguin Books Australia. (Appendix A); *Uegaki, C.; Jorisch, S. (2005). Suki's Kimono*. Kids Can Press. Toronto. (Appendix A). Blank map of Australia.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • Concepts covered: place, space and interconnection. • The teacher is best placed to determine what modelling and scaffolding is required for the information gathering process, based on the learning needs of the children. **Integration ideas** • English – settings in stories, creating spoken and multimodal texts to inform. • Mathematics – maps. **Assessment** • Keep anecdotal records of the children's interaction skills (communicating and reflecting).	**Opportunities** • Read a book regarding travel, such as *Are We There Yet?* Use a map to locate the places travelled to in the story. ▪ Create an inside/outside circle with the class. Invite each child to share a place they have travelled to, or someone in their family has travelled to, with others. ▪ Pose questions to discuss the reasons for travelling to different places, e.g. special event, holiday, family connection. ▪ Review and discuss the connections of the class to other parts of Australia and the world through travel. Locate these places on a map. • Review the states of Australia and locate them on a map. Present the children with a blank map to locate and name the states, their capitals and any other places important to your context. • Read a book to the children about other places and/or cultures, such as *Suki's Kimono*. Find Japan on a map. Identify some other countries in Asia and discuss any connection that the children may have with Asia, such as family, travel or food choices. ▪ What countries are part of Asia? ▪ What connections do we have with some of the places in Asia? • Make a short list of prominent countries in Asia, such as Indonesia, Japan, Thailand, Vietnam, Korea and China, and find on a map. ▪ As a class, brainstorm some focus questions that could lead an investigation into these countries. ▪ Place the children in groups of two or three. Allocate an Asian country to each group to research three to five focus questions through bookmarked sites and report the findings to the class. ▪ Use questioning to bring the children's focus to how the countries are connected to Australia.

Teacher self-reflection:

Mathematics – Learning sequence 4

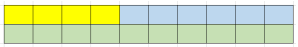
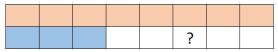
Western Australian Curriculum Number and algebra	Western Australian Curriculum Measurement and geometry	Western Australian Curriculum Probability and statistics
Understanding number • Explore different ways to represent and partition two- and three-digit numbers, including in groups of 10 and 10 groups of 10 to make 100, using concrete materials, numbers and symbols • Explore the relationship between addition and subtraction with small collections using part-part-whole knowledge, numbers and symbols • Recall addition and subtraction facts to 10 • Explore multiplication and division using repeated addition, equal grouping and arrays **Calculating with number** • Add and subtract one- and two-digit numbers, using a range of strategies	**Two-dimensional space and structures** • Estimate, measure and compare lengths by choosing appropriate uniform informal units and place end to end without gaps or overlaps **Three-dimensional space and structures** • Manipulate, visualise and name familiar three-dimensional objects, informally describe features and connect to common uses	This strand is not the focus of these learning experiences.

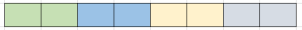
Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Whiteboards, manipulatives, 3D objects, Shape Bingo materials, interconnecting blocks, objects to be measured, playdough, smart device.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
 	
Length
• The children identify the purpose of measuring length and investigate uniform informal units.
 	
Part-part-whole models for addition and subtraction
• Review 'change' problems, those that indicate a 'movement' of adding on or taking away. Now, focus on 'combine' and 'compare' types of problems – respectively, those without actions (static groups) and those that require a comparison between two amounts (how many more/less).
• It is important to build the children's ability to interpret problems and select the adequate operation to solve them without relying on key words, such as assuming that if the word 'more' is used, it must be an addition problem, e.g. 'Fran has 12 pens which is three more than Zac. How many pens does Zac have?' This is an example of a problem that can be solved with subtraction.
• Part-part-whole models should be used to represent all types of addition and subtraction problems. It is important to start with concrete representations, e.g. use manipulatives or toys to represent stories as per the previous stage of experiences and slowly move into more abstract forms of representation, such as grid paper. Encourage the children to solve problems using part-part-whole models often.
• Repeated addition is introduced as a foundation for multiplication arrays which will be investigated later in the year.
 	
Assessment
• Observe the way the children make use of uniform informal tools and units to measure length. Observe how the children attend to gaps and overlaps when
	Opportunities
	• Explain to the children that they need to choose units from the classroom to measure the length of certain objects. Once the measuring is complete, the children will need to order the chosen objects from the shortest to the longest.
	• Foster a discussion about the kinds of units the children could use to measure length.
	  ▪ What kind of features should the unit have?
	  ▪ Should it be long? Short?
	  ▪ Should all units be the same?
	• Have the children choose their measuring units and measure the length of the selected objects. Ask them to prepare a list placing the objects in order from shortest to longest (they may write, draw, record, etc.).
	• Foster a discussion in which the children compare their lists and identify reasons why their units of measurement are different, e.g. the same object may be two pencils long or eight erasers long.
	  ▪ What are some situations in which you observed people measuring objects or needing to measure objects?
	  ▪ Why is measuring important?
	  ▪ What is the purpose of measuring objects?
	  ▪ What may be some advantages of everyone using their own measuring units of choice?
	  ▪ What may be some problems with that?
	  ▪ How can we determine if an object will fit in a box or if a desk will fit through a doorway?
	• Ask the children to think of a situation in which they would need to use addition to solve a problem. Based on the children's ideas, propose a scenario with a combine problem, e.g. both quantities are already there and just need to be added together. An example would be 'There were four glasses on the top shelf

Teacher intentions	Learning experiences
placing units to directly measure. Keep track of the children's progression with regards to representation of problems.	and six glasses on the lower shelf. I need to find out how many glasses we have in total.' • Have the children represent the scenario using toys or counters. They may solve the problem using known strategies. • Repeat this activity frequently and with different values and stories that are of interest to the children. • Once the children have represented a chosen addition story using toys or drawings, encourage them to represent the same story using interconnecting blocks. ▪ The children make one row for each initial quantity, using a different colour for each quantity. ▪ Connect both rows to identify the total. ▪ Ask the children to create a third row containing the total amount and place it under the row made of the two colours.  • Provide frequent opportunities for the children to represent stories using this method. Encourage them to narrate the stories as they make and combine their rows. The children may start to write number sentences with their representations when the number sentences are meaningful to them. • The same model can be used for comparison problems. The children start with literal representations (drawings or using toys) and progress to interconnecting blocks. For this problem type, the children can place rows next to each other to compare them. For example, 'I had eight toys and Julie had three. How many more toys did I have?' The children can represent these problems and make connections to written number sentences. 

Teacher intentions	Learning experiences
	• Using the children's context and interests, provide frequent opportunities for them to represent and solve problems using part-part-whole models. • Review a simple number pattern resulting from addition, e.g. + 2. ▪ Display the pattern and ask the children to represent each term of the sequence using interconnecting blocks (placing them under each number). ▪ Ask the children to determine what is happening from one term to the next (two blocks are being added). ▪ Invite children to represent this repeated addition by connecting each group of interconnecting blocks.  ▪ Ask the children to verbally explain the pattern, e.g. 'You add two more each time', and model wording the process using basic multiplication language, e.g. 'This sequence has four groups of two, we keep adding groups of two, we are repeating groups of two.' **Small group opportunities** • Consolidating knowledge of 3D objects. Encourage the children to use 2D shapes to make 3D objects. They may also use playdough and other craft materials. • The children play an independent 3D objects bingo game. • The children perform short stories that involve addition or subtraction, and a partner represents that story in a part-part-whole model. This may be done 'live' or recorded using a device. • The children select objects in the classroom/outdoor area they would like to measure the length of and select a uniform informal tool to do so. Keep a record of the objects they have measured, and as a class list them in order of the length of the items measured.

Teacher self-reflection:

Science – Learning sequence 4

Western Australian Curriculum Science understanding	Western Australian Curriculum Science inquiry
Chemical sciences • Materials can be combined for a particular purpose	**Questioning and predicting** • Pose questions and make predictions based on knowledge and experiences **Planning and conducting** • Engage in guided investigations to answer questions, test predictions and assess risks • Make and record observations, including informal measurements **Processing, modelling and analysing** • Sort and order data using provided tables and represent data using visual or physical models **Evaluating** • Compare observations to predictions and identify further questions for investigation **Communicating** • Communicate observations, ideas and findings using everyday and scientific vocabulary

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Book: Seuss, Dr. (1949). *Bartholomew and the Oobleck*. Random House, New York. (Appendix A). Videos: SpanglerScience TV. *Cornstarch Goo – Cool Science Experiment* https://www.youtube.com/watch?v=XbWBkwM1WAI (Appendix A). SciShow Kids. (2015). *Let's Make Oobleck!* https://www.youtube.com/watch?v=nw8KaHglokQ (Appendix A). Cornflour, food colouring, water.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• The focus of the teaching and learning is on observing how solids turn to liquids (physical changes).
• Explore making Oobleck/gloop. Discuss the ingredients and equipment required. Make predictions about what will happen and explore the science behind it.
• Provide a procedure (recipe) for Oobleck/gloop to read to and with the children.
• Follow the recipe and model making the Oobleck/gloop. The children observe the changes and express their understandings.
• Point out that Oobleck/gloop is a solution that changes consistency when pressure is applied, e.g. becomes hard when pressure is applied and runny when pressure is released. It shifts from solid to liquid and back again.
• For information visit internet sites, such as SpanglerScience TV *Cornstarch Goo – Cool Science Experiment.*
• Explore the similarities and differences observed when making playdough, ice cream and Oobleck/gloop. How did the materials bond together?
 	
Integration ideas
• Technologies, Design and Technologies – forces used to mix the dough.
• English – procedural writing.
 	
Assessment
• Take photographs to document the exploration of materials and record the children's observations and explanations for how materials affect each other and cause change.
	Opportunities
	• Revisit the learning from the previous learning sequence, review the vocabulary and engage in a reflection of previous learning sequence.
	• Introduce the materials for making Oobleck/gloop. Invite the children to feel the cornflour and describe it to a partner.
	  ▪ Model adding food colouring. Observe and describe how the food colouring is absorbed into the cornflour.
	  ▪ Model adding food colouring to water. Observe and describe how the food colouring is combined with the water.
	  ▪ Compare observations, describing the differences.
	• Encourage the children to draw and label what they have observed.
	• Read a book such as *Bartholomew and the Oobleck* by Dr. Seuss or watch a video such as *Let's make Oobleck!* – SciShow Kids.
	• In pairs or small groups, have the children make Oobleck/gloop. Ensure that each group has a procedure to follow. The children should be aware that this activity can be messy. Be clear about expectations for handling the materials and behaviour when making it.
	• Encourage the children to discuss what they see occurring. Note how the Oobleck/gloop can feel hot and cold, hard and soft. Experiment by placing the Oobleck/gloop into different types of containers, or on different surfaces such as plastic, wood or metal to see if it changes in any way, e.g. shape.
	  ▪ The children decide how to represent their understandings.
	• Reflect on the similarities and differences between the playdough, ice cream and oobleck/gloop and discuss how the materials combined to make changes. Sort these ideas into a chart.
	• Pose questions, such as 'Can we undo the change?', 'Can we alter the materials to cause a different change?'

Teacher intentions	Learning experiences
	• Ask the children to predict what may happen if you used cornflour instead of flour in the playdough.

Teacher self-reflection:

Technologies – Learning sequence 4

Western Australian Curriculum Design and Technologies	Western Australian Curriculum Digital Technologies	Western Australian Curriculum Design thinking skills
Contexts **Engineering principles and systems** • Force can move objects within a system **Technologies and society** • People use selected technologies to make familiar products and environments to meet local needs	**Privacy and security** • Some personal data may be safely shared online with specific people using trusted platforms	This strand is not the focus of these learning experiences.

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	A range of toys that can be moved in different ways.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• The focus of the teaching and learning is on the way forces affect different toys.
• If suitable, invite the children to bring their favourite (non-electronic) toy along for the investigation.
• This learning experience continues the bird house context from Design and Technologies. This may need to be adapted to suit the context and interests of the children.
 	
Integration ideas
• Mathematics – manipulate, visualise and name familiar three-dimensional objects, informally describe features and connect to common uses.
• English – use interaction skills when engaging with topics.
 	
Assessment
• Based on their experiences, the children will start to make predictions of how force affects certain toys. Observe their reasoning in such predictions.
• Monitor the children's understanding of private information that can be protected by passwords and information that can be shared freely.
	Opportunities
	
	Design and Technologies
	• Through play, investigate how toys move.
	  ▪ Describe movement, e.g. push, pull, rotation, spin, gravity.
	  ▪ Describe ways in which the toys can be moved, e.g. throwing.
	• The children represent forces acting on a toy of choice by making a poster on paper or using a device, creating a performance, a short video, a voice recording or any other form of expression that suits the children.
	• Model different amounts of force applied to a toy, e.g. focusing on 'pushing'.
	• Have the children make predictions about how different amounts of force applied to different toys may affect them.
	• Discuss elements that may influence the way toys are affected by force, e.g. slopes, rough surfaces, soapy surfaces.
	• Invite the children to share situations in which they have interacted with forces, e.g. going down a slope on a bicycle and feeling the acceleration.
	• Foster a conversation about ways in which forces may affect play, safety, choices of toys, and areas to play certain games/role-play.
	
	Digital Technologies
	• Review the qualities of a good password (difficult for others to guess, easy to remember) and go through a few of the passwords the children created for their birds, discussing the factors that make them 'good' or 'bad' passwords, and how they could be improved.
	• Explain that these are pretend passwords, which is why they can be shared and discussed. Highlight the importance of not telling anyone, even their friends what their real password is. Teachers may want to talk about how the children may share their passwords with their trusted adults, e.g. parents.

Teacher intentions	Learning experiences
	• Ask the children to brainstorm things that might need a password, e.g. bank account, email account, and things that do not require passwords, e.g. weather channels, maps, checking opening hours of an establishment. • Encourage the children to identify why certain things do/do not need passwords, e.g. it contains private, personal information, and it contains only public information.

Teacher self-reflection:

The Arts, Music – Learning sequence 4

Western Australian Curriculum **Making**	**Western Australian Curriculum** **Responding**
Ideas • Exploration of, and experimentation with, the elements of music through movement, body percussion, singing and playing instruments to create music ideas **Skills** • Development and consolidation of aural and theory skills by exploring the elements of music, including: ▪ rhythm (experience and identify time signatures $\frac{2}{4}, \frac{3}{4}, \frac{4}{4}$; use bar lines as a division for beats; terminology and notation for $\mathbb{d}$, $\mathbb{o}$) ▪ tempo (changing tempos) ▪ pitch (repetition, unison, small range of pitch patterns based on the pentatonic scale) ▪ dynamics (getting louder, getting softer, very soft (***pp***) and very loud (***ff***)) ▪ form (introduction, verse, chorus rounds and ostinato) ▪ timbre (sound qualities of instruments; matching different sounds to specific instruments) ▪ texture (melody and accompaniment) to create music **Performance** • Practise of simple songs and their own and others' compositions, to perform for different audiences • Development of performance skills (singing in tune, moving and playing classroom instruments with correct timing and technique)	• Audience behaviour (responding appropriately in a given context) • Reasons why people make music in different places and for different occasions • Responses that identify specific elements of music and how they communicate mood and meaning

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: *Funga Alafia.* Eduard Oraze. https://www.youtube.com/watch?v=KJuqZ45O1EA (Appendix A). Chart: Apple beat chart. (Appendix A). A range of percussion instruments, e.g. claves, maracas, triangles, shape drums, finger cymbals, coloured felt birds, plastic apple.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes **Welcome activity** • The children readily identify that the music lesson has begun through the use of a stimulus song. **Song** • The embedding and integration of musical material from the Aboriginal and Torres Strait Islander peoples of the locale is a cross-curricular priority. The use of musical material will change across different contexts and according to the cultural allowance of the local Aboriginal and Torres Strait Islander peoples. Source a song such as *'Keyen koodjal daambart'* by Gina Williams and Guy Ghouse. Note, a paid subscription may be required to access a recording of the suggested song. **Song game 1** • Alerting the children to the preliminary conventions of music notation that helps to build knowledge and understanding about how notation can facilitate accurate performance of a composer's work. At the same time, point out that if you were unsure where the full stops went, it would make the text more difficult to read. **Music and Literature** • Make sure that the children have a wide array of percussion instruments and environmental percussion to choose from when selecting appropriate instruments to musically 'soundscape' the story, *We're Going on a Bear Hunt* by Michael Rosen and Helen Oxenbury. **Stimulus questions** • How difficult would it be to read a story without capital letters or full stops? • How well did we choose the instruments for our story?	**Opportunities** **Welcome activity** • Welcome the children to their music time by singing the song, *Funga Alafia* with the body percussion pattern taught in the previous lesson and the gestures. • Follow the same pattern of introduction, song and coda. • Distribute percussion instruments to a different group of four to six children in the class and sing the song again, asking the children to accompany the song by playing in time (keeping the beat). **Song** • Introduce a song such as *'Keyen koodjal daambart'* by Gina Williams and Guy Ghouse. • After listening to the song, lead a class discussion on the two languages used (Noongar and English). • Identify the Noongar words that correspond with counting to five. • Discuss the families represented in the song (nuclear and extended) and the Noongar names for mum and dad. • Speak the Noongar words slowly along with the English translation so the children can begin to make connections of the meaning of the Noongar words. • Listen to/sing along with, the song again. • Add some appropriate gestures. **Song game 1** • Play *The Apple Tree* again and if there are the children who have not had a turn, facilitate the opportunity. • The children may also progress to passing the beat themselves around the circle. • Remind them of the beat chart for *Apple Tree* – 16 apples evenly spread across an A3 sheet.

Teacher intentions	Learning experiences

• Did they match the sound we were trying to produce?
• Do you think we could have made better choices?
 	
Integration ideas
• Mathematics – counting beats
• English – texts and language features
• Cross-curriculum Priority: Aboriginal and Torres Strait Islander histories and cultures
 	
Assessment
• Assess the children using a checklist
  ▪ on their ability to keep in time with the music through body percussion and playing a percussion instrument.
  ▪ on the accuracy of their singing.
  ▪ on their selection of instruments and the appropriate timbre for the purpose for which they were selected.
  ▪ on their ability to play their own part in the context of a musical story soundscape.
	• Teach the class that when we read music, the beats are grouped in 'lots of' numbers, e.g. threes or twos or fours. If a piece of music sounds like a dance, then the beats are grouped in lots of three. If a piece of music sounds like a march, then the beats are grouped in lots of twos or fours.
	• Identify the strong beats that occur throughout the song and mark where they occur on the beat chart.
	Explain that where there is a strong beat, musicians mark that spot with a bar-line. It helps to organize the music so it can be read more easily, just like we write sentences using a capital letter at the start and a full stop at the end so we can read the text more easily. Imagine if there were neither of those.
	• Mark the beat chart with strong beats and bar lines.
	
	Music and Literature
	• Recap the book, *We're Going on a Bear Hunt* and identify and name the environments the family encounters on their way to discovering the bear.
	• As a class, choose the percussion instrument that best represents each environment the family passes through. For example, the maraca may represent the grass, a triangle the water, a guiro the mud. Choose from the music making corner and include the environmental percussion instruments.
	• Divide the class into groups and each group performs a different instrument to musically represent the story line. Make sure that every child in each group has the correct instrument for the 'event'.
	• Retell the story with appropriate musical participation by the children.
	
	Conclusion
	• Complete the lesson by singing a song about a blackbird. Add coloured birds to the tree as the song progresses.

Teacher self-reflection:

The Arts, Visual Arts – Learning sequence 4

Western Australian Curriculum Making	Western Australian Curriculum Responding
Ideas • Exploration of, and experimentation with, the visual art elements of shape, line, colour, space and texture and how these are used in the environment **Skills** • Experimentation with techniques and art processes such as painting, printmaking and mixed media **Production** • Use of visual art elements and techniques, to create 2D and 3D artwork, to communicate ideas and messages to an audience	• Personal responses, identifying elements of shape, line, colour, space and texture in 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?)*
	Website: Eckersley's Art and Craft (2018). *5 Tips for Capturing Light and Shadow in a Painting.* https://www.eckersleys.com.au/inspiration/5-tips-for-capturing-light-and-shadow-in-a-painting/. (Appendix A). Coloured pop sticks or paper plates with middle cut out, clear contact (pre-cut in squares) x 2 per child, collection of flowers, seeds, etc., (children to collect), wool/string.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• The focus of the teaching and learning is on transferring elements of art from the previous mandala experience.
• Explore how light is affected when travelling through natural and man-made materials.
• Engage in a conversation about how sunlight interacts with objects. Review words such as solid, transparent, translucent and opaque. Demonstrate an example of each and discuss words such as absorbed, refracted or reflection.
• Investigate and teach that a spectrum of colour is composed of six basic colours: red, orange, yellow, green, blue and violet.
  ▪ Can we see a spectrum of colour in natural and man-made materials, e.g. stained-glass windows, night lights, shadows in nature?
• The teacher may consider using some of these leading questions to nurture conversations around the artwork.
  ▪ How do we know if an item is man-made/natural?
  ▪ What shapes do you see in the materials/flowers you have collected to use?
• Reflect on the bush/nature mandala from Learning sequence 3.
  ▪ What knowledge will we use to help us make our sun catcher, e.g. shape, colour, line, etc?
 	
Integration ideas
• English – language for appreciating texts and providing reasons for preferences.
• Science – prior learning, e.g. observable changes.
• Technologies – characteristics and properties of materials.
 	
Assessment
• Observations of the children's engagement, design and use of space and materials.
	Opportunities
	• Ask the children to explore the materials used for making a (sun catcher).
	• Teach how light in art is represented by colour and shading.
	  ▪ View several paintings that show how light is created in artworks. Use:
	  ○ Eckersley's Art and Craft. *5 Tips for Capturing Light and Shadow in a Painting*.
	• Provide the children with a range of natural and man-made items to explore how light travels through them.
	  ▪ Have the children select and hold an individual item up to a window. Ask them to discuss what they observe with a partner and share thoughts with the class.
	  ▪ The children can select a new item and repeat the observation a number of times.
	• Lead a discussion about the way the light interacts with the item.
	• Brainstorm and define the words solid, transparent, translucent and opaque.
	• Explain that the learning sequence is about transferring the knowledge previously learned, building on the experience of making a mandala.
	  ▪ Remind the children to consider shape, line and colour when designing a sun catcher. Consider how light may affect or change the colour.
	• Model how to make a simple sun catcher, using clear adhesive paper.
	  ▪ Talk aloud the process and give reasons for why you are placing natural and man-made items together, in a pattern, line, colour, etc.
	  ▪ Have the children explore placing items to design a pattern, prior to using the adhesive paper. They can transfer the design to make their own sun catcher.
	  ▪ Have the children attach string to sun catcher before applying the top layer of sticky adhesive.

Teacher intentions	Learning experiences
	• Display the sun catchers along a window to catch the sunlight or hang from a tree outside the class. ▪ Take the children on a gallery walk to view the sun catchers and respond to their peer's art. • Orally reflect on work by exploring the children's use of pattern, shape, and colour.

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 across learning areas are organised differently and use language features depending on purposes **Language for expressing and developing ideas** • Understand that connections can be made between ideas by using a compound sentence with two or more independent clauses usually linked by a coordinating conjunction • Understand that, in sentences, nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups • Understand that images add to or multiply the meanings of a text • Experiment with and begin to make conscious choices of vocabulary to suit the topic, situation or context	**Literature and contexts** • Discuss how characters, events and settings are connected in literature created by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators **Engaging with and responding to literature** • Identify features of literary texts, such as characters, events and settings, and give reasons for personal preferences **Creating literature** • Create and edit literary texts by adapting structures and language features of literary texts through drawing, writing, performance and digital tools	**Texts in context** • Identify how similar topics and information are presented in different types of text **Interacting with others** • Use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions **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 a range of texts for different purposes **Creating texts** • Plan, create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and correct spelling of some common two-syllable words

Western Australian Curriculum Language	Western Australian Curriculum Literature	Western Australian Curriculum Literacy
		• Create, rehearse and deliver short oral and/or multimodal presentations to inform or tell stories for familiar audiences and purposes, using text structure appropriate to purpose and topic-specific vocabulary, and varying tone, volume and pace

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Focus texts, digital devices.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• Consolidate knowledge from the previous learning sequences, particularly:
  • the need to orient the reader in an interesting way to build curiosity and interest
  • how to add adjectives to nouns to add detail to characters and settings
  • how to improve cohesion
  • how to create compound sentences.
• This learning sequence could be integrated with topic knowledge from other learning areas, such as Science or Humanities and Social Sciences.
• Encourage the children to add multimodal elements to their texts, such as images, music or a performance.
• The learning experiences should be combined with opportunities to explicitly teach phonics and word knowledge through oral language and effective systematic approaches that align with the school context.
 	
Assessment
• Observe the children's writing process and collect their drafts for formative assessment. Check for:
  ▪ punctuation of simple and compound sentences
  ▪ use of coordination conjunctions in compound sentences
  ▪ text cohesion by the use of pronouns and omitting words
  ▪ appropriate language features that suit the purpose of the text.
	Opportunities
	• Read the children two or three books that have similar topics or themes but are written in different ways, e.g. fiction and non-fiction, a factual recount or a fictional story, a procedure or a non-fiction text.
	  ▪ Identify the purpose and audience of the texts.
	  ▪ Share and discuss the books using comprehension strategies, such as connecting and questioning.
	  ▪ Explore how the information may be presented in different ways, e.g. a fictional story about kangaroos with illustrations and a non-fiction text about kangaroos that includes diagrams or maps.
	  ▪ Explore the text and language features of the texts, including the images.
	• Invite the children to plan, draft and write a text about a favourite topic. They can decide to write it as a story or a non-fiction text.
	  ▪ Negotiate success criteria with the children.
	• Have the children plan, draft, publish and share their texts with the class.
	  ▪ Encourage the children to use digital devices to add images or sound effects to their text.
	• Celebrate the children as authors by setting up a book launch and reading.

Teacher self-reflection:

Health and Physical Education, Health Education – Learning sequence 5

Western Australian Curriculum **Personal, social and community health**
Staying safe • Strategies to use when help is needed

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Five blank cards for each child.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The focus of the teaching and learning is on trusted adults within the community. • If suitable, arrange for a police officer and/or firefighter to speak with the children about ways in which they help the community and incorporate those experiences into the opportunities. **Integration ideas** • Technologies, Digital Technologies – encryptions help keep us safe • English – non-fiction retell (comic strip) **Assessment** • Observe the children's awareness of the roles played by different community helpers and how they may assist in an emergency.	**Opportunities** • Give each child five cards. ▪ The children draw a trusted adult on each card. ▪ On the back, the children write why these adults can be trusted. Differentiate as needed, based on the children's writing development. • Lead a discussion about adults the children can trust; because they are known to them, e.g. parents, neighbours, best friends' parents; and adults the children may trust because of the jobs they do for the community, such as police officers and firefighters. • Extend the discussion to safe places within the community, such as safety houses. ▪ Adapt the discussion to suit locations within your community. ▪ Use examples and images that are meaningful to the children. ▪ Ask the children identify places within their community that may be safety houses. • Engage the children to create a comic strip identifying the role of a community helper of their choice. Ask them to encourage the use of a safety house in their stories. • The children share their comic strips.

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 ▪ forward roll Locomotor ▪ jump (height) ▪ side gallop Object control ▪ one-handed strike ▪ hand dribble ▪ ball bounce and catch • Apply and consolidate movement skills previously learnt through game and play situations	**Understanding movement** • Physical, mental and emotional responses to physical activity • Physical changes to the body when exercising • Importance of rules and fair play in partner or group activities, and in a range of minor games and physical activities	**Interpersonal skills** • Positive choices when participating in group activities

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**
	Recording device, elastics, bean bags, skipping ropes, butcher's paper, paint or water, bucket of water, gym mats, foam wedge. Websites: PhysedGames. *Body Balance Movement Game* https://physedgames.com/everybodys-it/ (Appendix A). School Curriculum and Standards Authority. *Fundamental Movement Skills – Performance Assessment Support* https://k10outline.scsa.wa.edu.au/home/assessment/assessment-support-materials (Appendix A). Department of Education Western Australia. *First Steps, Fundamental Movement Skills: Book 2* https://myresources.education.wa.edu.au/docs/default-source/resources/first-steps-fundamental-movement-skills/first022.pdf?sfvrsn=e84dd527_3 (Appendix A).

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
The focus of the teaching and learning is:
• ways to maintain a balanced position
• combining the movement skills of running and dodging in game play
• the fundamental movement skills:
  ▪ forward roll
  ▪ jumping (height)
• working cooperatively with and encouraging others to achieve success.
 	
Tuning in and Activity 1
• Selection of energetic music to play in the background.
• Read the rules of *Body Balance*.
 	
Activity 2
• *Elastics* – either buy elastic and sew ends together or buy pre-made
• Stick butcher's paper up on the wall at a height where the children will be challenged to reach when jumping high
• Read the key teaching points in the *Fundamental Movement Skills* book
• Music with a strong beat for skipping to
• Print out a class list to be able to write anecdotal notes for forward roll
 	
Assessment
• Film the children performing the forward roll and complete a peer and self-review with assistance from the teacher.
	Opportunities
	
	Tuning in
	• Explain to the children they are going to work cooperatively with a partner to practise balancing.
	
	Activity 1
	Body Balance
	• As the children move into the learning area, have them find a space with a partner and perform as many different balances as they can using two/three/four different body parts touching the floor, between them, e.g. two hands, two knees.
	• Select different balances performed by the children and have everyone perform them.
	• Question the children using leading questions, demonstrating the key points with the children balancing:
	  ▪ What base of support is more stable to maintain balance?
	  ▪ What happens to your balance when you move the weight out of your centre of gravity?
	  ▪ How can you stop yourself and your partner from falling over?
	• Explain the rules of the game *Body Balance*.
	• The children perform locomotor movements around the game area and when you say freeze, the children demonstrate a balance with their partner. Commence play.
	• Observe the activity, adjusting play as needed and questioning the children on understanding to guide learning.

Teacher intentions	Learning experiences

	Activity 2
	Rotations (Appendix A)
	• Explain to the children they will be rotating through four different activities, taking turns to participate in each activity.
	• Divide the children up into four groups.
	• Number the children so they rotate in turn.
	• Revise each of the activities from Learning sequence 4 as groups are allocated to an activity. Have the children demonstrate.
	• Revise what the rotation music means and remind the children they need to reset the activity.
	• Commence rotations.
	  ▪ Rotate after five minutes.
	  ▪ Have the children practise the forward roll and have their partners film them, then complete a peer and self-review with assistance from you.
	• Keep rotating until all groups have progressed through all activities.

Teacher self-reflection:

Humanities and Social Sciences – Learning sequence 5

Western Australian Curriculum Knowledge and understanding	Western Australian Curriculum Humanities and Social Sciences skills
Geography • The location of the major geographical divisions of the world in relation to Australia • How people and places interconnect across Australia, Asia and the world	**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 • Locate information from a variety of provided sources **Analysing** • Process information and/or data collected **Evaluating** • Draw conclusions based on information and/or data **Communicating and reflecting** • Present findings in a range of communication forms, using relevant terms • Reflect on learning and respond to findings

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Book: Polimeni, C; Stewart, B. (2023) *The Garden at the End of the World*. University of Queensland (UQP). (Appendix A).	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• Concepts covered: place, space and interconnection.
 	
Integration ideas
• Visual Arts – artists from different countries.
• Technologies, Design and Technologies – spinners and toys around the world.
 	
Assessment
• Review this unit of work with a class discussion.
  ▪ How is Australia connected to other countries?
  ▪ What are some things we use that come from another place?
	Opportunities
	• Read a suitable book that highlights a country in Europe (this book features Norway), such as *The Garden at the End of the World* by Cassy Polimeni and Briony Stewart.
	  ▪ Find Norway on a world map or globe and discuss its location relative to Australia.
	  ▪ Explain that Norway is part of Europe and make a list of other countries within Europe. Find these on a map.
	  ▪ Show the children images of familiar European landmarks, such as the Eiffel Tower, Buckingham Palace, the Colosseum.
	  o Use a call out to identify them and which country they are in.
	  o Have the children work in pairs to locate these on a map. Alternatively, use a digital mapping application to zoom in on these landmarks.
	• Identify any connections the children may have with places in Europe, including family connections, travel, food and media connections. Locate the countries on a map.
	  ▪ Brainstorm a short list of focus questions to explore these countries.
	  ▪ Place the children in small groups to use bookmarked sites to research a European country using the focus questions.
	  o Have the children create a poster on their country and share it with the class.
	  o Discuss the connections we have with countries in Europe.
	• Find other places of interest or importance to the children, specially making connections to areas in the world that have personal connections for the children. Find these on maps and identify any connections.

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 • Read, write and order numbers to at least 1020, including on a number line. Recognise the repetition of the 0–99 sequence of digits and the role of zero. Skip count forwards and backwards by twos, threes, fives and tens from any starting point **Modelling with number** • Identify and represent real-world situations involving addition, subtraction, simple multiplication or division using objects or diagrams labelled with numbers and symbols that match the actions in the situation. Interpret the meaning of answers in context	**Two-dimensional space and structures** • Locate positions and pathways on simple maps of familiar locations	This strand is not the focus of these learning experiences.

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Book: Emmerton, S. (2004). *My Mob Going to the Beach*. Black Ink Press. (Appendix A). Devices, counters, pop sticks, pipe cleaners, large beads, bundling materials (elastic bands, bags, containers).	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes **Addition and Subtraction** • Change problems involve quantities that change either by adding to or taking from. • Example of *Change Join* situations: start + change = result *Kate had six pencils and then her brother gave her four more pencils. Now she has 10 pencils.* | Start	Change
Result	| Example of *Change Separate* situations: start – change = result *Kate had six pencils and then her brother took four of her pencils. Now she has two pencils.* | Change	Result
Start	| • Once the children become more familiar with addition and subtraction through the use of change problems, introduce combine problems, in which the quantities are static (no movement). • Continue to ensure the unknown values are placed in different positions. Encourage the children to understand and interpret the stories, through representing them and then selecting the operation needed to solve the problem. • Model a variety of language that can be associated to addition, subtraction and both. • Explicitly model and teach strategies to solve problems. • Explicitly teach the modelling process. **Location** • It is important that children give and follow directions to familiar locations, therefore, starting with the classroom and location within the school is suitable.	**Opportunities** • Provide the children with pipe cleaners and large beads and tell them a change addition story. As you tell the story, invite them to add beads to the pipe cleaner to represent the parts of the story. The result should be up to 20 or a number the cohort is confident with. • Encourage the children to use the pipe cleaner and large beads to tell their own addition and subtraction stories. • Model how to record the addition or subtraction stories on a think board with drawings and numbers. • Continue to model change problems (showing movement) and introduce stories based on combine problems (see notes), such as*: I have seven teddies, and my sister has four. How many teddies do we have together?* Ensure the unknown value continues to be represented in different positions of the number sentence. • Share commutative addition number sentences (8 + 2 = and 2 + 8 =) for all ways to make ten. Have the children practise representing stories using concrete materials. Encourage them to spot the patterns, taking the opportunity to review the commutative property of addition. • Create addition number stories based on a text used for English. If *The Gruffalo* was used, create word problems such as, 'If I have some Gruffalos in one house and four Gruffalos in another house, and there were nine altogether. Let's find out, how many would have been in the first house.' Encourage the children to model the problem using role-play and then represent and describe the addition or subtraction required to solve it using a 10 frame. The children can then record their findings on a Think Board using drawings and numbers. • As the children become more confident in their addition and subtraction understanding, provide and scaffold short modelling activities that use strategies, such as:

Teacher intentions	Learning experiences
• The children are not expected to draw or read maps at this stage. A book, such as *My Mob Going to the Beach*, helps provide the context for directional language. **Assessment** • Observe strategies the children use to solve change and combine problems involving addition and subtraction. • Observe the way the children use and understand directional language when giving and receiving instructions.	▪ counting in ones ▪ skip counting in twos, fives and tens ▪ using known facts, e.g. ways to make ten ▪ simple rearranging, e.g. 8 + 12 is the same as 10 + 10 if you 'transfer' the two from 12 to 8. The children can rely on their knowledge of ways to make 10, as well as on subitising when using manipulatives to assist with rearranging. • Provide an opportunity for the children to review or be exposed to basic directional language (forward, backwards, left and right). • Give the children oral instructions to follow in class. For example, sit on a chair, sit under a desk, stand to the left of a desk or move forward three steps. • Provide directions for the children to arrive at a certain location in the outside environment, e.g. hide a secret treasure and a child follows instructions to get to its location. • Ask the children to identify a place within the school that they are familiar with (library, canteen or oval). As a class, walk towards the chosen location listing the directions necessary to get there from the class mat. ▪ Once back, review steps included and add/remove/clarify as needed. ▪ Invite the children to strictly follow those instructions to test how accurate they are. ▪ Make the necessary adjustments. • Read a story book about travelling to a place such as, *My Mob Going to the Beach*. Review the journey the characters went through to get to the beach and together record these as a sequence of steps using directional language and the landmarks. **Small group opportunities** • The children represent a variety of stories used in the learning experiences, e.g. 'The main character in the story ate three apples and six lemons, how many

Teacher intentions	Learning experiences
	pieces of fruit did they eat all together?' They may use manipulatives or drawings. • The children play 'Memory' using number cards zero to 10. Place all cards face down and the children must turn over two cards and make two piles of manipulatives, if together they make a total of 10 they may keep the cards and manipulatives. • Record a variety of number stories adding to no more than 10. The children attempt to calculate the result using manipulatives. They may record the number related to the total on whiteboards. • Working in pairs, one child hides a 'treasure' in the classroom and uses directional language to help the partner find it.

Teacher self-reflection:

Science – Learning sequence 5

Western Australian Curriculum Science understanding	Western Australian Curriculum Science inquiry
Chemical sciences • Materials can be combined for a particular purpose	**Questioning and predicting** • Pose questions and make predictions based on knowledge and experiences **Processing, modelling and analysing** • Sort and order data using provided tables and represent data using visual or physical models **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: Beaty, A. (2021). *Ada Twist, Scientist*. Abrams Books for Young Readers. (Appendix A). Petri dish, eye dropper, test tube, magnifying glass, a range of wet ingredients, such as water, oil, food colouring, milk (full cream, light, almond, soy), fizzy drink, paint, etc., a range of dry ingredients, such as cornflour, flour, rice flour, sand, salt, sugar, rice bubbles, cocoa powder, etc.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The focus of the teaching and learning is on exploration of materials to observe how different materials react to or combine with others. • Introduce science equipment such as petri dishes, eyedroppers and test tubes. Substitute these resources if they are not available, for containers of different sizes and shape. Supply magnifying glasses or microscopes for the children to investigate things up close. • Supply a range of dry ingredients, such as cornflour, flour, rice flour, sand, salt, sugar, rice bubbles, cocoa powder, etc. Supply a range of wet ingredients, such as water, oil, food colouring, milk (full cream, light, almond, soya), paint, fizzy drink. • Design an observation template with four to six spaces for the children to draw and annotate their experiment. • Negotiate the parameters of the experiment and set the expectations, e.g. mix up to four ingredients only. Use a maximum amount of ¼ cup of each ingredient. **Integration ideas** • Humanities and Social Sciences – inventors from different countries. • Health Education – preventive measures to stay safe during experiments. **Assessment** • Observe how the children independently explore the concept of chemical change. Listen to and record conversations as the children engage in experimenting with materials. • Collect observation templates to monitor individual understandings and progress. • Interview the children on their understandings. Pose questions for the children to orally answer, to demonstrate their knowledge.	**Opportunities** • Read a book, such as *Ada Twist, Scientist*. • What is the purpose of a scientist? Brainstorm science inventions that changed the world and science in the community. ▪ Imagine if we lived in a world with no kettles. How would we boil water? ▪ Imagine if we lived in a world of no phones. How would we communicate? ▪ What inventions haven't been invented yet? • Encourage the children to think like scientists, e.g. be curious, pose questions and theorise about everyday science, e.g. preparing and cooking food. • Show the children the chosen ingredients and allow them time to look at and identify each one. Discuss a question or a problem the children would like to investigate through experimenting with the ingredients. • Establish the rules for participation in individual exploration of science experiments, such as not putting anything in their mouth, or letting an adult know if a spill occurs. • Explain the purpose of the learning and how to use the observation template to record what the children see and think. ▪ Encourage the children to add one ingredient at a time to see how it affects the other before adding more. ▪ Ask the children to draw, label and annotate their experiment before moving on to complete another. Writing immediately after completing the experiment will mean the details will be more precise. • Have the children explore the materials by combining up to four ingredients and complete the observation template. • Reflect together and share stories about the experiments.

Teacher self-reflection:

Technologies – Learning sequence 5

Western Australian Curriculum Design and Technologies	Western Australian Curriculum Digital Technologies	Western Australian Curriculum Design thinking skills
Contexts **Materials and technologies specialisations** • Materials can be combined to produce a product for a specified purpose **Technologies and society** • People use selected technologies to make familiar products and environments to meet local needs	**Data representation** • Data can have patterns and may be represented as diagrams, symbols, numbers and words	**Investigating and defining** • Explore ideas and design opportunities for a known user **Evaluating** • Use personal preferences and the needs of the known user to evaluate the solution

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 toys that can be moved in different ways, range of spinners, mystery bag.	

Children's curiosities and interests:

Teacher intentions	Learning experiences

Notes
• The focus of the teaching and learning is on observing the forces acting on spinners.
• The experiences may be adapted to focus on a different toy if that is more significant to your context.
• Rotational speed is the speed with which the spinner rotates around its axis.
• Discuss cultural significance of spinner toys, according to your context.
 	
Integration ideas
• Mathematics – quarter-, half- and full turns.
• Humanities and Social Sciences – how toys from the past differ from toys today.
 	
Assessment
• Observe how the children communicate their ideas through drawing, modelling and representing.
	Opportunities
	
	Design and Technologies
	• Invite the children to explore a number of spinners through play, including fidget spinners and spinning tops made of different materials.
	• Discuss how forces affect these spinners.
	• Encourage the children to experiment with applying different forces to the spinners and observing how they are affected.
	• Introduce the concept of rotational speed (how quickly the spinner is rotating around itself).
	• Invite the children to describe the shape, colour, patterns and purpose of the spinners when they are:
	  ▪ still
	  ▪ moving
	  ▪ moving very fast.
	• Invite the children to create a short presentation highlighting their understanding of rotational speed and how it affects two different types of spinners. The children may create slide show presentations, use device applications, perform, create short videos or use any other form of expression that is meaningful to them.
	• Form a sharing circle to reflect on what the children have learned, what they still wonder and how this new knowledge might help them in the future.
	
	Digital Technologies
	• Discuss the importance of logging in and out of a computer safely. Demonstrate what could happen if you don't log out (another person could access your files). Model how to log in and out of the class devices.
	• Give the children the opportunity to practise logging in and out of a computer, using their recorded username and password.

Teacher intentions	Learning experiences

	• Create some scenario cards for password sharing:
	  ▪ Your teacher asks for your username.
	  ▪ A friend asks for your password.
	  ▪ A stranger online asks for your password.
	  ▪ Your parents ask for your password.
	• In pairs, the children read through the scenarios and discuss whether they should share or not.
	  ▪ Discuss responses as a class.
	  ▪ Reflect on what could happen if someone else has your password.
	• Have the children create a safety poster showing one rule for computer safety, e.g. 'Never share your password.', or 'Always remember to log out.' Display the posters around the room.

Teacher self-reflection:

The Arts, Music – Learning sequence 5

Western Australian Curriculum **Making**	**Western Australian Curriculum** **Responding**
Ideas • Exploration of, and experimentation with, the elements of music through movement, body percussion, singing and playing instruments to create music ideas **Skills** • Development and consolidation of aural and theory skills by exploring the elements of music, including: ▪ rhythm (experience and identify time signatures $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$; use bar lines as a division for beats; terminology and notation for ,) ▪ tempo (changing tempos) ▪ pitch (repetition, unison, small range of pitch patters based on the pentatonic scale) ▪ dynamics (getting louder, getting softer, very soft (***pp***) and very loud (***ff***)) ▪ form (introduction, verse, chorus rounds and ostinato) ▪ timbre (sound qualities of instruments; matching different sounds to specific instruments) ▪ texture (melody and accompaniment) to create music **Performance** • Development of performance skills (singing in tune, moving and playing classroom instruments with correct timing and technique)	This strand is not the focus of these learning experiences.

Provocation *(What will you use/do to inspire children to actively engage in the learning?)*	**Resources**	**Environment** *(How will the indoor and outdoor environments reflect the learning intentions?)*
	Map: The *Bear Hunt Story Trail* map. (Appendix A). Music chart: Bluebird beat chart. (Appendix A). Small, laminated cards of Noongar words for mum, dad and family, a range of percussion instruments, e.g. claves, maracas, triangles, shape drums, finger cymbals, etc, coloured felt birds, owls, possum, koala, families.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes **Welcome activity** • The children readily identify that the music lesson has begun through the use of a stimulus song. **Song 1** • Consolidation of songs and language occurs with repetition. Visual representation of language terms helps the children to remember more readily. **Song game 1** • Using different dance steps applied to a known song, demonstrates creativity within the Music learning area. The paired bluebird dance begins with the children making a one-sided arch together. They then pass through the arch together ('Here comes a bluebird'), make another one-sided arch on the opposite side and pass through together ('in through my window'). The children join hands and swing in time ('Hey diddle diddle dum dum day'). Link elbows of opposite arms and swing ('Take a little partner, hop in the garden') then reverse arms and direction to complete the song ('Hey diddle diddle dum dum day'). • When discovering rhythm patterns of a song, use the language 'How many sounds on this beat?' (one sound on a beat, two sounds on a beat, a beat that lasts for two sounds or a beat with no sound). **Music and Literature** • The *Bear Hunt Story Trail* map (Appendix A) demonstrates how a room may be spaced to facilitate a moving musical soundscape. All the children participate in the entire story as if mimicking the journey in sound rather than in place. They must also complete the story by returning through the places to reach the safety of their home.	**Opportunities** **Welcome activity** • Welcome the children to their music time by singing the song *Funga Alafia* with the body percussion pattern taught in the previous lesson and the gestures. • Follow the same pattern of introduction, song and coda. • Distribute percussion instruments to half the class. Instruct the other half of the class to space themselves around the room and remain stationary. All the children sing the song again, with the percussion players walking and playing to the beat as they sing and the stationary children demonstrating the gestures and the body percussion ostinato. At the end of the song, the playing children finish by standing in front of another child and they can swap tasks. • Repeat the song and actions. **Song 1** • Sing a song such as *Keyen koodjal daambart* by Gina Williams and Guy Ghose with the recording. • Review the Noongar words that correspond with counting to five. • Remember the families represented in the song (nuclear and extended) and the Noongar names for mum and dad. • Have the Noongar words written on laminated cards with a magnetic strip and place them on the tree. **Song game 1** • Sing *'Here comes a bluebird'* using pitch patterning to remind the children of the melodic line. • Pair the children and demonstrate a paired dance to the song. • Perform the dance and sing the song several times, changing partners in between.

Teacher intentions	Learning experiences
Stimulus questions • How did the music added to the story change our feelings about the story? • What words describe our musical story trail? • How could we make it more exciting? **Integration ideas** • Mathematics – counting beats • English – texts and language features **Assessment** • Assess the children, using a checklist: ▪ on their ability to keep in time with the music through body percussion and playing a percussion instrument ▪ on the accuracy of their singing ▪ on their selection of instruments and the appropriate timbre for the purpose for which they were selected ▪ on their ability to play their own part in the context of a musical story soundscape.	• Gather the children and present the bluebird beat chart and the apple beat chart. Remind them about bar lines from the previous lesson that were placed on the apple beat chart. • Discover where the bar lines should go on the bluebird beat chart and select a few children to take a turn at pointing to the beat while singing. • Discover the rhythm of the song and notate on the board using bar lines and stick notation. **Music and Literature** • Recap the book *We're Going on a Bear Hunt* and remember the environments included. • Allocate groups to play the different instruments as for Learning sequence 4. They will play at the appropriate time as the whole class moves along the story trail. • Retell the story in this new way with appropriate musical participation by the children. **Conclusion** • Complete the lesson by listening and adding actions to the song, *'Give me a home among the gum trees'*. • While singing/listening to the song, teacher selects children to choose an animal, bird or family representation to place on the felt tree. Ensure there are enough felt shapes for all the children to take a turn.

Teacher self-reflection:

The Arts, Visual Arts – Learning sequence 5

Western Australian Curriculum Making	Western Australian Curriculum Responding
Production • Use of visual art elements and techniques, to create 2D and 3D artwork, to communicate ideas and messages to an audience	• Appreciation of the choices made when creating and displaying artwork

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: Saltzberg, B. (2010). *Beautiful Oops!* Workman Publishing. (Appendix A). Website: Foil Monoprint Art Tutorial. (2020). *Art with Trista* https://www.youtube.com/watch?v=KZDw_5qsHKU (Appendix A) Foil pre-cut in medium-sized squares, paint, cotton buds, paper/varying colours and shapes.	

Children's curiosities and interests:

Teacher intentions	Learning experiences
Notes • The teaching and learning focus is on experimenting with arts processes, e.g. monoprint artwork using foil. • Refer to visual arts elements when modelling techniques using arts vocabulary, e.g. shape and line. • For support, view: ▪ *Art with Trista*: Foil Monoprint Art Tutorial – YouTube **Integration ideas** • Humanities and Social Sciences – people are connected to places **Assessment** • Collect and annotate work samples. • Observations and anecdotal records taken to assess the children's progress in the aspects of using line, shape and colour.	**Opportunities** • Invite the children to draw on prior learning to make a monoprint artwork using foil. ▪ Read a book such as *Beautiful Oops!.* Ask the children to give themselves permission to not feel bad when they make a mistake in art. ▪ Pose an 'I Wonder' question, such as 'I wonder how the boy could have kept all the artwork created in the story?' Make a connection to producing prints or copies of the artwork. • Remind the children about using shape, nature and man-made materials to create works of art and talk about permanent and temporary art pieces. ▪ Create a giant monoprint using class ideas. Discuss the inspiration and purpose for the artwork and incorporate knowledge of concepts in other learning areas, e.g. community art, nature areas, local spaces. • Model techniques and processes for monoprint making with foil. ▪ The children individually design and make prints using their imagination, and knowledge of shape and line to experiment. • When dry, the children create a collage with all their prints and display them. • Reflect on the techniques and processes taught. Review the learning that occurred during the term and discuss likes and dislikes of art projects, giving reasons using art language and terminology.

Teacher self-reflection:

Appendix A

Resources

English

Learning sequence	Resource	Link/information
1	Book	Lester, A. (2015). *Are We There Yet?* Hawthorn: Penguin Books Australia.
2 and 3	Book	Graham, B. (1992). *Greetings from Sandy Beach*. Lothian Children's Books.

Health and Physical Education, Physical Education

Learning sequence	Resource	Link/information
1	Websites	Bored Teachers. (n.d.). *35 Fun Attention-Getters to keep your classroom under control*. https://boredteachers.com/post/35-fun-attention-getters-to-keep-your-classroom-under-control The Physical Educator. *Slide Tag* game Slide Tag – Physical Education Game (Invasion)
2	Video	OpheaCanada. (2013, March 2). *HANDS UP | 1 – Introduction to Physical & Health Literacy*. https://www.youtube.com/watch?v=_okRtLv-7Sk
2 and 5	Website	PhysEdGames. (n.d.). *Everybody's It* and *Body Balance Movement Game.* https://physedgames.com/everybodys-it/
3	Videos	Adapted Physical Activity. (2018, January 13). *12 Fun Physical Education Games - Frogs across the pond* and *Loggers* team relay https://www.youtube.com/watch?v=qCQ7BcTG4yQ Ausgymnastics. (2017, June 20). *LaunchPad Elastics: Game 1* https://www.youtube.com/watch?v=7lEmfq_NDlU&t=58s
3, 4 and 5	Website	Department of Education Western Australia. (2019, February 27). *Fundamental movement skills: Book 2*. http://det.wa.edu.au/stepsresources/detcms/education/stepsresources/fundamental-movement-skills/fundamental-movement-skills-book-2.en?cat-id=13601999
4	Website	Sportplan. (n.d.). *Netball: Here, there and everywhere*. https://www.sportplan.net/drills/Netball/Warm-ups/Here-There-and-Everywhere-N602025.jsp
	Video	Chinese Jump Rope https://www.youtube.com/watch?v=idrr_a3EseI&t=108s
5	Website	School Curriculum and Standards Authority *Fundamental Movement Skills – Performance Assessment Support* https://k10outline.scsa.wa.edu.au/home/assessment/assessment-support-materials

Health and Physical Education, Physical Education

Toss, Jump, Catch – Learning sequence 3

Equipment

- Scarves
- Music

Description

The children will move about the play area responding to music with a scarf. They can move their scarf around however they like; for example, letting it dance in their hand, throwing it up and catching it, twirling around or waving.

On the whistle, they jump as high as they can and throw the scarf in the air, perform a motor bike landing (soft knees) on landing and catch the scarf.

Progressions

Have the children work in pairs standing opposite each other approximately five metres apart.
On the whistle, the children throw their scarves into the air, as high as they can and then run and swap places with their partners, in an attempt to catch their partner's scarves.

Modify

Increase the distance.
Change the form of locomotion to skipping, galloping or jumping.
Add an element of competition and allocate points for catching it above the head, before it hits the ground.

Health and Physical Education, Physical Education

Rotations – Learning sequence 4 and 5

Rotation 1: Forward roll – teacher-directed

Equipment

- Gym mat or soft surface
- Foam wedge if available
- Bean bags
- Hoop

The children will rotate through three activities in this rotation.

Activity 1 involves the children performing a forward roll with the teacher assisting. As they get more proficient at this, they will not need the support from the teacher, but will still require observation to ensure they are being safe.

Activity 2 involves the children performing a forward roll on a flat surface, with a bean bag under their chin to ensure they keep their chin tucked in and roll on the back of their head.

Activity 3 involves the children performing a rock and roll on their back, in pairs. One child will hold a hoop. On the third roll the second child will use the hoop pull them up.

Children practise the forward roll down a foam wedge and again on a flat surface.

Have the children film each other in pairs and review each other performing the forward roll using the guiding questions below.

Questions

- Did I make a strong support with my hands and arms in the preparation phase?
- Did I tuck my chin to my chest and roll on the back of my head?
- Did I push up and through with my legs?
- Did I hold my arms strong and not let them flop?
- Did I tuck my legs in as I came out of my forward roll to create momentum?
- Did I use my arms to drive forwards and up after rolling?
- What did I do well?
- What can I improve?

Rotation 2 – Jump rope

Equipment

- Designated marked area
- Skipping rope each
- Skipping task suggestions:
  - single bounce
  - double bounce
  - skipping forwards
  - skipping backwards
  - skipping side to side.

Rotation 3 – High 5s

Equipment

- Butcher's paper
- Tape or mounting tack to attach it to the wall/door
- Different coloured paint/chalk/marker
- If using paint, pour the paint onto a plastic lid/plate and use a sponge.
- Bucket of water

Description

- The children will put paint/chalk on the tips of their fingertips.
- Taking turns with a partner or small group, the children will jump for height from a standing position to 'high 5' the wall, marking the height they achieved.
- Each child jumping to use a different colour.
- The children celebrate the winner of the highest jump and discuss in a groups what the winning jumper did well to achieve the highest jump.
- Have the children perform the task again, attempting to beat their last jump.

Rotation 4 – Elastics

Equipment

- Elastics

Description

The children perform a routine, determined by the teacher. Start at the ankles and progress to the knees, thighs, hips and waist. If successful, the children move the elastic up to the next height.

The children then create their own routines and other children can copy and perform these routines.

Health and Physical Education, Physical Education

Arches

Equipment

- Bibs for taggers
- Marked area for play

Description

- The children find a partner and hold hands.
- Select the partners to be the taggers and have them wear bibs.
- The children move about the play area to avoid being tagged. If tagged, the tagged children should form a bridge by facing each other and holding hands to create the shape of an arch.
- Any untagged partners can release their partner by running underneath the arch their partner is still connected to.
- Play continues for a set time or until all partners are arches.

Humanities and Social Sciences

Learning sequence	Resource	Link/information
1	Books	Murphy, Aunty J; Kennedy, L. (2016). *Welcome to Country.* Walker Books Australia. Seymour, J. (2022). *Open Your Heart to Country*. Magabala Books. Sweeney, J; Qin Leng (2018). *Me on the Map.* Random House, US.
2	Book	Morgan, S. and Bancroft, B. (2015). *Dan's Grandpa.* Fremantle Press.
2	Video	Kwaymullina, E; Morgan, S. *My Country*. https://www.youtube.com/watch?v=jn60eb2fBxk
4	Books	Lester, A. (2015). *Are We There Yet?* Hawthorn: Penguin Books Australia. Uegaki, C; Jorisch, S. (2005). *Suki's Kimono.* Kids Can Press. Toronto.
5	Book	Polimeni, C; Stewart, B. (2023). *The Garden at the End of the World*. University of Queensland Press (UQP).

Mathematics

Learning sequence	Resource	Link/information
5	Book	Emmerton, S. (2004*). My Mob Going to the Beach*. Black Ink Press.

Science

Learning sequence	Resource	Link/information
2	Book	Ehlert, L. (2005). *Leaf man.* Harcourt Children's Books/Clarion Books.
3	Website	Science Buddies. (n.d.). *Make Ice Cream in a Bag.* https://www.sciencebuddies.org/stem-activities/ice-cream-bag#summary
4	Book	Seuss, Dr. (1949). *Bartholomew and the Oobleck.* Random House, New York.
4	Videos	SpanglerScienceTV. *Cornstarch Goo – Cool Science Experiment* https://www.youtube.com/watch?v=XbWBkwM1WAI SciShow Kids. (2015). *Let's Make Oobleck!* https://www.youtube.com/watch?v=nw8KaHglokQ
5	Book	Beaty, A. (2021). *Ada Twist, Scientist.* Abrams Books for Young Readers.

The Arts, Music

Learning sequence	Resource	Link/information
1, 2 and 3	Music	Student Symphony Orchestra of USC. (2020, July 27). *Carnival of the Animals, Camille Saint-Saëns: Aviary* https://www.youtube.com/watch?v=mdO-lMpr8Sg
1–5	Song	Eduard Oraze. (2016, February 3). Angola 1 *Funga Alafia* https://www.youtube.com/watch?v=KJuqZ45O1EA
3	Music	Student Symphony Orchestra of USC. (2020, July 30). *Carnival of the Animals, Camille Saint-Saëns: The Swan*. https://www.youtube.com/watch?v=m5FjVsTKe6A
3, 4 and 5	Book	Rosen, M. & Oxenbury, H. (2021). *We're Going on a Bear Hunt*. Walker Books Ltd.

The Arts, Music – Learning sequences 1–3

Aviary from *Carnival of the Animals* (Saint-Saens, C)

The *Aviary* is part of a suite of musical pieces composed by Camille Saint-Saens and titled *Carnival of the Animals.*

Here is a possible story to guide children's thinking when they are moving to the music. There are many other stories that could be told to the music and children will love to make up their own as well.

The birds are all asleep in the aviary, tucking their heads under their wings as the sun begins to rise. Suddenly we hear a bullfrog calling them to 'wake up, wake up' (Double Bass played pizzicato).

The birds stretch themselves and take flight in the air greeting their fellow birds with chirps and cheeps and trilling bird calls.

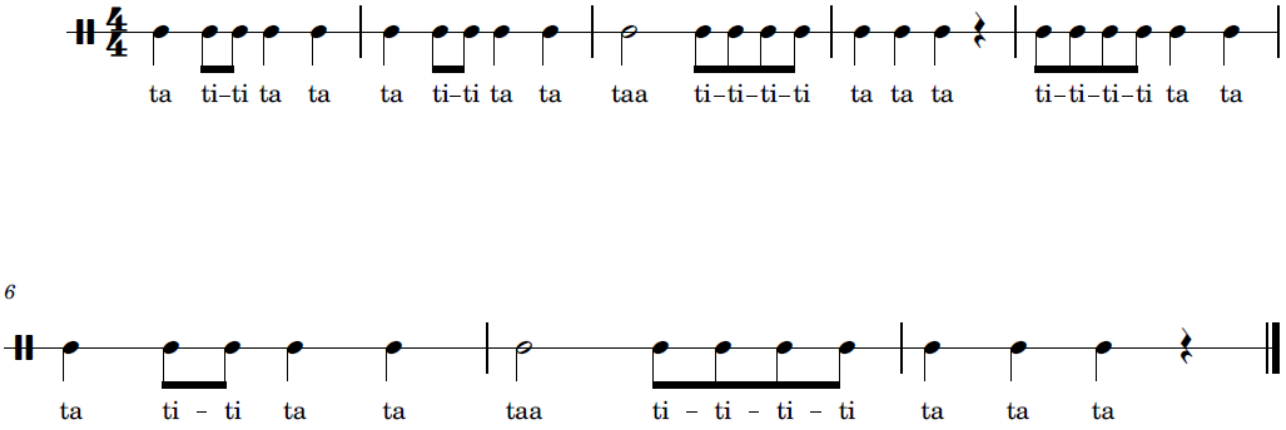
Birds love nothing better than to wash themselves and play in the sparkling water, so when they spy the bird bath they give themselves a good wash. Shaking their wings and tails, water droplets are sent flying in the air and sparkle in the growing sunlight.

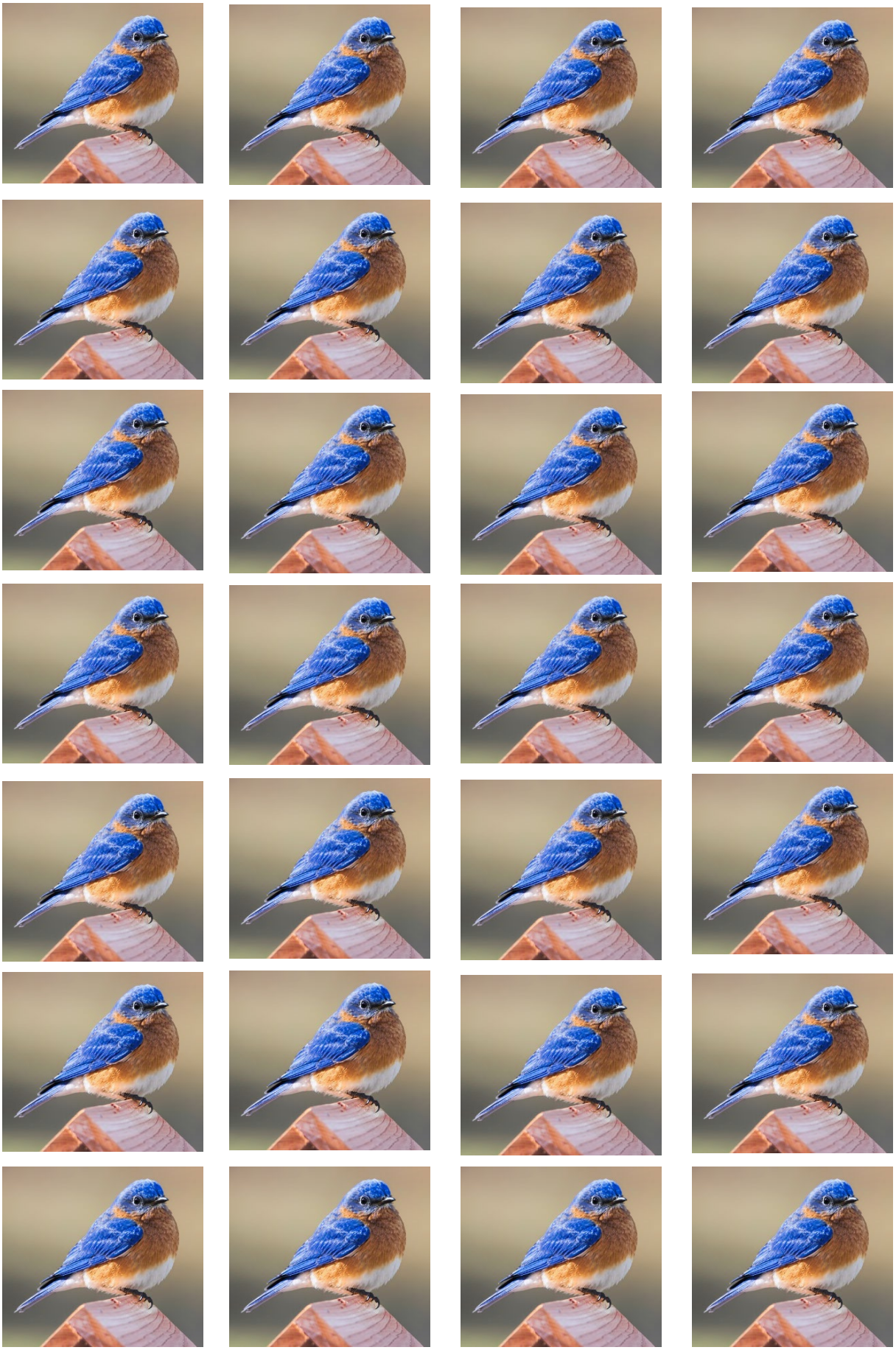
All that early morning work has made them hungry. Do they spy some worms wriggling in the dirt? Yum – just what is needed for a hearty breakfast. (Each worm being pulled from the ground for eating is represented in the music as an ascending melody.) In between the worms there is plenty of seed to peck.

The birds need to wash again before returning to peck and catch the last worms before it is already the end of the day and they must fly back to their roost, tuck their heads under their wings and sleep until the day dawns again.

The Arts, Music – Learning sequences 2 and 5

Notation of Bluebird

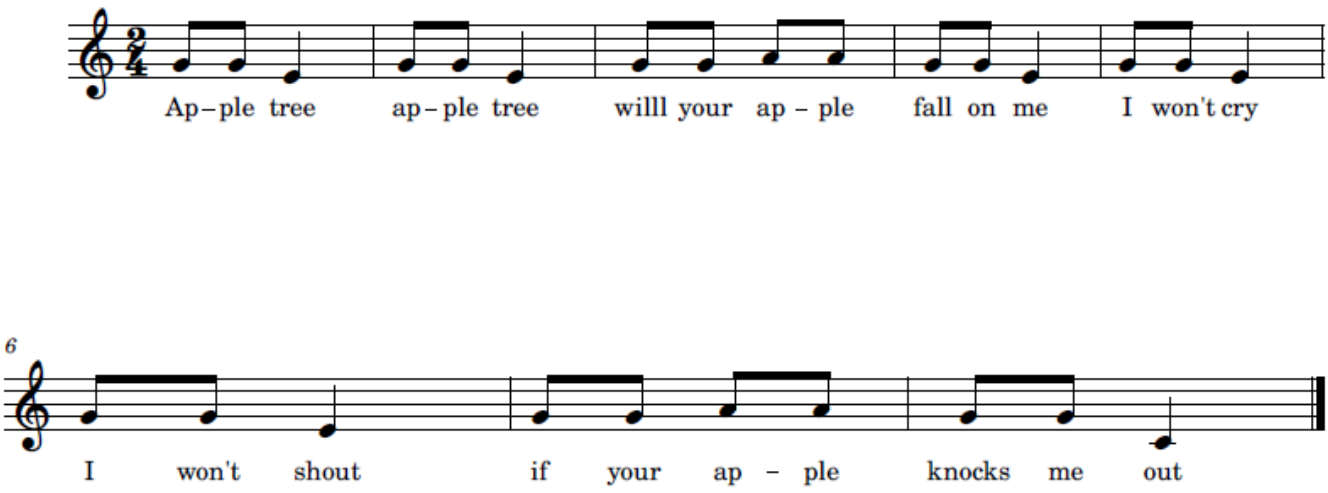




Images: Naturelady, 2018

The Arts, Music – Learning sequences 2–4

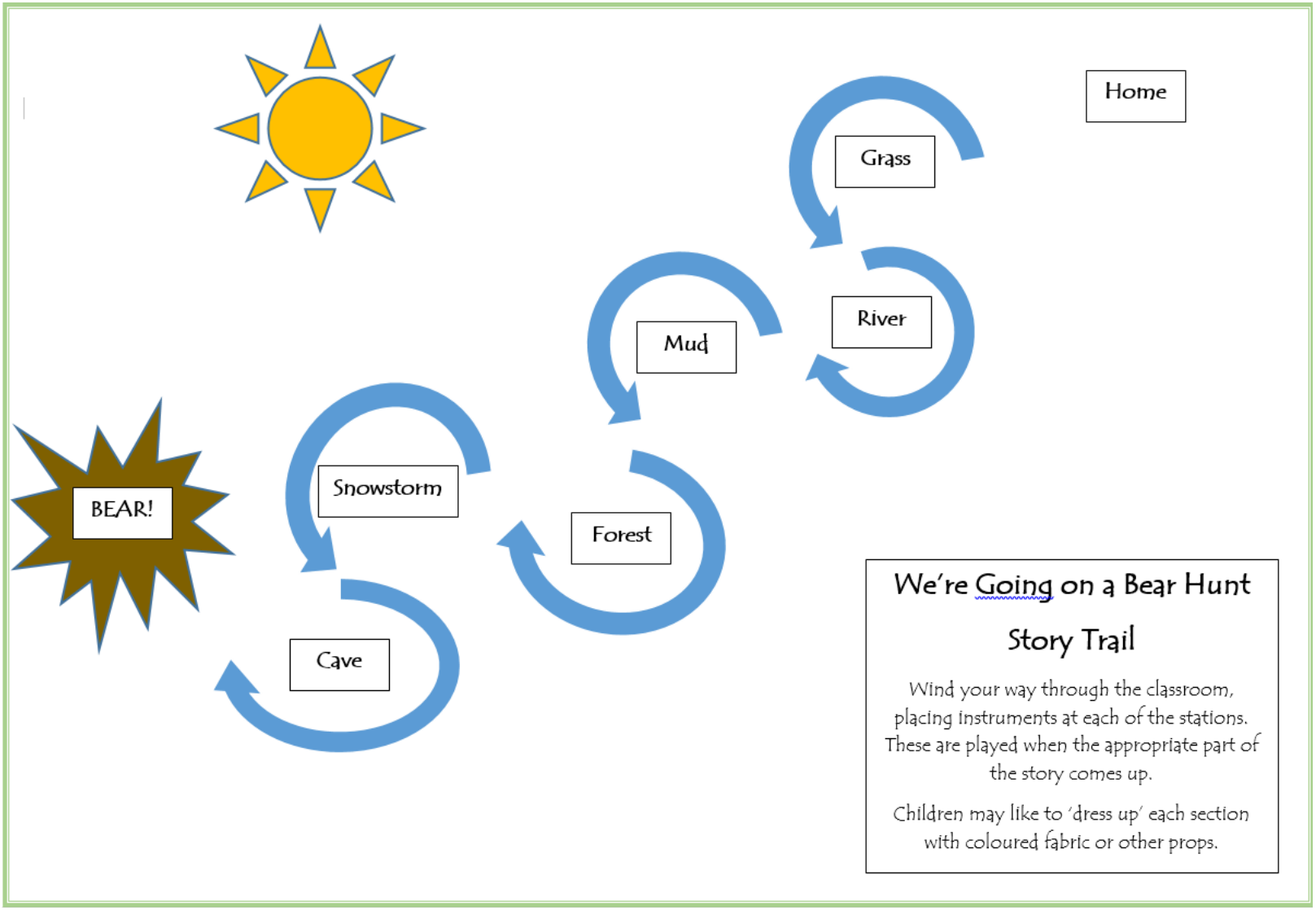
Apple Tree





Images: NoName_13, 2016

The Arts, Music – Learning sequences 3–5



The Arts, Visual Arts

Learning sequence	Resource	Link/information
2	Book	Anholt, L. (2003). *Camille and the sunflowers: A story about Vincent van Gogh*. Frances Lincoln Children's Books/Quarto UK.
4	Website	Eckersley's Art and Craft. (2018). *5 Tips for Capturing Light and Shadow in a Painting*. https://www.eckersleys.com.au/inspiration/5-tips-for-capturing-light-and-shadow-in-a-painting/
5	Book	Saltzberg, B. (2010). ***Beautiful Oops!*** Workman Publishing.
5	Video	Foil Monoprint Art Tutorial. (2020). *Art with Trista* https://www.youtube.com/watch?v=KZDw_5qsHKU

Appendix B

Observations and monitoring templates

English: Retell writing checklist – Introduction

Purpose: Formative

Assessment goal: to assess if children have followed the structure to write their introduction.

Child's name	Includes WHO	Includes WHAT	Includes WHEN	Includes WHERE	Includes WHY	Includes HOW	Capital letters	Full stops	Full sentences

English: Application of knowledge and understanding of non-fiction retell checklist

Purpose: Summative

Assessment goal: to assess children's knowledge and understanding of non-fiction retell.

Child's name	Concept	Concept	Concept	Concept	Concept	Concept	Comment

Humanities and Social Sciences: Skills checklist

Purpose: Summative

Assessment goal: to track progress of children using skills during learning.

Skills	**Child's name**									
Reflect on current understanding of a topic (e.g. think-pair-share, brainstorm)										
Pose questions about the familiar and unfamiliar										
Locate information from a variety of provided sources (e.g. books, television, people, images, plans, internet)										
Sort and record selected information and/or data (e.g. use graphic organisers, take keywords)										
Identify relevant information										

Skills	Child's name									
Process information and/or data collected (e.g. sequence information or events, categorise information, combine information from different sources)										
Explore points of view (e.g. understand that stories can be told from different perspectives)										
Draw conclusions based on information and/or data displayed in pictures, texts and maps (e.g. form categories, make generalisations based on patterns)										

Skills	Child's name									
Participate in decision-making processes (e.g. engage in group discussions, make shared decisions, share views)										
Present findings in a range of communication forms, using relevant terms (e.g. written, oral, digital, role-play, graphic)										
Reflect on learning and respond to findings (e.g. discussing what they have learned)										

Mathematics: Number and algebra: Number and place value – Counting strategies checklist

Purpose: Formative

Assessment goal: to gain further understanding of the strategies children use to count an additional quantity into a collection.

Step 1: Ask children to place nine counters in a plate/container. Observe their counting strategies.

Step 2: Tell children that you now need 15 counters. Observe if children restart the count or if they count on from nine. Take note of any other counting strategies.

If necessary, repeat using different numbers.

Child's name	Counts the first collection	Adds the second collection (counts on)	Starts over when adding the second collection	Strategies identified	Teacher observations

Technologies, Design and Technologies: Self-reflection page for bird house

Purpose: Formative

Assessment goal: to assist children to reflect on the design process.

Draw how your animal shelter turned out:

Complete the appraisal chart.

Was I able to:	☺	😐
follow my plan		
work independently		
make changes to my design, as needed		
make my animal shelter turn out as I hoped for		
use equipment safely		
remember to clear my workspace when I had finished, without being told		

If you could change anything, what would it be?

_____

_____

_____

_____

Name: _____	Name: _____	Name: _____	Name: _____	Name: _____
Name: _____	Name: _____	Name: _____	Name: _____	Name: _____
Name: _____	Name: _____	Name: _____	Name: _____	Name: _____

Acknowledgements

This exemplar

Adapted from: Australian Government Department of Education [AGDE]. (2022). *Belonging, Being and Becoming: The Early Years Learning Framework for Australia (V2.0)*. Australian Government Department of Education for the Ministerial Council. Retrieved June, 2025, from https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks
(Original work published 2009)
Used under a Creative Commons Attribution 4.0 International licence.

Years 1 and 2 Statement

Adapted from: Australian Government Department of Education [AGDE]. (2022). *Belonging, Being and Becoming: The Early Years Learning Framework for Australia (V2.0)*. Australian Government Department of Education for the Ministerial Council. Retrieved June, 2025, from https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks
(Original work published 2009)
Used under a Creative Commons Attribution 4.0 International licence.

Humanities and Social Sciences – Learning sequence 2

Information from: City of Melville. (n.d.). *Sites of Aboriginal Cultural Significance*. Retrieved February, 2026, from https://www.melvillecity.com.au/our-community/reconciliation.

Appendix A

Music Term 1

Bird images from: Naturelady. (2018). [Photograph of a blue bird]. Retrieved October, 2021, from https://pixabay.com/photos/bluebird-eastern-bluebird-bird-3456115/

Apple images from: NoName_13. (2016). [Photograph of a red apple]. Retrieved October, 2021, from https://pixabay.com/photos/apple-red-fruit-red-chief-1702316/

Score excerpt adapted from: *Apple Tree*. (n.d.)

Score excerpt adapted from: *Pourquoi* [O said the blackbird]. (n.d.).

