

## Nature Play and Nature Pedagogy

### Links to Curriculum – Early Years Learning Framework

Outdoor learning spaces are a feature of Australian learning environments. They offer a vast array of possibilities not available indoors. Play spaces in natural environments include plants, trees, edible gardens, sand, rocks, mud, water and other elements in nature. These spaces invite open-ended interactions, spontaneity, risk-taking, exploration, discovery and connection with nature. They foster an appreciation of the natural environment, develop environmental awareness and provide a platform for ongoing environmental education (DEEWR, 2009, P. 16).

<b>BELONGING</b>	<b>BEING</b>	<b>BECOMING</b>
<b>Learning Outcomes Evidenced in Nature Play/Pedagogy</b>		
<b>Outcome 1 – Children have a strong sense of identity</b>		
<ul style="list-style-type: none"> <li>• Confidently explore and engage with social and physical environments through relationships and play.</li> <li>• Explore aspects of identify through role play.</li> <li>• Be open to new challenges and discoveries.</li> <li>• Take considered risks in their decision making and cope with the unexpected.</li> <li>• Approach new safe situations with confidence.</li> <li>• Persist when faced with challenges and when first attempts are not successful.</li> <li>• Develop their social and cultural heritage through engagement with Elders and community members.</li> </ul>		
<b>Outcome 2 – Children are connected with and contribute to their world</b>		
<ul style="list-style-type: none"> <li>• Broaden their understanding of the world in which they live.</li> <li>• Develop a sense of belonging and comfort in their environment.</li> <li>• Use play to investigate, project and explore new ideas.</li> <li>• Participate with others to solve problems and contribute to group outcomes.</li> <li>• Demonstrate an increasing knowledge of and respect for natural and constructed environments.</li> <li>• Show growing appreciation and care for natural and constructed environments.</li> <li>• Explore relationships with other living and non-living things and observe, notice and respond to change.</li> <li>• Develop an awareness of the impact of human activity on environments and the interdependence of living things.</li> </ul>		
<b>Outcome 3 – Children have a strong sense of well-being</b>		
<ul style="list-style-type: none"> <li>• Seek out and accept new challenges, make new discoveries, and celebrate their own efforts and achievements and those of others.</li> <li>• Increasingly cooperate and work collaboratively with others.</li> <li>• Enjoy moments of solitude.</li> <li>• Recognise their individual achievement.</li> <li>• Make choices, accept challenges, take considered risks, manage change and cope with frustrations and the unexpected.</li> <li>• Engage in increasingly complex sensory-motor skills and movement patterns.</li> <li>• Combine gross and fine motor movement and balance to achieve increasingly complex patterns of activity.</li> <li>• Use their sensory capabilities and dispositions with increasing integration, skill and purpose to explore and respond to their world.</li> <li>• Demonstrate spatial awareness and orient themselves, moving around and through environments confidently and safely.</li> <li>• Show enthusiasm for participating in physical play and negotiate play spaces to ensure the safety and well-being of themselves and others.</li> </ul>		
<b>Outcome 4 – Children are confident and involved learners</b>		
<ul style="list-style-type: none"> <li>• Express wonder and interest in their environments.</li> <li>• Are curious and enthusiastic participants in their learning.</li> <li>• Use play to investigate, imagine and explore ideas.</li> <li>• Follow and extend their own interests with enthusiasm, energy and concentration.</li> <li>• Initiate and contribute to play experiences emerging from their own ideas.</li> <li>• Participate in a variety of rich and meaningful inquiry-based experiences.</li> <li>• Persevere and experience the satisfaction of achievement.</li> <li>• Apply a wide variety of thinking strategies to engage with situations and solve problems, and adapt these strategies to new situations.</li> <li>• Make predictions and generalisations about their daily activities, aspects of the natural world and environments, using patterns they generate or identify and communicate these using mathematical symbols and language.</li> <li>• Explore their environment.</li> <li>• Manipulate objects and experiment with cause and effect, trial and error and motion.</li> </ul>		
<b>Outcome 5 – Children are effective communicators</b>		
<ul style="list-style-type: none"> <li>• Engage in enjoyable interactions using verbal and non-verbal language.</li> <li>• Respond verbally and non-verbally to what they see, touch, feel and taste.</li> <li>• Contribute their ideas and experiences in play, small and large group discussions.</li> <li>• Interact with others to explore ideas, feelings and understandings using language and representations in play.</li> <li>• Use symbols in play to represent and make meaning.</li> <li>• Begin to sort, categorise, order and compare collections and events and attributes of objects and materials, in their social and natural worlds.</li> <li>• Engage with technology for understanding and to make meaning.</li> </ul>		

## Possible Curriculum Links – Nature Play and Pedagogy – Pre-Primary

SCIENCE	HUMANITIES - GEOGRAPHY	HUMANITIES- HISTORY
<p><b>Science Understanding</b></p> <p><u>Biological Sciences</u></p> <ul style="list-style-type: none"> <li>Living things have basic needs, including food and water (ACSSU002)</li> </ul> <p><u>Chemical Sciences</u></p> <ul style="list-style-type: none"> <li>Objects are made of materials that have observable properties (ACSSU003)</li> </ul> <p><u>Earth and Space Sciences</u></p> <ul style="list-style-type: none"> <li>Daily and seasonal changes in our environment, including the weather, affect everyday life (ACSSU004)</li> </ul> <p><u>Physical Sciences</u></p> <ul style="list-style-type: none"> <li>The way objects move depends on a variety of factors, including their size and shape (ACSSU005)</li> </ul> <p><b>Science as a Human Endeavour</b></p> <ul style="list-style-type: none"> <li>Science involves exploring and observing the world using the senses (ACSHE013)</li> </ul> <p><b>Science Inquiry Skills</b></p> <p><u>Questioning and predicting</u></p> <ul style="list-style-type: none"> <li>Respond to questions about familiar objects and events (ACISIS014)</li> </ul> <p><u>Planning and conducting</u></p> <ul style="list-style-type: none"> <li>Explore and make observations by using the senses (ACISIS011)</li> </ul> <p><u>Processing and analysing data and information</u></p> <ul style="list-style-type: none"> <li>Engage in discussions about observations and use methods such as drawing to represent ideas (ACISIS233)</li> </ul> <p><u>Communicating</u></p> <ul style="list-style-type: none"> <li>Share observations and ideas (ACISIS012)</li> </ul>	<p><b>Geographical Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>The places people live in and belong to, their familiar features and why they are important to people (ACHGK002)</li> <li>The Countries/Places that Aboriginal and Torres Strait Islander Peoples belong to in the local area and why they are important to them (ACHGK003)</li> <li>The reasons why some places are special to people, and how they can be looked after (ACHGK004)</li> </ul> <p><b>Geographical Inquiry and Skills</b></p> <p><u>Observing, questioning and planning</u></p> <ul style="list-style-type: none"> <li>Make observations about familiar places and pose questions about them (ACHGS001)</li> </ul> <p><u>Collecting, recording, evaluating and representing</u></p> <ul style="list-style-type: none"> <li>Record geographical data and information collected by observation (ACHGS002)</li> <li>Represent the location of features of a familiar place on pictorial maps and models (ACHGS003)</li> </ul> <p><u>Interpreting, analysing and concluding</u></p> <ul style="list-style-type: none"> <li>Draw conclusions based on discussions of observations (ACHGS004)</li> </ul> <p><u>Communicating</u></p> <ul style="list-style-type: none"> <li>Present information using everyday language to describe location and direction (ACHGS005)</li> </ul> <p><u>Reflecting and responding</u></p> <ul style="list-style-type: none"> <li>Reflect on their learning to suggest ways that they can look after a familiar place (ACHGS006)</li> </ul>	<p><b>Historical Skills</b></p> <p><u>Chronology, terms and concepts</u></p> <ul style="list-style-type: none"> <li>Sequence familiar objects and events (ACHHS015)</li> <li>Distinguish between the past, present and future (ACHHS016)</li> </ul> <p><u>Historical questions and research</u></p> <ul style="list-style-type: none"> <li>Pose questions about the past using sources provided (ACHHS017)</li> </ul> <p><u>Analysis and use of sources</u></p> <ul style="list-style-type: none"> <li>Explore a range of sources about the past (ACHHS018)</li> </ul> <p><u>Perspectives and interpretations</u></p> <ul style="list-style-type: none"> <li>Explore a point of view (ACHHS020)</li> </ul>
<p><b>ENGLISH</b></p> <p><b>Language</b></p> <p><u>Language for interaction</u></p> <ul style="list-style-type: none"> <li>Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)</li> </ul> <p><u>Text structure and organisation</u></p> <ul style="list-style-type: none"> <li>Understand that texts can take many forms, can be very short or quite long and that stories and informative texts have different purposes (ACELA1430)</li> </ul> <p><u>Expressing and developing ideas</u></p> <ul style="list-style-type: none"> <li>Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786)</li> <li>Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437)</li> <li>Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high frequency sight words and known words (ACELA1758)</li> </ul>	<p><b>ENGLISH (cont.)</b></p> <p><b>Literature</b></p> <p><u>Responding to literacy</u></p> <ul style="list-style-type: none"> <li>Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577)</li> <li>Share feelings and thoughts about the events and characters in texts (ACELT1783)</li> </ul> <p><b>Literacy</b></p> <p><u>Interacting with others</u></p> <ul style="list-style-type: none"> <li>Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)</li> <li>Deliver short oral presentations to peers (ACELY1647)</li> </ul> <p><u>Creating texts</u></p> <ul style="list-style-type: none"> <li>Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)</li> <li>Construct texts using software including word processing programs (ACELY1654)</li> <li>Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437)</li> </ul>	<p><b>MATHEMATICS</b></p> <p><b>Number and Algebra</b></p> <p><u>Number and place value</u></p> <ul style="list-style-type: none"> <li>Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point (ACMNA001)</li> <li>Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (ACMNA002)</li> <li>Subdivide small collections of objects (ACMNA003)</li> <li>Compare, order and make correspondences between collections, initially to 20, and explain reasoning (ACMNA289)</li> <li>Represent practical situations to model addition and sharing (ACMNA004)</li> </ul> <p><u>Patterns and algebra</u></p> <ul style="list-style-type: none"> <li>Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings (ACMNA005)</li> </ul> <p><b>Measurement and Geometry</b></p> <p><u>Using units of measurement</u></p> <ul style="list-style-type: none"> <li>Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language (ACMMG006)</li> <li>Compare and order the duration of events using the everyday language of time (ACMMG007)</li> <li>Connect days of the week to familiar events and actions (ACMMG008)</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment (ACMMG009)</li> </ul> <p><u>Location and transformation</u></p> <ul style="list-style-type: none"> <li>Describe position and movement (ACMMG010)</li> </ul> <p><b>Statistics and Probability</b></p> <p><u>Data representation and interpretation</u></p> <ul style="list-style-type: none"> <li>Answer yes/no questions to collect information (ACMSP011)</li> </ul>

## Possible Curriculum Links – Nature Play and Pedagogy – Year One

SCIENCE	HUMANITIES - GEOGRAPHY	HUMANITIES- HISTORY
<p><b>Science Understanding</b></p> <p><u>Biological Sciences</u></p> <ul style="list-style-type: none"> <li>Living things have a variety of external features (ACSSU017)</li> <li>Living things live in different places where their needs are met (ACSSU211)</li> </ul> <p><u>Chemical Sciences</u></p> <ul style="list-style-type: none"> <li>Everyday materials can be physically changed in a variety of ways (ACSSU018)</li> </ul> <p><u>Earth and Space Sciences</u></p> <ul style="list-style-type: none"> <li>Observable changes occur in the sky and landscape (ACSSU019)</li> </ul> <p><u>Physical Sciences</u></p> <ul style="list-style-type: none"> <li>Light and sound are produced by a range of sources and can be sensed (ACSSU020)</li> </ul> <p><b>Science as a Human Endeavour</b></p> <p><u>Nature and development of science</u></p> <ul style="list-style-type: none"> <li>Science involves asking questions about, and describing changes in objects and events (ACSHE021)</li> </ul> <p><u>Use and influence of science</u></p> <ul style="list-style-type: none"> <li>People use science in their daily lives, including when caring for their environment and living things (ACSHE022)</li> </ul> <p><b>Science Inquiry Skills</b></p> <p><u>Questioning and predicting</u></p> <ul style="list-style-type: none"> <li>Respond to and pose questions, and make predictions about familiar objects and events (ACSI024)</li> </ul> <p><u>Planning and conducting</u></p> <ul style="list-style-type: none"> <li>Participate in different types of guided investigations to explore and answer questions, such as manipulating materials, testing ideas, and accessing information sources (ACSI025)</li> <li>Use informal measurements in the collection and recording of observations, with the assistance of digital technologies as appropriate (ACSI026)</li> </ul> <p><u>Processing and analysing data and information</u></p> <ul style="list-style-type: none"> <li>Use a range of methods to sort information, including drawings and provided tables (ACSI027)</li> <li>Through discussion, compare observations with predictions (ACSI028)</li> </ul> <p><u>Evaluating</u></p> <ul style="list-style-type: none"> <li>Compare observations with those of others (ACSI029)</li> </ul> <p><u>Communicating</u></p> <ul style="list-style-type: none"> <li>Represent and communicate observations and ideas in a variety of ways such as oral and written language, drawing and role play (ACSI029)</li> </ul>	<p><b>Geographical Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHGK005)</li> <li>The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them (ACHGK006)</li> <li>The ways the activities located in a place create its distinctive features (ACHGK007)</li> <li>The ways that space within places, such as classroom or backyard, can be rearranged to suit different activities or purposes (ACHGK008)</li> </ul> <p><b>Geographical Inquiry and Skills</b></p> <p><u>Observing, questioning and planning</u></p> <ul style="list-style-type: none"> <li>Pose questions about familiar and unfamiliar places (ACHGS007)</li> </ul> <p><u>Collecting, recording, evaluating and representing</u></p> <ul style="list-style-type: none"> <li>Collect and record geographical data and information, for example, by observing, by interviewing, or from sources such as photographs, plans, satellite images, story books and films (ACHGS008)</li> <li>Represent data and the location of places and their features by constructing tables, plans and labelled maps (ACHGS009)</li> </ul> <p><u>Interpreting, analysing and concluding</u></p> <ul style="list-style-type: none"> <li>Draw conclusions based on the interpretation of geographical information sorted into categories (ACHGS010)</li> </ul> <p><u>Communicating</u></p> <p>Present findings in a range of communication forms, for example, written, oral, digital and visual, and describe the direction and location of places, using terms such as north, south, opposite, near, far (ACHGS011)</p> <p><u>Predicting and responding</u></p> <ul style="list-style-type: none"> <li>Reflect on their learning and suggest responses to their findings (ACHGS012)</li> </ul>	<p><b>Historical Knowledge and Understanding</b></p> <p><u>Present and past family life</u></p> <ul style="list-style-type: none"> <li>How the present, past and future are signified by terms indicating time such as 'a long time ago', 'then and now', 'now and then', 'old and new', 'tomorrow', as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons (ACHHK029)</li> </ul> <p><b>Historical Skills</b></p> <p><u>Chronology, terms and concepts</u></p> <ul style="list-style-type: none"> <li>Sequence familiar objects and events (ACHHS031)</li> <li>Distinguish between the past, present and future (ACHHS032)</li> </ul> <p><u>Historical questions and research</u></p> <ul style="list-style-type: none"> <li>Pose questions about the past using sources provided (ACHHS033)</li> </ul> <p><u>Analysis and use of sources</u></p> <ul style="list-style-type: none"> <li>Explore a range of sources bout the past (ACHHS034)</li> <li>Identify and compare features of objects from the past and present (ACHHS035)</li> </ul> <p><u>Perspectives and interpretations</u></p> <ul style="list-style-type: none"> <li>Explore a point of view (ACHHS036)</li> </ul> <p><u>Explanations and communications</u></p> <ul style="list-style-type: none"> <li>Develop a narrative about the past (ACHHS037)</li> <li>Use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS038)</li> </ul>
<p><b>ENGLISH</b></p> <p><b>Language</b></p> <p><u>Language for interaction</u></p> <ul style="list-style-type: none"> <li>Understand that there are different ways of asking for information, making offers and giving commands (ACELA1446)</li> <li>Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787)</li> </ul> <p><u>Expressing and developing ideas</u></p> <ul style="list-style-type: none"> <li>Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)</li> <li>Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454)</li> </ul>	<p><b>ENGLISH (cont.)</b></p> <p><b>Literature</b></p> <p><u>Creating literature</u></p> <ul style="list-style-type: none"> <li>Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ECELT1586)</li> </ul> <p><b>Literacy</b></p> <p><u>Texts in context</u></p> <ul style="list-style-type: none"> <li>Respond to texts drawn from a range of cultures and experiences (ACELY1655)</li> </ul> <p><u>Interacting with others</u></p> <ul style="list-style-type: none"> <li>Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)</li> <li>Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788)</li> </ul> <p><u>Creating texts</u></p> <ul style="list-style-type: none"> <li>Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661)</li> <li>Construct texts that incorporate supporting images using software including word processing programs (ACELY1664)</li> </ul>	<p><b>MATHEMATICS</b></p> <p><b>Number and Algebra</b></p> <p><u>Number and place value</u></p> <ul style="list-style-type: none"> <li>Develop confidence with number sequences to and from 100 by ones from any starting point. Skip count by twos, fives and tens starting from zero (ACMNA012)</li> </ul> <p><u>Fractions and decimals</u></p> <ul style="list-style-type: none"> <li>Recognise and describe one-half as one of two equal parts of a whole (ACMNA016)</li> </ul> <p><u>Pattern and Algebra</u></p> <ul style="list-style-type: none"> <li>Investigate and describe number patterns formed by skip counting and patterns with objects (ACMNA018)</li> </ul> <p><b>Measurement and Geometry</b></p> <p><u>Using units of measurement</u></p> <ul style="list-style-type: none"> <li>Measure and compare the lengths and capacities of pairs of objects using uniform, informal units (ACMMG019)</li> </ul> <p><u>Shape</u></p> <ul style="list-style-type: none"> <li>Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features (ACMMG022)</li> </ul> <p><u>Location and transformation</u></p> <ul style="list-style-type: none"> <li>Give and follow directions to familiar locations (ACMMG023)</li> </ul> <p><b>Statistics and Probability</b></p> <p><u>Chance</u></p> <ul style="list-style-type: none"> <li>Identify outcomes of familiar events involving chance and describe them using everyday language such as 'will happen', 'won't happen' or 'might happen' (ACMSP024)</li> </ul> <p><u>Data representation and interpretation</u></p> <ul style="list-style-type: none"> <li>Choose simple questions and gather responses (ACMSP262)</li> <li>Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays (ACMSP263)</li> </ul>

## Possible Curriculum Links – Nature Play and Pedagogy – Year Two

SCIENCE	HUMANITIES - GEOGRAPHY	HUMANITIES- HISTORY
<p><b>Science Understanding</b></p> <p><u>Biological Sciences</u></p> <ul style="list-style-type: none"> <li>Living things grow, change and have offspring similar to themselves (ACSSU030)</li> </ul> <p><u>Chemical Sciences</u></p> <ul style="list-style-type: none"> <li>Different materials can be combined, including by mixing, for a particular purpose (ACSSU031)</li> </ul> <p><u>Earth and Space Sciences</u></p> <ul style="list-style-type: none"> <li>Earth's resources, including water, are used in a variety of ways (ACSSU032)</li> </ul> <p><u>Physical Sciences</u></p> <ul style="list-style-type: none"> <li>A push or a pull affects how an object moves or changes shape (ACSSU033)</li> </ul> <p><b>Science as a Human Endeavour</b></p> <p><u>Nature and development of science</u></p> <ul style="list-style-type: none"> <li>Science involves asking questions about, and describing changes in, objects and events (ACSHE034)</li> </ul> <p><u>Use and influence of science</u></p> <ul style="list-style-type: none"> <li>People use science in their daily lives, including when caring for their environment and living things (ACSHE035)</li> </ul> <p><b>Science Inquiry Skills</b></p> <p><u>Questioning and predicting</u></p> <ul style="list-style-type: none"> <li>Respond to and pose questions, and make predictions about familiar objects and events (ACSI037)</li> </ul> <p><u>Planning and conducting</u></p> <ul style="list-style-type: none"> <li>Participate in different types of guided investigations to explore and answer questions, such as manipulating materials, testing ideas, and accessing information sources (ACSI038)</li> <li>Use informal measurements in the collection and recording of observations, with the assistance of digital technologies as appropriate (ACSI039)</li> </ul> <p><u>Processing and analysing data and information</u></p> <ul style="list-style-type: none"> <li>Use a range of methods to sort information, including drawings and providing tables (ACSI040)</li> <li>Through discussion, compare observations with predictions (ACSI024)</li> </ul> <p><u>Evaluating</u></p> <ul style="list-style-type: none"> <li>Compare observations with those of others (ACSI041)</li> </ul> <p><u>Communicating</u></p> <ul style="list-style-type: none"> <li>Represent and communicate observations and ideas in a variety of ways such as oral and written language, drawing and role play (ACSI042)</li> </ul>	<p><b>Geographical Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>The definition of places as parts of the Earth's surface that have been given meaning by people, and how places can be defined at a variety of scales (ACHGK010)</li> <li>The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place (ACHGK011)</li> </ul> <p><b>Geographical Inquiry and Skills</b></p> <p><u>Observing, questioning and planning</u></p> <ul style="list-style-type: none"> <li>Pose geographical questions about familiar and unfamiliar places (ACHGS013)</li> </ul> <p><u>Collecting, recording, evaluating and representing</u></p> <ul style="list-style-type: none"> <li>Collect and record geographical data and information, for example, by observing, by interviewing, or from sources such as, photographs, plans, satellite images, story books and films (ACHGS014)</li> <li>Represent data and the location of places and their features by constructing tables, plans and labeled maps (ACHGS015)</li> </ul> <p><u>Interpreting, analysing and concluding</u></p> <ul style="list-style-type: none"> <li>Draw conclusions based on their interpretation of geographical information sorted into categories (ACHGS016)</li> </ul> <p><u>Communicating</u></p> <ul style="list-style-type: none"> <li>Present findings in a range of communication forms, for example, written, oral, digital, and visual, and describe the direction and location of places, using terms such as north, south, opposite, near, far (ACHGS017)</li> </ul> <p><u>Reflecting and responding</u></p> <ul style="list-style-type: none"> <li>Reflect on their learning and suggest responses to their findings (ACHGS018)</li> </ul>	<p><b>Historical Knowledge and Understanding</b></p> <p><u>The past in the present</u></p> <ul style="list-style-type: none"> <li>The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past (ACHHK044)</li> </ul> <p><b>Historical Skills</b></p> <p><u>Chronology, terms and concepts</u></p> <ul style="list-style-type: none"> <li>Sequence familiar objects and events (ACHHS047)</li> <li>Distinguish between the past, present and future (ACHHS048)</li> </ul> <p><u>Historical questions and research</u></p> <ul style="list-style-type: none"> <li>Pose questions about the past using sources provided (ACHHS049)</li> </ul> <p><u>Analysis and use of sources</u></p> <ul style="list-style-type: none"> <li>Explore a range of sources about the past (ACHHS050)</li> <li>Identify and compare features of objects from the past and present (ACHHS051)</li> </ul> <p><u>Perspectives and interpretations</u></p> <ul style="list-style-type: none"> <li>Explore a point of view (ACHHS052)</li> </ul> <p><u>Explanation and communication</u></p> <ul style="list-style-type: none"> <li>Develop a narrative about the past (ACHHS053)</li> <li>Use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS054)</li> </ul>
<b>MATHEMATICS</b>		
<p><b>Number and Algebra</b></p> <p><u>Number and place value</u></p> <ul style="list-style-type: none"> <li>Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences (ACMNA026)</li> <li>Recognise, model, represent and order numbers to at least 100 (ACMNA027)</li> <li>Explore the connection between addition and subtraction (ACMNA029)</li> <li>Solve simple addition and subtraction problems using a range of efficient mental and written strategies (ACMNA030)</li> <li>Recognise and represent division as grouping into equal sets and solve simple problems using these representations (ACMNA032)</li> </ul> <p><u>Fractions and decimals</u></p> <ul style="list-style-type: none"> <li>Recognise and interpret common uses of halves, quarters and eights of shapes and collections (ACMNA033)</li> </ul> <p><u>Patterns and algebra</u></p> <ul style="list-style-type: none"> <li>Describe patterns with numbers and identify missing elements (ACMNA035)</li> </ul>	<p><b>MATHEMATICS (cont.)</b></p> <p><b>Measurement and Geometry</b></p> <p><u>Using units of measurement</u></p> <ul style="list-style-type: none"> <li>Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units (ACMMG037)</li> <li>Tell time to the quarter-hour, using the language of 'past' and 'to' (ACMMG039)</li> </ul> <p><u>Shape</u></p> <ul style="list-style-type: none"> <li>Describe and draw two-dimensional shapes, with and without digital technologies (ACMMG042)</li> <li>Describe the features of three dimensional objects (ACMMG043)</li> </ul> <p><u>Location and transformation</u></p> <ul style="list-style-type: none"> <li>Interpret simple maps of familiar locations and identify the relative positions of key features (ACMMG044)</li> </ul> <p><b>Statistics and Probability</b></p> <p><u>Chance</u></p> <ul style="list-style-type: none"> <li>Identify practical activities and everyday events that involve chance. Describe outcomes as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible' (ACMSP047)</li> </ul> <p><u>Data representation and interpretation</u></p> <ul style="list-style-type: none"> <li>Identify a question of interest based on one categorical variable. Gather data relevant to the question (ACMSP048)</li> <li>Collect, check and classify data (ACMSP049)</li> <li>Create displays of data using lists, table and picture graphs and interpret them (ACMSP050)</li> </ul> <p><b>ENGLISH (cont.)</b></p> <p><u>Interpreting, analysing, evaluating</u></p> <ul style="list-style-type: none"> <li>Identify the audience of imaginative, informative and persuasive texts (ACELY1668)</li> </ul>	<b>ENGLISH</b>

## Possible Curriculum Links – Nature Play and Pedagogy – Year Three

SCIENCE	HUMANITIES - GEOGRAPHY	HUMANITIES- HISTORY
<p><b>Science Understanding</b></p> <p><u>Biological Sciences</u></p> <ul style="list-style-type: none"> <li>Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044)</li> </ul> <p><u>Chemical Sciences</u></p> <ul style="list-style-type: none"> <li>A change of state between solid and liquid can be caused by adding or removing heat (ACSSU046)</li> </ul> <p><u>Earth and Space Sciences</u></p> <ul style="list-style-type: none"> <li>Earth's rotation on its axis causes regular changes, including night and day (ACSSU048)</li> </ul> <p><u>Physical Sciences</u></p> <ul style="list-style-type: none"> <li>Heat can be produced in many ways and can move from one object to another (ACSSU049)</li> </ul> <p><b>Science as a Human Endeavour</b></p> <p><u>Nature and development of science</u></p> <ul style="list-style-type: none"> <li>Science involves making predictions and describing patterns and relationships (ACSHE050)</li> </ul> <p><b>Science Inquiry Skills</b></p> <p><u>Questioning and predicting</u></p> <ul style="list-style-type: none"> <li>With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge (ACIS053)</li> </ul> <p><u>Planning and conducting</u></p> <ul style="list-style-type: none"> <li>Suggest ways to plan and conduct investigations to find answers to questions (ACIS054)</li> </ul> <p><u>Processing and analysing data and information</u></p> <ul style="list-style-type: none"> <li>Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends (ACIS057)</li> <li>Compare results with predictions, suggesting possible reasons for findings (ACIS0215)</li> </ul> <p><u>Evaluating</u></p> <ul style="list-style-type: none"> <li>Reflect on the investigation, including whether a test was fair or not (ACIS058)</li> </ul> <p><u>Communicating</u></p> <ul style="list-style-type: none"> <li>Represent and communicate ideas and findings in a variety of ways such as diagrams, physical representations and simple reports (ACIS060)</li> </ul>	<p><b>Geographical Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>The many Countries/Places of Aboriginal and Torres Strait Islander Peoples throughout Australia (ACHGK015)</li> <li>The main climate types of the world and the similarities and differences between the climates of different places (ACHGK017)</li> <li>The similarities and differences in individuals' and groups' feelings and perceptions about places, and how they influence views about the protection of these places (ACHGK018)</li> </ul> <p><b>Geographical Inquiry and Skills</b></p> <p><u>Observing, questioning and planning</u></p> <ul style="list-style-type: none"> <li>Develop geographical questions to investigate (ACHGS019)</li> </ul> <p><u>Collecting, recording, evaluating and representing</u></p> <ul style="list-style-type: none"> <li>Collect and record relevant geographical data and information, for example, by observing, by interviewing, conducting surveys, measuring, or from sources such as maps, photographs, satellite images, the media and the internet (ACHGS020)</li> <li>Represent data by constructing tables and graphs (ACHGS021)</li> <li>Represent the location of places and their features by constructing large-scale maps that conform to cartographic conventions including scale, legend, title and north point, and describe their location using simple grid references, compass direction and distance (ACHGS022)</li> </ul> <p><u>Interpreting, analysing and concluding</u></p> <ul style="list-style-type: none"> <li>Interpret geographical data to identify distributions and patterns and draw conclusions (ACHGS023)</li> </ul> <p><u>Communicating</u></p> <ul style="list-style-type: none"> <li>Present findings in a range of communication forms, for example, written, oral, digital graphic, tabular, and visual, and use geographical terminology (ACHGS024)</li> </ul> <p><u>Reflecting and responding</u></p> <ul style="list-style-type: none"> <li>Reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects of the proposal (ACHGS025)</li> </ul>	<p><b>Historical Knowledge and Understanding</b></p> <p><u>Community and remembrance</u></p> <ul style="list-style-type: none"> <li>The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area (ACHHK060)</li> <li>One important example of change and one important example of continuity over time in the local community, region or state/territory (ACHHK061)</li> <li>The role that people of diverse backgrounds have played in the development and character of the local community (ACHHK062)</li> </ul> <p><b>Historical Skills</b></p> <p><u>Chronology, terms and concepts</u></p> <ul style="list-style-type: none"> <li>Use historical terms (ACHHS066)</li> </ul> <p><u>Historical questions and research</u></p> <ul style="list-style-type: none"> <li>Pose a range of questions about the past (ACHHS067)</li> <li>Identify sources (ACHHS215)</li> </ul> <p><u>Analysis and use of sources</u></p> <ul style="list-style-type: none"> <li>Locate relevant information from sources provided (ACHHS068)</li> </ul> <p><u>Perspectives and interpretations</u></p> <ul style="list-style-type: none"> <li>Identify different points of view (ACHHS069)</li> </ul> <p><u>Explanation and communication</u></p> <ul style="list-style-type: none"> <li>Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS071)</li> </ul>
<p><b>MATHEMATICS</b></p> <p><b>Number and Algebra</b></p> <p><u>Number and place value</u></p> <ul style="list-style-type: none"> <li>Recognise, model, represent and order numbers to at least 10 000 (ACMNA052)</li> </ul> <p><u>Fractions and decimals</u></p> <ul style="list-style-type: none"> <li>Model and represent unit fractions including <math>1/2</math>, <math>1/4</math>, <math>1/3</math>, <math>1/5</math> and their multiples to a complete whole (ACMNA058)</li> </ul> <p><b>Measurement and Geometry</b></p> <p><u>Using units of measurement</u></p> <ul style="list-style-type: none"> <li>Measure, order and compare objects using familiar metric units of length, mass and capacity (ACMMG061)</li> <li>Tell time to the minute and investigate the relationship between units of time (ACMMG062)</li> </ul> <p><u>Shape</u></p> <ul style="list-style-type: none"> <li>Make models of three dimensional objects and describe key features (ACMMG063)</li> </ul> <p><u>Location and transformation</u></p> <ul style="list-style-type: none"> <li>Create and interpret simple grid maps to show position and pathways (ACMMG065)</li> <li>Identify symmetry in the environment (ACMMG066)</li> </ul>	<p><b>MATHEMATICS (cont.)</b></p> <p><u>Geometric reasoning</u></p> <ul style="list-style-type: none"> <li>Identify angles as measures of turn and compare angle sizes in everyday situations (ACMMG064)</li> </ul> <p><b>Statistics and Probability</b></p> <p><u>Chance</u></p> <ul style="list-style-type: none"> <li>Conduct chance experiments, identify and describe possible outcomes and recognise variation in results (ACMSP067)</li> </ul> <p><u>Data representation and interpretation</u></p> <ul style="list-style-type: none"> <li>Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording (ACMSP068)</li> <li>Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies (ACMSP069)</li> <li>Interpret and compare data displays (ACMSP070)</li> </ul>	<p><b>ENGLISH</b></p> <p><b>Literature</b></p> <p><u>Responding to literature</u></p> <ul style="list-style-type: none"> <li>Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)</li> </ul> <p><b>Language</b></p> <p><u>Language for interaction</u></p> <ul style="list-style-type: none"> <li>Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476)</li> </ul> <p><b>Literacy</b></p> <p><u>Interacting with others</u></p> <ul style="list-style-type: none"> <li>Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)</li> <li>Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792)</li> </ul> <p><u>Interpreting, analysing, evaluating</u></p> <ul style="list-style-type: none"> <li>Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)</li> </ul> <p><u>Creating texts</u></p> <ul style="list-style-type: none"> <li>Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682)</li> <li>Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683)</li> <li>Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685)</li> </ul>

## Possible Curriculum Links – Nature Play and Pedagogy – Year Four

SCIENCE	HUMANITIES - GEOGRAPHY	HUMANITIES- HISTORY
<p><b>Science Understanding</b></p> <p><u>Biological Sciences</u></p> <ul style="list-style-type: none"> <li>Living things have life cycles (ACSSU072)</li> <li>Living things, including plants and animals, depend on each other and the environment to survive (ACSSU073)</li> </ul> <p><u>Chemical Sciences</u></p> <ul style="list-style-type: none"> <li>Natural and processed materials have a range of physical properties; these properties can influence their use (ACSSU074)</li> </ul> <p><u>Earth and Space Sciences</u></p> <ul style="list-style-type: none"> <li>Earth's surface changes over time as a result of natural processes and human activity (ACSSU075)</li> </ul> <p><u>Physical Sciences</u></p> <ul style="list-style-type: none"> <li>Forces can be extended by one object on another through direct contact or from a distance (ACSSU076)</li> </ul> <p><b>Science as a Human Endeavour</b></p> <p><u>Nature and development of science</u></p> <ul style="list-style-type: none"> <li>Science involves making predictions and describing patterns and relationships (ACSHE061)</li> </ul> <p><b>Science Inquiry Skills</b></p> <p><u>Questioning and predicting</u></p> <ul style="list-style-type: none"> <li>With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge (ACIS064)</li> </ul> <p><u>Planning and conducting</u></p> <ul style="list-style-type: none"> <li>Suggest ways to plan and conduct investigations to find answers to questions (ACIS065)</li> <li>Safely use appropriate materials, tools or equipment to make and record observation, using formal measurements and digital technologies as appropriate (ACIS066)</li> </ul> <p><u>Processing and analysing data and information</u></p> <ul style="list-style-type: none"> <li>Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends (ACIS068)</li> <li>Compare results with predictions, suggesting possible reasons for findings (ACIS069)</li> </ul> <p><u>Evaluating</u></p> <ul style="list-style-type: none"> <li>Reflect on the investigation; including whether a test was fair or not (ACIS069)</li> </ul> <p><u>Communicating</u></p> <ul style="list-style-type: none"> <li>Represent and communicate ideas and findings in a variety of ways such as diagrams, physical representations and simple reports (ACIS071)</li> </ul>	<p><b>Geographical Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>The types of natural vegetation and the significance of vegetation to the environment and to people (ACHGK021)</li> <li>The importance of environments to animals and people, and different views on how they can be protected (ACHGK022)</li> <li>The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences their past and present views about the use of resources (ACHGK023)</li> <li>The natural resources provided by the environment, and different views on how they could be used sustainably (ACHGK024)</li> </ul> <p><b>Geographical Inquiry and Skills</b></p> <p><u>Observing, questioning and planning</u></p> <ul style="list-style-type: none"> <li>Develop geographical questions to investigate (ACHGS026)</li> </ul> <p><u>Collecting, recording, evaluating and representing</u></p> <ul style="list-style-type: none"> <li>Collect and record relevant geographical data and information, for example, by observing, by interviewing, conducting surveys and measuring, or from sources such as maps, photographs, satellite images, the media and the internet (ACHGS027)</li> <li>Represent data by constructing tables and graphs (ACHGS028)</li> <li>Represent the location of places and their features by constructing large-scale maps that conform to cartographic conventions including scale, legend, title and north point, and describe their location using simple grid references, compass direction and distance (ACHGS029)</li> </ul> <p><u>Interpreting, analysing and concluding</u></p> <ul style="list-style-type: none"> <li>Interpret geographical data to identify distribution and patterns and draw conclusions (ACHGS030)</li> </ul> <p><u>Communicating</u></p> <ul style="list-style-type: none"> <li>Present findings in a range of communication forms, for example, written, oral, digital, graphic, tabular and visual, and use geographical terminology (ACHGS031)</li> </ul> <p><u>Interpreting, analysing and evaluating</u></p> <ul style="list-style-type: none"> <li>Reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects of the proposal (ACHGS032)</li> </ul>	<p><b>Historical Knowledge and Understanding</b></p> <p><u>First contacts</u></p> <ul style="list-style-type: none"> <li>The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies) and the implications for their daily lives (ACHHK077)</li> </ul> <p><b>Historical Skills</b></p> <p><u>Chronology, terms and concepts</u></p> <ul style="list-style-type: none"> <li>Use historical sources (ACHHS082)</li> </ul> <p><u>Historical questions and research</u></p> <ul style="list-style-type: none"> <li>Pose a range of questions about the past (ACHHS083)</li> <li>Identify sources (ACHHS216)</li> </ul> <p><u>Analysis and use of sources</u></p> <ul style="list-style-type: none"> <li>Locate relevant information from sources provided (ACHHS084)</li> </ul> <p><u>Perspectives and interpretations</u></p> <ul style="list-style-type: none"> <li>Identify different points of view (ACHHS085)</li> </ul> <p><u>Explanation and communication</u></p> <ul style="list-style-type: none"> <li>Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS087)</li> </ul>
<p><b>ENGLISH</b></p> <p><b>Literacy</b></p> <p><u>Interacting with others</u></p> <ul style="list-style-type: none"> <li>Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)</li> <li>Use interaction skills such as acknowledging another's point of view and linking students' responses to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688)</li> <li>Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purpose and audiences (ACELY1689)</li> </ul> <p><u>Creating texts</u></p> <ul style="list-style-type: none"> <li>Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694)</li> </ul>	<p><b>ENGLISH (cont.)</b></p> <p><u>Language</u></p> <p><u>Language for interaction</u></p> <ul style="list-style-type: none"> <li>Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ECELA1488)</li> </ul> <p><u>Text structure and organisation</u></p> <ul style="list-style-type: none"> <li>Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)</li> <li>Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793)</li> </ul> <p><u>Expressing and developing ideas</u></p> <ul style="list-style-type: none"> <li>Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)</li> </ul>	<p><b>MATHEMATICS</b></p> <p><b>Number and Algebra</b></p> <p><u>Number and place value</u></p> <ul style="list-style-type: none"> <li>Recognise, represent and order numbers to at least tens of thousands (ACMNA072)</li> </ul> <p><b>Measurement and Geometry</b></p> <p><u>Using units of measurement</u></p> <ul style="list-style-type: none"> <li>Use scaled instruments to measure and compare lengths, masses, capabilities and temperatures (ACMMG084)</li> <li>Compare objects using familiar metric units of area and volume (ACMMG290)</li> </ul> <p><u>Shape</u></p> <ul style="list-style-type: none"> <li>Compare the areas of regular and irregular shapes by informal means (ACMMG087)</li> </ul> <p><u>Location and transformation</u></p> <ul style="list-style-type: none"> <li>Use simple scales, legends and directions to interpret information contained in basic maps (ACMMG090)</li> <li>Create symmetrical patterns, pictures and shapes with and without digital technologies (ACMMG091)</li> </ul> <p><u>Geometric reasoning</u></p> <ul style="list-style-type: none"> <li>Compare angles and classify them as equal to, greater than or less than a right angle (ACMMG089)</li> </ul> <p><b>Statistics and Probability</b></p> <p><u>Chance</u></p> <ul style="list-style-type: none"> <li>Describe possible everyday events and order their chances of occurring (ACMSP092)</li> <li>Identify everyday events where one cannot happen if the other happens (ACMSP093)</li> </ul> <p><u>Data representation and interpretation</u></p> <ul style="list-style-type: none"> <li>Select and trial methods for data collection, including survey questions and recording sheets (ACMSP095)</li> <li>Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values (ACMSP096)</li> <li>Evaluate the effectiveness of different displays in illustrating data features including variability (ACMSP097)</li> </ul>

## Possible Curriculum Links – Nature Play and Pedagogy – Year Five

SCIENCE	HUMANITIES - GEOGRAPHY	HUMANITIES- HISTORY
<p><b>Science Understanding</b></p> <p><b>Biological Sciences</b></p> <ul style="list-style-type: none"> <li>Living things have structural features and adaptions that help them to survive in their environment (ACSSU043)</li> </ul> <p><b>Chemical Sciences</b></p> <ul style="list-style-type: none"> <li>Solids, liquids and gases have different observable properties and behave in different ways (ACSSU077)</li> </ul> <p><b>Earth and Space Sciences</b></p> <ul style="list-style-type: none"> <li>The Earth is part of a system of planets orbiting around a star (the sun) (ACSSU078)</li> </ul> <p><b>Physical Sciences</b></p> <ul style="list-style-type: none"> <li>Light from a source forms shadows and can be absorbed, reflected and refracted (ACSSU080)</li> </ul> <p><b>Science as a Human Endeavour</b></p> <p><b>Nature and development of science</b></p> <ul style="list-style-type: none"> <li>Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena (ACSHE081)</li> </ul> <p><b>Use and influence of science</b></p> <ul style="list-style-type: none"> <li>Scientific understandings, discoveries and inventions are used to solve problems that directly affect peoples' lives (ACSHE083)</li> <li>Scientific knowledge is used to inform personal and community decisions (ACSHE217)</li> </ul> <p><b>Science Inquiry Skills</b></p> <p><b>Questioning and predicting</b></p> <ul style="list-style-type: none"> <li>With guidance, pose questions to clarify practical problems or inform a scientific investigation, and predict what the findings of the investigation might be (ACESIS231)</li> </ul> <p><b>Planning and conducting</b></p> <ul style="list-style-type: none"> <li>With guidance, plan appropriate investigation methods to answer questions or solve problems (ACESIS086)</li> <li>Decide which variable should be changed and measured in fair tests and accurately observe, measure and record data, using digital technologies as appropriate (ACESIS087)</li> <li>Use equipment and materials safely, identifying potential risks (ACESIS088)</li> </ul> <p><b>Processing and analysing data and information</b></p> <ul style="list-style-type: none"> <li>Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns and relationships in data using digital technologies as appropriate (ACESIS090)</li> <li>Compare data with predictions and use as evidence in developing explanations (ACESIS218)</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>Suggest improvements to the methods used to investigate a question or solve a problem (ACESIS091)</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>Communicate ideas, explanations and processes in a variety of ways, including multi-modal texts (ACESIS093)</li> </ul> <p><b>MATHEMATICS</b></p> <p><b>Measurement and Geometry</b></p> <p><b>Using units of measurement</b></p> <ul style="list-style-type: none"> <li>Choose appropriate units of measurement for length, area, volume, capacity and mass (ACMMG108)</li> <li>Compare 12 and 24 hour time systems and convert between them (ACMMG110)</li> </ul> <p><b>Location and transformation</b></p> <ul style="list-style-type: none"> <li>Use a grid reference system to describe locations. Describe routes using landmarks and directional language (ACMMG113)</li> </ul>	<p><b>Geographical Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHGK027)</li> <li>The influence of the environment on the human characteristics of a place (ACHGK028)</li> <li>The influence people have on the human characteristics of places and the management of spaces within them (ACHGK029)</li> <li>The impact of bushfires or floods on environments and communities, and how people can respond (ACHGK030)</li> </ul> <p><b>Geographical Inquiry and Skills</b></p> <p><b>Observing, questioning and planning</b></p> <ul style="list-style-type: none"> <li>Develop geographical questions to investigate and plan an inquiry (ACHGS033)</li> </ul> <p><b>Collecting, recording, evaluating and representing</b></p> <ul style="list-style-type: none"> <li>Collect and record relevant geographical data and information, using ethical protocols, from primary and secondary sources, for example, people, maps, plans, photographs, satellite images, statistical sources and reports (ACHGS034)</li> <li>Evaluate sources for their usefulness and represent data in different forms, for example, maps, plans, graphs, tables, sketches and diagrams (ACHGS035)</li> <li>Represent the location and features of places and different types of geographical information by constructing large-scale and small-scale maps that conform to cartographic conventions, including border, source, scale, legend, title and north point, using spatial technologies as appropriate (ACHGS036)</li> </ul> <p><b>Interpreting, analysing and concluding</b></p> <ul style="list-style-type: none"> <li>Interpret geographical data and other information, using digital and spatial technologies as appropriate, and identify spatial distributions, patterns and trends, and infer relationships to draw conclusions (ACHGS037)</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>Present findings and ideas in a range of communication forms, for example, written, oral, graphic, tabular, visual and maps; using geographical terminology and digital technologies as appropriate (ACHGS038)</li> </ul> <p><b>Reflecting and responding</b></p> <ul style="list-style-type: none"> <li>Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge and describe the expected effects of their proposal on different groups of people (ACHGS039)</li> </ul> <p><b>MATHEMATICS (cont.)</b></p> <p><b>Geometric reasoning</b></p> <ul style="list-style-type: none"> <li>Estimate, measure and compare angles using degrees. Construct angles using a protractor (ACMMG112)</li> </ul> <p><b>Statistics and Probability</b></p> <p><b>Data representation and interpretation</b></p> <ul style="list-style-type: none"> <li>Pose questions and collect categorical or numerical data by observation or survey (ACMSP118)</li> <li>Construct displays, including column graphs, dot plots and tables appropriate for data type, with and without the use of digital technologies (ACMSP119)</li> <li>Describe and interpret data sets in context (ACMSP120)</li> </ul>	<p><b>Historical Knowledge and Understanding</b></p> <p><b>The Australian colonies</b></p> <ul style="list-style-type: none"> <li>The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed (ACHHK094)</li> <li>The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples (ACHHK097)</li> </ul> <p><b>Historical Skills</b></p> <p><b>Chronology, terms and concepts</b></p> <ul style="list-style-type: none"> <li>Use historical terms and concepts (ACHHS099)</li> </ul> <p><b>Analysis and use of sources</b></p> <ul style="list-style-type: none"> <li>Locate information related to inquiry questions in a range of sources (ACHHS102)</li> <li>Compare information from a range of sources (ACHHS103)</li> </ul> <p><b>Perspectives and interpretations</b></p> <ul style="list-style-type: none"> <li>Identify points of view in the past and present (ACHHS104)</li> </ul> <p><b>Explanation and communication</b></p> <ul style="list-style-type: none"> <li>Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS106)</li> </ul> <p><b>ENGLISH</b></p> <p><b>Language</b></p> <p><b>Language for interaction</b></p> <ul style="list-style-type: none"> <li>Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)</li> </ul> <p><b>Text structure and organisation</b></p> <ul style="list-style-type: none"> <li>Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)</li> <li>Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation (ACELA1797)</li> </ul> <p><b>Expressing and developing ideas</b></p> <ul style="list-style-type: none"> <li>Understand the use of vocabulary to express greater precision of meaning and know that words can have different meanings in different contexts (ACELA1512)</li> </ul> <p><b>Literacy</b></p> <p><b>Interacting with others</b></p> <ul style="list-style-type: none"> <li>Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas and students' own experiences and present and justify a point of view (ACELY1699)</li> <li>Use interaction skills, for example, paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796)</li> <li>Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)</li> </ul> <p><b>Interpreting, analysing, evaluating</b></p> <ul style="list-style-type: none"> <li>Identify and explain characteristics text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)</li> </ul> <p><b>Creating texts</b></p> <ul style="list-style-type: none"> <li>Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)</li> <li>Use a range of software including word processing programs with fluency to construct, edit, publish written text, and select edit and place visual, print and audio elements (ACELY1707)</li> </ul>

## Possible Curriculum Links – Nature Play and Pedagogy – Year Six

SCIENCE	HUMANITIES - GEOGRAPHY	HUMANITIES- HISTORY
<p><b>Science Understanding</b></p> <p><u>Biological Sciences</u></p> <ul style="list-style-type: none"> <li>The growth and survival of living things are affected by the physical conditions of their environment (ACSSU094)</li> </ul> <p><u>Chemical Sciences</u></p> <ul style="list-style-type: none"> <li>Changes to materials can be reversible, such as melting, freezing, evaporating; or irreversible, such as burning and rusting (ACSSU095)</li> </ul> <p><u>Earth and Space Sciences</u></p> <ul style="list-style-type: none"> <li>Sudden geological changes or extreme conditions can affect Earth's surfaces (ACSSU096)</li> </ul> <p><b>Science as a Human Endeavour</b></p> <p><u>Nature and development of science</u></p> <ul style="list-style-type: none"> <li>Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena (ACSHE098)</li> </ul> <p><u>Use and influence of science</u></p> <ul style="list-style-type: none"> <li>Scientific knowledge is used to inform personal and community decisions (ACSHE220)</li> </ul> <p><b>Science Inquiry Skills</b></p> <p><u>Questioning and predicting</u></p> <ul style="list-style-type: none"> <li>With guidance, pose questions to clarify practical problems or inform a scientific investigation, and predict what the findings of an investigation might be (ACESIS232)</li> </ul> <p><u>Planning and conducting</u></p> <ul style="list-style-type: none"> <li>With guidance, plan appropriate investigation methods to answer questions or solve problems (ACESIS103)</li> <li>Decide which variables should be changed and measured in fair tests and accurately observe, measure and record data, using digital technologies as appropriate (ACESIS104)</li> <li>Use equipment and materials safely, identifying potential risks (ACESIS105)</li> </ul> <p><u>Processing and analysing data and information</u></p> <ul style="list-style-type: none"> <li>Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data using digital technologies as appropriate (ACESIS107)</li> <li>Compare data with predictions and use as evidence in developing explanations (ACESIS221)</li> </ul> <p><u>Evaluating</u></p> <ul style="list-style-type: none"> <li>Suggest improvements to the methods used to investigate a question or solve a problem (ACESIS108)</li> </ul> <p><u>Communicating</u></p> <ul style="list-style-type: none"> <li>Communicate ideas, explanations and processes in a variety of ways, including multi-modal texts (ACESIS110)</li> </ul> <p><b>MATHEMATICS</b></p> <p><b>Measurement and Geometry</b></p> <p><u>Using units of measurement</u></p> <ul style="list-style-type: none"> <li>Solve problems involving the comparison of lengths and areas using appropriate units (ACMMG137)</li> <li>Connect volume and capacity and their units of measurement (ACMMG138)</li> <li>Interpret and use timetables (ACMMG139)</li> </ul> <p><u>Shape</u></p> <ul style="list-style-type: none"> <li>Construct simple prisms and pyramids (ACMMG140)</li> </ul> <p><u>Location and transformation</u></p> <ul style="list-style-type: none"> <li>Investigate combinations of translations, reflections and rotations, with and without the use of digital technologies (ACMMG142)</li> </ul>	<p><b>Geographical Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>The world's cultural diversity, including that of its indigenous peoples (ACHGK033)</li> <li>The various connections Australia has with other countries and how these connects change people and places (ACHGK035)</li> <li>The effects that people's connections with, and proximity to, places throughout the world have on shaping their awareness and opinion of those places (ACHGK036)</li> </ul> <p><b>Geographical Inquiry and Skills</b></p> <p><u>Observing, questioning and planning</u></p> <ul style="list-style-type: none"> <li>Develop geographical questions to investigate and plan an inquiry (ACHGS040)</li> </ul> <p><u>Collecting, recording, evaluating and representing</u></p> <ul style="list-style-type: none"> <li>Collect and record relevant geographical data and information, using ethical protocols, from primary and secondary sources, for example, people, maps, plans, photographs, satellite images, statistical sources and reports (ACHGS041)</li> <li>Evaluate sources for their usefulness and represent data in different forms, for example, maps, plans, graphs, tables, sketches and diagrams (ACHGS042)</li> <li>Represent the location and features of places and different types of geographical information by constructing large-scale and small-scale maps that conform to cartographic conventions, including border, source, scale, legend, title, and north point, using spatial technologies as appropriate (ACHGS043)</li> </ul> <p><u>Interpreting, analysing and concluding</u></p> <ul style="list-style-type: none"> <li>Interpret geographical data and other information, using digital and spatial technologies as appropriate, and identify spatial distributions, patterns and trends, and infer relationships to draw conclusions (ACHGS044)</li> </ul> <p><u>Communicating</u></p> <ul style="list-style-type: none"> <li>Present findings and ideas in a range of communication forms, for example, written, oral, graphic, tabular, visual and maps; using geographical terminology and digital technologies as appropriate (ACHGS045)</li> </ul> <p><u>Reflecting and responding</u></p> <ul style="list-style-type: none"> <li>Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge and describe the expected effects of their proposal on different groups of people (ACHGS046)</li> </ul> <p><b>MATHEMATICS (cont.)</b></p> <p><b>Statistics and Probability</b></p> <p><u>Chance</u></p> <ul style="list-style-type: none"> <li>Conduct chance experiments with both small and large numbers of trials using appropriate digital technologies (ACMSP145)</li> <li>Compare observed frequencies across experiments with expected frequencies (ACMSP146)</li> </ul> <p><u>Data representation and interpretation</u></p> <ul style="list-style-type: none"> <li>Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables (ACMSP147)</li> <li>Interpret secondary data presented in digital media and elsewhere (ACMSP148)</li> </ul>	<p><b>Historical Skills</b></p> <p><u>Chronology, terms and concepts</u></p> <ul style="list-style-type: none"> <li>Use historical terms and concepts (ACHHS118)</li> </ul> <p><u>Historical questions and research</u></p> <ul style="list-style-type: none"> <li>Identify questions to inform an historical inquiry (ACHHS119)</li> <li>Identify and locate a range of relevant sources (ACHHS120)</li> </ul> <p><u>Analysis and use of sources</u></p> <ul style="list-style-type: none"> <li>Locate information related to inquiry questions in a range of sources (ACHHS121)</li> <li>Compare information from a range of sources (ACHHS122)</li> </ul> <p><u>Perspectives and interpretations</u></p> <ul style="list-style-type: none"> <li>Identify points on view in the past and present (ACHHS123)</li> </ul> <p><u>Explanation and communication</u></p> <ul style="list-style-type: none"> <li>Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS125)</li> </ul>

## General Capabilities Foundation (typically by the end of Pre-Primary) - Possible Nature Play Links

	LITERACY	NUMERACY	CRITICAL AND CREATIVE THINKING
<b>Comprehending texts through listening, reading and viewing</b>	<p><u>Navigate, read and view learning area texts</u></p> <ul style="list-style-type: none"> <li>• Navigate, read and view simple texts with familiar vocabulary and supportive illustrations</li> </ul> <p><u>Listen and respond to learning area texts</u></p> <ul style="list-style-type: none"> <li>• Listen and respond to brief questions and one and two step instruction, listen for information in simple spoken texts and respond to audio text and texts read aloud</li> </ul> <p><u>Interpret and analyse learning area texts</u></p> <ul style="list-style-type: none"> <li>• Interpret simple texts using comprehension strategies</li> </ul>	<p><u>Understand and use numbers in context</u></p> <ul style="list-style-type: none"> <li>• Connect and order number names, numerals and groups of objects using numbers up to two digits</li> </ul> <p><u>Estimate and calculate</u></p> <ul style="list-style-type: none"> <li>• Solve everyday addition and share stories</li> </ul> <p><u>Recognise and use patterns and relationships</u></p> <ul style="list-style-type: none"> <li>• Describe and continue patterns</li> </ul>	<p><b>Inquiring- identifying, exploring and organising</b></p> <p><u>Pose questions</u></p> <ul style="list-style-type: none"> <li>• Pose factual and exploratory questions based on personal interests and experiences</li> </ul> <p><u>Identify and clarify information and ideas</u></p> <ul style="list-style-type: none"> <li>• Identify and describe familiar information and ideas during a discussion or investigation</li> </ul> <p><u>Organise and process information</u></p> <ul style="list-style-type: none"> <li>• Gather similar information or depictions from given sources</li> </ul>
<b>Composing texts through speaking, writing and creating</b>	<p><u>Compose spoken, written, visual and multimodal learning area texts</u></p> <ul style="list-style-type: none"> <li>• Compose short learning area texts, with support, to record and report ideas and events</li> </ul> <p><u>Use language to interact with others</u></p> <ul style="list-style-type: none"> <li>• Use short pair, group and class conversations and discussions as learning tools to explore learning area topics and to prepare for creating texts</li> </ul> <p><u>Deliver Presentations</u></p> <ul style="list-style-type: none"> <li>• Plan and deliver short presentations related to learning area topics</li> </ul>	<p><u>Use fractions, decimals, % ratios &amp; rates</u></p> <p><u>Interpret proportional reasoning</u></p> <ul style="list-style-type: none"> <li>• Recognise that whole object can be divided into equal parts</li> </ul>	<p><b>Generating ideas and possibilities and actions</b></p> <p><u>Imagine possibilities and connect ideas</u></p> <ul style="list-style-type: none"> <li>• Use imagination to view or create things in new ways and connect two things that seem different</li> </ul> <p><u>Consider alternatives</u></p> <ul style="list-style-type: none"> <li>• Suggest alternative and creative ways to approach a given situation or task</li> </ul> <p><u>Seek solutions and put ideas into action</u></p> <ul style="list-style-type: none"> <li>• Predict what might happen in a given situation and when putting ideas into action</li> </ul>
<b>Text Knowledge</b>	<p><u>Use knowledge of text structures</u></p> <ul style="list-style-type: none"> <li>• Use knowledge of some basic differences between imaginative and informative texts to select and use texts and compose simple learning area texts with teacher support</li> </ul> <p><u>Use knowledge of text cohesion</u></p> <ul style="list-style-type: none"> <li>• Use beginning knowledge of how language is used to comprehend and compose written texts with support</li> </ul>	<p><u>Using Spatial Reasoning</u></p> <p><u>Visualise 2D shapes and 3D objects</u></p> <ul style="list-style-type: none"> <li>• Sort and name simple 2D shapes and 3D objects</li> </ul> <p><u>Interpret maps and diagrams</u></p> <ul style="list-style-type: none"> <li>• Follow directions to demonstrate understanding of common position words and movements</li> </ul>	<p><b>Reflecting on thinking and processes</b></p> <p><u>Think about thinking (metacognition)</u></p> <ul style="list-style-type: none"> <li>• Describe what they are thinking and give reasons why</li> </ul> <p><u>Reflect on processes</u></p> <ul style="list-style-type: none"> <li>• Identify the main elements of the steps in a thinking process</li> </ul> <p><u>Transfer knowledge into new contexts</u></p> <ul style="list-style-type: none"> <li>• Connect information from one setting to another</li> </ul>
<b>Grammar Knowledge</b>	<p><u>Use knowledge of sentence structures</u></p> <ul style="list-style-type: none"> <li>• Use simple sentences to record ideas and events with emerging knowledge of word order</li> </ul> <p><u>Use knowledge of words and word groups</u></p> <ul style="list-style-type: none"> <li>• Use speaking, visual elements (Including drawing) and beginning writing to express likes and dislikes</li> </ul>	<p><u>Interpreting statistical information</u></p> <p><u>Interpret data displays</u></p> <ul style="list-style-type: none"> <li>• Recognise how to ask and answer simple data questions and interpret data in drawings or picture graphs</li> </ul> <p><u>Interpret chance events</u></p> <ul style="list-style-type: none"> <li>• Recognise that some events might or might not happen</li> </ul> <p><u>Apply Proportional Reasoning</u></p> <ul style="list-style-type: none"> <li>• Identify quantities such as more, less and the same in everyday comparisons</li> </ul>	<p><b>Analysing, synthesising and evaluating reasoning &amp; procedures</b></p> <p><u>Apply logic and reasoning</u></p> <ul style="list-style-type: none"> <li>• Identify the thinking used to solve problems in given situations</li> </ul> <p><u>Draw conclusions and design a course of action</u></p> <ul style="list-style-type: none"> <li>• Share their thinking about possible courses of action</li> </ul> <p><u>Evaluate procedures and outcomes</u></p> <ul style="list-style-type: none"> <li>• Check whether they are satisfied with the outcomes of tasks or actions</li> </ul>
<b>Word Knowledge</b>	<p><u>Understand learning area vocabulary</u></p> <ul style="list-style-type: none"> <li>• Use familiar vocabulary contexts related to everyday experiences, personal interests and topics taught at school and used in other contexts</li> </ul>	<p><u>Using Measurement</u></p> <p><u>Estimate and measure with metric units</u></p> <ul style="list-style-type: none"> <li>• Measure by comparing objects and indicate if these measurements are the same or different</li> </ul> <p><u>Operate with clocks, calendars and timetables</u></p> <ul style="list-style-type: none"> <li>• Sequence familiar actions and events using the everyday language of time</li> </ul>	
<b>Visual Knowledge</b>	<p><u>Understand how visual elements create meaning</u></p> <ul style="list-style-type: none"> <li>• Recognise the different meanings of words and images in imaginative and informative texts</li> </ul>		

## General Capabilities - (typically by the end of Pre-Primary) - Possible Nature Play Links (Cont.)

Personal and Social Capability		Ethical Understanding	Intercultural Understanding	ICT	
<b>Self-Awareness</b>	<p><u>Recognise Emotions</u></p> <ul style="list-style-type: none"> <li>Identify a range of emotions and describe situations that may evoke these emotions</li> </ul> <p><u>Recognise personal qualities and achievements</u></p> <ul style="list-style-type: none"> <li>Identify their likes and dislikes, needs and wants, and explore what influences these</li> </ul> <p><u>Understand themselves as learners</u></p> <ul style="list-style-type: none"> <li>Identify their abilities, talents and interests as learners</li> </ul> <p><u>Develop reflective practice</u></p> <ul style="list-style-type: none"> <li>Reflect on their feelings as learners and how their efforts affect skills and achievements</li> </ul>	<b>Understanding ethical concepts and issues</b>	<p><u>Explore ethical concepts in context</u></p> <ul style="list-style-type: none"> <li>Identify ethical concepts arising in familiar contexts, such as good and bad behaviours</li> </ul> <p><u>Explore ethical concepts in context</u></p> <ul style="list-style-type: none"> <li>Describe familiar situations that involve ethical concepts</li> </ul>	<p><u>Investigate culture and cultural identity</u></p> <ul style="list-style-type: none"> <li>Share ideas about self and belonging with peers</li> </ul> <p><u>Explore and compare cultural knowledge, beliefs and practices</u></p> <ul style="list-style-type: none"> <li>Identify, explore and compare culturally diverse activities and objects</li> </ul> <p><u>Develop respect for cultural diversity</u></p> <ul style="list-style-type: none"> <li>Discuss ideas about cultural diversity in local contexts</li> </ul>	<p><u>Recognise intellectual property</u></p> <ul style="list-style-type: none"> <li>Recognise ownership over their own digital work</li> </ul> <p><u>Apply digital information security and practices</u></p> <ul style="list-style-type: none"> <li>Follow class rules about using digital information</li> </ul> <p><u>Apply personal security protocols</u></p> <ul style="list-style-type: none"> <li>Follow class rules when sharing personal information with known audiences and demonstrate an awareness of applying social protocols with using ICT to communicate</li> </ul>
<b>Self-management</b>	<p><u>Express emotions appropriately</u></p> <ul style="list-style-type: none"> <li>Express their emotions constructively in interactions with others</li> </ul> <p><u>Develop self discipline and set goals</u></p> <ul style="list-style-type: none"> <li>Follow class routines and assist learning</li> </ul> <p><u>Work independently and show initiative</u></p> <ul style="list-style-type: none"> <li>Attempt tasks independently and identify when and from whom help can be sought</li> </ul> <p><u>Become confident, resilient and adaptable</u></p> <ul style="list-style-type: none"> <li>Identify situations that feel or unsafe, approaching new situations with confidence</li> </ul>	<b>Reasoning in decision making and actions</b>	<p><u>Reason and make ethical decisions</u></p> <ul style="list-style-type: none"> <li>Identify examples from stories and experiences that show ways people make decisions about their actions</li> </ul> <p><u>Consider consequences</u></p> <ul style="list-style-type: none"> <li>Identify links between emotions and behaviours</li> </ul> <p><u>Reflect on ethical action</u></p> <ul style="list-style-type: none"> <li>Identify and describe the influence of factors such as wants and needs on peoples' actions</li> </ul>	<p><u>Recognising Culture and developing respect</u></p>	<p><u>Applying social and ethical protocols and practices when using ICT</u></p>
<b>Social Awareness</b>	<p><u>Appreciate diverse perceptions</u></p> <ul style="list-style-type: none"> <li>Acknowledge that people hold many points of view</li> </ul> <p><u>Contribute to civil society</u></p> <ul style="list-style-type: none"> <li>Describe ways that they can help at home and school</li> </ul> <p><u>Understand relationships</u></p> <ul style="list-style-type: none"> <li>Explore relationships through play and group activities</li> </ul>	<b>Exploring values, rights and responsibilities</b>	<p><u>Examine values</u></p> <ul style="list-style-type: none"> <li>Identify values that are important to them</li> </ul> <p><u>Explore rights and responsibilities</u></p> <ul style="list-style-type: none"> <li>Share examples of rights and responsibilities in given situations</li> </ul> <p><u>Consider points of views</u></p> <ul style="list-style-type: none"> <li>Express their own point of view and listen to the views of others</li> </ul>	<p><u>Interacting empathising with others</u></p>	<p><u>Identify the impacts of ICT in society</u></p> <ul style="list-style-type: none"> <li>Identify how they use ICT in multiple ways on multiple devices</li> </ul> <p><u>Understand computer mediated communication</u></p> <ul style="list-style-type: none"> <li>Understand that messages are recorded, viewed or sent, in computer mediated communications for others to receive</li> </ul>
<b>Social Management</b>	<p><u>Communicate Effectively</u></p> <ul style="list-style-type: none"> <li>Identify positive ways to initiate, join and interrupt conversations with adults and peers</li> </ul> <p><u>Work Collaboratively</u></p> <ul style="list-style-type: none"> <li>Share experiences of cooperation in play and group activities</li> </ul> <p><u>Make decisions</u></p> <ul style="list-style-type: none"> <li>Identify options when making decisions to meet their needs and the needs of others</li> </ul> <p><u>Negotiate and resolve conflicts</u></p> <ul style="list-style-type: none"> <li>Listen to others' ideas, and recognise that others may see things differently from them</li> </ul> <p><u>Develop leadership skills</u></p> <ul style="list-style-type: none"> <li>Identify ways to take responsibility for familiar tasks at home and school</li> </ul>	<b>Exploring on intercultural experiences and taking</b>		<p><u>Reflect on intercultural experiences</u></p> <ul style="list-style-type: none"> <li>Identify and describe memorable intercultural experiences</li> </ul> <p><u>Challenge stereotypes and prejudices</u></p> <ul style="list-style-type: none"> <li>Identify examples of the acceptance and inclusion of others in given situations</li> </ul> <p><u>Mediate cultural difference</u></p> <ul style="list-style-type: none"> <li>Identify similarities and differences between themselves and their peers</li> </ul>	<p><u>Investigating with ICT</u></p>
					<p><u>Creating ICT</u></p>
					<p><u>Managing and operating ICT</u></p>

## General Capabilities - (typically by the end of Year 2) - Possible Nature Play Links

LITERACY	NUMERACY	CRITICAL AND CREATIVE THINKING
<p><b>Comprehending texts through listening, reading and viewing</b></p> <p><u>Navigate, read and view learning area texts</u></p> <ul style="list-style-type: none"> <li>• Navigate, read and view texts with illustrations and simple graphics</li> </ul> <p><u>Listen and respond to learning area texts</u></p> <ul style="list-style-type: none"> <li>• Listen to two or more step instructions for undertaking learning tasks, listen for information about topics being learned in spoken and audio texts and respond to texts read aloud</li> </ul> <p><u>Interpret and analyse learning area texts</u></p> <ul style="list-style-type: none"> <li>• Interpret and use texts to explore topics, gather information and make some obvious inferences using comprehension strategies</li> </ul>	<p><b>Estimating and calculating with whole numbers</b></p> <p><u>Understand and use numbers in context</u></p> <ul style="list-style-type: none"> <li>• Model, represent, order and use numbers up to four digits</li> </ul> <p><u>Estimate and calculate</u></p> <ul style="list-style-type: none"> <li>• Estimate the solution to a problem and then calculate the answer</li> </ul> <p><u>Recognise and use patterns and relationships</u></p> <ul style="list-style-type: none"> <li>• Identify, describe and create everyday patterns</li> </ul>	<p><b>Inquiring- identifying, exploring and organising</b></p> <p><u>Pose questions</u></p> <ul style="list-style-type: none"> <li>• Pose questions to identify and clarify issues, and compare information in their world</li> </ul> <p><u>Identify and clarify information and ideas</u></p> <ul style="list-style-type: none"> <li>• Identify and explore information and ideas from source materials</li> </ul> <p><u>Organise and process information</u></p> <ul style="list-style-type: none"> <li>• Organise information based on similar or relevant ideas from several sources</li> </ul>
<p><b>Composing texts through speaking, writing and creating</b></p> <p><u>Compose spoken, written, visual and multimodal learning area texts</u></p> <ul style="list-style-type: none"> <li>• Compose and edit a small range of learning area texts</li> </ul> <p><u>Use language to interact with others</u></p> <ul style="list-style-type: none"> <li>• Use pair, group and class discussions as learning tools to explore learning area topics, to represent ideas and relationships, and to prepare for creating texts</li> </ul> <p><u>Deliver short presentations</u></p> <ul style="list-style-type: none"> <li>• Plan, rehearse and deliver short presentations on learning area topics, incorporating some visual and multimodal elements</li> </ul>	<p><b>Use fractions, decimals, % ratios &amp; rates</b></p> <p><u>Interpret proportional reasoning</u></p> <ul style="list-style-type: none"> <li>• Visualise and describe halves and quarters</li> </ul>	<p><b>Generating ideas and possibilities and actions</b></p> <p><u>Imagine possibilities and connect ideas</u></p> <ul style="list-style-type: none"> <li>• Build on what they know to create ideas and possibilities in ways that are new to them</li> </ul> <p><u>Consider alternatives</u></p> <ul style="list-style-type: none"> <li>• Identify and compare creative ideas to think broadly about a given situation or problem</li> </ul> <p><u>Seek solutions and put ideas into action</u></p> <ul style="list-style-type: none"> <li>• Investigate options and predict possible outcomes when putting ideas into action</li> </ul>
<p><b>Text Knowledge</b></p> <p><u>Use knowledge of text structures</u></p> <ul style="list-style-type: none"> <li>• Use knowledge of the structure and features of learning area texts to comprehend and compose a growing range of texts with some teacher support</li> </ul>	<p><b>Using Spatial Reasoning</b></p> <p><u>Visualise 2D shapes and 3D objects</u></p> <ul style="list-style-type: none"> <li>• Identify, sort and describe common 2-D shapes and 3-D objects</li> </ul> <p><u>Interpret maps and diagrams</u></p> <ul style="list-style-type: none"> <li>• Give and follow directions on maps and diagrams of familiar locations</li> </ul>	<p><b>Reflecting on thinking and processes</b></p> <p><u>Think about thinking (metacognition)</u></p> <ul style="list-style-type: none"> <li>• Describe the thinking strategies used in given situations and tasks</li> </ul> <p><u>Reflect on processes</u></p> <ul style="list-style-type: none"> <li>• Outline the details and sequence in a whole task and separate it into workable parts</li> </ul> <p><u>Transfer knowledge into new contexts</u></p> <ul style="list-style-type: none"> <li>• Use information from previous experience to inform a new idea</li> </ul>
<p><b>Grammar Knowledge</b></p> <p><u>Use knowledge of sentence structures</u></p> <ul style="list-style-type: none"> <li>• Use simple and compound sentences to record observations, and make connections between ideas</li> </ul> <p><u>Express opinion and point of view</u></p> <ul style="list-style-type: none"> <li>• Identify and use language that expresses feelings and opinions, and compares and evaluates people and things</li> </ul>	<p><b>Interpreting statistical information</b></p> <p><u>Interpret data displays</u></p> <ul style="list-style-type: none"> <li>• Collect and describe data on a relevant issue based on one variable and display as lists, tables or picture graphs</li> <li>• Identify and describe familiar events that involve chance</li> </ul> <p><u>Apply Proportional Reasoning</u></p> <ul style="list-style-type: none"> <li>• Solve problems using halves and quarters</li> </ul>	<p><b>Analysing, synthesising and evaluating reasoning &amp; procedures</b></p> <p><u>Apply logic and reasoning</u></p> <ul style="list-style-type: none"> <li>• Identify reasoning used in choices or actions in specific situations</li> </ul> <p><u>Draw conclusions and design a course of action</u></p> <ul style="list-style-type: none"> <li>• Identify alternative courses of action or possible conclusions when presented with new information</li> </ul> <p><u>Evaluate procedures and outcomes</u></p> <ul style="list-style-type: none"> <li>• Evaluate whether they have accomplished what they set out to achieve</li> </ul>
<p><b>Word Knowledge</b></p> <p><u>Understand learning area vocabulary</u></p> <ul style="list-style-type: none"> <li>• Use mostly familiar vocabulary, with a steady introduction of new vocabulary in learning area contexts</li> </ul>	<p><b>Using Measurement</b></p> <p><u>Estimate and measure with metric units</u></p> <ul style="list-style-type: none"> <li>• Estimate, measure and order using direct and indirect comparisons and informal units to collect and record information about shapes and objects</li> <li>• Read digital and analogue clocks to the half and quarter hour, sequence events by months and seasons and identify a date on a calendar</li> </ul>	
<p><b>Visual Knowledge</b></p> <p><u>Understand how visual elements create meaning</u></p> <ul style="list-style-type: none"> <li>• Describe how images add to, contradict or multiply the meanings of words in a text, and compare images with the accompanying print text</li> </ul> <p><u>Manage digital data</u></p> <ul style="list-style-type: none"> <li>• Manage and maintain digital data with guidance</li> </ul>		

## General Capabilities - (typically by the end of Year 2) - Possible Nature Play Links (Cont.)

Personal and Social Capability	Ethical Understanding	Intercultural Understanding	ICT
<p><b>Self-Awareness</b></p> <p><u>Recognise Emotions</u></p> <ul style="list-style-type: none"> <li>Compare their emotional responses with those of their peers</li> </ul> <p><u>Recognise personal qualities and achievements</u></p> <ul style="list-style-type: none"> <li>Identify and describe personal interests, skills and achievements and explain how these contribute to family and school life</li> </ul> <p><u>Understand themselves as learners</u></p> <ul style="list-style-type: none"> <li>Discuss their strengths and weaknesses as learners and identify some learning strategies to assist them</li> </ul> <p><u>Develop reflective practice</u></p> <ul style="list-style-type: none"> <li>Reflect on what they have learnt about themselves from a range of experiences at home and school</li> </ul>	<p><b>Understanding ethical concepts and issues</b></p> <p><u>Recognise ethical concepts</u></p> <ul style="list-style-type: none"> <li>Describe ethical concepts, such as right and wrong, honesty, fairness and tolerance</li> </ul> <p><u>Explore ethical concepts in context</u></p> <ul style="list-style-type: none"> <li>Discuss ethical concepts within a range of familiar contexts</li> </ul> <p><u>Reason and make ethical decisions</u></p> <ul style="list-style-type: none"> <li>Discuss how people make decisions about their actions and offer reasons why peoples' decisions differ</li> </ul> <p><u>Consider consequences</u></p> <ul style="list-style-type: none"> <li>Describe the effects that personal feelings and dispositions have on how people behave</li> </ul> <p><u>Reflect on ethical action</u></p> <ul style="list-style-type: none"> <li>Give examples of how understanding situations can influence the way people act</li> </ul>	<p><b>Recognising Culture and developing respect</b></p> <p><u>Investigate culture and cultural identity</u></p> <ul style="list-style-type: none"> <li>Identify and describe the various groups to which they belong and the ways people act and communicate within them</li> </ul> <p><u>Explore and compare cultural knowledge, beliefs and practices</u></p> <ul style="list-style-type: none"> <li>Describe and compare the way they live with people in other places and times</li> </ul> <p><u>Develop respect for cultural diversity</u></p> <ul style="list-style-type: none"> <li>Describe ways that diversity presents opportunities for new experiences and understandings</li> </ul> <p><b>Interacting empathising with others</b></p> <p><u>Consider and develop multiple perspectives</u></p> <ul style="list-style-type: none"> <li>Express their own perspectives on familiar topics and texts, and identify the perspectives of others</li> </ul> <p><u>Empathise with others</u></p> <ul style="list-style-type: none"> <li>Imagine and describe the feelings of others in familiar situations</li> </ul>	<p><b>Applying social and ethical protocols and practices when using ICT</b></p> <p><u>Recognise intellectual property</u></p> <ul style="list-style-type: none"> <li>Recognise ownership of digital products that others produce and what they can create or provide can be used or misused by others</li> </ul> <p><u>Apply digital information security and practices</u></p> <ul style="list-style-type: none"> <li>Follow class rules about applying selected standard guidelines and techniques to secure digital information</li> </ul> <p><u>Apply personal security protocols</u></p> <ul style="list-style-type: none"> <li>Follow class guidelines when sharing personal information and apply basic social protocols when using ICT to communicate with known audiences</li> </ul>
<p><b>Self-management</b></p> <p><u>Express emotions appropriately</u></p> <ul style="list-style-type: none"> <li>Describe ways to express emotions to show awareness of the feelings and needs of others</li> </ul> <p><u>Develop self discipline and set goals</u></p> <ul style="list-style-type: none"> <li>Set goals in learning and personal organisation by completing tasks within a given time</li> </ul> <p><u>Work independently and show initiative</u></p> <ul style="list-style-type: none"> <li>Work independently on routine tasks and experiment with strategies to complete other tasks where appropriate</li> </ul> <p><u>Become confident, resilient and adaptable</u></p> <ul style="list-style-type: none"> <li>Undertake and persist with short tasks, within the limits of personal safety</li> </ul>	<p><b>Reasoning in decision making and actions</b></p>		<p><b>Understand computer mediated communications</b></p> <ul style="list-style-type: none"> <li>Use personally selected ICT tools safely to share exchange information with appropriate local audiences</li> </ul>
<p><b>Social Awareness</b></p> <p><u>Appreciate diverse perceptions</u></p> <ul style="list-style-type: none"> <li>Describe similarities and differences in points of view between themselves and people in their communities</li> </ul> <p><u>Contribute to civil society</u></p> <ul style="list-style-type: none"> <li>Describe how they contribute to their homes, classrooms and local communities, and how others care for and assist them</li> </ul> <p><u>Understand relationships</u></p> <ul style="list-style-type: none"> <li>Identify ways to care for others, including ways of making and keeping friends</li> </ul>	<p><b>Exploring values, rights and responsibilities</b></p> <p><u>Examine values</u></p> <ul style="list-style-type: none"> <li>Discuss some agreed values in familiar contexts</li> </ul> <p><u>Explore rights and responsibilities</u></p> <ul style="list-style-type: none"> <li>Identify their rights and associated responsibilities and those of their classmates</li> </ul> <p><u>Consider points of views</u></p> <ul style="list-style-type: none"> <li>Recognise that there may be many points of view when probing ethical dilemmas and identify alternative views</li> </ul>	<p><b>Reflecting on intercultural experiences and taking</b></p> <p><u>Reflect on intercultural experiences</u></p> <ul style="list-style-type: none"> <li>Identify and describe what they have learnt about others from intercultural encounters and culturally diverse texts</li> </ul> <p><u>Challenge stereotypes and prejudices</u></p> <ul style="list-style-type: none"> <li>Discuss the effects of acceptance and inclusion in familiar situations</li> </ul> <p><u>Mediate cultural difference</u></p> <ul style="list-style-type: none"> <li>Recognise that cultural differences may effect understanding between people</li> </ul>	<p><b>Investigating with ICT</b></p> <p><u>Define and plan information searches</u></p> <ul style="list-style-type: none"> <li>Use ICT to identify, record and classify textual and graphic information to show what is known and what needs to be investigated</li> </ul> <p><u>Locate, generate and access data and information</u></p> <ul style="list-style-type: none"> <li>Locate information from a given set of digital sources</li> </ul>
<p><b>Social Management</b></p> <p><u>Communicate Effectively</u></p> <ul style="list-style-type: none"> <li>Discuss the use of verbal and nonverbal communication skills to respond appropriately to adults and peers</li> </ul> <p><u>Work Collaboratively</u></p> <ul style="list-style-type: none"> <li>Identify cooperative behaviours in a range of group activities</li> </ul> <p><u>Make decisions</u></p> <ul style="list-style-type: none"> <li>Practise individual and group decision making in situations such as class meetings and when working in pairs and small groups</li> </ul> <p><u>Negotiate and resolve conflicts</u></p> <ul style="list-style-type: none"> <li>Practice solving simple interpersonal problems, recognising there are many ways to solve conflict</li> </ul> <p><u>Develop leadership skills</u></p> <ul style="list-style-type: none"> <li>Discuss ways in which they can take responsibility for their own actions</li> </ul>			<p><b>Creating ICT</b></p> <p><u>Generate ideas, plans and processes</u></p> <ul style="list-style-type: none"> <li>Use ICT to prepare simple plans to find solutions or answers to questions</li> </ul> <p><u>Generate solutions to challenges and learning area tasks</u></p> <ul style="list-style-type: none"> <li>Experiment with ICT as a creative tool to generate simple solutions, modifications or data representations for particular audiences or purposes</li> </ul>
			<p><b>Managing and operating ICT</b></p> <p><u>Select and use hardware and software</u></p> <ul style="list-style-type: none"> <li>Identify and safely operate a selected range of appropriate devices, software, functions and commands when operating an ICT system and attempt to solve a problem before seeking help</li> </ul>

## General Capabilities - (typically by the end of Year 4) - Possible Nature Play Links

	LITERACY	NUMERACY	CRITICAL AND CREATIVE THINKING
<b>Comprehending texts through listening, reading and viewing</b>	<p><u>Navigate, read and view learning area texts</u></p> <ul style="list-style-type: none"> <li>• Navigate, read and view different types of texts with illustrations and more detailed graphics</li> </ul> <p><u>Listen and respond to learning area texts</u></p> <ul style="list-style-type: none"> <li>• Listen to spoken instructions with some details for undertaking learning area tasks, listen to identify key information in spoken and multi-modal texts and respond to texts when read aloud</li> </ul> <p><u>Interpret and analyse learning area texts</u></p> <ul style="list-style-type: none"> <li>• Interpret literal information and make inferences to expand topic knowledge using comprehension strategies</li> </ul>	<b>Estimating and calculating with whole numbers</b>	<p><u>Understand and use numbers in context</u></p> <ul style="list-style-type: none"> <li>• Model, represent, order and use numbers up to five digits</li> </ul> <p><u>Recognise and use patterns and relationships</u></p> <ul style="list-style-type: none"> <li>• Identify and describe trends in everyday patterns</li> </ul>
<b>Composing texts through speaking, writing and creating</b>	<p><u>Compose spoken, written, visual and multimodal learning area texts</u></p> <ul style="list-style-type: none"> <li>• Compose and edit a range of learning area texts</li> </ul> <p><u>Use language to interact with others</u></p> <ul style="list-style-type: none"> <li>• Use pair, group and class discussions about learning area topics as learning tools to explore and represent ideas and relationships, text possibilities and to prepare for creating texts</li> </ul> <p><u>Deliver Presentations</u></p> <ul style="list-style-type: none"> <li>• Plan, rehearse and deliver presentations on learning area topics, incorporating some learned content and appropriate visual and multimodal elements.</li> </ul>	<b>Using Spatial Reasoning</b>	<p><u>Visualise 2D shapes and 3D objects</u></p> <ul style="list-style-type: none"> <li>• Visualise, sort, identify and describe symmetry, shapes and angles in the environment</li> </ul> <p><u>Interpret maps and diagrams</u></p> <ul style="list-style-type: none"> <li>• Interpret information, locate positions and describe routes on maps and diagrams using simple scales, legends and directional language</li> </ul>
<b>Text Knowledge</b>	<p><u>Use knowledge of text structures</u></p> <ul style="list-style-type: none"> <li>• Use growing knowledge of the structure and features of learning area texts to comprehend and compose an increasing number and range of texts</li> </ul>	<b>Interpreting statistical information</b>	<p><u>Interpret data displays</u></p> <ul style="list-style-type: none"> <li>• Collect record and display data as tables, diagrams, picture graphs and column graphs</li> </ul> <p><u>Interpret chance events</u></p> <ul style="list-style-type: none"> <li>• Describe possible outcomes from chance experiments using informal chance language and recognising variations in results</li> </ul>
<b>Grammar Knowledge</b>	<p><u>Use knowledge of sentence structures</u></p> <ul style="list-style-type: none"> <li>• Use simple, compound and complex sentence structures to describe, explain, report and make connections between ideas and events</li> </ul> <p><u>Express opinion and point of view</u></p> <ul style="list-style-type: none"> <li>• Differentiate between the language and opinion and feeling and the language of factual reporting or recording</li> </ul>	<b>Using Measurement</b>	<p><u>Estimate and measure with metric units</u></p> <ul style="list-style-type: none"> <li>• Estimate, measure and compare the length, temperature, volume, capacity and mass of everyday objects using metric units and scaled instruments</li> </ul> <p><u>Operate with clocks, calendars and timetables</u></p> <ul style="list-style-type: none"> <li>• Read digital and analogue clocks to the minute, convert between hours and minutes, use 'am' and 'pm', and use calendars to locate and compare time events</li> </ul>
<b>Word Knowledge</b>	<p><u>Understand learning area vocabulary</u></p> <ul style="list-style-type: none"> <li>• Use growing subject-specific vocabulary to read, discuss and write about learning area topics</li> </ul>		<p><u>Analysing, synthesising and evaluating reasoning &amp; procedures</u></p>
<b>Visual Knowledge</b>	<p><u>Manage digital data</u></p> <ul style="list-style-type: none"> <li>• Manage and maintain digital data using common methods</li> </ul>		<p><u>Apply logic and reasoning</u></p> <ul style="list-style-type: none"> <li>• Identify and apply appropriate reasoning and thinking strategies for particular outcomes</li> </ul> <p><u>Draw conclusions and design a course of action</u></p> <ul style="list-style-type: none"> <li>• Draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion</li> </ul> <p><u>Evaluate procedures and outcomes</u></p> <ul style="list-style-type: none"> <li>• Explain and justify ideas and outcomes</li> </ul>

## General Capabilities - (typically by the end of Year 4) - Possible Nature Play Links (Cont.)

Personal and Social Capability	Ethical Understanding	Intercultural Understanding	ICT
<p><b>Self-Awareness</b></p> <p><u>Recognise Emotions</u></p> <ul style="list-style-type: none"> <li>Describe the influence that people, situations and events have on their emotions</li> </ul> <p><u>Recognise personal qualities and achievements</u></p> <ul style="list-style-type: none"> <li>Describe personal strengths and challenges and identify skills they wish to develop</li> </ul> <p><u>Understand themselves as learners</u></p> <ul style="list-style-type: none"> <li>Identify and describe factors and strategies that assist their learning</li> </ul> <p><u>Develop reflective practice</u></p> <ul style="list-style-type: none"> <li>Reflect on personal strengths and achievements, based on self-assessment strategies and teacher feedback</li> </ul>	<p><b>Understanding ethical concepts and issues</b></p> <p><u>Recognise ethical concepts</u></p> <ul style="list-style-type: none"> <li>Identify ethical concepts, such as equality, respect and connectedness, and describe some of their attributes</li> </ul> <p><u>Explore ethical concepts in context</u></p> <ul style="list-style-type: none"> <li>Discuss actions taken in a range of contexts that include an ethical dimension</li> </ul>	<p><b>Recognising Culture and developing respect</b></p> <p><u>Investigate culture and cultural identity</u></p> <ul style="list-style-type: none"> <li>Identify and describe variability within and across cultural groups</li> </ul> <p><u>Explore and compare cultural knowledge, beliefs and practices</u></p> <ul style="list-style-type: none"> <li>Describe and compare a range of cultural stories, events and artefacts</li> </ul> <p><u>Develop respect for cultural diversity</u></p> <ul style="list-style-type: none"> <li>Identify and discuss the significance of a range of cultural events, artefacts or stories recognised in the school, community or nation</li> </ul>	<p><u>Recognise intellectual property</u></p> <ul style="list-style-type: none"> <li>Acknowledge when they use digital products created by someone else, and start to indicate the source</li> </ul> <p><u>Apply digital information security and practices</u></p> <ul style="list-style-type: none"> <li>Independently apply standard guidelines and techniques for particular digital systems to secure digital information</li> </ul> <p><u>Apply personal security protocols</u></p> <ul style="list-style-type: none"> <li>Apply standard guidelines and take action to avoid the common dangers to personal security when using ICT and apply appropriate basic social protocols when using ICT to communicate with unknown audiences</li> </ul>
<p><b>Self-management</b></p> <p><u>Express emotions appropriately</u></p> <ul style="list-style-type: none"> <li>Identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations</li> </ul> <p><u>Develop self discipline and set goals</u></p> <ul style="list-style-type: none"> <li>Explain the value of self-discipline and goal-setting in helping them to learn</li> </ul> <p><u>Work independently and show initiative</u></p> <ul style="list-style-type: none"> <li>Consider, select and adopt a range of strategies for working independently and taking initiative</li> </ul> <p><u>Become confident, resilient and adaptable</u></p> <ul style="list-style-type: none"> <li>Persist with tasks when faced with challenges and adapt their approach where first attempts are not successful</li> </ul>	<p><b>Reasoning in decision making and actions</b></p> <p><u>Reason and make ethical decisions</u></p> <ul style="list-style-type: none"> <li>Explain reasons for acting in certain ways, including the conflict between self-respect and self-interest in reaching decisions</li> </ul> <p><u>Consider consequences</u></p> <ul style="list-style-type: none"> <li>Examine the links between emotions, dispositions &amp; intended and unintended consequences of their actions on others</li> </ul> <p><u>Reflect on ethical action</u></p> <ul style="list-style-type: none"> <li>Consider whether having a conscience leads to ways of acting ethically in different scenarios</li> </ul>	<p><b>Interacting empathising with others</b></p> <p><u>Consider and develop multiple perspectives</u></p> <ul style="list-style-type: none"> <li>Identify and describe shared perspectives within and across various cultural groups</li> </ul> <p><u>Empathise with others</u></p> <ul style="list-style-type: none"> <li>Imagine and describe the feelings of others in a range of contexts</li> </ul>	<p><u>Applying social and ethical protocols and practices when using ICT</u></p> <p><u>Communicating with ICT</u></p> <ul style="list-style-type: none"> <li>Understand computer mediated communications</li> </ul> <ul style="list-style-type: none"> <li>Use appropriate ICT tools safely to share and exchange information with appropriate known audiences</li> </ul>
<p><b>Social Awareness</b></p> <p><u>Appreciate diverse perceptions</u></p> <ul style="list-style-type: none"> <li>Discuss the value of diverse perceptions and describe a point of view that is different from their own</li> </ul> <p><u>Contribute to civil society</u></p> <ul style="list-style-type: none"> <li>Identify the various communities to which they belong and what they can do to make a difference</li> </ul> <p><u>Understand relationships</u></p> <ul style="list-style-type: none"> <li>Describe factors that contribute to positive relationships, including with people at school and in their community</li> </ul>	<p><b>Exploring values, rights and responsibilities</b></p> <p><u>Examine values</u></p> <ul style="list-style-type: none"> <li>Identify and describe shared values in familiar and unfamiliar contexts</li> </ul> <p><u>Explore rights and responsibilities</u></p> <ul style="list-style-type: none"> <li>Investigate children's rights and responsibilities at school and in the local community</li> </ul> <p><u>Consider points of views</u></p> <ul style="list-style-type: none"> <li>Describe, different points of view associated with an ethical dilemma and give possible reasons for these differences</li> </ul>	<p><b>Reflecting on intercultural experiences and taking</b></p> <p><u>Reflect on intercultural experiences</u></p> <ul style="list-style-type: none"> <li>Identify and describe what they have learnt about themselves and others from real, virtual and vicarious intercultural experiences</li> </ul> <p><u>Challenge stereotypes and prejudices</u></p> <ul style="list-style-type: none"> <li>Explain the dangers of making generalisations about individuals and groups</li> </ul> <p><u>Mediate cultural difference</u></p> <ul style="list-style-type: none"> <li>Identify ways of reaching understanding between culturally diverse groups</li> </ul>	<p><u>Investigating with ICT</u></p> <p><u>Locate, generate and access data and information</u></p> <ul style="list-style-type: none"> <li>Locate, retrieve or generate information from a range of digital sources</li> </ul>
<p><b>Social Management</b></p> <p><u>Communicate Effectively</u></p> <ul style="list-style-type: none"> <li>Identify communication skills that enhance relationships for particular groups and purposes</li> </ul> <p><u>Work Collaboratively</u></p> <ul style="list-style-type: none"> <li>Describe characteristics of cooperative behaviour and identify evidence of these in group activities</li> </ul> <p><u>Make decisions</u></p> <ul style="list-style-type: none"> <li>Contribute to and predict the consequences of group decisions in a range of situations</li> </ul> <p><u>Negotiate and resolve conflicts</u></p> <ul style="list-style-type: none"> <li>Identify a range of conflict resolution strategies to negotiate positive outcomes to problems</li> </ul> <p><u>Develop leadership skills</u></p> <ul style="list-style-type: none"> <li>Discuss the concept of leadership and identify situations where it is appropriate to adopt this role</li> </ul>	<p><b>Exploring values, rights and responsibilities</b></p>	<p><b>Reflecting on intercultural experiences and taking</b></p>	<p><u>Creating ICT</u></p> <p><u>Generate ideas, plans and processes</u></p> <ul style="list-style-type: none"> <li>Use ICT to generate ideas and plan solutions</li> </ul> <p><u>Generate solutions to challenges and learning area tasks</u></p> <ul style="list-style-type: none"> <li>Create and modify simple digital solutions, creative outputs or data representation / transformation for particular purposes</li> </ul> <p><u>Select and use hardware and software</u></p> <ul style="list-style-type: none"> <li>Identify and independently operate a range of devices, software, functions and commands, taking into consideration ergonomics when operating appropriate ICT systems, and seek solutions when encountering a problem</li> </ul>

## General Capabilities - (typically by the end of Year 6) - Possible Nature Play Links

	LITERACY	NUMERACY	Critical and Creative Thinking
Comprehending texts through listening, reading and viewing	<p><u>Navigate, read and view learning area texts</u></p> <ul style="list-style-type: none"> <li>• Navigate, read and view subject-specific texts with some challenging features and a range of graphic representations</li> </ul> <p><u>Listen and respond to learning area texts</u></p> <ul style="list-style-type: none"> <li>• Listen to detailed spoken instructions for undertaking learning tasks, listen to spoken and audio texts, and respond to and interpret information and opinions presented</li> </ul> <p><u>Interpret and analyse learning area texts</u></p> <ul style="list-style-type: none"> <li>• Interpret and analyse information and ideas, comparing texts on similar topics or themes using comprehension strategies</li> </ul>	<p><u>Recognise and use patterns and relationships</u></p> <ul style="list-style-type: none"> <li>• Identify and describe pattern rules and relationships that help to identify trends</li> </ul> <p><u>Estimating and calculating with whole numbers</u></p>	<p><u>Pose questions</u></p> <ul style="list-style-type: none"> <li>• Pose questions to clarify and interpret information and probe for causes and consequences</li> </ul> <p><u>Identify and clarify information and ideas</u></p> <ul style="list-style-type: none"> <li>• Identify and clarify relevant information and prioritise ideas</li> </ul> <p><u>Organise and process information</u></p> <ul style="list-style-type: none"> <li>• Analyse, condense and combine relevant information from multiple sources</li> </ul>
Composing texts through writing and creating	<p><u>Compose spoken, written, visual and multimodal learning area texts</u></p> <ul style="list-style-type: none"> <li>• Compose and edit learning area texts</li> </ul> <p><u>Use language to interact with others</u></p> <ul style="list-style-type: none"> <li>• Use pair, group and class discussions and informal debates as learning tools to explore ideas and relationships, test possibilities, compare solutions and to prepare for creating texts</li> </ul> <p><u>Deliver Presentations</u></p> <ul style="list-style-type: none"> <li>• Plan, research, rehearse and deliver presentations on learning area topics, selecting appropriate content and visual and multimodal elements to suit different audiences</li> </ul>	<p><u>Visualise 2D shapes and 3D objects</u></p> <ul style="list-style-type: none"> <li>• Visualise, sort, describe and compare the features of objects such as prisms and pyramids in the environment</li> </ul> <p><u>Interpret maps and diagrams</u></p> <ul style="list-style-type: none"> <li>• Identify and describe routes and locations, using grid reference systems and directional language such as north or north east</li> </ul> <p><u>Using Spatial Reasoning</u></p>	<p><u>Imagine possibilities and connect ideas</u></p> <ul style="list-style-type: none"> <li>• Combine ideas in a variety of ways and from a range of sources to create new possibilities</li> </ul> <p><u>Consider alternatives</u></p> <ul style="list-style-type: none"> <li>• Identify situations where current approaches do not work, challenge existing ideas and generate alternative solutions</li> </ul> <p><u>Seek solutions and put ideas into action</u></p> <ul style="list-style-type: none"> <li>• Assess and test options to identify the most effective solutions and to put ideas into action</li> </ul> <p><u>Inquiring- identifying, exploring and organising</u></p>
Text Knowledge	<p><u>Use knowledge of text structures</u></p> <ul style="list-style-type: none"> <li>• Use developing knowledge of the structure and features of learning area texts to comprehend and compose a range of more complex texts for identified purposes</li> </ul>	<p><u>Interpreting statistical information</u></p> <p><u>Interpret data displays</u></p> <ul style="list-style-type: none"> <li>• Collect, compare, describe and interpret data as 2-way tables, double column graphs and sector graphs, including from digital media</li> </ul> <p><u>Interpret chance events</u></p> <ul style="list-style-type: none"> <li>• Describe chance events and compare observed outcomes with predictions using numerical representations such as 75% chance of rain or 50/50 chance of snow</li> </ul> <p><u>Using Spatial Reasoning</u></p>	<p><u>Generating ideas and possibilities and actions</u></p> <p><u>Reflecting on thinking and processes</u></p> <p><u>Think about thinking (metacognition)</u></p> <ul style="list-style-type: none"> <li>• Reflect on assumptions made, consider reasonable criticism and adjust their thinking if necessary</li> </ul> <p><u>Reflect on processes</u></p> <ul style="list-style-type: none"> <li>• Identify and justify the thinking behind choices they have made</li> </ul> <p><u>Transfer knowledge into new contexts</u></p> <ul style="list-style-type: none"> <li>• Apply knowledge gained from one context to another unrelated context and identify new meaning</li> </ul>
Grammar Knowledge	<p><u>Use knowledge of sentence structures</u></p> <ul style="list-style-type: none"> <li>• Use simple and compound and complex sentence structures to record, explain, question, describe and elaborate ideas and events</li> </ul> <p><u>Express opinion and point of view</u></p> <ul style="list-style-type: none"> <li>• Use subjective, objective and evaluative language, and identify bias</li> </ul>	<p><u>Estimate and measure with metric units</u></p> <ul style="list-style-type: none"> <li>• Choose and use appropriate metric units for length, area, volume, capacity and mass to solve everyday problems</li> </ul> <p><u>Operate with clocks, calendars and timetables</u></p> <ul style="list-style-type: none"> <li>• Convert between 12- and 24-hour systems to solve time problems, interpret and use timetables from print and digital sources</li> </ul> <p><u>Using Measurement</u></p>	<p><u>Apply logic and reasoning</u></p> <ul style="list-style-type: none"> <li>• Assess whether there is an adequate reasoning and evidence to justify a claim, conclusion or outcome</li> </ul> <p><u>Draw conclusions and design a course of action</u></p> <ul style="list-style-type: none"> <li>• Scrutinise ideas and concepts, test conclusions and modify actions when designing a course of action</li> </ul> <p><u>Analysing, synthesising and evaluating reasoning &amp; procedures</u></p>
Word Knowledge	<p><u>Understand learning area vocabulary</u></p> <ul style="list-style-type: none"> <li>• Use vocabulary, including subject-specific vocabulary from a range of learning areas and vocabulary that expresses shades of meaning</li> </ul>		<p><u>Evaluate procedures and outcomes</u></p> <ul style="list-style-type: none"> <li>• Evaluate the effectiveness of ideas, products, performances, methods and courses of action against given criteria</li> </ul>
Visual Knowledge	<p><u>Manage digital data</u></p> <ul style="list-style-type: none"> <li>• Manage and maintain data on different storage mediums – locally and on networks</li> </ul>		

## General Capabilities - (typically by the end of Year 6) - Possible Nature Play Links (Cont.)

Personal and Social Capability	Ethical Understanding	Intercultural Understanding	ICT
<p><u>Self-Awareness</u></p> <p><u>Recognise Emotions</u></p> <ul style="list-style-type: none"> <li>Explain how the appropriateness of emotional responses influences behaviour</li> </ul> <p><u>Recognise personal qualities and achievements</u></p> <ul style="list-style-type: none"> <li>Describe the influence that personal qualities and strengths have on their learning outcomes</li> </ul> <p><u>Understand themselves as learners</u></p> <ul style="list-style-type: none"> <li>Identify preferred learning styles and work habits</li> </ul> <p><u>Develop reflective practice</u></p> <ul style="list-style-type: none"> <li>Monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential</li> </ul>	<p><u>Understanding ethical concepts and issues</u></p> <p><u>Recognise ethical concepts</u></p> <ul style="list-style-type: none"> <li>Examine and explain ethical concepts such as truth and justice that contribute to the achievement of a particular outcome</li> </ul> <p><u>Explore ethical concepts in context</u></p> <ul style="list-style-type: none"> <li>Explain what constitutes an ethically better or worse outcome and how it might be accomplished</li> </ul>	<p><u>Recognising Culture &amp; developing respect</u></p> <p><u>Explore and compare cultural knowledge, beliefs and practices</u></p> <ul style="list-style-type: none"> <li>Describe and compare the knowledge, beliefs and practices of various cultural groups in relation to a specific time, event or custom</li> </ul> <p><u>Communicate across cultures</u></p> <ul style="list-style-type: none"> <li>Identify factors that contribute to understanding in intercultural communication and discuss some strategies to avoid misunderstanding</li> </ul>	<p><u>Recognise intellectual property</u></p> <ul style="list-style-type: none"> <li>Identify the legal obligations regarding the ownership and use of digital products and apply some referencing conventions</li> </ul> <p><u>Apply digital information security and practices</u></p> <ul style="list-style-type: none"> <li>Independently apply strategies for determining and protecting the security of digital information and assess the risks associated with online environments</li> </ul> <p><u>Apply personal security protocols</u></p> <ul style="list-style-type: none"> <li>Identify the risks to identify, privacy and emotional safety for themselves when using ICT and apply generally accepted social protocols when sharing information in online environments, taking into account different social and cultural contexts</li> </ul>
<p><u>Self-management</u></p> <p><u>Express emotions appropriately</u></p> <ul style="list-style-type: none"> <li>Explain the influence of emotions on behaviour, learning and relationships</li> </ul> <p><u>Develop self discipline and set goals</u></p> <ul style="list-style-type: none"> <li>Analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals</li> </ul> <p><u>Work independently and show initiative</u></p> <ul style="list-style-type: none"> <li>Assess the value of working independently, and taking initiative to do so where appropriate</li> </ul> <p><u>Become confident, resilient and adaptable</u></p> <ul style="list-style-type: none"> <li>Devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety</li> </ul>	<p><u>Reasoning in decision making and actions</u></p> <p><u>Reason and make ethical decisions</u></p> <ul style="list-style-type: none"> <li>Explore the reasons behind there being a variety of ethical positions on a social issue</li> </ul> <p><u>Consider consequences</u></p> <ul style="list-style-type: none"> <li>Evaluate the consequences of actions in familiar and hypothetical scenarios</li> </ul> <p><u>Reflect on ethical action</u></p> <ul style="list-style-type: none"> <li>Articulate a range of ethical responses to situations in various social contexts</li> </ul>	<p><u>Interacting empathising with others</u></p> <p><u>Consider and develop multiple perspectives</u></p> <ul style="list-style-type: none"> <li>Explain perspectives that differ to expand their understanding of an issue</li> </ul> <p><u>Empathise with others</u></p> <ul style="list-style-type: none"> <li>Imagine and describe the situations of others in local, national and global contexts</li> </ul>	<p><u>Applying social and ethical protocols and practices when using ICT</u></p> <p><u>Collaborate, share and exchange</u></p> <ul style="list-style-type: none"> <li>Select and use appropriate ICT tools safely to share and exchange information and to safely collaborate with others</li> </ul>
<p><u>Social Awareness</u></p> <p><u>Appreciate diverse perceptions</u></p> <ul style="list-style-type: none"> <li>Explain how means of communication differ within and between communities and identify the role these play in helping or hindering understanding of others</li> </ul> <p><u>Contribute to civil society</u></p> <ul style="list-style-type: none"> <li>Identify a community need or problem and consider ways to take action to address it</li> </ul> <p><u>Understand relationships</u></p> <ul style="list-style-type: none"> <li>Identify the difference between positive and negative relationships and ways of managing these</li> </ul>	<p><u>Exploring values, rights and responsibilities</u></p> <p><u>Examine values</u></p> <ul style="list-style-type: none"> <li>Examine values accepted and enacted within various communities</li> </ul> <p><u>Explore rights and responsibilities</u></p> <ul style="list-style-type: none"> <li>Monitor consistency between rights and responsibilities when interacting face-to-face or through social media</li> </ul> <p><u>Consider points of views</u></p> <ul style="list-style-type: none"> <li>Explain a range of possible interpretations and points of view when thinking about ethical dilemmas</li> </ul>	<p><u>Reflect on intercultural experiences</u></p> <ul style="list-style-type: none"> <li>Explain what and how they have learnt from a wide range of intercultural interactions and experiences</li> </ul> <p><u>Challenge stereotypes and prejudices</u></p> <ul style="list-style-type: none"> <li>Explain the impact of stereotypes and prejudices on individuals and groups within Australia</li> </ul> <p><u>Mediate cultural difference</u></p> <ul style="list-style-type: none"> <li>Discuss ways of reconciling differing cultural values and perspectives in addressing common concerns</li> </ul>	<p><u>Define and plan information searches</u></p> <ul style="list-style-type: none"> <li>Use a range of ICT to identify and represent patterns in sets of information and to pose questions to guide searching for, or generating, further information</li> </ul> <p><u>Locate, generate and access data and information</u></p> <ul style="list-style-type: none"> <li>Locate, retrieve or generate information using search engines and simple search functions and classify information in meaningful ways</li> </ul>
<p><u>Social Management</u></p> <p><u>Communicate Effectively</u></p> <ul style="list-style-type: none"> <li>Identify and explain factors that influence effective communication in a variety of situations</li> </ul> <p><u>Work Collaboratively</u></p> <ul style="list-style-type: none"> <li>Contribute to groups and teams, suggesting improvements in methods used for group investigations and projects</li> </ul> <p><u>Make decisions</u></p> <ul style="list-style-type: none"> <li>Identify factors that influence decision making and consider the usefulness of these in making their own decisions</li> </ul> <p><u>Negotiate and resolve conflicts</u></p> <ul style="list-style-type: none"> <li>Identify causes and effects of conflict, and practice different strategies to diffuse or resolve conflict situations</li> </ul> <p><u>Develop leadership skills</u></p> <ul style="list-style-type: none"> <li>Initiate or help to organise group activities that address a common need</li> </ul>	<p><u>Exploring values, rights and responsibilities</u></p>	<p><u>Reflecting on intercultural experiences and taking</u></p>	<p><u>Investigating with ICT</u></p> <p><u>Creating ICT</u></p> <p><u>Generating ideas, plans and processes</u></p> <ul style="list-style-type: none"> <li>Use ICT effectively to record ideas, represent thinking and plan solutions</li> </ul> <p><u>Generate solutions to challenges and learning area tasks</u></p> <ul style="list-style-type: none"> <li>Independently or collaboratively create and modify digital solutions, creative outputs or data representation/transformation for particular audiences and purposes</li> </ul> <p><u>Select and use hardware and software</u></p> <ul style="list-style-type: none"> <li>Select from, and safely operate, a range of devices to undertake specific tasks and use basic troubleshooting procedures to solve routine malfunctions</li> </ul>

## Cross Curriculum Priorities - Possible Nature Play Links

SUSTAINABILITY	ABORIGINAL & TORRES STRAIT ISLANDER HISTORIES AND CULTURES	ASIA AND AUSTRALIA'S ENGAGEMENT WITH ASIA
<p><u>Systems</u></p> <ul style="list-style-type: none"> <li>• OI.1 - The Biosphere is a dynamic system providing conditions that sustain life on Earth.</li> <li>• OI.2 - All life forms, including human life, are connected through ecosystems on which they depend for their well-being and survival.</li> <li>• OI.3 Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.</li> </ul> <p><u>World Views</u></p> <ul style="list-style-type: none"> <li>• OI.4 - World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice are essential for achieving sustainability.</li> <li>• OI.5 - World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability.</li> </ul> <p><u>Futures</u></p> <ul style="list-style-type: none"> <li>• OI.6 - The sustainability of ecological social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future.</li> <li>• OI.7 - Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.</li> </ul>	<ul style="list-style-type: none"> <li>• OI.8 - Designing action for sustainability requires an evaluation of past practices, the assessment and technological developments, and balanced judgments based on projected future economic, social and environmental factors.</li> <li>• OI.9 - Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments</li> </ul> <p><u>Country/ Place</u></p> <ul style="list-style-type: none"> <li>• OI.2 - Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place throughout all of Australia.</li> <li>• OI.3 - Aboriginal and Torres Strait Islander Peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways.</li> </ul> <p><u>Cultures</u></p> <ul style="list-style-type: none"> <li>• OI.4 - Aboriginal and Torres Strait Islander societies have many language groups.</li> <li>• OI.5 - Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing and doing.</li> </ul>	<p><u>People</u></p> <ul style="list-style-type: none"> <li>• OI.6 - Aboriginal and Torres Strait Islander Peoples have lived in Australia for tens of thousands of years and experiences can be viewed through historical, social and political lenses.</li> </ul> <p><u>Asia and its diversity</u></p> <ul style="list-style-type: none"> <li>• OI.1 - The peoples and countries of Asia are diverse in ethnic background, traditions, cultures, belief systems and religions.</li> </ul> <p><u>Asia-Australia engagement</u></p> <ul style="list-style-type: none"> <li>• OI.8 - Australians of Asian heritage have influenced Australia's history and continue to influence its dynamic culture and society.</li> </ul>