



Department of
Education
and Training

EARLY CHILDHOOD (K-3) SYLLABUS



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1 Purpose of the *Early Childhood (K-3) Syllabus*

1.1 Introduction

The *Early Childhood (K-3) Syllabus* is designed to support early childhood teachers as they meet the learning needs of each child in developmentally and contextually appropriate ways.

Kindergarten programs are available to children who have turned 4 by 30 June in any given year and are offered for the equivalent of 4 half days per week.

Pre-primary programs are available to children who have turned 5 by 30 June in any given year. Pre-primary programs are offered for 5 full days.

Years 1-3 are the beginning years of compulsory schooling.

The *Early Childhood (K-3) Syllabus* provides advice on content to support development of learning in the early years of schooling. Content is expressed at specific year levels to provide early childhood educators with advice on starting points for the development of learning programs. It is the teacher, in partnership with children and parents/caregivers, who will continue to make decisions about appropriate learning experiences for each child.

This syllabus contains information about:

- children's learning in the early childhood phase of development
- planning for learning
- content.

1.2 Connection with other curriculum policy and support documents

The syllabus provides scope and sequence statements of content that link to the outcomes in the *Curriculum Framework*.

Early childhood teachers can use this syllabus in conjunction with the *Curriculum Framework Curriculum Guides*. The *Guides* provide a broad range of content related to outcomes in the *Curriculum Framework*. By using the *Guides* in conjunction with this syllabus, early childhood teachers will have access to content that meets the learning needs and interests of a range of children.

National Consistency in Curriculum Outcomes (NCCO) Statements of Learning were agreed by the Ministerial Council for Education, Employment, Training and Youth Affairs in April 2006. These *Statements of Learning* provide a means of achieving greater national

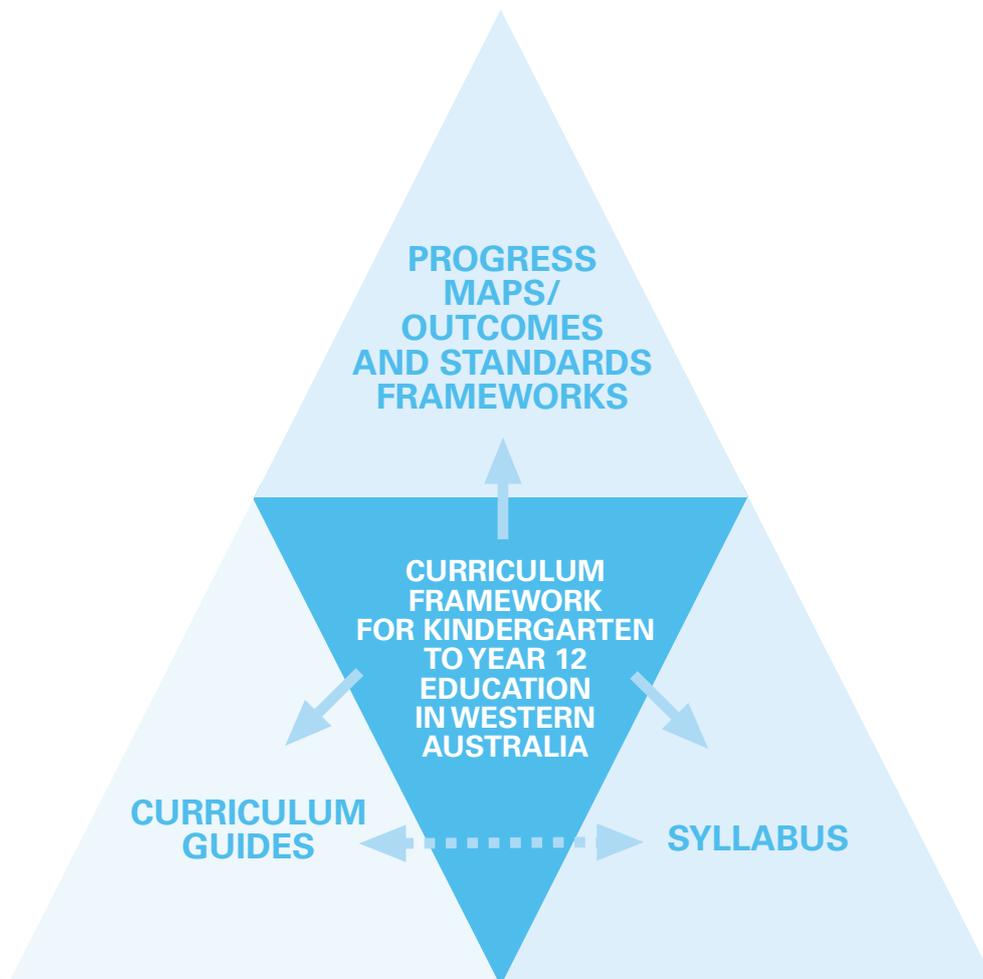
consistency in curriculum outcomes across the eight States and Territories. *Statements of Learning* have been agreed for the following areas:

- Civics and Citizenship
- English
- Information and Communication Technologies (ICT)
- Mathematics
- Science.

Teachers continue to use progress maps (*Curriculum Framework Progress Maps/ Outcomes and Standards Framework*) to monitor children's progressive achievement of learning outcomes, and may use other tools.

Use of progress maps will inform early childhood teachers' planning and assist with decisions about when and what knowledge, understandings, skills and values are appropriate for the children with whom they are working. Early childhood teachers will continue to exercise their professional judgement in making these decisions.

The following diagram illustrates the connections among the *Curriculum Framework*, the progress maps, the *Curriculum Framework Curriculum Guides* and the K-10 syllabuses.



Connections among the *Curriculum Framework*, the Curriculum Framework Progress Maps/*Outcomes and Standards Framework*, the *Curriculum Framework Curriculum Guides* and the *Early Childhood (K-3) Syllabus*

2 Children's learning in the early childhood phase

Research from neuroscience, psychology, education, human development and sociology supports the understanding that what happens to children in their early years is critical to their lifelong learning and health. Positive outcomes in this phase build social outcomes and economic productivity for communities and society.

Children are the focus of learning and teaching. They bring with them a natural wonder and curiosity about their world and their place within it. The role of the early childhood educator is to plan and implement learning experiences that will support each child's learning and development.

The early years provide a critical foundation for lifelong learning and the acquisition of life skills and abilities. Early learning needs to be rich, contextualised, developmentally appropriate and connected to young children's worlds and their community experiences.

This phase is characterised by children's rapid rate of growth, learning and development, children's different learning pathways and their multiple forms of expression.

Children's learning is socially and culturally constructed. Their social, emotional, cognitive, physical, aesthetic, spiritual and moral learning and development are highly interdependent and influenced by:

- home
- school
- different carers
- the wider community in which they live
- the way in which the different parts of their world interact.

Social competence and emotional well-being are central to children's educational achievements. They develop social competence through stable, caring and responsive relationships with adults. These relationships form the foundation for early childhood learning. Relationships are also integral to children's development of dispositions crucial for lifelong learning.

2.1 Learning dispositions

Learning dispositions are habits of mind that underpin ways of making sense of, and acting in the world. Some dispositions help children to be effective learners. They support learners to recognise, select, edit, respond to, search for and construct learning opportunities.

Children develop their dispositions from everyday interactions and experiences. In early childhood the development of the child's dispositions is paramount for learning and making sense of experiences.

Examples of learning dispositions include: being curious, resourceful, communicative, cooperative, purposeful, persistent and courageous, all important for effective learning.

What do dispositions look like?

Dispositions will look different for each child, and will change as children grow and develop. Children might show these dispositions when they are:

- **curious**, by reaching out, trying new things, asking questions, investigating, or exploring ideas
- **resourceful**, by making the most of what is available, seeking out sources or help, transferring learning to new situations, or trying new ideas
- **communicative**, by responding to others, practising ways of communicating, or initiating and maintaining communication
- **cooperative**, by accepting and taking part in routines, working together with others, following the lead of another child or adult, or showing a sense of others' needs

- **purposeful and persistent**, by sticking at activities, trying a range of options, showing determination, or working towards a set goal
- **courageous**, by taking a chance, trying new things, overcoming challenges, or coping with change.

2.2 Principles of learning and teaching in the early childhood phase

The *Curriculum Framework* details principles for learning and teaching in the early childhood phase of development. The following information provides further articulation of these principles for this phase.

Children's learning in this phase is complex, rich, varied, surprising and enthusiastic. It is dynamic, with positive, reciprocal, respectful relationships between children and adults which often include fun and humour – keys to successful learning and teaching.

Opportunity to learn

Opportunities to learn are provided through recognition of children as competent learners and their active involvement and participation in the learning and teaching process. Teachers build on their understanding of what children can do with assistance as a basis for identifying developmentally and contextually appropriate further steps for learning.

Everyday routines and transitions between experiences provide opportunities to learn and emotional security for children, as do culturally appropriate celebrations. Teachers can use children's increasing emotional stability as a basis for expanding their repertoire and approaches to learning as they gain more experience in school.

Children's learning and development is supported and stimulated by play, use of hands-on, concrete materials and ICT. Opportunities to learn are maximised by providing a balance of child-initiated and teacher-directed experiences. This includes explicit teaching and teachers responding to spontaneous learning opportunities.

Connection and challenge

Children learn by connecting with each other, adults and the environments in which they participate. Learning begins with the child in the context of the family. Teachers make connections with, and build on, children's interests, strengths and prior learning to provide challenges that stimulate learning. These starting points are identified through ongoing communication with children and parents/caregivers, respecting their home cultures and contexts.

Children construct their understandings of the world through problem solving, inquiry, trial and error, instruction and practice. Children's interests and strengths are used to further their learning opportunities.

Action and reflection

In the early childhood years children are actively engaged in their learning. They significantly guide and shape learning experiences through expression of their needs and interests.

Early childhood educators' ongoing observations of children's learning and interactions form the basis for making joint decisions with children and parents/ caregivers about opportunities for learning. These opportunities actively involve children, giving them opportunities to reflect on their actions and make sense of the results, and to reflect on and make connections between ideas and experiences.

Motivation and purpose

Children are motivated by knowing the purpose of learning activities and being given the opportunity to reflect on their learning. This supports them to participate meaningfully in teacher-directed learning experiences, act with understanding and reflect on their learning.

Use of language to reflect also enables children to describe their motivation and purpose for action in experiences they initiate. They need to be supported to continue to develop the language of learning and thinking to enable them to be reflective thinkers and to set goals for action in subsequent learning.

Inclusivity and difference

Teachers create valuable learning opportunities when they take into account children's language, culture, health, location, values, abilities and disabilities, and previous education.

Early childhood educators work together to develop inclusive learning programs that give all children opportunities to learn and use a range of teaching techniques such as:

- modelling
- scaffolding
- suggesting
- telling
- instructing
- encouraging
- providing feedback
- questioning
- providing opportunities for experience.

Independence and collaboration

Early childhood teachers, families and communities are instrumental in developing children's understandings of themselves as individuals and members of a group. Working together, they help children to manage their own behaviour in a way that builds respect and caring for themselves, others and their environment.

A growing awareness of self, their strengths and respect for others is important for all

children to achieve social competence and emotional well-being. Real-life situations and day-to-day interactions in classrooms and schools provide opportunities for children to develop concepts, values and skills that underpin learning and living as members of a community.

Supportive environment

A supportive learning environment takes into account the physical, social and emotional and time needs of children. This includes learning that:

- promotes the use of indoor and outdoor spaces
- reflects children's cultural contexts
- promotes interactions of children and adults within learning spaces and the wider school community
- encourages day-to-day routines that provide security for children, ensure they have sufficient time to engage in experiences and result in deep-level learning.

A supportive environment is sufficiently flexible to respond to spontaneous learning opportunities. It ensures children are physically and emotionally safe and feel they belong.

A supportive environment has resources that children can access easily, encouraging them to be independent, responsible and autonomous. In this type of environment,

children learn to exercise choice. They also develop self-regulation, learn appropriate behaviour and have opportunities to use their imagination and initiative.

Being a part of a community of learners, where adults as well as children talk about their learning, helps children to recognise the value of collaborating with others.

2.3 Play

There is a strong relationship between learning and development through play, which impacts on children's development in the following areas:

- physical
- social
- memory
- self-regulation
- language and literacy skills
- school adjustment
- academic learning.

Recent research indicates that active, stimulating play promotes optimal development in the growing brain. As children learn and develop socially, emotionally, physically and intellectually, their play changes and becomes increasingly sophisticated. Play empowers children to solve problems, make decisions, explore and negotiate, and express themselves in situations relevant and meaningful to them.

Play for learning and more teacher-directed approaches are equally valued in the early childhood phase. Evidence shows that:

- deep-level learning occurs when children are fully involved
- children are more likely to be fully involved in play than in other activities
- well-developed play impacts on children's social and academic skills.

While play for children with additional learning needs or for children from culturally and linguistically diverse backgrounds may look different, its value remains.

In fully developed, make-believe play children learn to regulate their own behaviour and that of others. This assists them to see others' perspectives. Play that is less well-developed, due to lack of time or lack of adult involvement, will not produce the same outcomes.

In play, children use language to realise their purpose and potential. In so doing, they also practise the essential skills that underpin social competence and support learning across the curriculum. Communication skills that underpin literacy – telling, narrating and describing – are often foregrounded in play. Play also has positive effects on phonological awareness, vocabulary and letter recognition and offers opportunities for children to develop and practise mathematical language and specific skills and understandings.

Many children need their play to be scaffolded by adults. Some children enter school not knowing how to pretend, and their learning will not be enhanced unless scaffolding occurs. As children learn and develop, their play changes and this demands change in the way teachers support play.

Play is a key component of effective practice throughout this phase, allowing children to learn new things and use both the new and what they already know in meaningful situations.

3 Planning for learning

Planning in the early childhood years maintains a persistent focus on the development of the whole child. Early childhood teachers plan in partnership with children and parents/caregivers to ensure that early learning is supportive of each individual child and reflects learning they bring with them to school. The unique and fundamental role that early childhood learning plays in mediating children's future success and well-being needs to be taken into account, particularly by school leaders, when making decisions about planning in the early years.

3.1 Whole-school planning

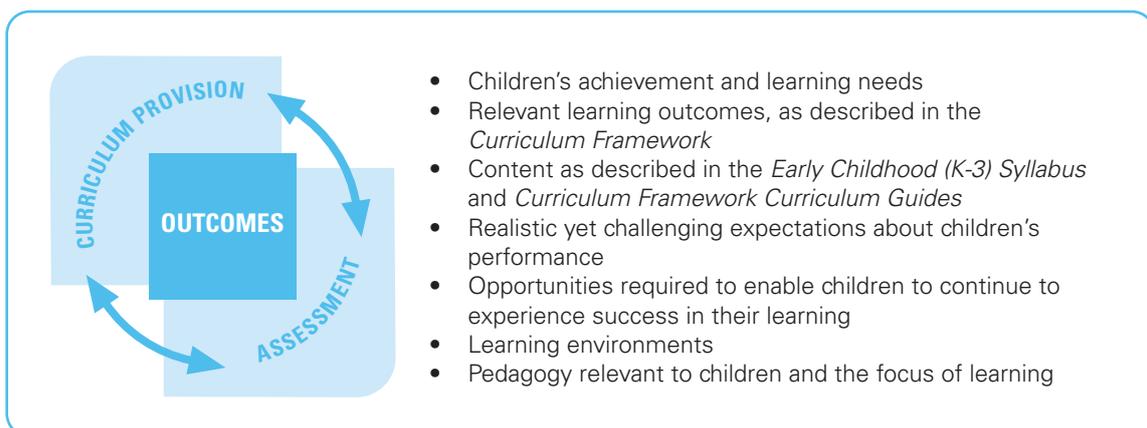
Early childhood teachers plan in the context of centre or whole-school planning for improvement. Typically, this process involves four stages:

- identification of individual and group learning needs through the collection and analysis of information about children's learning from a variety of sources
- planning learning for improvement for all children
- implementation
- review.

Curriculum planning

School leaders and early childhood teachers participate in whole-school curriculum planning to ensure that programs are developmentally and contextually appropriate for all children.

The elements of whole-school curriculum planning are encapsulated in the following diagram.



Elements of whole-school curriculum planning

Breadth and balance

The breadth and balance of learning in the early childhood phase of development is outlined in the *Curriculum Framework*. In this context, the syllabus identifies content relevant to learning in the early childhood phase of development.

The *Curriculum Framework* should continue to be used as a basis for decisions about appropriate breadth and balance in the early childhood years.

When planning with this syllabus, early childhood teachers use their professional judgment to ensure a full range of learning, teaching and assessment programs are implemented to meet the needs of their children. These judgments are made in the context of the overall school plan, which takes into account relevant legislative and policy requirements. Community expectations are also taken into account.

School leaders and early childhood teachers may use this syllabus in conjunction with the *Curriculum Framework Curriculum Guides* to plan for a rich and varied curriculum that takes into account the prior learning, interests and strengths of all children.

Time allocation

To achieve a balanced curriculum, schools and teachers should provide the appropriate resources, including time, to ensure progress towards achievement of all learning outcomes identified in this syllabus.

When making decisions about the allocation of teaching time, the following should be considered:

- equal time does not need to be allocated to each of the curriculum categories or the *Curriculum Framework's* eight learning areas
- provision of blocks of time sufficient for children to become deeply involved in their learning and to complete activities at their own pace
- achievement data, indicating children's learning needs in the context of the school
- school system/sector priorities and curriculum policies
- teaching of content described in the *NCCO Statements of Learning* in Civics and Citizenship, English, ICT, Mathematics and Science
- the requirement for students in years 1-10 to participate in at least two hours of physical activity per week.

Classroom planning

Classroom planning caters for both groups and individuals and is guided by directions set in whole-school planning. Early childhood teachers monitor children's progress, identify their strengths and weaknesses and provide learning, teaching and assessment programs appropriate to their needs and interests.

When planning, early childhood teachers:

- are guided by the ongoing development of each child's learning needs and interests
- focus on opportunities for integration and organise learning experiences to reflect the way children learn
- reflect the focus of learning and strategies to which the school has committed in whole-school planning
- identify relevant learning outcomes against which they will monitor children's progress and make judgements about their achievement
- describe appropriate targets for particular groups and individuals that connect to whole-school targets
- identify review points for monitoring and assessing children's progress
- reflect the principles of learning, teaching and assessment in the *Curriculum Framework*
- identify resources required to support learning, teaching and assessment
- set the context for their ongoing planning.

Learning environments

The environments in schools and classrooms are critical to children's success in learning. Positive learning environments support strong and valued working relationships between children, teachers, parents/caregivers and

other family members. In early childhood, the working relations between the home and school play a vital role.

When creating positive learning environments, teachers can consider the following:

- approaches to managing children's behaviour
- policy and practice in inclusion regarding language background, gender, culture, socioeconomic status, abilities and disabilities, and individual differences
- adequate access to, and use of, appropriate and varied resources
- groupings and physical arrangement of students and classrooms
- learning opportunities outside the school
- development of negotiated learning opportunities, when appropriate.

Continued success in learning

The focus of planning is the continued learning success of all children. The cycle of planning and assessment assists school leaders and early childhood teachers to identify individuals and groups of children who may require Documented Plans. Such children are relatively few in number and will not require a long or detailed plan.

The earlier children receive support through adjustments to learning, teaching methods

and environments, the more likely they are to succeed in later schooling. Individuals and groups who could require a Documented Plan include:

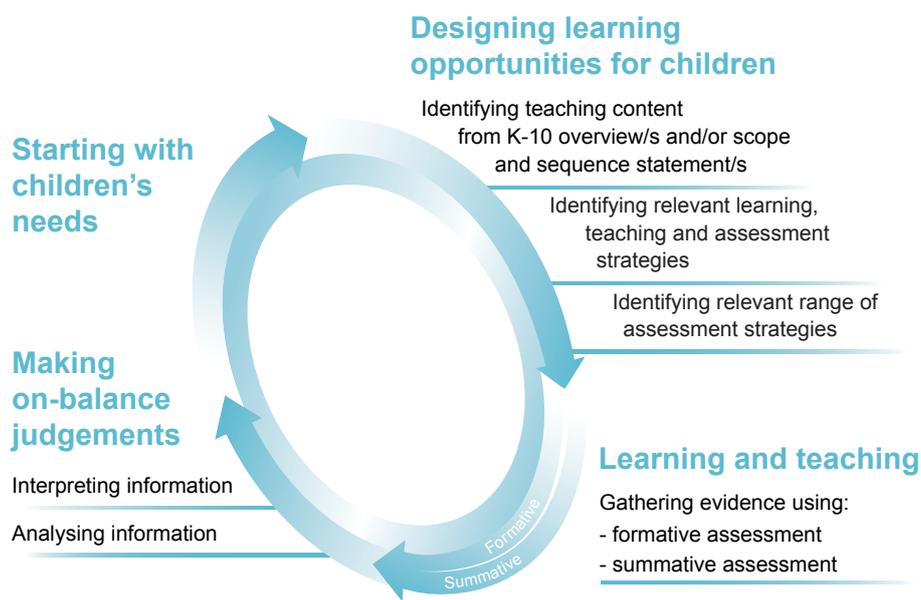
- students for whom English is a second language or dialect
- students with disabilities
- students with learning difficulties
- gifted and talented students.

Documented Plans focus on learning and teaching adjustments in order to promote learning, participation or curriculum access and may include:

- alternative means of presentation or response to activities or assessments
- adapted content or expectations in class activities
- acceleration, which may be across the curriculum or in specific areas of learning
- flexible groupings in the class
- encouragement/explicit teaching of critical and creative thinking
- enrichment and extension activities
- specialist support, such as visiting teachers
- teachers and parents/caregivers planning together so that learning outcomes and content reflect the learning needs of children.

3.2 Planning using the *Early Childhood (K-3) Syllabus*

The key elements of planning for learning are outlined in the diagram below. Planning begins with an assessment of children’s learning needs so that teachers can design developmentally appropriate programs. Relevant content can then be selected from the K-10 overviews and scope and sequence statements in this syllabus. Teachers select approaches to learning, teaching and assessment that are relevant to the children they teach and the contexts of their schools.



Key elements for planning for learning

Considerations for planning across the phase include:

- incorporating the focus of learning and strategies the school has committed to in the whole-school curriculum plan
- use of K-10 overviews and scope and sequence statements as a basis for auditing, validating and augmenting existing programs as required
- collaborative planning and decision making about contexts for learning and teaching to ensure minimal repetition
- consideration of available resources
- continuation of year level planning with a focus on adapting programs, if required, to meet the needs of groups and individuals.

When using this syllabus for planning learning, teaching and assessment programs, early childhood teachers can:

- identify *Curriculum Framework* learning outcomes that will be highlighted in the unit of work/program
- reflect the principles of learning, teaching and assessment in the *Curriculum Framework*
- use K-10 overview/s and/or scope and sequence statement/s to select relevant content
- identify appropriate targets for particular groups and individuals that connect to whole-school targets
- plan learning, teaching and assessment experiences including identification of what children will need to do to demonstrate their learning
- identify review points for monitoring and assessing children's progress
- gather information about children's learning using a range of assessment strategies and provide ongoing feedback that is meaningful to children
- make ongoing use of information about children's progress to reflect on and modify learning and teaching opportunities.

This next section explores the early childhood curriculum and how this may link to the *Curriculum Framework's* learning areas. Also the importance of the development of

dispositions for learning and the integrated nature of learning in early childhood is explored.

3.3 Early childhood curriculum categories and learning areas

When planning and implementing learning, teaching and assessment programs, many early childhood teachers use organisers other than the *Curriculum Framework's* learning areas, such as the curriculum categories in the *Kindergarten and Pre-primary Profile*, or developmental domains, to reflect the integrated nature of children's learning and development.

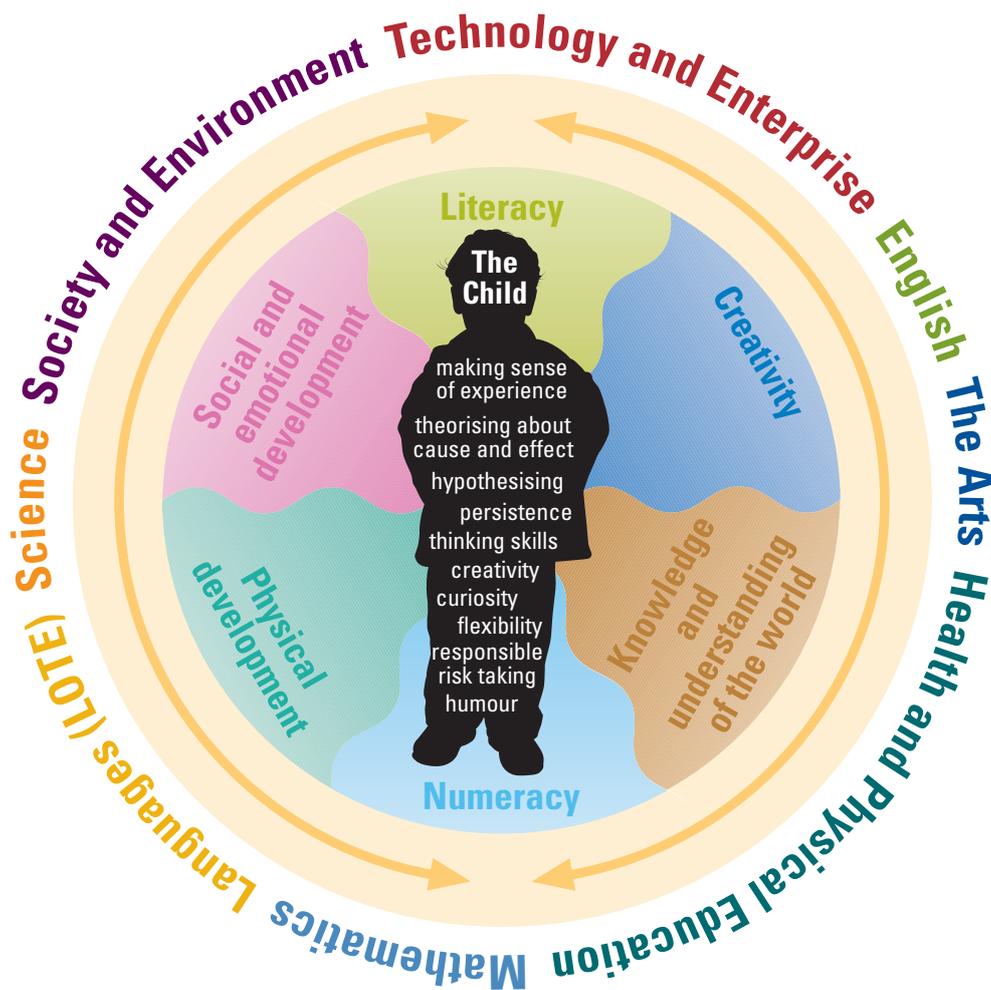
The *Kindergarten and Pre-primary Profile* curriculum categories, which provide a means for teachers to organise, monitor and support learning, are:

- social and emotional development
- literacy
- numeracy
- physical development
- creativity
- knowledge and understanding of the world.

These interrelated curriculum categories support early childhood teachers to design learning programs that focus on the whole child and ways young children learn.

Integration

The diagram below identifies links between the curriculum categories and *Curriculum Framework* learning areas. Early childhood teachers should note that links between curriculum categories and outcomes are dependent on children's learning needs and interests, and contexts for learning.



Linking the child's learning to categories and learning areas

Integrated learning in the early years builds on children's prior learning experiences and lays the foundation for later learning. Children learn through a range of experiences and their learning continues to be integrated and experiential in nature as they move into later phases of development when the curriculum begins to be organised into learning areas.

Integrated learning in early childhood builds on and extends children's skills, knowledge and understandings in meaningful contexts. It helps children to make connections across the curriculum, and makes efficient use of time in early childhood classrooms. Integrated programs incorporate child-initiated, teacher-initiated and collaboratively planned learning experiences. Integrated learning can take place in play, real-life learning situations, investigations, routines and transitions.

Integrated programs in the early years begin with the teacher using the skills of interaction and observation and working alongside children to gain understanding of what children know and can do, what motivates them, how they learn and what needs to happen to further their learning and development.

Supporting integration

Consideration of the following will support integration in learning, teaching and assessment programs in early childhood classrooms:

- teaching children to be socially competent enables them to work independently and collaboratively and is the foundation for effective integrated learning
- setting up appropriately resourced learning spaces that support planning and implementation of learning, teaching and assessment activities across the curriculum

For example:

- a publishing area, close to a book corner or class library, can be used for child-initiated and teacher-initiated learning experiences that engage children in literacy, as well as other areas of learning
- a block area supports thinking and motor skills and provides stimulus for literacy and numeracy development. Children are able to represent their experiences and engage collaboratively with others in meaningful situations
- ensuring children have enough time for deep involvement in their learning and completion of activities at their own pace
- focusing on a common approach to the process of inquiry. Each of the *Curriculum Framework* learning areas advocates a specialised approach to the process of inquiry. These processes have common elements as children learn to:
 - recognise when and what information is needed
 - locate and obtain information from a range of sources
 - evaluate, use and share information with others.

Teachers can focus on an integrated approach to inquiry by including the common elements outlined above. Such an approach to inquiry provides a sound basis on which children can develop more specialised inquiry skills as they progress with learning through subsequent phases of development.

National and state priorities for learning

National and state priorities have been agreed for the following cross-curriculum areas:

- Literacy
- Numeracy
- Civics and Citizenship
- Information and Communication Technologies (ICT)
- Physical Activity.

The scope and sequence statements in this syllabus are organised into learning areas, in accordance with the structure of the *Curriculum Framework*. Cross-curriculum content identified in national and state priorities has been embedded, where relevant, across scope and sequence statements.

To assist with integrated planning in this phase, national and state priorities for the cross-curriculum areas identified above have been embedded in relevant scope and sequence statements across the early childhood phase of development.

The *Curriculum Framework's* core shared values are also embedded across the scope and sequence statements. These core shared values can be summarised as follows:

- a pursuit of knowledge and a commitment to achievement of potential
- self acceptance and respect of self
- respect and concern for others and their rights
- social and civic responsibility
- environmental responsibility.

The following information further articulates the learning and teaching opportunities inherent in the curriculum categories to support teachers in developing integrated programs.

3.4 Social and emotional development

Supporting children's social and emotional development is a vital part of learning in the early years.

Social skills influence cognitive learning, particularly early literacy and numeracy. Sound social and emotional development is also central to good health and well-being, and provides the foundation for later learning in Civics and Citizenship and the development of values.

Teachers support children to build social and emotional skills across the full range of learning in the early years. These include:

- understanding other people's feelings and viewpoints
- cooperating with adults and peers
- exercising emotional and behavioural self control
- developing and reading body language and cues for acceptable social behaviours
- resolving disagreements constructively.

Key components of social and emotional development

Effective teachers attend to the following key components of social and emotional development in learning experiences they present and in their day-to-day interactions with children:

- social competence – knowledge and skills for effective participation in social contexts
- emotional regulation – ability to respond to various situations and experiences with a range of socially acceptable behaviours
- connectedness – ability to maintain relationships with peers and adults, and a sense of belonging established over time
- autonomy and identity – indicates independence and self-determination.

Children's identity is about their sense of self, what they find important and what they believe. Teachers foster independence and self-determination to facilitate the development of autonomous learners

- social dispositions – inclinations or tendencies towards being social. Such dispositions develop in children the confidence to have a go, take risks and try again, which are the building blocks of resilience.

Supporting social and emotional development through play

Play can be both a context and a teaching strategy to support children's social and emotional learning and development.

Through well-developed and supported play experiences, children can learn about a range of competencies including:

- self-awareness and self-esteem
- empathy
- friendships
- interpersonal relationships
- collaboration and cooperation
- accommodation of others' input
- perseverance and resilience
- self control
- making judgements about right and wrong
- expressing feelings appropriately

- consideration of other children's needs and feelings
- problem solving
- decision making.

3.5 Literacy

Literacy is the ability to read and use written information and write appropriately in a range of contexts. It involves the integration of listening, speaking, viewing and critical thinking with reading and writing. Literacy includes the cultural knowledge that enables a speaker, writer or reader to recognise and use language appropriate to a range of situations. The acquisition of literacy helps children to progress successfully through schooling and participate effectively in society¹.

Literacy is a fundamental component of learning across all areas of the curriculum. The development and enhancement of students' literacy and understandings is the responsibility of all teachers.

Acquisition of literacy begins in early childhood. Evidence shows that there are strong connections between a child's early language experience and later literacy learning and development. Literacy learning and development is founded in positive social interactions among babies, toddlers and adults. The learning and teaching of language and literacy remains a collaborative social process from early childhood into school years and beyond.

Children's language and literacy development on entry to school are strong predictors of future achievement. The more home and school literacy practices are complementary, the more likely children are to succeed in school. In the years before formal schooling, it is important that, where appropriate, children's home literacy experiences are recognised, valued and built on as the basis for children's literacy learning at school.

Links between oral language and reading

The links between oral language and learning to read and write are well documented. The relationship is two-way, with each supporting the development of the other. In early childhood, oral language is the foundation for literacy learning.

Effective teachers support children's literacy development by:

- assessing each child's strengths and building on them
- understanding children's home language and cultural background
- providing a language-rich environment with interesting, sustained conversations, stories, explanations, open-ended questions and on-going feedback
- developing learning experiences that ensure literacy is incorporated within the child's daily learning activities across the curriculum

¹ Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA), 2006, *Statements of Learning for English*, Curriculum Corporation, retrieved 18 April 2007, http://www.mceetya.edu.au/verve/_resources/statement_of_learning_final_Word_version.doc.

- understanding and using a range of evidence-based strategies, including play, to develop literacy in ways that meet the needs of individual children
- giving children time to play and adults having time to scaffold children's play
- ensuring children's interests are used as a starting point for literacy teaching and that all students are equally engaged in literacy learning
- systematically monitoring and evaluating progress in literacy to inform future planning
- putting into place early identification and support for children potentially at risk.

Supporting literacy through play

Play provides both a context and a teaching strategy to support children's literacy development across K-3. In play, children have the opportunity to imagine and re-create experiences as they explore situations, events and ideas. They can adopt roles, experiment, generate possibilities and change scenarios safely. Children with different skills and understandings are able to engage in play, providing and gaining support from others. Through well-scaffolded, fully-developed play, children use language to organise ideas and use skills that underlie literacy – telling, narrating and describing - and children's vocabulary, letter recognition and phonological awareness are increased.

Through play children can:

- learn about symbols to represent meaning – that something can stand for something else – and use props, gestures and words to represent real objects related to the roles they are playing
- use speaking and listening to set the scene, negotiate roles and props, explaining to others what the props represent and narrating events
- use oral narratives
- often use more varied vocabulary than in other conversations
- practise reading and writing in authentic ways, using writing to communicate to themselves and others.

3.6 Numeracy

Numeracy is the ability to effectively apply Mathematics in everyday, recreational, work and civic life. It is vital to the quality of participation in society. In order to be numerate, students should have opportunities to:

- learn Mathematics and the language of Mathematics
- make sense of Mathematics
- be confident in their use of Mathematics
- see how Mathematics can help them make sense of their world and the world of others².

² Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA), 2006, *Statements of Learning for Mathematics*, Curriculum Corporation, retrieved 18 April 2007, http://www.mceetya.edu.au/verve/_resources/SOL_Mathematics_2006.pdf.

Numeracy is a fundamental component of learning across all areas of the curriculum.

The development and enhancement of students' numeracy skills and understandings is the responsibility of all teachers.

In early childhood, numeracy is about becoming confident and competent in learning and using key skills including:

- counting
- sorting
- matching
- seeking patterns
- making connections
- recognising relationships and working with numbers
- shapes
- space
- measurement.

Numeracy learning and development is a social process embedded in children's relationships with family members, friends, teachers and the wider community. Schools build on the range of mathematical concepts children have when they enter school. Children explore numeracy through experiences that include grouping, sorting and making comparisons. As they learn and develop, they begin to label their numeracy thinking and recoding using symbols. Throughout this phase, numeracy development continues to be supported through children manipulating objects.

Effective teachers support children's numeracy learning and development by:

- ensuring the environment is numeracy rich, using numeracy in everyday routines, day-to-day conversations and explicit learning and teaching experiences
- interacting with children using resources that promote numeracy understandings and skills, ensuring that the ideas that children interact with are relevant to their lives
- providing a range of activities - some of which will focus on numeracy development explicitly and some of which will be implicit in other activities – including observing numbers and patterns in the environment and daily routines
- ensuring children are aware that they are engaging in numeracy learning and encouraging them to see themselves as mathematicians
- developing learning experiences that ensure numeracy is incorporated within the child's daily learning activities across the curriculum
- systematically monitoring and evaluating progress in numeracy to inform future planning
- providing help for those children who use a means of communication other than spoken English to develop an understanding of mathematical language.

Supporting numeracy through play

There is a strong relationship between play and numeracy learning and development, with children's existing understanding and skills enriching their play. Play also provides a context for numeracy learning and teaching when children use existing knowledge to make comparisons, classify objects, explore possibilities, pose problems and find solutions. These instances form the basis for scaffolding learning.

3.7 Physical development

Physical learning and development in the early years is about developing co-ordination, control, strength, manipulation and large and small movements. This supports healthy growth and participation in physical activity. Feeling physically competent supports children's confidence, which impacts positively on their social and emotional development. Sound fundamental movement skills enable children to engage successfully in play and more structured games and sports as they move through life, and to develop a sense of well-being.

Fundamental movement skills include locomotion, object control and body management skills. Some physical behaviours, such as walking, tend to occur at about the same time in children's growth and development. Others, such as throwing, depend more on opportunities to practise.

Evidence shows that if children are supported in developing fundamental movement

skills in the early childhood phase, they are more likely to become involved in, and enjoy, physical activity as they grow older. Proficiency in physical activity supports children's social interactions and the development of social competence.

Towards the end of this phase, most children's fine motor skills allow them to write, draw and play musical instruments. At this stage, the time and space for them to practise their skills is important, with age and practice having more effect on the development of skills than gender.

Effective teachers support children's physical learning and development by:

- designing environments that encourage physically active play
- modelling and talking about positive health behaviours
- planning for and setting up activities that offer appropriate physical challenges
- offering learning experiences across the curriculum, including action rhymes and songs, manipulative and construction equipment, drawing and writing
- ensuring children are supported to meet challenges and to gain independence in fundamental movement skills
- encouraging children to use a range of equipment and ensuring they have sufficient time to do so
- introducing and using the language of movement

- modelling and explicitly teaching:
 - locomotion skills (running, hopping, jumping, skipping)
 - object control (using small muscles and implements with control and co-ordination, catching, throwing and kicking)
 - body management (balancing, strength and climbing).

Supporting physical development through play

Children are naturally physically active and it is important to promote their ongoing activity through the teaching of skills, and by ensuring free play opportunities where children can use their skills in meaningful situations.

Play supports a range of fundamental movement skills and opportunities for play should be provided across the early childhood phase as an integral part of a balanced curriculum. Play allows children to practise the complex integration of small and large muscle movements with visual perception and to better develop strength and awareness of body, space and direction.

3.8 Creativity

Creativity involves imaginative and inventive ways of thinking and doing. Through creativity, children develop the capabilities that enable them to adapt to uncertain, unpredictable and challenging times as they move through schooling and life. It underpins

lifelong learning and assists children to develop the skills and dispositions for creative and critical thinking, as well as the ability to adapt to the changing needs of society and to support its economic growth.

Being creative includes:

- imaginative activity – impressions and intuitive thought allowing creative connections to be made in sciences, humanities and the arts. This demands the capacity to see things from different perspectives and to envisage alternatives
- the ability to evaluate and reshape – the process of shaping and re-shaping ideas and media is intrinsic to creativity and requires an openness to unexpected possibilities. The capacity to assess and change directions during the process of creation, in order to improve the outcome, means that creative endeavour promotes the learning dispositions of concentration, perseverance and a determination to succeed
- originality – each child’s activities and outputs are valued in the context of their prior work and their peer group.

Through creative thought and action, children are able to make imaginative connections between past and present experiences and future possibilities. For young children, the stimulus for creative activity is often the direct manipulation of materials and objects.

Effective teachers support the development of creativity by:

- ensuring children have sufficient time to enable them to fully engage with resources
- focusing on the process, not the product
- encouraging children to be inventive in real life and imaginary situations
- teaching necessary technical skills
- understanding that being creative can entail unconventional thought patterns and activity
- being empathetic to children's changing intentions
- encouraging children to reflect on their creative activity in relation to their intentions and, in doing so, teaching children to critically evaluate their activity
- providing materials and props to support creativity.

Creativity has strong links to The Arts learning area but has relevance across all learning areas. As children move through their schooling they apply skills, knowledge and understandings from different learning areas to support their creativity across the curriculum.

Supporting creativity through play

Play and imaginative activity are strongly connected. In play, children make use of real objects, but often give meanings to these objects from their imaginative world.

They create play situations that can reflect real life or fantasy. Interactions and actions within these situations can help children to create solutions to real-life problems. Play is a powerful vehicle for creativity and should be an integral part of learning and teaching experiences.

Playfulness supports a dynamic relationship between the generation and evaluation of ideas. It is intrinsic to, and extends beyond, the early childhood years. For this reason, learning through explicit teaching must be balanced with the hands-on, interactive and inquiry experiences provided through play.

3.9 Knowledge and understanding of the world

As children learn and develop, they use their knowledge and skills to help them understand, live and work within their community, society, and the wider world. Children develop understanding as they explore and interact with their environment. As they do this they learn about the interdependence of people with the environment and their place within their immediate world.

Long before children enter school they are learning the cognitive skills that enable them to know about and understand the world around them. Teachers build on children's natural wonder and awe in the world around them and the skills they bring to school through the learning experiences, routines and transitions in classrooms and through working in partnership with parents/ caregivers.

Children develop their knowledge and understanding of the world through:

- in-depth inquiry into topics in which they are interested
- analysing choices and making decisions
- reflecting on their own and others' actions.

In doing so, children continue the development of their cognitive self and build the foundations for future learning, in particular in the Science, Technology and Enterprise, Society and Environment and The Arts learning areas. The knowledge, understandings and skills children learn also have relevance across all areas of the curriculum.

Effective teachers develop knowledge and understanding of the world by:

- ensuring children are provided with hands-on, concrete learning experiences using a range of materials, including sand, clay, water and wood, that stimulate children's curiosity in both the indoor and outdoor environments
- modelling and encouraging children to use the skills of investigation, observation, prediction, critical thinking, and decision making
- providing children with, and encouraging them to use, appropriate vocabulary
- modelling behaviours that respect diversity and difference and encouraging children to think and talk

about issues related to gender, ethnicity and disability

- encouraging children to create products, focusing on the process and using appropriate technology in ways that ensure the safety of others and themselves
- using the content of the Science, Society and Environment and Technology and Enterprise learning areas as vehicles for teaching skills and helping children to develop understandings and gain knowledge
- teaching and encouraging children to use ICTs relevant to the learning experiences in which they are engaged
- encouraging children to observe, engage in inquiry and discuss their findings with their peers and adults, prompting children to record findings and represent understandings in their own ways, including orally and pictorially.

Supporting knowledge and understanding of the world through play

Play is one of a number of contexts that can support and scaffold children's developing knowledge and understanding of the world. In play situations, children have the opportunity to:

- experiment
- share their existing knowledge and understanding with their peers

- hear others' perspectives
- reflect on their own perspectives
- transfer knowledge and understanding to new situations.

Play provides the teacher with opportunities to observe children, identify the concepts they understand and their misconceptions, scaffold learning, and gather evidence about children's learning and development.

3.10 Assessment

Learning, teaching and assessment in the early childhood phase focuses on children's social-emotional, literacy, numeracy and physical development across the learning outcomes in the *Curriculum Framework*. The *Framework's* principles of assessment and the process of assessment are embedded in the learning and teaching cycle.

Principles of assessment

In the early childhood phase, children's learning is enhanced through educative assessment when teachers use information to:

- reflect on and adapt the learning and assessment opportunities they provide, including the organisation and use of the indoor and outdoor environments
- share their understanding of a child's learning with the child and involve them in planning for learning
- scaffold children's learning

- reflect on their relationships with children and the relationships children have with each other and with other adults
- involve parents/caregivers in supporting children's learning and development.

Educative assessment focuses on children developing positive dispositions to learning as well as their achievements in relation to relevant skills, knowledge and understandings.

Fair assessment focuses on what children can do and acknowledges the evidence that learning is underpinned by social competence and emotional well-being. For all children, but especially those with diverse learning needs, recognising what children can do is important in helping them to understand and value themselves as individuals and group members.

Fair assessment is free from cultural and gender bias. Fair assessment also requires teachers to reflect on their own values and how these may impact on the assessment process.

Learning is a dynamic process and children demonstrate their learning in a range of ways and in meaningful contexts, including play. When assessment is **valid** and **comprehensive** teachers observe children in self-chosen and teacher-directed learning experiences and provide children with

appropriate opportunities to demonstrate what they know, understand and can do. Assessment of children in meaningful contexts reflects the way they learn and allows them to draw on and demonstrate knowledge, understandings and skills across the curriculum.

Teachers' analyses of observations are informed by their knowledge of child development, their knowledge of individual children and of what children need to learn to become lifelong learners and effective members of society.

As trusted adults, teachers create environments that are emotionally and physically secure to ensure fair and valid assessment of children's learning.

Explicit assessment involves teachers sharing with children and their parents/caregivers information about the learning that is the focus of assessment and how judgements are made. Teachers share their understanding of children's learning and development through ongoing interactions.

The shared setting of a small number of achievable goals helps children to develop self-assessment against realistic targets. Shared goal setting with parents/caregivers can increase their participation in children's learning and development. This complements the ongoing goal setting and assessment of progress and achievement by children and teachers that arises in day-to-day actions and interactions in school.

Parents/caregivers are a child's first and, often, most enduring teachers. Their sharing of what they understand their child knows and can do is an important part of comprehensive assessment in the early years. Likewise, contributions from education assistants, child health nurses and other professionals help to build a comprehensive picture of the child's learning and development.

On-balance judgements

On-balance judgements about children's learning and development are based on evidence collected over time and in a range of contexts, including play. Evidence can be collected during learning experiences, after a learning experience through conversations with children or, as children grow and develop and become accustomed to the demands of school through specific, teacher-designed or system-level assessments.

Evidence can be collected through:

- observing and documenting children's demonstration of knowledge, understandings, skills and dispositions
- listening to and documenting what children say to ascertain their developing understandings, misunderstandings and their explanations
- annotated samples of things children have drawn, written or made, photographs and audio/video recordings

- test results. It should be noted that standardised testing conducted by professionals for diagnostic purposes is appropriate across the early childhood phase in individual circumstances. The reliability and validity of testing increases with children’s age but must be balanced throughout the early childhood phase with information gathered in day-to-day learning experiences.

Early childhood teachers use a range of sources of information to assist them to make judgments about children’s progress and whether it is sufficient. Sources of information include:

- *Kindergarten and Pre-Primary Profile*
- formal and informal contact with parents/caregivers
- teacher records of assessment and anecdotal records
- screening procedures
- medical records
- criterion-referenced and standardised testing, where relevant and appropriate
- classroom samples
- other agency reports.

Teachers can use the following frameworks to assist with recording assessment information:

- *Curriculum Framework Progress Maps/ Curriculum Framework Outcomes and Standards Framework*

- *English as a Second Language or Dialect Progress Map*
- *First Steps Maps of Development*
- *Kindergarten and Pre-primary Profile*
- *Literacy and Numeracy Nets.*

Teachers collaborate with colleagues within and across schools to evaluate evidence and ensure judgements are reliable and valid.

3.11 Reporting

Across the early childhood phase, reporting to parents:

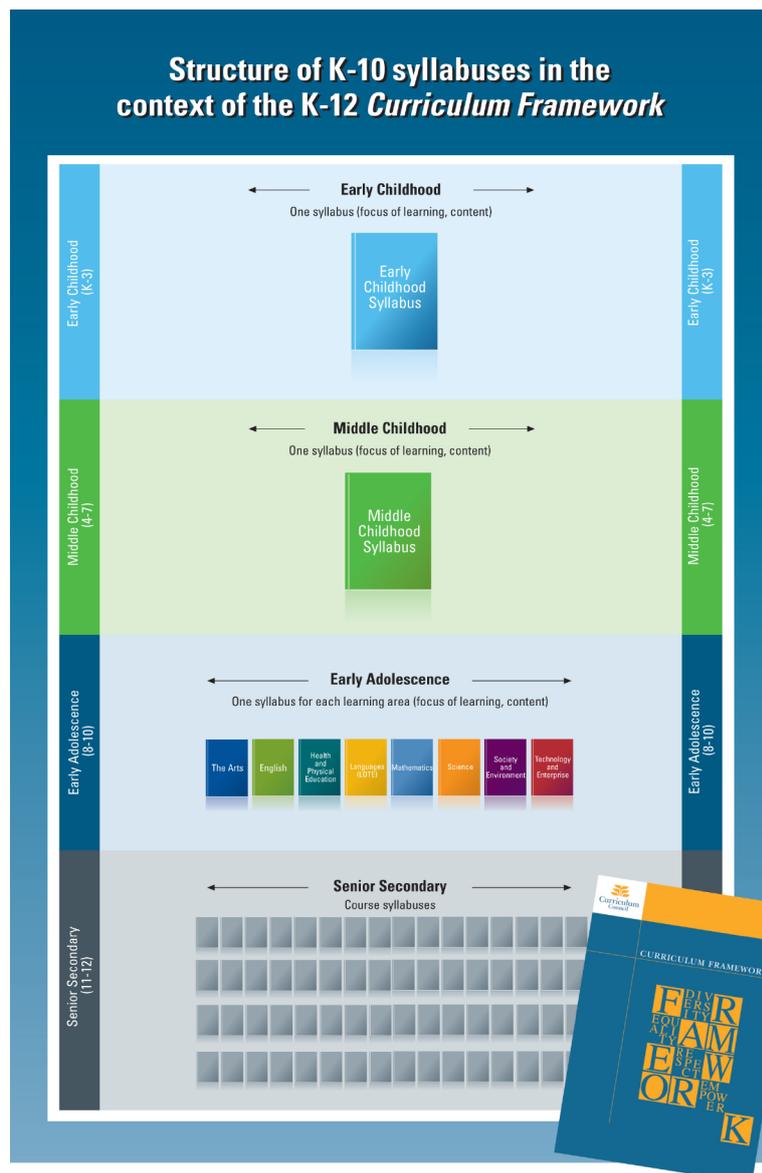
- is free of jargon and complex technical language
- is based on evidence the teacher has collected and evaluated about the child’s learning and development
- focuses on what the child has achieved in the learning period
- indicates the child’s achievement in relation to standards, where relevant
- is reliable and valid within and across schools
- is comprehensible to parents/caregivers (this may require use of interpreters and/or translators).

In years 1-3 teacher judgements inform summative grades used for reporting to parents.

4 Content

4.1 The place of the *Early Childhood (K-3) Syllabus* in the K-12 curriculum

This syllabus articulates content and approaches to learning, teaching and assessment that are a part of the kindergarten to year 12 approach embodied in the *Curriculum Framework*. The following diagram indicates the place of this syllabus in the overall K-12 curriculum for Western Australian schools.



The place of the *Early Childhood (K-3) Syllabus* in the K-12 curriculum

4.2 Overview of The Arts learning area

What is The Arts about?

The Arts learning area focuses children's learning on Arts Practice and Arts Understanding. Through The Arts, children develop creative ways of expressing themselves and communicating with others.

Arts Practice involves the exploration and development of ideas and feelings through the use of a range of skills, and knowledge of arts techniques and processes. The Arts provide a powerful means of expression and communication of life experiences and imagination.

Arts Understanding helps children to appreciate and critically respond to their arts experiences. Children gain a sense of personal and cultural identity through critical appreciation of their own arts works and those of others. They come to understand broader questions about the values and attitudes held by individuals and communities.

Arts Practice and Arts Understanding are interrelated and are developed through the arts forms of dance, drama, media, music and visual arts and can be experienced singularly or in combinations. Each of the arts forms has its own unique language, conventions, processes and techniques.

In dance, children learn expressive movements using body, space, time and

energy through participating in the key activities of choreography, performance and reflection.

In drama, children learn to take on roles and act out situations through the key activities of play making, performance and critical reflection.

In media, children learn how to communicate with print, film and electronic media through participating in the key activities of creation, production and analysis.

In music, children learn how to make music through sounds and silence using voice, body, acoustic and electronic means through the key activities of creation, performance and reflection.

In visual arts, children learn how to produce 2D, 3D and 4D (time-based) arts works through the interrelated key activities of visual inquiry, studio practice, exhibition and reflection.

Why teach The Arts?

Teaching The Arts provides children with the opportunity to:

- imaginatively explore, express and communicate ideas, feelings and experiences
- critically reflect and make personal meaning engaging the senses, imagination and feelings

- engage in creative problem solving, self expression and the use of imagination to develop personal, social and cultural understandings
- develop creative and physical talents through spatial, rhythmic, visual and kinaesthetic awareness
- develop self awareness, and understanding of their own and others' cultures, values and attitudes
- expand life skills such as conflict resolution, creative problem solving, negotiation and teamwork
- provide support for concurrent learning in other learning areas
- acquire knowledge, skills and understandings essential for success in further study of The Arts.

How is The Arts learning area structured?

The *Curriculum Framework The Arts Learning Area Statement* consists of four interrelated and interconnected outcomes:

- Arts Ideas
- Arts Skills and Processes
- Arts Responses
- Arts in Society.

Content for these outcomes focuses on Arts Understanding and Arts Practice developed through the arts forms of dance, drama, media, music and visual arts.

As children progress in The Arts they demonstrate the outcomes in increasingly complex ways, through one or more of the arts forms.

Learning in Arts Practice enables children to achieve the Arts Ideas and Arts Skills and Processes outcomes. Learning in Arts Understanding enables children to achieve the Arts Responses and Arts in Society outcomes.

Organisation of content

The content of Arts Understanding and Arts Practice needs to be addressed concurrently, using contexts for learning appropriate to the child's phase of development and their previous experience. Teaching in The Arts follows a spiral model in which the same concepts, processes and strategies are dealt with in increasingly complex ways as children develop. In some cases, progress in learning is facilitated by the teaching of more complex elements and forms. In other cases, the content of the teaching is the same from year to year and progression is achieved through greater proficiency in practice, greater depth of understanding and greater maturity.

Content in this syllabus is organised into:

- K-10 overviews for each of The Arts forms
- scope and sequence statements.

K-10 overviews

K-10 overviews have been developed for the arts forms of dance, drama, media, music and visual arts, to provide teachers with a map of the concepts, forms and processes to be taught. Presentation of the overviews will vary between the arts forms because each has its own language and way of organising content. Linked arrows indicate the spiral nature of the learning from year to year.

The following graphics identify the key features of The Arts K-10 overviews.

Organisation of content into year levels is advisory. Teachers will continue to make professional judgements about when to introduce content based on students' prior learning and achievement.

K-10 overview: The Arts/Visual Arts										
Context										
<p>The content of Arts Practice and Arts Understanding needs to be addressed concurrently, using contexts for learning appropriate to the students' phase of development and their previous experience. Teaching in Visual Arts follows a spiral model in which the same concepts, processes and strategies are dealt with in increasingly complex ways as students develop.</p>										
Overview of concepts, forms, styles and processes										
K/P	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Elements of art										
• line	• line	• line	• line	• line	• line	• line	• line	• line	• line	• line
• colour	• colour	• colour	• colour	• colour	• colour	• colour	• colour	• colour	• colour	• colour
• texture	• texture	• texture	• texture	• texture	• texture	• texture	• texture	• texture	• texture	• texture
• shape	• shape	• shape	• shape	• shape	• shape	• shape	• shape	• shape	• shape	• shape
			• form	• form	• form					
			• space	• space	• space					
				• value	• value	• value				
Principles of design										
• pattern	• pattern	• pattern	• pattern	• pattern	• pattern	• pattern	• pattern	• pattern	• pattern	• pattern
				• contrast	• contrast	• contrast				
					• balance	• balance	• balance	• balance	• balance	• balance
						• emphasis	• emphasis	• emphasis	• emphasis	• emphasis
						• movement	• movement	• movement	• movement	• movement
						• rhythm	• rhythm	• rhythm	• rhythm	• rhythm
							• unity	• unity	• unity	• unity
Visual Arts forms										
• drawing	• drawing	• drawing	• drawing	• drawing	• drawing	• drawing	• drawing	• drawing	• drawing	• drawing
• 2D and 3D art works in a variety of media such as:	• 2D and 3D art works in a variety of media such as:	• 2D and 3D art works in a variety of media such as:	• 2D and 3D art works in a variety of media such as:	• 2D and 3D art works in a variety of media such as:	• 2D and 3D art works in a variety of media such as:	• 2D and 3D art works in a variety of media such as:	• 2D and 3D art works in a variety of media such as:	• 2D and 3D art works in at least two alternative dimensions (2D, 3D and 4D) in a variety of media such as:	• art works in at least two alternative dimensions (2D, 3D and 4D) in a variety of media such as:	• art works in at least two alternative dimensions (2D, 3D and 4D) in a variety of media such as:
o painting	o painting	o painting	o painting	o painting	o painting	o painting	o painting	o painting	o painting	o painting
o coloured drawing media	o coloured drawing media	o coloured drawing media	o coloured drawing media	o coloured drawing media	o coloured drawing media	o coloured drawing media	o coloured drawing media	o coloured drawing media	o coloured drawing media	o coloured drawing media
o collage	o collage	o collage	o collage	o collage	o collage	o collage	o collage	o collage	o collage	o collage
o mixed media	o mixed media	o mixed media	o mixed media	o mixed media	o mixed media	o mixed media	o mixed media	o mixed media	o mixed media	o mixed media
o digital media	o digital media	o digital media	o digital media	o digital media	o digital media	o digital media	o digital media	o mixed media	o mixed media	o mixed media
								o digital media	o digital media	o digital media

© Department of Education and Training Western Australia, K-10 overview: The Arts/Visual Arts, December 2007

Arrows indicate content taught across school years

Concepts

Indicates 'spiral' progression in The Arts

Forms

Key features of The Arts K-10 overviews

Organisation of content into year levels is advisory. Teachers will continue to make professional judgements about when to introduce content based on students' prior learning and achievement.



K/P	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
	Visual Arts forms (continued)									
<ul style="list-style-type: none"> o printmaking o textiles o ceramic o sculpture and 3D construction 	<ul style="list-style-type: none"> o printmaking o textiles o ceramics o sculpture and 3D construction 	<ul style="list-style-type: none"> o printmaking o textiles o ceramics o sculpture and 3D construction 	<ul style="list-style-type: none"> o printmaking o textiles o ceramics o sculpture and 3D construction 	<ul style="list-style-type: none"> o printmaking o textiles o graphic design o ceramics o sculpture and 3D construction 	<ul style="list-style-type: none"> o printmaking o textiles o graphic design o ceramics o sculpture and 3D construction 	<ul style="list-style-type: none"> o printmaking o textiles o graphic design o ceramics o sculpture and 3D construction 	<ul style="list-style-type: none"> o printmaking o textiles o graphic design o ceramics o sculpture and 3D construction 	<ul style="list-style-type: none"> o printmaking o textiles o graphic design o ceramics o sculpture and 3D construction 	<ul style="list-style-type: none"> o printmaking o textiles o graphic design o ceramics o sculpture and 3D construction 	<ul style="list-style-type: none"> o printmaking o textiles o graphic design o ceramics o sculpture and 3D construction
	Visual Arts styles									
<ul style="list-style-type: none"> • imaginative • decorative 	<ul style="list-style-type: none"> • figurative • imaginative • decorative 	<ul style="list-style-type: none"> • figurative • imaginative • decorative 	<ul style="list-style-type: none"> • figurative • imaginative • decorative 	<ul style="list-style-type: none"> • figurative • imaginative • decorative 	<ul style="list-style-type: none"> • figurative • imaginative • decorative 	<ul style="list-style-type: none"> • figurative • imaginative • decorative • abstract • expressive 	<ul style="list-style-type: none"> • figurative • imaginative • decorative • abstract • expressive 	<ul style="list-style-type: none"> • figurative • imaginative • decorative • abstract • expressive • conceptual 	<ul style="list-style-type: none"> • figurative • imaginative • decorative • abstract • expressive • conceptual 	<ul style="list-style-type: none"> • figurative • imaginative • decorative • abstract • expressive • conceptual
	Visual Arts processes: Visual inquiry, design development and studio practice									
<ul style="list-style-type: none"> • to create art works using the elements and principles • to explore ideas themes skills and processes • to interpret ideas using a range of styles, techniques and processes • using the conventions and technologies of the arts form • to produce unique 2D and 3D art works 	<ul style="list-style-type: none"> • to create art works using the elements and principles • to explore ideas themes skills and processes • to interpret ideas using a range of styles, techniques and processes • using the conventions and technologies of the arts form • to produce unique 2D and 3D art works 	<ul style="list-style-type: none"> • to create art works using the elements and principles • to explore ideas themes skills and processes • to interpret ideas using a range of styles, techniques and processes • using the conventions and technologies of the arts form • to produce unique 2D and 3D art works 	<ul style="list-style-type: none"> • to create art works using the elements and principles • to explore ideas themes skills and processes • to interpret ideas using a range of styles, techniques and processes • using the conventions and technologies of the arts form • to produce unique 2D and 3D art works 	<ul style="list-style-type: none"> • to create art works using the elements and principles • to explore ideas themes skills and processes • to interpret ideas using a range of styles, techniques and processes • to develop ideas through design processes • to develop ideas through media exploration • using the conventions and technologies of the arts form • to produce unique 2D and 3D art works 	<ul style="list-style-type: none"> • to create art works using the elements and principles • to explore ideas themes skills and processes • to interpret ideas using a range of styles, techniques and processes • to develop ideas through design processes • to develop ideas through media exploration • using the conventions and technologies of the arts form • to produce unique 2D and 3D art works 	<ul style="list-style-type: none"> • to create art works using the elements and principles • to explore ideas themes skills and processes • to interpret ideas using a range of styles, techniques and processes • to develop ideas through design processes • to develop ideas through media exploration • using the conventions and technologies of the arts form • to produce unique 2D and 3D art works 	<ul style="list-style-type: none"> • to create art works using the elements and principles • to explore ideas themes skills and processes • to interpret ideas using a range of styles, techniques and processes • to develop ideas through design processes • to develop ideas through media exploration • using the conventions and technologies of the arts form • to produce unique 2D and 3D art works 	<ul style="list-style-type: none"> • to create art works using the elements and principles • to explore ideas themes skills and processes • to interpret ideas using a range of styles, techniques and processes • to develop ideas through design processes • to develop ideas through media exploration • using the conventions and technologies of the arts form • to produce unique 2D and 3D (or 4D) art works 	<ul style="list-style-type: none"> • to create art works using the elements and principles • to explore ideas themes skills and processes • to interpret ideas using a range of styles, techniques and processes • to develop ideas through design processes • to develop ideas through media exploration • using the conventions and technologies of the arts form • to produce unique 2D and 3D (or 4D) art works 	<ul style="list-style-type: none"> • to create art works using the elements and principles • to explore ideas themes skills and processes • to interpret ideas using a range of styles, techniques and processes • to develop ideas through design processes • to develop ideas through media exploration • using the conventions and technologies of the arts form • to produce unique 2D and 3D (or 4D) art works

Styles

Processes

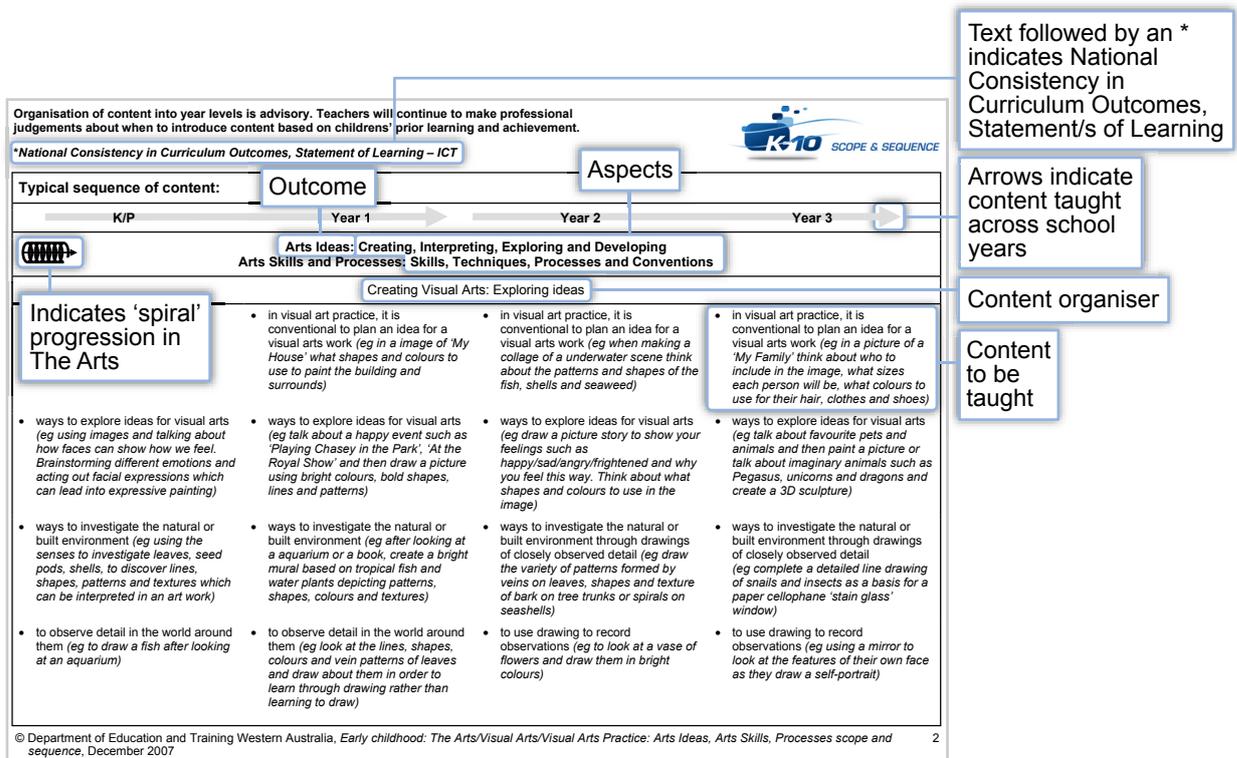
Key features of The Arts K-10 overviews (continued)

Scope and sequence statements

The Arts scope and sequence statements in this syllabus identify the typical sequence of content for teaching in the early childhood phase for: dance, drama, media, music and visual arts. While content is organised into year levels, this is advisory. Teachers will continue to make professional judgements about when to introduce content based on children's prior learning and achievement. Linked arrows indicate the spiral nature of the learning from year to year.

Scope and sequence statements are contained in two documents for each arts form: Arts Practice and Arts Understanding. Arts Practice addresses the Arts Ideas and Arts Skills and Processes outcomes. Arts Understanding addresses the Arts Responses and Arts in Society outcomes. Presentation of scope and sequence statements will vary between the arts forms because each has its own language and way of organising content.

The scope and sequence statements are organised to assist teachers' planning for learning, teaching and assessment. The following graphic identifies the key features of The Arts scope and sequence statements.



Key features of The Arts scope and sequence statements

4.3 Overview of the English learning area

What is English about?

In the English learning area, children learn about the English language, how it works and how to use it effectively. They develop an understanding of the ways in which language operates as a social process and how to use language in a variety of forms and situations. They learn to speak, listen, view, read and write effectively.

Why teach English?

Teaching English provides children with opportunities to:

- learn to control and understand the conventions of Standard Australian English
- use language to communicate, think, learn and create in order to develop personally and play an active role in society
- reflect on and critically analyse their own use of language and the language of others.

How is the English learning area structured?

The *Curriculum Framework English Learning Area Statement* has nine interrelated outcomes:

- Understanding Language
- Attitudes, Values and Beliefs
- Conventions

- Processes and Strategies
- Listening
- Speaking
- Viewing
- Reading
- Writing.

Early childhood educators integrate content for all nine outcomes to promote a holistic approach to learning about English.

Organisation of content

Content in this syllabus is organised into:

- K-10 overviews of suggested text types for each English learning outcome
- scope and sequence statements.

K-10 overviews

Kindergarten to year 10 overviews of text types are provided to facilitate developmentally appropriate planning and delivery of learning, teaching and assessment programs. These overviews are designed to support teachers to provide opportunities for children to study a range of spoken, print and visual texts. The texts identified in the overviews increase in complexity across K-10, where appropriate, matching the content in the scope and sequence statements.

Teachers will need to exercise their professional judgement when selecting specific texts to ensure that they suit children’s development and allow teaching at an appropriate level of complexity. This is particularly the case when text types are repeated across scope and sequence statements.

The overviews identify texts grouped into the following categories:

- imaginative
- information
- argument.

The texts that children study as part of their learning in English should address a range of issues, values, attitudes and topics from a variety of perspectives, including Australian, popular, traditional, contemporary and multicultural.

Early childhood teachers can use the K-10 overviews to plan programs of learning, teaching and assessment that incorporate an appropriate range of text types to support children’s continued successful learning and enable them to advance to higher levels of study. Texts chosen for children whose literacy levels are outside the expected range need to be age and developmentally appropriate.

The following graphic identifies the key features of the K-10 overviews for English.

Organisation of content into year levels is advisory. Teachers will continue to make professional judgements about when to introduce content based on students’ prior learning and achievement.

Outcome

National Consistency in Curriculum Outcomes, Statement of Learning – English

K-10 overview: English/Reading – Students read a wide range of texts with purpose, understanding and critical awareness.

Overview: Examples of text types for use in teaching and learning programs.

Teachers select a range of imaginative, information and argument texts from a variety of print and electronic sources relevant to the phase of development to consolidate and extend students’ reading skills. While broad categories of texts may be repeated the selection of specific texts must reflect the phase and ability levels of students.

KIP	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Imaginative <ul style="list-style-type: none"> • picture books • nursery rhymes • scribed captions for paintings and drawings • fairytales • rhymes 	Imaginative <ul style="list-style-type: none"> • picture books • traditional stories • cumulative stories • timeticks • riddles 	Imaginative <ul style="list-style-type: none"> • picture books* • stories written by other children* • illustrated chapter books* • nonsense poems • rhymed verses* • Indigenous stories 	Imaginative <ul style="list-style-type: none"> • picture books* • stories including myths* • traditional and contemporary fairytales* • rhymed verses* • Indigenous stories 	Imaginative <ul style="list-style-type: none"> • stories including myths* • structured poems* • chapter books • novels 	Imaginative <ul style="list-style-type: none"> • legends* • ballads and/or song lyrics* • novels 	Imaginative <ul style="list-style-type: none"> • young adolescent fiction including adventure stories* • play scripts* • narrative poems* 	Imaginative <ul style="list-style-type: none"> • young adolescent fiction including fantasy stories* • short stories* • verse novels 	Imaginative <ul style="list-style-type: none"> • novels* • short stories • genre fiction* • poetry* • drama* • illustrated books • comics • diaries • fractured fairytales 	Imaginative <ul style="list-style-type: none"> • novels* • short stories* • poetry* • drama* • picture books 	Imaginative <ul style="list-style-type: none"> • novels • short stories • poetry • drama • picture books
Information <ul style="list-style-type: none"> • environmental print (signs, price tags, advertisements) • scribed news • notes • concept charts • timetables • invitations • alphabet picture books • number picture books 	Information <ul style="list-style-type: none"> • calendars • messages • classroom information and organisation • charts • labelled diagrams • personal diaries • greeting cards 	Information <ul style="list-style-type: none"> • postcards • lists including menus • recipes • letters • timelines • reports* 	Information <ul style="list-style-type: none"> • explanations* • newsletters* • local newspaper articles* • scientific diagrams and flow charts • forms 	Information <ul style="list-style-type: none"> • author blurbs • Dreaming stories* • school rules • personal letters* • newspaper articles 	Information <ul style="list-style-type: none"> • personal letters from friends* • information texts specific to learning areas • instructions including directions • interviews* • newspaper articles* 	Information <ul style="list-style-type: none"> • web pages • procedures • explanations* • questionnaire* • survey results 	Information <ul style="list-style-type: none"> • autobiographies, biographies* • eyewitness accounts • email* • instructions including simple manuals 	Information <ul style="list-style-type: none"> • expository texts • newspaper articles* • electronic texts – CD-ROMS* • email* • instructions • pamphlets • travelogues • summaries 	Information <ul style="list-style-type: none"> • expository texts • newspaper articles* • electronic texts – websites* • magazines • interviews • biographies • reviews* 	Information <ul style="list-style-type: none"> • expository texts • newspaper articles* • electronic texts – weblogs • research reports • business documents • reports
Argument <ul style="list-style-type: none"> • posters • class rules 	Argument <ul style="list-style-type: none"> • advertisements 	Argument <ul style="list-style-type: none"> • catalogues 	Argument <ul style="list-style-type: none"> • product advertisements* • opinions* 	Argument <ul style="list-style-type: none"> • book reviews* • brochures 	Argument <ul style="list-style-type: none"> • advertisements including community campaigns* • letters to the editor in local newspapers* 	Argument <ul style="list-style-type: none"> • letters to the editor* 	Argument <ul style="list-style-type: none"> • speeches* • issues based advertisements* 	Argument <ul style="list-style-type: none"> • letters to the editor* • advertisements* 	Argument <ul style="list-style-type: none"> • feature articles* • essays • transcripts of oral texts • editorials* 	Argument <ul style="list-style-type: none"> • analytical essays • satirical writing • feature articles • protest songs

Arrow indicates developmental learning

Text type

Category of text type

Text followed by an * indicates National Consistency in Curriculum Outcomes, Statement/s of Learning

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Key features of English K-10 overviews

Scope and sequence statements

The content in the scope and sequence statements for English is expressed at specific year levels to provide teachers with advice on starting points for development of learning, teaching and assessment programs. Early childhood teachers will use their knowledge of children’s progressive achievement to make their own decisions about when it is appropriate to introduce content to individuals and groups of children.

The scope and sequence statements for English in this syllabus integrate Understanding Language, Attitudes, Values and Beliefs, Conventions, Processes and Strategies into the Listening and Speaking, Viewing, Reading and Writing outcomes. This organisation of the scope and sequence statements reflects the organisation of the outcomes in the *Curriculum Framework Progress Maps – English/Outcomes and Standards Framework – English*.

The scope and sequence statements are organised to assist early childhood teachers’ planning for learning, teaching and assessment. The following graphic identifies the key features of the English scope and sequence statements.

Organisation of content into year levels is advisory. Teachers will continue to make professional judgements about when to introduce content based on children’s prior learning and achievement.



**National Consistency in Curriculum Outcomes, Statement of Learning – English*

Early childhood: English/Reading – Students read a wide range of texts with purpose, understanding and critical awareness. Outcome

Typical sequence of content:

Contextual Understandings Aspect

K/P	Year 1	Year 2	Year 3
<ul style="list-style-type: none"> • readers understand that texts are created for different purposes including: <ul style="list-style-type: none"> ○ to entertain and evoke emotion through nursery rhymes ○ to recount through scribed news items ○ to describe through concept charts ○ to socialise through notes and invitations ○ to instruct through concept charts, alphabet and number books ○ to explain through scribed captions for paintings and drawings and timetables ○ to inquire through notes ○ to persuade through posters and class rules 	<ul style="list-style-type: none"> • readers understand that texts are created for different purposes including: <ul style="list-style-type: none"> ○ to entertain and evoke emotion through limericks and riddles ○ to recount through personal diaries ○ to describe through labelled diagrams ○ to socialise through greeting cards ○ to instruct through classroom organisation charts ○ to explain through messages ○ to inquire through messages ○ to persuade through advertisements 	<ul style="list-style-type: none"> • readers understand that texts are created for different purposes including: <ul style="list-style-type: none"> ○ to entertain and evoke emotion through nonsense poems* ○ to recount through postcards* ○ to describe through reports ○ to socialise through postcards* ○ to instruct through recipes ○ to explain through timelines* ○ to inquire through letters* ○ to persuade through catalogues* 	<ul style="list-style-type: none"> • readers understand that texts are created for different purposes including: <ul style="list-style-type: none"> ○ to entertain and evoke emotion through fables and fairytales* ○ to recount through newspaper articles* ○ to describe through product advertisements ○ to socialise through e-pals* ○ to instruct through scientific diagrams and instructions for games ○ to explain through flowcharts* ○ to inquire through newsletters and forms* ○ to persuade through product advertisements*

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Arrow indicates developmental learning

Content to be taught

Text followed by an * indicates National Consistency in Curriculum Outcomes, Statement/s of Learning

Further elaboration of content

Key features of English scope and sequence statements

4.4 Overview of the Health and Physical Education learning area

What is Health and Physical Education about?

Health and Physical Education provides opportunities for children to develop lifelong understandings of health issues and the skills needed for confident participation in sport and recreational activities. This enables children to make responsible decisions about health and physical activity and to promote their own and others' health and well-being.

Why teach Health and Physical Education?

Teaching Health and Physical Education provides children with opportunities to:

- enhance lifelong attitudes to health and fitness
- enjoy physical activity and develop relevant skills
- identify values and attitudes and their effects on themselves and others
- recognise health issues for themselves and others in the community and adopt appropriate change
- enhance personal development
- identify cultural differences and their impact
- acquire foundation knowledge and skills essential for success within the Health and Physical Education learning area.

How is the Health and Physical Education learning area structured?

The *Curriculum Framework Health and Physical Education Learning Area Statement* has five interrelated outcomes:

- Knowledge and Understandings
- Attitudes and Values
- Skills for Physical Activity
- Self-management Skills
- Interpersonal Skills.

Early childhood teachers integrate content for all five outcomes to promote a holistic approach to learning about Health and Physical Education.

Organisation of content

Content in this syllabus is organised into:

- K-10 overview of contexts and topics
- integrated scope and sequence of contexts, topics and outcomes.

K-10 overview of contexts and topics

The kindergarten to year 10 overview of suggested contexts and topics in this syllabus provides opportunities for flexible planning and delivery. This overview is designed to support teachers to provide children with an understanding of health issues and skills needed for confident participation in activities. In addition, they enable children to make responsible decisions about health and physical activity and to promote their own and others' health and well-being.

The K-10 overview consists of eleven broad context areas. The overview identifies topics grouped under the following contexts:

- Lifestyle Skills
- Wellness
- Growth and Development and Sexual Health
- Lifestyle Choices
- Drug Education
- Safety
- Fundamental Movement
- Strategies and Tactics
- Playing the Game
- Health Related Fitness and Recreation
- Outdoor Education.

Lifestyle skills can be taught independently or in an integrated Health and Physical Education program. A balanced Health and Physical Education program will incorporate topics from each of the contexts. It is not intended that topics are addressed independently. Topics from different contexts can be taught concurrently, eg safety in the neighbourhood could be taught in the Lifestyle Choices or Safety context.

It is recommended that the content that students are taught as part of their learning in Health and Physical Education is drawn from a range of different contexts and topics

to provide children with opportunities to demonstrate their achievement of outcomes in an integrated way.

The following graphic identifies the key features of the K-10 overview of contexts and topics for Health and Physical Education.

Organisation of content into year levels is advisory. Teachers will continue to make professional judgements about when to introduce content based on students' prior learning and achievement.



K-10 overview: Health and Physical Education – Suggested contexts and topics

Lifestyle Skills: Communication Decision making Goal setting Leadership Resilience Risk management Assertiveness Self-control Self-understanding Social skills Stress management

Life skills can be taught as stand alone topics or can be integrated throughout the Health and Physical Education program.

Context	K/P	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Wellness	<ul style="list-style-type: none"> Personal Identity <ul style="list-style-type: none"> similarities and differences appearance experience and abilities My relationships <ul style="list-style-type: none"> friendships family caring for others appropriate behaviour within relationships at home Resilience <ul style="list-style-type: none"> self-control expressing feelings emotional control responding to bullying behaviour people who can help 	<ul style="list-style-type: none"> Personal Identity <ul style="list-style-type: none"> attributes of self and others needs and wants setting goals Caring for others <ul style="list-style-type: none"> making friends caring for friends and others appropriate behaviour within relationships cooperation school and community Resilience <ul style="list-style-type: none"> identifying and expressing emotions emotional control safe happy schools bullying behaviour school bullying rules sharing and comparing experiences caring for self and others asking for help people who can help at school 	<ul style="list-style-type: none"> Enhancing personal identity <ul style="list-style-type: none"> building self-esteem and self-concept recognising strengths and limitations developing strengths goal setting Building relationships <ul style="list-style-type: none"> making friends how to build and maintain relationships appropriate behaviour towards others Resilience <ul style="list-style-type: none"> identifying feelings of others positive self-talk what bullying looks like and what you can do impact of bullying behaviours shared responsibilities create a 'telling' environment bystander responsibility people who can help in the community 	<ul style="list-style-type: none"> Recognising personal identity <ul style="list-style-type: none"> recognising attributes of self and others feelings about self acceptance being responsible Accepting relationships <ul style="list-style-type: none"> recognising and accepting differences getting along appropriate behaviour within relationships Resilience <ul style="list-style-type: none"> positive self-talk fairness types and effects of bullying dealing with bullying – rights/responsibilities encouraging respect assertiveness shared responsibilities friendly families and schools people who can help in the community how to respond to risky situations 	<ul style="list-style-type: none"> Influences on identity <ul style="list-style-type: none"> influences on self-esteem and how it impacts on behaviour identifying positive and negative self-talk friends and family school, culture and media optimistic thinking Accepting and celebrating relationships <ul style="list-style-type: none"> acceptance and celebration of differences relationships different relationships types and effects of bullying self-esteem and self-care thinking optimistically strategies to cope minimise conflict managing conflict situations being assertive diffusing situations expressing a complaint or problem how to respond to risky situations 	<ul style="list-style-type: none"> Positive behaviours <ul style="list-style-type: none"> optimistic thinking impact on behaviour and self-esteem addressing positive and negative self-talk friends and family school, culture and media Positive relationships <ul style="list-style-type: none"> developing and maintaining positive relationships maintaining confidences people in power working cohesively in groups Resilience <ul style="list-style-type: none"> self-image and others thinking optimistically sharing experiences creating a change encourage shared responsibilities bully-free zone learning from mistakes responding to peer pressure 	<ul style="list-style-type: none"> Maintaining self-esteem and self-concept <ul style="list-style-type: none"> developing and maintaining positive self-concept learning to cope with worries dealing with negative influences Changing Relationships <ul style="list-style-type: none"> support networks managing and maintaining changing relationships talking about problems in a group Resilience – Taking action <ul style="list-style-type: none"> speaking up solving problems optimistic thinking where to get help protective behaviours – Plan A/Plan B SMS bullying relationship between self-esteem and resilience ways to respond 	<ul style="list-style-type: none"> Self-understanding <ul style="list-style-type: none"> developing and maintaining positive self-understanding positive self-talk gender images and expectations dealing with negative influences Ways to communicate, cooperate and care for others <ul style="list-style-type: none"> strengthening support networks codes of conduct evaluating group dynamics Resilience and coping <ul style="list-style-type: none"> thinking optimistically challenging situations evaluating strategies selecting responses towards bullying locating help dealing with negative influences reporting abuse 	<ul style="list-style-type: none"> Self-understanding/developing/ maintaining self-esteem as an adolescent <ul style="list-style-type: none"> recognition of roles and responsibilities well-being – balancing the social/emotional/physical/mental health Types and nature of relationships <ul style="list-style-type: none"> importance of family/peers factors influencing relationships as an adolescent relating appropriately in relationships qualities of positive relationships rights and responsibilities in relationships appreciating diversity Power in relationships <ul style="list-style-type: none"> types of power peer pressure Being resilient as an adolescent <ul style="list-style-type: none"> making connections responding to change and challenge identifying fears and feelings dealing with conflicting demands creating connections – friendships/ belonging protective strategies Recognising abuse <ul style="list-style-type: none"> feelings and warning signals protective strategies 	<ul style="list-style-type: none"> Self-understanding/developing/ maintaining self-esteem as an adolescent <ul style="list-style-type: none"> recognition of roles and responsibilities well-being – balancing the social/emotional/physical/mental health Developing respectful relationships <ul style="list-style-type: none"> affirming diversity building and maintaining positive relationships as an adolescent understanding changing relationships applying social skills to different situations relationships cyber bullying SMS bullying seeking advice and help Enhancing resilience as an adolescent <ul style="list-style-type: none"> thinking optimistically making connections promoting positive attitudes protective behaviours – Plan A/Plan B preparing for future challenges time management study techniques strategies to seek help benefits of support Inclusivity <ul style="list-style-type: none"> discrimination, harassment and vilification domestic violence Resilience <ul style="list-style-type: none"> balancing your lifestyle planning positive future managing change dealing with protective strategies dealing with breakdown of relationships reaching out study techniques and career education 	<ul style="list-style-type: none"> Self-understanding/developing/ maintaining self-esteem as an adolescent <ul style="list-style-type: none"> recognition of roles and responsibilities well-being – balancing the social/emotional/physical/mental health Lifelong relationships <ul style="list-style-type: none"> relationships and community support to enhance relationships mental health issues and their impact on self/society dealing with negative relationships health promotions – government support for building positive relationships work place enhancing personal health and health of others communicate effectively in community public health services/agencies domestic violence

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Key features of Health and Physical Education K-10 overview

Integrated scope and sequence statement

The integrated scope and sequence statement is structured to reflect early childhood teachers' integrated planning for learning in Health and Physical Education. It is organised as follows:

- Contexts**

Within each context are a series of recommended topics that apply to that context. If necessary topics can be adjusted to meet the specific needs of the child or the school.

- Outcomes**

The content component from the relevant outcomes that could be taught within the context and topics.

- Content**

The content in the scope and sequence statement is expressed at specific year levels to provide early childhood teachers with advice on starting points for the development of learning, teaching and assessment programs.

Organisation of content into year levels is advisory. Teachers will continue to make professional judgements about when to introduce content based on children’s prior learning and achievement.

The integrated scope and sequence for Health and Physical Education in the early childhood phase of development integrates Knowledge and Understandings, Attitudes and Values, Skills for Physical Activity, Self-management Skills and Interpersonal Skills.

The integrated scope and sequence statement enables teachers to map outcomes to contexts and topics thus ensuring children have opportunities to demonstrate achievement of learning outcomes across the Health and Physical Education learning area.

The scope and sequence statement is organised to assist teachers’ planning for learning, teaching and assessment. The following graphic identifies the key features of the integrated Health and Physical Education scope and sequence statement.

Organisation of content into year levels is advisory. Teachers will continue to make professional judgements about when to introduce content based on children’s prior learning and achievement.



Early childhood: Health and Physical Education – Integrated scope and sequence	
Context	← K/P Year 1 Year 2 Year 3 →
Wellness	<div style="display: flex; justify-content: space-between;"> <div style="width: 22%;"> <ul style="list-style-type: none"> • Personal identity <ul style="list-style-type: none"> ◦ similarities and differences ◦ appearance ◦ experience and abilities • My relationships <ul style="list-style-type: none"> ◦ friendships ◦ family ◦ caring for others ◦ appropriate behaviour within relationships at home • Resilience <ul style="list-style-type: none"> ◦ self-control ◦ expressing feelings ◦ emotional control ◦ responding to bullying behaviour ◦ people who can help </div> <div style="width: 22%;"> <ul style="list-style-type: none"> • Personal identity <ul style="list-style-type: none"> ◦ attributes of self and others ◦ needs and wants ◦ setting goals • Caring for others <ul style="list-style-type: none"> ◦ making friends ◦ caring for friends and others ◦ appropriate behaviour ◦ cooperation ◦ school and community • Resilience <ul style="list-style-type: none"> ◦ identifying and showing emotions ◦ emotional control ◦ safe happy schools ◦ bullying behaviour ◦ school bullying rules ◦ sharing and comparing experiences ◦ caring for self and others ◦ asking for help ◦ people who can help at school </div> <div style="width: 22%;"> <ul style="list-style-type: none"> • Enhancing personal identity <ul style="list-style-type: none"> ◦ building self-esteem and self-concept ◦ recognising strengths and limitations ◦ developing strengths ◦ goal setting • Building relationships <ul style="list-style-type: none"> ◦ making friends ◦ how to build and maintain relationships ◦ appropriate behaviour toward others • Resilience <ul style="list-style-type: none"> ◦ identifying feelings of others ◦ positive self-talk ◦ what bullying looks like and what you can do ◦ impact of bullying behaviours ◦ create a telling environment ◦ bystander responsibility ◦ people who can help in the community </div> <div style="width: 22%;"> <ul style="list-style-type: none"> • Recognising personal identity <ul style="list-style-type: none"> ◦ recognising attributes of self and others ◦ feelings about self ◦ acceptance ◦ being responsible • Accepting relationships <ul style="list-style-type: none"> ◦ recognising and accepting differences ◦ getting along ◦ appropriate behaviour within relationships • Resilience <ul style="list-style-type: none"> ◦ positive self-talk ◦ fairness ◦ types and effects of bullying ◦ dealing with bullying – rights and responsibilities ◦ encouraging respect ◦ assertiveness ◦ shared responsibilities ◦ friendly families and schools ◦ people who can help in the community </div> </div>
Knowledge and Understandings	<div style="display: flex; justify-content: space-between;"> <div style="width: 22%;"> <p>The meaning and dimensions of health</p> <ul style="list-style-type: none"> • words to describe healthy people • words to describe their own well-being • ways to maintain and improve health <p>Growth and development</p> <ul style="list-style-type: none"> • ways to express feelings </div> <div style="width: 22%;"> <p>The meaning and dimensions of health</p> <ul style="list-style-type: none"> • words to describe feelings • actions to take to optimise personal safety <p>Growth and development</p> <ul style="list-style-type: none"> • similarities and difference • expression of ideas and feelings </div> <div style="width: 22%;"> <p>The meaning and dimensions of health</p> <ul style="list-style-type: none"> • words to describe their range of feelings • actions to optimise health <p>Growth and development</p> <ul style="list-style-type: none"> • similarities and differences between people at different stages of life • positive self-expression • actions to enhance health </div> <div style="width: 22%;"> <p>The meaning and dimensions of health</p> <ul style="list-style-type: none"> • attitudes, behaviours and actions of healthy people • situations and circumstances can affect feelings <p>Growth and development</p> <ul style="list-style-type: none"> • appropriate ways to express feelings and idea • similarities and difference between children the same age </div> </div>

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Key features of the integrated Health and Physical Education scope and sequence statement

4.5 Overview of the Mathematics learning area

What is Mathematics about?

‘Mathematics is often defined as the science of space and number ... [but] a more apt definition [is that] Mathematics is the science of patterns. The mathematician seeks patterns in number, in space, in science, in computers, and in imagination. Mathematical theories explain the relations among patterns ... Applications of Mathematics use these patterns to ‘explain’ and predict natural phenomena ...’ (Steen, LA, 1988, “The science of patterns”, *Science*, 240, 29, 616. cited in Curriculum Council, 1998, pp 178)

Mathematics involves observing, representing and investigating patterns and relationships in social and physical phenomena and between mathematical objects themselves. In the Mathematics learning area, teachers teach about Mathematics, what it is and how it is used in making decisions and solving problems.

Why teach Mathematics?

Teaching Mathematics provides children with opportunities to:

- see the Mathematics in situations encountered and choose appropriate Mathematics
- think creatively, critically, strategically and logically
- plan, investigate, make conjectures and decide on levels of accuracy

- reason inventively, analyse options and consider the consequences and implications of decisions
- understand the cultural and historical significance of Mathematics
- provide support for concurrent learning in other learning areas
- acquire knowledge, skills and understandings essential for success in further study of Mathematics.

How is the Mathematics learning area structured?

The *Curriculum Framework Mathematics Learning Area Statement* has nineteen outcomes. These are grouped into seven clusters:

- Appreciating Mathematics
- Working Mathematically
- Number
- Measurement
- Chance and Data
- Space
- Algebra.

Organisation of content

Content in this syllabus is organised into:

- K-10 overviews of each scope and sequence statement, except Working Mathematically
- scope and sequence statements.

K-10 overviews

Kindergarten to year 10 overviews are provided in this syllabus to facilitate developmentally appropriate planning and delivery of learning and teaching programs. These overviews are designed to provide early childhood teachers with a clear map of the progression of content. They will enable teachers to select content from syllabuses for other phases of development, if this is appropriate to children’s learning.

The following graphic identifies the key features of the Mathematics K-10 overviews.

Organisation of content into year levels is advisory. Teachers will continue to make professional judgements about when to introduce content based on students' prior learning and achievement.

K-10 overview: Mathematics/Space – Students describe and analyse mathematically the spatial features of objects, and movements.

Arrow indicates developmental learning

Overview of content:	Cluster	Outcome	Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	
				Represent spatial ideas: Represent location										
				<ul style="list-style-type: none"> everyday language of position, orientation and direction representation of position 	<ul style="list-style-type: none"> language of position, orientation and direction informal maps 	<ul style="list-style-type: none"> language of position, orientation and direction interpretation of simple maps and plans 	<ul style="list-style-type: none"> language of position, orientation and direction interpretation of simple maps and plans 	<ul style="list-style-type: none"> language for order and proximity simple maps and plans 	<ul style="list-style-type: none"> language for position and direction maps and plans using simple scales 	<ul style="list-style-type: none"> language for position and direction maps and plans using simple scales 	<ul style="list-style-type: none"> language for maps and plans maps and plans using simple scales 	<ul style="list-style-type: none"> directional language interpret and make maps which represent distance and direction showing a sense of scale 	<ul style="list-style-type: none"> directional language and symbols interpret and make maps which represent size and position accurately 	<ul style="list-style-type: none"> directional language, symbols and methods interpret and make maps using bearings and precise measurement
				Represent spatial ideas: Represent arrangements										
				Represent spatial ideas: Represent shape										
				<ul style="list-style-type: none"> language of shapes identification and representation of shapes in the environment 	<ul style="list-style-type: none"> language of shapes and their attributes 2D shapes in 3D objects simple drawings and representations of shapes 	<ul style="list-style-type: none"> language of shapes and their attributes identification of 2D shapes in 3D objects drawings and representations of shapes 	<ul style="list-style-type: none"> language to compare shapes and their attributes identification of 2D shapes in 3D objects drawings and representations of shapes 	<ul style="list-style-type: none"> features of 2D shapes and 3D objects drawings of simple 2D shapes and 3D objects creation of simple shape patterns 	<ul style="list-style-type: none"> features and models of 2D shapes and 3D objects drawings of 2D shapes and 3D objects creation of simple tiling patterns 	<ul style="list-style-type: none"> simple models of 3D objects drawings of 2D shapes and 3D objects creation of tessellations 	<ul style="list-style-type: none"> models of 3D objects conventions for the drawing of 2D shapes and 3D objects analysis of tessellations 	<ul style="list-style-type: none"> shape and structure to make simple 3D models common conventions for drawing angles, 2D shapes and 3D objects recognise and visualise transformation and symmetry and produce spatial sequences 	<ul style="list-style-type: none"> precision in producing models conventions to produce orthogonal, oblique, perspective and isometric drawings combine two transformations and produce symmetrical patterns 	<ul style="list-style-type: none"> make complex models based on drawings use geometric tools and technology to make accurate drawings describe properties of transformations to reproduce drawings and complex patterns
				Represent spatial ideas: Represent transformations										
				<ul style="list-style-type: none"> reorientation of shapes to match or fit creation of simple shape patterns 	<ul style="list-style-type: none"> pictures and patterns with shapes creation of simple shape patterns 	<ul style="list-style-type: none"> pictures and patterns with shapes creation of simple shape patterns 	<ul style="list-style-type: none"> flipping, sliding and turning shapes creation of simple shape patterns 	<ul style="list-style-type: none"> simple translations, rotations and reflections of shape creation of simple tiling patterns 	<ul style="list-style-type: none"> translations, rotations and reflections of shape creation of tessellations 	<ul style="list-style-type: none"> translations, rotations and reflections of shape creation of tessellations 	<ul style="list-style-type: none"> translations, rotations and reflections of shape analysis of tessellations 	<ul style="list-style-type: none"> recognise and visualise transformation and symmetry and produce spatial sequences 	<ul style="list-style-type: none"> combine two transformations and produce symmetrical patterns 	<ul style="list-style-type: none"> describe properties of transformations to reproduce drawings and complex patterns

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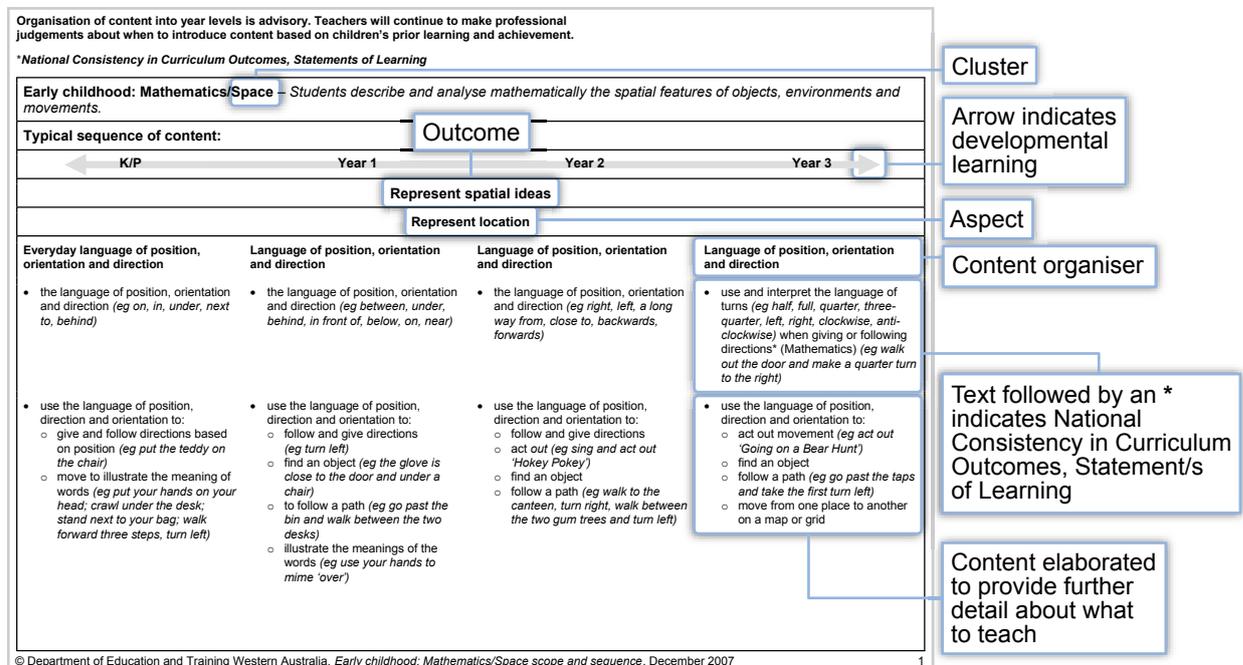
Key features of Mathematics K-10 overviews

Scope and sequence statements

The content in the scope and sequence statements is expressed at specific year levels to provide early childhood teachers with advice on starting points for the development of learning, teaching and assessment programs. Teachers will use their knowledge of children’s progressive achievement to make their own decisions about when it is appropriate to introduce content to individuals and groups of children.

The scope and sequence statements in this syllabus have been organised around the seven clusters, with content for Appreciating Mathematics embedded within the scope and sequence statements for Working Mathematically and the five conceptual clusters. This organisation of the scope and sequence statements reflects the organisation of the outcomes in the *Curriculum Framework Progress Maps – Mathematics/Outcomes and Standards Framework – Mathematics*.

The scope and sequence statements are organised to assist early childhood teacher’s planning for learning, teaching and assessment. The following graphic identifies the key features of the Mathematics scope and sequence statements.



Key features of Mathematics scope and sequence statements

4.6 Overview of the Science learning area

What is Science about?

Humans have always wondered about the world in which we live and attempted to understand it. Science education aims to stimulate this curiosity and give children the skills and knowledge to answer many of the questions they ask. Developing scientific literacy is important because it provides opportunities for children to grow into well-rounded citizens and enables them to develop values and make decisions about important societal issues.

Science is the study of the natural and made world, and the systems and processes that support life on the planet and beyond. It encourages questions and values evidence-based conclusions. Scientific knowledge is an important basis for enabling citizens to make informed and responsible decisions about how society should develop.

Care for the environment is an integral part of the study of Science and requires an understanding of diverse areas of scientific knowledge.

The process of scientific inquiry requires creativity and openness to new ideas, and a willingness to evaluate evidence with intellectual honesty and integrity. It is a dynamic process and scientific knowledge is constantly evolving.

Why teach Science?

Teaching Science provides children with opportunities to:

- develop their understandings of the world around them
- communicate their understandings in a variety of scientifically literate forms
- pose questions that are relevant and meaningful to them and then test and evaluate evidence objectively
- use scientific knowledge and skills to make informed decisions and to consider the consequences and implications of these decisions in their lives
- acquire knowledge, skills and understandings essential for success in further study of Science.

How is the Science learning area structured?

The *Curriculum Framework Science Learning Area Statement* consists of nine outcomes, which are organised into two interrelated parts: Working Scientifically, and four conceptual outcomes.

Working Scientifically outcomes describe the skills and processes for scientific investigation and consist of:

- Investigating
- Communicating Scientifically
- Science in Daily Life

- Acting Responsibly
- Science in Society.

The conceptual outcomes encompass scientific understandings, theories, ideas and knowledge and consist of:

- Earth and Beyond
- Energy and Change
- Life and Living
- Natural and Processed Materials.

Working Scientifically outcomes should be embedded and taught within the context of the four conceptual outcomes.

Organisation of content

Content in this syllabus is organised into:

- K-10 overviews of each scope and sequence statement, except Investigating
- scope and sequence statements.

K-10 overviews

Kindergarten to year 10 overviews are provided in this syllabus to facilitate developmentally appropriate planning and delivery of learning, teaching and assessment programs. These overviews are designed to provide early childhood teachers with a clear map of the progression of content. They will enable early childhood teachers to select content from syllabuses for other phases of development, if this is appropriate to support children's learning.

The following graphic identifies the key features of the Science K-10 overviews.

Organisation of content into year levels is advisory. Teachers will continue to make professional judgements about when to introduce content based on students' prior learning and achievement.
 *National Consistency in Curriculum Outcomes, Statements of Learning

Outcome

K-10 overview: Science/Life and Living – Students understand their own biology and that of other living things, and recognise the interdependence of life.

When using animals, refer to *Guidelines for the care and use of animals in Western Australian schools and agricultural and TAFEWA colleges* and complete relevant documentation.

Overview of content:

K/P	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	
Interdependence of living things											
	<ul style="list-style-type: none"> the school/home environment is everything around us and contains living things living things have basic needs plants and animals need special care 	<ul style="list-style-type: none"> the environment surrounds us and contains living and non-living things living things have basic needs and these must be met for survival ways to observe and care for animals and plants people need to care for plants and animals in their immediate environment 	<ul style="list-style-type: none"> living things can live in different types of environments* (Science) living things need other living things to survive* (Science) people need to care for living things and places where they live* (Science/ Civics & Citizenship) 	<ul style="list-style-type: none"> living things depend on each other and the environment in which they live all living things have needs living things have special structures 	<ul style="list-style-type: none"> relationships that make up the living and non-living environment* (Science/Civics & Citizenship) living things have diverse roles in the environment* (Science) living things have structures and features that help them survive* (Science) living things can be grouped according to their features living things have features that help them to live in their environment* (Science) living things are grouped according to their features living things have features that carry out life processes* (Science) the environment can change 	<ul style="list-style-type: none"> biodiversity is the variety of living things (organisms) and the environments they are found in living things (organisms) need the living and non-living elements of an environment to survive organisms have structures and functions for life processes to occur organisms are diverse and can be classified according to their features organisms have a number of life processes or sequences factors that can impact on the environment of living things* (Science/Civics & Citizenship) factors that can impact on living things 	<ul style="list-style-type: none"> interdependence and balance within living and non-living environments* (Science/Civics & Citizenship) relationships between organisms in living communities* (Science) organisms have structures and functions for life and survival in their environment* (Science) living things can be classified according to their structural features* (Science/Civics & Citizenship) organisms within a group carry out life processes in similar ways living things can respond to changes in the environment* (Science/Civics & Citizenship) 	<ul style="list-style-type: none"> components of an ecosystem relationships in ecosystems plant and animal cells life processes classification 	<ul style="list-style-type: none"> changing ecosystems cycling of matter and energy flow organs and systems methods of classification 	<ul style="list-style-type: none"> monitoring ecosystems changes to matter cycles and energy flow cell organisation life processes at the cellular level 	<ul style="list-style-type: none"> structure at the cellular level life processes at the cellular level
Structure and function											
	<ul style="list-style-type: none"> living things have different features living things can be grouped according to their features 	<ul style="list-style-type: none"> living things have special features that help them live familiar living things can be grouped according to structures and features living things survive because of essential life processes that non-living things do not have 	<ul style="list-style-type: none"> living things have structural features that help them to live in their environment* (Science) living things can be grouped according to identified characteristics* (Science) living things have features that carry out life processes* (Science) 	<ul style="list-style-type: none"> living things have special structures living things are grouped according to their features living things have life processes that can be varied the environment can change 	<ul style="list-style-type: none"> living things have structures and features that help them survive* (Science) living things can be classified according to observable features* (Science) all living things have a range of life processes factors that can impact on the environment of living things* (Science/Civics & Citizenship) 	<ul style="list-style-type: none"> organisms have structures and functions for life processes to occur organisms are diverse and can be classified according to their features organisms have a number of life processes or sequences factors that can impact on living things 	<ul style="list-style-type: none"> organisms have structures and functions for life and survival in their environment* (Science) living things can be classified according to their structural features* (Science/Civics & Citizenship) organisms within a group carry out life processes in similar ways living things can respond to changes in the environment* (Science/Civics & Citizenship) 	<ul style="list-style-type: none"> plant and animal cells life processes classification 	<ul style="list-style-type: none"> cell organisation organs and systems methods of classification 	<ul style="list-style-type: none"> structure at the cellular level life processes at the cellular level 	

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Key features of Science K-10 overviews

Scope and sequence statements

The content in the scope and sequence statements is expressed at specific year levels to provide early childhood teachers with advice on starting points for the development of learning, teaching and assessment programs. Early childhood teachers will use their knowledge of children’s progressive achievement to make their own decisions about when it is appropriate to introduce content to individuals and groups of children.

Scope and sequence statements for Investigating and the four conceptual outcomes (Earth and Beyond, Energy and Change, Life and Living and Natural and Processed Materials) are included in this syllabus. The remaining four outcomes that make up Working Scientifically (Acting Responsibly, Communicating Scientifically, Science in Daily Life and Science in Society) are embedded in the scope and sequence statements for the conceptual outcomes.

This organisation of the scope and sequence statements reflects the organisation of the outcomes in the *Curriculum Framework Progress Maps – Science/Outcomes and Standards Framework – Science*.

The scope and sequence statements assist early childhood teachers’ planning for learning, teaching and assessment. The following graphic identifies the key features of the Science scope and sequence statements.

Organisation of content into year levels is advisory. Teachers will continue to make professional judgements about when to introduce content based on childrens’ prior learning and achievement.

***National Consistency in Curriculum Outcomes, Statements of Learning**

Early childhood: Science/Life and Living – Students understand their own biology and that of other living things and recognise the interdependence of life.

Typical sequence of content:

← K/P Year 1 Year 2 Year 3 →

When using animals, refer to *Guidelines for the care and use of animals in Western Australian schools and agricultural and TAFEWA colleges* and complete relevant documentation.

Interdependence of living things

<p>The school/home environment is everything around us and contains living things</p> <ul style="list-style-type: none"> an environment surrounds us in our everyday life and contains things that are living (eg plants, dogs, cats, worms, snails and people) 	<p>The environment surrounds us and contains living and non-living things</p> <ul style="list-style-type: none"> the environment surrounds us and contains things that are living (eg plants, dogs, cats and fish), and things that are not living (eg rocks, sand, chairs, tables and televisions) similarities and differences exist between different living things such as plants (eg trees, shrubs, grasses) and animals (eg people, farm animals, pets) 	<p>Living things can live in different types of environments* (Science)</p> <ul style="list-style-type: none"> different environments contain different living and non-living things (eg the bush has trees but the ocean does not) an environment can contain different habitats (eg the ocean can have reefs, a sandy bottom and sea grass meadows)
<p>Living things have basic needs</p> <ul style="list-style-type: none"> living things have basic needs (eg food, shelter, air and water) 	<p>Living things have basic needs and these must be met for survival</p> <ul style="list-style-type: none"> in order to survive, living things need food, warmth, shelter, air and water 	<p>Living things need other living things to survive* (Science)</p> <ul style="list-style-type: none"> living things depend on the environment and other living things to survive (eg plants need light to make food, and animals eat plants or other animals for food)

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Outcome

Arrow indicates developmental learning

Aspect

Content organiser

Content elaborated to provide further detail about what to teach

Text followed by an * indicates National Consistency in Curriculum Outcomes, Statement/s of Learning

Key features of Science K-10 scope and sequence statements

4.7 Overview of the Society and Environment learning area

What is Society and Environment about?

The Society and Environment learning area develops children's understanding of how individuals and groups live together and interact with their physical and cultural environment. Children develop a respect for cultural heritage and a commitment to social justice, the democratic process and sustainability. These inform decision making that contributes to community cohesion and a positive future.

Why teach Society and Environment?

Society and Environment provides children with opportunities to:

- acquire knowledge, skills and values that enable them to analyse and reflect on their place in contemporary society as an individual and as a group member
- develop critical-thinking and problem-solving skills through the investigation of issues
- make reasoned and informed decisions, reflect on civic rights and responsibilities, develop a responsible global perspective and take appropriate civic action
- actively explore and participate in the world around them

- acquire knowledge, skills and understandings essential for success in further study.

How is the Society and Environment learning area structured?

The *Curriculum Framework Society and Environment Learning Area Statement* consists of seven interrelated outcomes:

- Investigation, Communication and Participation (social inquiry)
- Place and Space
- Resources
- Culture
- Time, Continuity and Change
- Natural and Social Systems
- Active Citizenship.

Social inquiry is a process of research that uses ethical practices in relation to data collection and evaluation, considers perspectives and applies empathy and critical thinking to reach findings. Findings are used to justify informed opinions that the child, as an active citizen can apply.

The outcomes of Investigation, Communication and Participation and Active Citizenship are taught within the context of the five conceptual outcomes.

Organisation of content

Content in this syllabus is organised into:

- K-10 overviews of each scope and sequence statement
- scope and sequence statements.

K-10 overviews

Kindergarten to year 10 overviews are provided to facilitate developmentally appropriate planning and delivery of learning and teaching programs. These overviews are designed to provide early childhood teachers with a clear map of the progression of content. They will assist early childhood teachers to select content from syllabuses for other phases of development, if this is appropriate to support children’s learning.

The following graphic identifies the key features of the Society and Environment K-10 overviews.

Organisation of content into year levels is advisory. Teachers will continue to make professional judgements about when to introduce content based on students' prior learning and achievement.
 *National Consistency in Curriculum Outcomes, Statement of Learning – Civics & Citizenship

Outcome

K-10 overview: Society and Environment/Time, Continuity and Change – Students understand that people’s actions and values are shaped by their understanding and interpretation of the past.

Social science discipline focus: History

Refer to scope and sequence for specific discipline skills and opportunities for Values Education and Active Citizenship

Arrow indicates developmental learning

Overview of broad understandings:

K/P	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
<ul style="list-style-type: none"> that the past, present and future are associated with particular people 	<ul style="list-style-type: none"> that the past, present and future are associated with particular people and events 	<ul style="list-style-type: none"> that personal life stories, family and local histories can be different that there are different personal perspectives about people, events and ideas investigate using historical records 	<ul style="list-style-type: none"> that valued aspects of times past are preserved for the future the importance of past people, events and their effects that people see past events differently 	<ul style="list-style-type: none"> that over time differences are created in people’s lives and the environment the use of historical narratives to understand the past ways to identify different time periods 	<ul style="list-style-type: none"> that people try to retain what they believe to be important from the past that different historical narratives have different perspectives that new ideas bring about change 	<ul style="list-style-type: none"> that the narrative histories of particular periods of time reflect the stories of particular people, events and ideas that community life reflects heritage 	<ul style="list-style-type: none"> that people’s beliefs, values and actions are affected by their past experiences that community beliefs and traditions have been influenced by past people, events and ideas to draw conclusions from historical evidence that a variety of perspectives create multiple narratives 	<ul style="list-style-type: none"> people, events and ideas are linked to historical time periods change has an impact on people, events, ideas and the environment a sense of heritage can result from continuity of people’s actions, beliefs, values and ideas perspectives of people affect their interpretation of past events, ideas and actions* continuity can advantage and disadvantage different individuals, groups and ideas stereotypes affect the perspectives, interpretations and construction of historical narratives/ stories* an understanding of perspectives helps to develop empathy with the past and develop an individual perspective* that interpretation is influenced by personal and societal beliefs and values 	<ul style="list-style-type: none"> historical recollections reflect a range of people and their perspectives in different contexts* people, events and ideas are interrelated and impact on opinions, actions, values and perspectives* a range of forces (political, economic, cultural, environmental) lead to change over time* perspectives of people, events and ideas change over time* individual perspectives help to form opinions and influence decision-making and actions in contemporary situations* that interpretations of historical evidence can be challenged 	<ul style="list-style-type: none"> interpretations of the significance of people, events and ideas/movements varies with time, place and cultural perspective* beliefs and values influence the motives and behaviours of individuals and groups that bring about change and continuity perspectives of people, events and ideas change over time*

Social science discipline/s connection

Concept to be taught

Text followed by an * indicates National Consistency in Curriculum Outcomes, Statement/s of Learning

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Key features of Society and Environment K-10 overviews

Scope and sequence statements

The content in the scope and sequence statements is expressed at specific year levels to provide early childhood teachers with advice on possible starting points for the development of learning, teaching and assessment programs.

Early childhood teachers will use their knowledge of children's progressive achievement to make their own decisions about when it is appropriate to introduce content to individuals and groups of children.

The scope and sequence statements for the conceptual outcomes contain:

- suggested topics that reflect the conceptual outcome
- a developmental progression of broad understandings
- a sequence of skills specific to the social science discipline as represented in the conceptual outcome
- examples of Active Citizenship and Values Education opportunities specific to the conceptual outcome.

The scope and sequence statements reflect the organisation of the outcomes in the *Curriculum Framework Progress Maps – Society and Environment/Outcomes and Standards Framework – Society and Environment*.

The scope and sequence statements are organised to assist early childhood teachers' planning for learning, teaching and assessment. The following graphics identify the key features of the Society and Environment scope and sequence statements.

**National Consistency in Curriculum Outcomes, Statements of Learning*

Early childhood: Society and Environment/Time, Continuity and Change – Students understand that people's actions and values are shaped by their understanding and interpretation of the past.

Social science discipline focus: History

K/P	Year 1	Year 2	Year 3
Suggested topics:			
<ul style="list-style-type: none"> olden days (eg using dress up clothes, tools, materials of the past) 	<ul style="list-style-type: none"> personal life stories (eg family stories) 	<ul style="list-style-type: none"> personal life stories and local community histories from early settlement* (Civics & Citizenship) (eg colonial lifestyles compared to our lives today) Australian Aboriginal history* (Civics & Citizenship) (eg Aboriginal Dreaming and how it reflects Aboriginal identity) 	<ul style="list-style-type: none"> historical narratives* (Civics & Citizenship) (eg family/community members, leaders in different societies, heroes and heroines) pre-European settlement – Aboriginal peoples: The First Australians* (Civics & Citizenship) (eg traditional lifestyles/identity) public holidays celebrate key historical events* (Civics & Citizenship) (eg Australia Day commemorates the European arrival and settlement at Botany Bay, 1788)

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Suggested topic

**National Consistency in Curriculum Outcomes, Statements of Learning*

Organisation of content into year levels is advisory. Teachers will continue to make professional judgements about when to introduce content based on children's prior learning and achievement.

Developmental progression of broad understandings:

← K/P-Year 1	Year 1-2	Year 2-3 →
Understanding the Past		
Methods for sequencing the past		
<ul style="list-style-type: none"> about people and events in life stories and family histories (eg finding out about things parents or grandparents did or had when they were the same age, such as toys, birthday parties, clothes) the terms used to show the sequence of time passing, people and events (eg once upon a time, long ago, past, present, future, before, after) 	<ul style="list-style-type: none"> ways events, people, artefacts, stories and symbols from specific time periods can be compared* (Civics & Citizenship) (eg grandparents, parents, holidays, photographs, clothing, birthdays, Creation stories) to identify the time order of historical narratives using photographs and/or clues from the time 	<ul style="list-style-type: none"> that historical records tell about people, events and ideas of the past* (Civics & Citizenship) (eg newspapers, photographs, museum exhibits, family objects, diaries, film/video documentaries) ways time periods can be demonstrated (eg timelines as a form of visual recount as well as being a flow diagram providing context for people and events, calendars depicting weeks, years, decades)
About the interrelationship between people, events and ideas		
<ul style="list-style-type: none"> about life stories and family histories using a range of people and events and gathering evidence from familiar settings (eg home, school, environments and routines associated with home, school and leisure) 	<ul style="list-style-type: none"> that people and events from the past can be investigated using historical records (eg birth certificates, passports, photographs, artworks) and can be described using story format* (Civics & Citizenship) (eg family stories, diaries, letters) 	<ul style="list-style-type: none"> that some people and events are considered more important than others in historical stories* (Civics & Citizenship) (eg ANZAC Day commemorations, 'Diggers')

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Arrow indicates developmental learning

Aspect

Content organiser

Concept to be taught

Text followed by an * indicates National Consistency in Curriculum Outcomes, Statement/s of Learning

Key features of Society and Environment scope and sequence statements

Organisation of content into year levels is advisory. Teachers will continue to make professional judgements about when to introduce content based on children's prior learning and achievement.

**National Consistency in Curriculum Outcomes, Statements of Learning*

Typical sequence of skills:
(Refer to Investigation, Communication and Participation [ICP] for generic inquiry skills)

K/1P		Year 1	Year 2	Year 3
Planning				
<ul style="list-style-type: none"> to recollect experiences related to a topic using a stimulus 	<ul style="list-style-type: none"> to suggest simple questions for investigation 	<ul style="list-style-type: none"> how to devise a range of questions, with teacher assistance, about people, events and ideas (eg <i>What happened? When? Who was involved? Where? Why did it happen?</i>) 	<ul style="list-style-type: none"> when given focus questions, identify some related concepts; discuss language appropriate to the topic and suggest ways to investigate 	
	<ul style="list-style-type: none"> to assemble, collect and identify relevant information with teacher direction 	<ul style="list-style-type: none"> how to gather information from a selection of sources 	<ul style="list-style-type: none"> to ask: <i>What is known? What is not known? What would it be useful to know? How do we find out more?</i> 	<ul style="list-style-type: none"> to gather information from a selection of sources (eg <i>historical stories about people can be found in sources such as biographies and recounts</i>) to follow rules (protocols) for investigation
Conducting				
<ul style="list-style-type: none"> to recognise specific times in the school day (eg <i>fruit time, play time, lunch time, mat time</i>) 	<ul style="list-style-type: none"> to represent observations from incursions and excursions pictorially (eg <i>use digital cameras to record activities, record information by painting and drawing</i>) 	<ul style="list-style-type: none"> to use teacher-directed formats for recording 	<ul style="list-style-type: none"> how to identify different perspectives in informational texts (eg <i>Who is telling the story? How do we know?</i>) 	
<ul style="list-style-type: none"> how to use time as a sequence 	<ul style="list-style-type: none"> how to use teacher-directed formats for recording 	<ul style="list-style-type: none"> to arrange personal events and experiences in time order* (Mathematics) 	<ul style="list-style-type: none"> how to use specific history language and terms to describe people, events and ideas from the past 	

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History skill

Organisation of content into year levels is advisory. Teachers will continue to make professional judgements about when to introduce content based on children's prior learning and achievement.

**National Consistency in Curriculum Outcomes, Statements of Learning*

Active Citizenship

<p>How to critically reflect on planned actions and potential consequences when participating in society</p> <p>Responsible social action involves:</p> <ul style="list-style-type: none"> identifying actions that can be taken, selecting an action to follow, considering how the action may impact on others and their rights 	<p>Values</p>
<p>Children should be taught the principles and values associated with the democratic process and social justice. They then demonstrate active citizenship through their behaviours and practices in the school environment and recognise opportunities to become involved in citizenship activities at the school level</p> <ul style="list-style-type: none"> National Aboriginal and Torres Strait Islander Week (NAIDOC) commemorations Western Australia (WA) Week Access Asia local history. 	<p>Active Citizenship opportunities</p>

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Key features of Society and Environment scope and sequence statements

4.8 Overview of the Technology and Enterprise learning area

What is Technology and Enterprise about?

The Technology and Enterprise learning area relates to the processes of applying knowledge, skills and resources to satisfying human needs and wants, extending capabilities and realising opportunities.

Technology uses resources, including materials (both raw and processed), tools and machines, knowledge, skills and experiences, as well as investment of time, energy and money. It involves systems for collecting, transporting and transforming materials, for storing and processing information and resources, and for communicating and marketing the outcomes. Technology also includes the processes and products that result from technological enterprise.

Enterprise involves the development and application of skills and attitudes that enable people to actively respond to and be involved in social and economic change.

Technology and enterprise have consequences, costs and benefits that need to be considered carefully and responsibly before decisions are made.

Why teach Technology and Enterprise?

Teaching Technology and Enterprise provides children with opportunities to:

- develop life skills such as problem solving, negotiation and teamwork proficiency
- develop specific manipulative and technical skills and apply them to everyday situations
- develop technical literacy and the ability to communicate ideas effectively to a variety of audiences
- apply design and production skills
- enhance understanding of enterprise and the interaction of technology with community, culture, values and attitudes.

How is the Technology and Enterprise learning area structured?

The *Curriculum Framework Technology and Enterprise Learning Area Statement* consists of seven outcomes:

- Technology Process
- Materials
- Information
- Systems
- Enterprise
- Technology Skills
- Technology in Society.

Organisation of content

Content in this syllabus is organised into:

- K-10 overviews
- scope and sequence statements.

K-10 overviews

Kindergarten to year 10 overviews are provided to facilitate developmentally appropriate planning and delivery of learning, teaching and assessment programs. These overviews are designed to provide early childhood teachers with a clear map of the progression of concepts and processes. They will enable early childhood teachers to select content from syllabuses for other phases of development, if this is appropriate to support children's learning.

The following graphic identifies the key features of the Technology and Enterprise K-10 overviews.

Organisation of content into year levels is advisory. Teachers will continue to make professional judgements about when to introduce content based on students' prior learning and achievement.

Outcome

K-10 overview: Technology and Enterprise/Information – Students design, adapt, use and present information that is appropriate to achieving solutions to technology challenges.

Overview of concepts and processes:

K/P	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
The Nature of Information										
<ul style="list-style-type: none"> information can be from visual, sound or physical sources 	<ul style="list-style-type: none"> information can be from visual, sound or physical sources 	<ul style="list-style-type: none"> information is an idea communicated between people 	<ul style="list-style-type: none"> information can be defined as a message between sender and receiver 	<ul style="list-style-type: none"> information can be defined as a message between sender and receiver 	<ul style="list-style-type: none"> information has meaning 	<ul style="list-style-type: none"> information has meaning 	<ul style="list-style-type: none"> information is comprised of data and can be stored and transmitted 	<ul style="list-style-type: none"> information is comprised of data retrieved, manipulated and can be stored and transmitted 	<ul style="list-style-type: none"> data becomes information when it has a use or meaning 	<ul style="list-style-type: none"> similar information can be represented by variations of data
<ul style="list-style-type: none"> there are common forms of information 	<ul style="list-style-type: none"> there are common forms of information 	<ul style="list-style-type: none"> there are many forms of information 	<ul style="list-style-type: none"> there are many forms of information 	<ul style="list-style-type: none"> various forms and modes of information and information products exist 	<ul style="list-style-type: none"> various forms and modes of information and information products 	<ul style="list-style-type: none"> the form of information and information products will be influenced by the purpose and features of the intended audience 	<ul style="list-style-type: none"> various forms of information are designed and produced for particular audiences 	<ul style="list-style-type: none"> information can be created, stored, modified with special effects, or transmitted in a variety of ways and forms for particular audiences 	<ul style="list-style-type: none"> the ways information is created, stored and transmitted can contribute to accessibility for particular audiences 	<ul style="list-style-type: none"> the interrelationships between conventions and protocols and the ways information is created, stored and transmitted affect the use and impact of information
				<ul style="list-style-type: none"> people do not necessarily like or believe all information 	<ul style="list-style-type: none"> people do not necessarily like or believe all information 	<ul style="list-style-type: none"> information is not the same as truth 	<ul style="list-style-type: none"> information sources need to be examined critically for factual accuracy 	<ul style="list-style-type: none"> information can be biased and is not the same as truth 	<ul style="list-style-type: none"> information can be manipulated to achieve a purpose and influence interpretation 	<ul style="list-style-type: none"> the truthfulness of information is a social, economic and ethical issue
						<ul style="list-style-type: none"> there are social, legal and ethical issues associated with information 	<ul style="list-style-type: none"> there are social and environmental issues associated with information 	<ul style="list-style-type: none"> there are social and environmental issues associated with information 	<ul style="list-style-type: none"> the veracity of information is a social, environmental and economic issue 	<ul style="list-style-type: none"> access to information can be controlled for economic and political reasons
The Creation of Information										
<ul style="list-style-type: none"> particular needs that may be met through the creation of an information product 	<ul style="list-style-type: none"> particular needs that may be met through the creation of an information product 	<ul style="list-style-type: none"> ways to identify and document needs and uses for information products 	<ul style="list-style-type: none"> ways to identify and document needs and uses for information products 	<ul style="list-style-type: none"> ways to identify the needs, wants and opportunities that might be met by information products 	<ul style="list-style-type: none"> ways to identify the needs, wants and opportunities that might be met by information products 	<ul style="list-style-type: none"> how to examine and evaluate information products in the light of how needs and wants are met 	<ul style="list-style-type: none"> strategies for examining alternative ways to meet identified needs and wants 	<ul style="list-style-type: none"> ways to identify, classify and organise information when examining information products 	<ul style="list-style-type: none"> to use methods and criteria for classifying, organising, interpreting, analysing and evaluating information products 	<ul style="list-style-type: none"> to use criteria for analysing and establishing the use and usefulness of information products

Concept to be taught

Aspect

Process to be taught

Arrows indicate content taught across school years

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Key features of Technology and Enterprise K-10 overviews

Scope and sequence statements

Content in the scope and sequence statements is expressed at specific year levels to provide early childhood teachers with advice on starting points for the development of learning, teaching and assessment programs. Teachers continue to make professional judgements about when to introduce content based on students' prior learning and achievement.

The scope and sequence statements are organised around the Technology Process, Materials, Information and Systems outcomes and content for the Enterprise, Technology Skills and Technology in Society outcomes are embedded within these.

The scope and sequence statements are organised to assist teachers' planning for learning in Technology and Enterprise. The following graphic identifies the key features of the Technology and Enterprise scope and sequence statements.

Organisation of content into year levels is advisory. Teachers will continue to make professional judgements about when to introduce content based on children's prior learning and achievement.

**National Consistency in Curriculum Outcomes, Statement of Learning – ICT*



Typical sequence of content:

K/P	Year 1	Year 2	Year 3
The Nature of Information			
<ul style="list-style-type: none"> there are different forms of information (eg words, pictures and sounds) an information product is a collection of information that is 'packaged' in a particular way to allow it to be passed on to others (eg newspapers, television shows, brochures) information can be manipulated (eg a phone call can be recorded as a written message) people can use information for a purpose (eg watching the weather report to know how to dress) 	<ul style="list-style-type: none"> there are different forms of information (eg words, pictures and sounds) an information product is a collection of information that is 'packaged' in a particular way to allow it to be passed on to others (eg recipes, instruction manuals, greeting cards) information can be manipulated (eg text on the computer can be printed onto paper) people can use information for a purpose (eg following the class timetable so that you know when school starts and special lessons occur) 	<ul style="list-style-type: none"> common ways in which information is used, processed and transmitted, such as written texts, posters, pamphlets, books, road signs, photographs, tapes, digital disks and electronic files* the way in which information and information products are structured and presented can affect the meaning conveyed (eg music in movies can affect the emotions of the viewer) the form of information helps to define its use* (eg pictures and symbols are used on road signs because the meaning is universal, quick and easy to understand) information can be manipulated in many ways* (eg stored, recorded, reused and transmitted) people use information for a variety of purposes* (eg seeking directions, learning and communication) 	<ul style="list-style-type: none"> common ways in which information is used, processed and transmitted, such as written texts, posters, pamphlets, books, road signs, photographs, tapes, digital disks and electronic files* the way in which information and information products are structured and presented can affect the meaning conveyed* (eg television advertisements have catchy jingles to grab your attention, making them easier to remember) the form of information helps to define its use* (eg computer data can be easily stored onto CD-ROMs or flash drives and easily shared with others) information can be manipulated in many ways* (eg stored, recorded, reused and transmitted) people use information for a variety of purposes* (eg informing others, entertaining, persuading)

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Arrows indicate content taught across school years

Aspect

Content elaborated to provide further detail about what to teach

Text followed by an * indicates National Consistency in Curriculum Outcomes, Statement/s of Learning

Key features of Technology and Enterprise scope and sequence statements

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Early Childhood K-3 Syllabus Summary

This syllabus supports early childhood teachers in meeting the learning needs of each child in developmentally and contextually appropriate ways. While the syllabus provides advice on content and the years of schooling in which content could be introduced, the teacher, in partnership with children and parents/caregivers, will continue to make decisions about appropriate learning experiences for each child.

1 Purpose of the *Early Childhood (K-3) Syllabus*

This syllabus provides teachers with advice about children's learning in the early childhood phase of development, planning for learning and content in K-3.

Connections with other curriculum policy and support documents

This syllabus is consistent with, and can be used in conjunction with, the following policies and support materials:

- The *Curriculum Framework for Kindergarten to Year 12 Education in Western Australia* produced by the Curriculum Council of Western Australia.
The *Curriculum Framework* establishes the learning outcomes expected of all Western Australian students from kindergarten to Year 12.
- The Curriculum Council's *Curriculum Framework Progress Maps*
These describe progressive student achievement from kindergarten to Year 12 and are a guide for monitoring and planning student progress.
- The Department of Education and Training's *Outcomes and Standards Framework*.
This is similar to the *Progress Maps* but also includes Achievement Targets for Years 3, 5, 7 and 9 in WA public schools.
- The Curriculum Council's *Curriculum Framework Curriculum Guides*.
These describe, in phases of development, content to support students' progress from kindergarten to year 12.

- The MCEETYA *National Consistency in Curriculum Outcomes (NCCO) Statements of Learning*.

These are statements of learning agreed to by State and Territory Ministers for Education and are intended to provide greater consistency in curriculum outcomes across Australia. As part of a K-12 approach, this syllabus connects with the *Middle Childhood (4-7) Syllabus*.

2 Children’s learning in the early childhood phase of development

Children are the focus of learning and teaching in K-3. They bring with them a natural wonder and curiosity about their world and their place within it.

The role of the early childhood educator is to plan and implement learning experiences that will support each child’s learning and development.

The early years provide a critical foundation for lifelong learning and the acquisition of life skills and abilities. Early learning needs to be rich, contextualised, developmentally appropriate and connected to young children’s worlds and their community experiences.

This phase is characterised by children’s rapid rate of growth, learning and development, children’s different learning pathways and their multiple forms of expression.

Children’s learning is socially and culturally constructed. Their social, emotional, cognitive, physical, aesthetic, spiritual and moral learning and development are highly interdependent and influenced by:

- home
- school
- different carers
- the wider community in which they live
- the way in which the different parts of their world interact.

Play is especially important in early childhood education. It provides opportunities for children to express and test themselves and their ideas, make decisions, solve problems, explore, negotiate, and learn to regulate their own behaviour and that of others.

The *Curriculum Framework* identifies seven principles of effective learning and teaching:

- opportunity to learn
- connection and challenge
- action and reflection
- motivation and purpose
- inclusivity and difference
- independence and collaboration
- supportive environment.

The principles of effective learning and teaching can be incorporated into learning in K-3 in ways which take account of children's current stages of development.

3 Planning for learning

When using the content in this syllabus to plan for learning early childhood teachers need to take into account the following:

- curriculum organisers other than the *Curriculum Framework's* learning areas, such as the categories in the *Kindergarten and Pre-primary Profile*, or developmental domains, to support a range of integrated approaches to meeting the holistic learning and developmental needs of all children
- planning should be consistent with school system/sector priorities and curriculum policies, and, where appropriate, with whole-school planning for improvement
- programs should be developmentally and contextually appropriate for all children and should cater for both individuals and groups
- children need to be provided with blocks of time sufficient for them to become deeply involved in their learning and to complete activities at their own pace
- planning should focus on opportunities for integration and organise learning experiences to reflect the way children learn
- the *Curriculum Framework's* principles of learning, teaching and assessment
- approaches to assessment that focus on children's social-emotional, literacy, numeracy and physical development across the learning outcomes in the *Curriculum Framework*.

4 Content

The *Early Childhood (K-3) Syllabus* provides advice on content to support development of learning in the early years of schooling. Content is expressed at specific year levels to provide early childhood educators with advice on starting points for the development of learning programs. It is the teacher, in partnership with children and parents/caregivers, who will continue to make decisions about appropriate learning experiences for each child.

Content in this syllabus is organised into:

- K-10 overviews
- scope and sequence statements expressed in year levels to provide advice on starting points for learning, teaching and assessment programs.

Scope and sequence statements are provided for the following learning areas:

- The Arts
- English
- Health and Physical Education
- Mathematics
- Science
- Society and Environment
- Technology and Enterprise.

In addition cross-curriculum content relevant to the following national and state priority areas has been incorporated within the scope and sequence statements:

- Civics and Citizenship
- Information and Communication Technologies (ICT)
- Literacy
- Numeracy
- Physical activity
- Values.