

CURRICULUM YEARLY OVERVIEW – Pre Primary (Foundation)

GENERAL CAPABILITIES & CROSS CURRICULUM PRIORITIES

GENERAL CAPABILITIES	Literacy <i>LIT</i>	Numeracy <i>NUM</i>	ICT Competence <i>ICT</i>	Critical and Creative Thinking <i>CCT</i>	Ethical Behaviour <i>ETH</i>	Personal and Social Competence <i>P&S</i>	Intercultural Understanding <i>ICU</i>	<i>General capabilities are represented within and across the learning areas to different degrees. Potential connections (as outlined below) are only suggestions.</i>	
CROSS-CURRICULUM PRIORITIES	Aboriginal and Torres Strait Islander histories & cultures <i>ATSI</i>	Asia & Australia's engagement with Asia <i>ASIA</i>	Sustainability <i>SUS</i>	<i>Cross curriculum priorities are embedded in all learning areas. They will have a strong but varying presence depending on their relevance to the learning area. Potential connections (as outlined below) are only suggestions.</i>					

ENGLISH - AUSTRALIAN CURRICULUM

LANGUAGE	Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community <i>ATSI ICU ASIA</i>	Explore how language is used differently at home and school depending on the relationships between people <i>P&S LIT</i>	Understand that language can be used to explore ways of expressing needs, likes and dislikes <i>P&S LIT</i>	Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes <i>CCT LIT ICT</i>	Understand that some language in written texts is unlike everyday spoken language	Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences	Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality <i>ICT ASIA LIT</i>	Recognise that sentences are key units for expressing ideas	Recognise that texts are made up of words and groups of words that make meaning
	Explore the different contribution of words and images to meaning in stories and informative texts <i>LIT ICT CCT</i>	Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics being taught at school <i>P&S LIT</i>	Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words	Know how to use onset and rime to spell words	Recognise rhymes, syllables and sounds (phonemes) in spoken words	Recognise the letters of the alphabet and know there are lower and upper case letters			
LITERATURE	Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences <i>P&S ATSI ICU</i>	Respond to texts, identifying favourite stories, authors and illustrators <i>P&S</i>	Share feelings and thoughts about the events and characters in texts <i>P&S CCT</i>	Identify some features of texts including events and characters and retell events from a text <i>P&S ICU ATSI ASIA</i>	Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry <i>ATSI ICU LIT</i>	Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures <i>ICU ATSI ASIA</i>	Retell familiar literary texts through performance, use of illustrations and images <i>CCP ICT LIT</i>		
LITERACY	Identify some familiar texts and the contexts in which they are used <i>P&S LIT</i>	Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations <i>P&S CCT LIT</i>	Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact <i>P&S ICU ICT</i>	Deliver short oral presentations to peers <i>P&S SUS</i>	Identify some differences between imaginative and informative texts <i>CCT</i>	Read predictable texts, practicing phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge	Use comprehension strategies to understand and discuss texts listened to, viewed or read independently <i>ATSI CCT</i>	Create short texts to explore, record and report ideas and events using familiar words and phrases and beginning writing knowledge <i>ICT CCT P&S SUS</i>	Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops
	Produce some lower case and upper case letters using learned letter formations	Construct texts using software including word processing programs <i>ICT LIT</i>							

MATHEMATICS - AUSTRALIAN CURRICULUM

PROFICIENCY STRANDS	Understanding Involves connecting names, numerals and quantities.	Fluency Includes readily counting numbers in sequences, continuing patterns, and comparing the lengths of objects	Problem Solving Includes using materials to model authentic problems, sorting objects, using familiar counting sequences to solve unfamiliar problems, and discussing the reasonableness of the answer		Reasoning Includes explaining comparisons of quantities, creating patterns, and explaining processes for indirect comparison of length.	<i>The proficiency strands are an integral part of mathematics content across the three strands. They reinforce the significance of working mathematically within the content and describe how the content is explored and developed. Educators should aim to embed each proficiency strand in every content description wherever possible.</i>			
NUMBER & ALGEBRA	Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point <i>LIT NUM ICU ATSI ASIA</i>	Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond <i>LIT NUM ICU ATSI ASIA</i>	Subitise small collections of objects <i>NUM</i>	Represent practical situations to model addition and sharing <i>CCT ATSI</i>	Compare, order and make correspondences between collections, initially to 20, and explain reasoning	Sort and classify familiar objects and explain the basis for these classifications. <i>CCT LIT NUM</i>	Copy, continue and create patterns with objects and drawings <i>CCT LIT NUM</i>		
MEASUREMENT & GEOMETRY	Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language <i>LIT NUM CCT</i>	Compare and order the duration of events using the everyday language of time <i>LIT CCT</i>	Connect days of the week to familiar events and actions <i>LIT P&S NUM</i>	Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment <i>LIT</i>	Describe position and movement <i>LIT CCT</i>	STATISTICS & PROBABILITY	Answer yes/no questions to collect information <i>LIT P&S</i>		

SCIENCE - AUSTRALIAN CURRICULUM

OVERARCHING IDEAS	Patterns, order and organization	Form and function	Stability and change	Scale and Measurement	Matter and energy	Systems			
SCIENCE UNDERSTANDING	Living things have basic needs, including food and water <i>SUS CCT LIT P&S</i>	Objects are made of materials that have observable properties <i>SUS LIT NUM CCT</i>	Daily and seasonal changes in our environment, including the weather, affect everyday life <i>P&S ICU ATSI LIT ASIA SIS</i>	The way objects move depends on a variety of factors, including their size and shape <i>CCT LIT</i>	SCIENCE AS A HUMAN ENDEAVOUR	Science involves exploring and observing the world using the senses <i>P&S CCT LIT</i>			
SCIENCE INQUIRY SKILLS	Respond to questions about familiar objects and events <i>LIT CCT P&S</i>	Explore and make observations by using the senses <i>LIT</i>	Engage in discussions about observations and use methods such as drawing to represent ideas <i>LIT P&S CCT</i>	Share observations and ideas <i>LIT P&S</i>					

HISTORY - AUSTRALIAN CURRICULUM - Personal and family histories

KEY INQUIRY QUESTIONS	How has family life changed or remained the same over time?		How can we show that the present is different from or similar to the past?		How do we describe the sequence of time?				
HISTORICAL KNOWLEDGE & UNDERSTANDING	Who the people in their family are, where they were born and raised and how they are related to each other <i>ICU P&S CCT</i>	The different structures of families and family groups today and what they have in common <i>ATSI P&S ICU ASIA</i>	How they, their family and friends commemorate past events that are important to them <i>ICU ATSI NUM ASIA</i>	How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media and museums <i>LIT ICU P&S ATSI</i>	KEY CONCEPTS		Continuity & Change		Cause and Effect
					Perspectives		Empathy		Significance
HISTORICAL SKILLS PP – Yr 2	Sequence familiar objects and events <i>P&S NUM</i>	Distinguish between the past, present and future <i>LIT NUM</i>	Pose questions about the past using sources provided <i>LIT CCT</i>	Explore a range of sources about the past <i>LIT CCT</i>	Identify and compare features of objects from the past and present <i>LIT CCT</i>	Explore a point of view <i>ICU P&S CCT</i>	Develop a narrative about the past <i>LIT CCT</i>	Use a range of communication forms (oral, graphic, written, role play) and digital technologies <i>LIT ICT</i>	

GEOGRAPHY – AUSTRALIAN CURRICULUM – People live in places

KEY INQUIRY QUESTIONS	What are places like?	What makes a place special?	How can we look after the places we live in?	KEY CONCEPTS	Place (personal and local scale)	Space (personal and local scale)	Environment (personal and local scale)
GEOGRAPHICAL KNOWLEDGE & UNDERSTANDING	The representation of the location of places and their features on maps and a globe	The places people live in and belong to, their familiar features and why they are important to people.	The Countries/Places that Aboriginal and Torres Strait Islander Peoples belong to in the local area and why they are important to them	The reasons why some places are special to people, and how they can be looked after			
GEOGRAPHICAL INQUIRY & SKILLS	Make observations about familiar places and pose questions about them	Record geographical data and information collected by observation	Represent the location of features of a familiar place on pictorial maps and models	Draw conclusions based on discussions of observations	Present information using everyday language to describe location and direction	Reflect on their learning to suggest ways they can look after a familiar place	

THE ARTS (awaiting final endorsement) – Schools may be using WA Curriculum Framework instead

DANCE (F-2)	Explore, improvise and organise ideas to make dance sequences using the elements of dance	Use fundamental movement skills to develop technical skills when practising dance sequences	Present dance that communicate ideas to an audience, including dance used by cultural groups in the community	Respond to dance and consider where and why people dance, starting with dances from Australia including dances of Aboriginal and Torres Strait Islander Peoples	DRAMA (F-2)	Explore role and dramatic action in dramatic play, improvisation and process drama	Use voice, facial expression, movement and space to imagine and establish role and situation	Present drama that communicates ideas, including stories from their community, to an audience	Respond to drama and consider where and why people make drama, starting with Australian drama including drama of Aboriginal and Torres Strait Islander Peoples
MEDIA ARTS (F-2)	Explore ideas, characters and settings in the community through stories in images, sounds and text	Use media technologies to capture and edit images, sounds and text for a purpose	Create and present media artworks that communicate ideas and stories to an audience	Respond to media artworks and consider where and why people make media artworks, starting with media from Australia including media artworks of Aboriginal and Torres Strait Islander Peoples	MUSIC (F-2)	Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion	Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community	Create compositions and perform music to communicate ideas to an audience	Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples
VISUAL ARTS (F-2)	Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists	Use and experiment with different materials, techniques, technologies and processes to make artworks	Create and display artworks to communicate ideas to an audience	Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples					

TECHNOLOGIES (awaiting final endorsement) – Schools may be using WA Curriculum Framework instead

DESIGN & TECHNOLOGIES – KNOWLEDGE & UNDERSTANDING (F-2)	Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs	Explore how technologies use forces to create movement in products	Explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating	Explore the characteristics and properties of materials and components that are used to produce designed solutions					
DESIGN & TECHNOLOGIES – PROCESSES AND SKILLS (F-2)	Explore needs or opportunities for designing, and the technologies needed to realise designed solutions	Visualise, generate, develop and communicate design ideas through describing, drawing and modelling	Use materials, components, tools, equipment and techniques to safely make designed solutions	Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment	Sequence steps for making designed solutions and working collaboratively				
DIGITAL TECHNOLOGIES – KNOWLEDGE & UNDERSTANDING (F-2)	Identify, use and explore digital systems (hardware and software components) for a purpose	Recognise and explore patterns in data and represent data as pictures, symbols and diagrams							
DIGITAL TECHNOLOGIES – PROCESSES AND SKILLS (F-2)	Collect, explore and sort data, and use digital systems to present the data creatively	Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems	Explore how people safely use common information systems to meet information, communication and recreation needs	Work with others to create and organise ideas and information using information systems, and share these with known people in safe online environments					

HEALTH & PHYSICAL EDUCATION (awaiting final endorsement) – Schools may be using WA Curriculum Framework instead

PERSONAL, SOCIAL AND COMMUNITY HEALTH	Identify personal strengths	Name parts of the body and describe how their body is growing and changing	Identify people and demonstrate protective behaviours that help keep themselves safe and healthy	Practise personal and social skills to interact with and include others	Identify and describe emotional response people may experience in different situations	Identify actions that promote health, safety and wellbeing	Participate in play that promotes engagement with outdoor settings and the natural environment
MOVEMENT & PHYSICAL ACTIVITY	Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli	Participate in games with and without equipment	Explore how regular physical activity keeps individuals healthy and well	Identify and describe how their body moves in relation to effort, space, time, objects and people	Cooperate with others when participating in physical activities	Test possible solutions to movement challenges through trial and error	Follow rules when participating in physical activities

NB for those Learning Areas of the Australian Curriculum marked 'awaiting final endorsement': Implementation of these Phase 2/3 learning areas will be required by 2017, however the School Curriculum and Standards Authority (SCSA) intends to modify the content from the Australian Curriculum (as outlined above) in these Phase 2/3 learning areas. SCSA's modifications are yet to be released. In the interim, as the Australian Curriculum is available for use, any school may choose to adopt components of it, or in its entirety, for their own purposes as an interim measure until the WA Curriculum is produced by the SCSA. Alternatively, these Learning Areas will continue to be informed by the WA Curriculum Framework until SCSA publishes Phase 2/3 of the WA Curriculum.

Term One	Term Two	Term Three	Term Four	Whole Year Focus

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