

Theme-based learning plan

		Food
	Activity	Curriculum Links (minimum, but not limited to...)
English	English Literacy	<ul style="list-style-type: none"> * DAILY READING ALOUD practice * Sounds SAME using different letters (examples on board) * WORD FAMILIES on the board, eg play, playing, played, playground. Etc * RECOGNISING the BASE WORD and building from there to read longer words * Segmenting the blends out
	English Literacy	<ul style="list-style-type: none"> * ACELA1459recognising sounds that can be produced by different letters, e.g. the 's' sound in 'sat' & 'cent' * ACELA1455building word families from common morphemes, e.g. 'play', 'plays', 'playing', 'played', 'playground' * ACELA1455using morphemes to read words, e.g. by recognising the base word in words such as 'walk-ed' * ACELA1822segmenting blends at the beginning & end of given words, e.g. 'b-l-ue' & 'd-u-s-t'
	English Literacy	<ul style="list-style-type: none"> * ACELA1439identifying patterns of alliteration in spoken words, e.g. 'helpful Henry' * ACELA1439identifying syllables in spoken words, e.g. clapping the rhythm of 'Mon-day', 'Ja-cob' or 'Si-en-na' * ACELA1819identifying & manipulating sounds (phonemes) in spoken words, e.g. 'c-a-n' * ACCEL1580reciting rhymes with actions * ACELY1645recognising the meaning of symbols in everyday contexts, e.g. exit signs, logos, hearts & flowers on greeting cards * ACELY1646asking & answering questions to clarify understanding * ACELY1650making links between events in a text & students' own experiences * ACELY1650discussing & sequencing events in stories * ACELY1653adopting correct posture & pencil grip * ACELY1653learning to produce simple handwriting movements * ACELY1653following clear demonstrations of how to construct each letter (e.g. where to start; which direction to write) * ACELY1653learning to construct lower case letters & to combine these into words * ACELY1653learning to construct some upper case letters
	English language	<ul style="list-style-type: none"> * ACELA1446learning about the difference between closed questions, e.g. 'Are you ready?', 'Did they enjoy their holidays?' & open questions, e.g. 'What made this text so exciting?' * ACELA1447discussing & comparing the purposes of familiar texts drawn from local contexts & interests * ACELA1447becoming familiar with the typical stages of types of text including recount & procedure * ACELA1447using different types of texts, e.g. procedures (including recipes) & discussing the text structure * ACELA1448identifying patterns of vocabulary items in texts (e.g. class/subclass patterns, part/whole patterns, compare/contrast patterns, cause-and-effect patterns, word associations/collocation) * ACELA1451knowing that, in terms of meaning, a basic clause represents: a happening or a state (verb), who or what is involved (noun group/phrase), & the surrounding circumstances (adverb group/phrase) * ACELA1451understanding that a simple sentence expresses a single idea, represented grammatically by a single independent clause (e.g. 'A kangaroo is a mammal. A mammal suckles its young') * ACELA1452learning how a sentence can be made more vivid by adding adjectives, adverbs & unusual verbs
	English language	<ul style="list-style-type: none"> * ACELA1428learning that we use a different tone & style of language with different people * ACELA1430discussing the purpose of texts, e.g. 'This text will tell a story', 'This text will give information' * ACELA1432pointing to the letters & the punctuation in a text * ACELA1433learning about print: direction of print & return sweep, spaces between words * ACELA1433learning about simple functions of keyboard & mouse including typing letters, scrolling, selecting icons & drop-down menu
	English Literature	<ul style="list-style-type: none"> * ACCEL1581identifying similarities between texts from different cultural traditions, e.g. representations of dragons in traditional European & Asian texts * ACCEL1581identifying how spiritual beings are represented in Aboriginal & Torres Strait Islander stories * ACELY1581identifying some features of characters & how particular words & images convey qualities of their nature, e.g. some characters are portrayed as shy, others adventurous * ACCEL1583identifying who is telling the story in different texts * ACELY1584examining different types of literature including traditional tales, humorous stories & poetry * ACELY1584discussing similarities & differences between texts (e.g. features of main characters in different stories) * ACELY1584discussing features of book settings including time (year, season) & place (country or city, realistic or imagined) * ACELY1584discussing how plots develop including: beginnings (orientation), how the problem (complication) is introduced & solved (resolution) * ACELY1585exploring performance poetry, chants & songs from Aboriginal & Torres Strait Islander peoples & Asian cultures * ACELY1585listening to & performing simple haiku poems about familiar topics such as nature & the seasons * ACELY1586creating visual representations of literary texts from Aboriginal, Torres Strait Islander or Asian cultures * ACELY1655exploring some of the meanings & teachings embedded in Dreaming stories * ACELY1656listening for details in spoken informative texts * ACELY1656learning to value listening, questioning & positive body language & understanding that different cultures may approach these differently * ACELY1788demonstrating active listening behaviour & responding to what others say in pair, group & class discussions * ACELY1658comparing & discussing texts identifying some features that distinguish those that 'tell stories' from those that 'give opinions' * ACELY1658selecting texts for a particular purpose or task, e.g. a website that will give information about whales, a book that will tell a story about a possum * ACELY1659using contextual & semantic knowledge to make predictions about a text's purpose & content * ACELY1660finding key information in a text * ACELY1660building knowledge about the topic of the text & learning new vocabulary before & during reading * ACELY1660making predictions from the cover, from illustrations & at points in the text before reading on * ACELY1660retelling the events or key information in the text orally, in writing and/or through digital or arts media * ACELY1661referring to learned knowledge of text structure & grammar when creating a new text * ACELY1661learning how to plan spoken & written communications so that listeners & readers might follow the sequence of ideas or events * ACELY1661beginning to consider audience in designing a communication involving visual components, selecting images for maximum impact * ACELY1662adding or deleting words on page or screen to improve meaning, e.g. adding an adjective to a noun * ACELY1662reading the students' own work aloud to listen for grammatical correctness: checking use of capital letters, full stops, question marks & exclamation marks * ACELY1662identifying words which might not be spelt correctly * ACELY1662beginning to use dictionaries & classroom charts to check & correct spelling of less familiar words * ACELY1663writing words legibly using unjoined print script of consistent size
	English Literature	<ul style="list-style-type: none"> * ACCEL1581identifying similarities between texts from different cultural traditions, e.g. representations of dragons in traditional European & Asian texts * ACCEL1581identifying how spiritual beings are represented in Aboriginal & Torres Strait Islander stories * ACELY1581identifying some features of characters & how particular words & images convey qualities of their nature, e.g. some characters are portrayed as shy, others adventurous * ACCEL1583identifying who is telling the story in different texts * ACELY1584examining different types of literature including traditional tales, humorous stories & poetry * ACELY1584discussing similarities & differences between texts (e.g. features of main characters in different stories) * ACELY1584discussing features of book settings including time (year, season) & place (country or city, realistic or imagined) * ACELY1584discussing how plots develop including: beginnings (orientation), how the problem (complication) is introduced & solved (resolution) * ACELY1585exploring performance poetry, chants & songs from Aboriginal & Torres Strait Islander peoples & Asian cultures

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English Literature	Reading books together every day. QUIET TIME perusal of books himself	
Health, Phys Ed		
Health	* Yoga whenever she feels like it * Meditation using 'HeadSpace' * When do we FEAST? What stages of development do cultural groups CELEBRATE? * Go on a DRIVE and discuss these. Who are the FIVE FINGERS who are safe people? * Reiterate FUN SAFE principles and WARNING SIGNS of being unsafe * Food Theme - WHAT DOES EDIBLE MEAN and what should you never ever eat? * Keep discussing * Giving CONSTRUCTIVE FEEDBACK when someone has cooked for us? * Talk about ways TO INCLUDE others when we play games * What things might we say to ENCOURAGE OR APPRECIATE? * KINSHIP - what is it and what is its role in the A&TS culture? * LISTEN TO YOUR BODY and trust your gut. What do emotional responses mean? * Look at some ADVERTS on TV - what HEALTH MESSAGES do they contain? * Do we know any popular HEALTH SLOGANS? * Create their own POSITIVE HEALTH MESSAGE and make a poster * What IMPROVEMENTS can we make to our daily lives to improve health & wellbeing? * Discuss how taking breaks for FOOD and WATER help health * We all help keep EACH OTHER safe (allergies, vaccinations, safe play, calling for help) * Brain Breaks at NATURESCAPE King's Park * Talk about how other cultures EAT meals together and WHY * What are our SIMILARITIES and DIFFERENCES in the family? * Cultural dances of different cultures: TEACH ONE AT GIRL GUIDES * How to we PASS on important info down the GENERATIONS? FAMILY TREE	* ACPPS016discussing ways families & cultural groups acknowledge & celebrate major stages of development * ACPPS017recognising photos & locations of safe places & a network of people who can help * ACPPS017describing warning signs (physical, emotional & external) that can help them to know if they are safe or unsafe * ACPPS018identifying poison labels & medicine packaging & understanding to ask an adult before taking medicines * ACPPS018describing actions to stay safe in a range of environments, including water, road, nature & outdoors * ACPPS019demonstrating appropriate language when encouraging others * ACPPS019demonstrating how to include others in physical activities when completing movement tasks or practising for performance * ACPPS019expressing appreciation & offering encouragement using a variety of communication techniques * ACPPS019talking about the role of kinship as an important part of Aboriginal & Torres Strait Islander cultures * ACPPS020identifying the body's reaction to a range of situations, including safe & unsafe situations, & comparing the different emotional responses * ACPPS021identifying advertisements they have encountered that contain health messages * ACPPS021identifying popular health slogans & discussing the behaviours these slogans are encouraging * ACPPS021creating their own positive health message & sharing it with the class * ACPPS022exploring sustainable practices that students can implement in the classroom to improve health & wellbeing of the class * ACPPS022exploring how fruit & water breaks help support class health & wellbeing * ACPPS022recognising how their actions help keep classmates safe, including identifying things not to be shared due to potential of contamination, infection & anaphylaxis * ACPPS023participating in physical activities within the built structures in the school & local community where physical activity takes place * ACPPS024examining images or descriptions of different families, communities & cultural groups to identify the features that make them similar & different * ACPPS024sharing the things that make them similar to & different from others in the class * ACPPS024exploring the importance to different cultures of storytelling through dance, music & song, including Aboriginal Dreaming/Creation stories * ACPPS024discussing practices of their own culture used to pass on significant information from one generation to the next
Health	* Yoga * Meditation using 'HeadSpace' * DISCUSS what keeps us healthy and SAFE? * DISCUSS how it feels to be included in activities * WATCH PEOPLE and describe how they feel (VIDEO?) * BODY LANGUAGE - how it tells us what others feel * ALWAYS and SOMETIMES foods - cut outs and stick on * DISCUSS an achievement and how it FELT	* ACPPS003identifying knowledge, skills & understandings that can help keep them safe & healthy * ACPPS004discussing how it feels to be included in activities * ACPPS005identifying & describing the emotions of people who are happy, sad, excited, tired, angry, scared or confused * ACPPS005talking about connections between feelings, body reactions & body language * ACPPS006grouping foods into categories such as food groups & 'always' & 'sometimes' foods * ACPPS015describing personal achievements such as doing something on their own for the first time & sharing how they felt & how it influenced personal identities
Phys Ed	* Karate * Regular outdoor free play and running around * Yoga	
Phys Ed	* Regular playing outdoors, climbing, running, biking, Yoga. Learning SWINGBALL and TENNIS. Loves SOCCER but not classes.	
HASS		
Civics & Citizenship	* Girl Guides each week. * TECH badge * ARTS badge * Radio Lollipop activities * Bullying behaviour and how to manage being bullied	
Civics & Citizenship	* How we don't bully others and what to do if we are ever bullied	
Economics & Business	* Prep for the Christmas Market: * Product design * Research on Internet * Sketching ideas and designing logo * Draw concept of profit and costs * What to remember on the day * Sourcing materials (emails, shops, thanking those who donate) * Making the products * Selling at the stall	* Operational Profit * Resourcing materials * Keeping costs down * Pricing strategies * Logo importance * Hard work in preparation
Economics & Business	*	
Geography	* Try different foods from different countries - find them on the map, draw their flags and discuss why the foods are what they are (agriculture, climate, influences, history, religion). * Build on what we learned in archaeology. LOOK AT GOOGLE EARTH. * Spend a month RECORDING THE WEATHER and WATCHING THE WEATHER online and on TV * COMPARE how things have changed over time (toys, clothes, phones, cooking, MEALS) * Explore A&TS stories about how things have changed * Finding fun UNFAMILIAR VOCAB from the PAST and seeing what they meant * Answer the QUESTIONS to complete a report about something. Use stories, photos, fieldwork obs, satellite images, rock art etc * FIND something hidden using a map or plan. GEOCACHING?	
Geography	*	

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History	<ul style="list-style-type: none"> * What might the FUTURE hold, based on what we know of the past and present? * A SITE WE VISITED and why it should be looked after * DISCUSS how we can tell someone cares about the environment or past based on their BEHAVIOURS about it. * Create a TIME CAPSULE with recommendations about how those in the future could care for things. * RETELL a story of the past using narratives, pictures or role-plays. One of the VALUES books? 	
History		
Humanities & Society	<ul style="list-style-type: none"> * Build on what we learned in archaeology. LOOK AT GOOGLE EARTH. * Spend a month RECORDING THE WEATHER and WATCHING THE WEATHER online and on TV * COMPARE how things have changed over time (toys, clothes, phones, cooking, MEALS) * Explore A&TS stories about how things have changed * Finding fun UNFAMILIAR VOCAB from the PAST and seeing what they meant * Answer the QUESTIONS to complete a report about something. Use stories, photos, fieldwork obs, satellite images, rock art etc * FIND something hidden using a map or plan. GEOCACHING? * What might the FUTURE hold, based on what we know of the past and present? * A SITE WE VISITED and why it should be looked after * DISCUSS how we can tell someone cares about the environment or past based on their BEHAVIOURS about it. * Create a TIME CAPSULE with recommendations about how those in the future could care for things. * RETELL a story of the past using narratives, pictures or role-plays. One of the VALUES books? * DISCUSS different types of families in the world * How do ROLES OF FAMILY MEMBERS differ from the past? * EXPLORE how we celebrate milestones vs. Chinese, SA, English, etc. * A&TS SEASONAL CALENDAR explore * When at NATURESCAPE * A&TS DREAMING AND CREATION books f/ library * When at NATURESCAPE * Do a WEEKLY weather chart (download and print) * Compare ours with A & TS SEASONAL CALENDAR * DRIVE AROUND WITH MAP. Mark them off. Discuss 	<ul style="list-style-type: none"> * ACHASSK015describing the features of their own place & places they are familiar with or they are aware of (e.g., places they have visited, places family members have come from, imaginary places in stories, or places featured on television) * ACHASSI019using geographical tools (e.g., photographs taken from the air, Google Earth or digital image searches) to locate & identify the different features of places & how they have changed over time, including places with largely natural features & those with la * ACHASSI019gathering information about the weather & seasons from the media, their own observations & from stories (e.g., Aboriginal & Torres Strait Islander stories) * ACHASSI023identifying similarities & differences between activities over time by comparing objects of the past with those currently used (e.g., comparing toys, games, clothes, phones, cooking utensils, tools, homework books) * ACHASSI023exploring Aboriginal & Torres Strait Islander stories, traditional & contemporary, about places & the past & how places have changed * ACHASSI024finding the meaning of unfamiliar vocabulary relating to the past (e.g., games such as jacks/knuckles & elastics; technology tools such as floppy discs or USBs, record player, cassette player) * ACHASSI024using information gained from sources (e.g., stories, photographs, fieldwork observations, satellite images, rock art) to answer 'when', 'where', 'what', 'how' & 'why' questions * ACHASSI024finding a hidden item using a map or plan that shows its location * ACHASSI025imagining what the future may hold based on what they know of the past & present (e.g., envisioning what the town they live in might look like in the near future by comparing photographs of the past with their observation of the present) or envisaging how * ACHASSI026recalling information about a place or a site & giving reasons why it should be cared for & commemorated or celebrated * ACHASSI026discussing how their behaviours reflect what they have learnt about caring for important places & significant sites (e.g., taking care around school wildlife, turning off taps & lights, following etiquettes in special sites) * ACHASSI027creating shared texts (e.g., pictorial charts, calendars, lists, recounts, wall murals/collages, big books) to record observations or report findings * ACHASSI027retelling stories about life in the past through spoken narratives & the use of pictures, role-plays or photographs * ACHASSK028considering a range of family structures (e.g., nuclear families, one-child families, large families, single parent families, extended families, blended (step) families, adoptive parent families & grandparent families) as well as kinship groups, tribes & * ACHASSK028examining & commenting on the roles of family members over time (e.g., listening to stories about the roles of mothers, fathers, caregivers & children in the past) & comparing these with family roles today (e.g., work at home, work outside the home, child * ACHASSK029exploring how cultures recognise significant events (e.g., the Chinese describe a child as being one year old on the day he/she is born, some religious groups don't celebrate birthdays) * ACHASSK029examining seasonal calendars of Aboriginal & Torres Strait Islander groups (e.g., the Gagudju (Kakadu) & the Dharawal (Sydney) calendars, each with six seasons, the Arrernte (central Australia) with five, the Wöwurnung (Upper Yarra Valley) with seven, & * ACHASSK033using observations of the local place to identify & describe natural features (e.g., hills, rivers, native vegetation), managed features (e.g., farms, parks, gardens, plantation forests) & constructed features (e.g., roads, buildings) & locating them on a * ACHASSK033recounting Dreaming & Creation stories of Aboriginal Peoples & Torres Strait Islander Peoples that identify the natural features of a place * ACHASSK033using observations and/or photographs to identify changes in natural, managed & constructed features in their place (e.g., recent erosion, revegetated areas, planted crops or new buildings) * ACHASSK033describing local features people look after (e.g., bushland, wetland, park or a heritage building) & finding out why & how
Humanities & Society	<ul style="list-style-type: none"> * Cut out and stick places that are IMPORTANT to you. 	<ul style="list-style-type: none"> * ACHASSK015describing the features of their own place & places they are familiar with or they are aware of (e.g., places they have visited, places family members have come from, imaginary places in stories, or places featured on television)
Maths		
New material	<ul style="list-style-type: none"> * SPIELGABEN materials to explore patterns beyond 100, ordering numbers to 1000. * ORDERING numbers to 1000 * REVISE abacus modelling numbers to 1000's * PLACE VALUE using sticks and explaining REASONING * DAILY DRILLS of number bonds, addition, subtraction or times tables, skip counting * PLAYING WITH 10s in addition, doubling, building to 10, skip counting * DISCOVER 10 frames and 20 frames and use them. * MULTIPLICATION IS REPEATED ADDITION, groups and arrays. * EXPLAIN how dividing by 3 isn't same as dividing into groups of 3 * FRACTIONS - use Lego or other sets to demonstrate and play around with this FRACTIONS - use Lego or other sets to demonstrate and play around with this * EQUIVALENT values in coins, using knowledge of fractions * MAKING UP VALUE of a price tag with coins and notes. PLAY SHOP. * EXPLORE patterns from adding 2's 5' and 10's * WRITE a word problem to represent a number relationship * COMPARE areas of things - length, area, volume, capacity using informal measures * BALANCE SCALES to compare MASS of things and how many of something required to balance. * A & TS SEASONS and compare them to Western society * Practice FINDING DATES on the calendar together and writing details in for that day * Discuss what exists on a MAP - we use representations to give and receive directions. * SPIELGABEN PLAY following sets of directions * SPIELGABEN simple discussion - spinning 3D's * Draw a PATTERN based on half and quarter turns of a shape - PRINTING OR TRACING. 	<ul style="list-style-type: none"> * ACMNA027recognising there are different ways of representing numbers and identifying patterns going beyond 100 * ACMNA027developing fluency with writing numbers in meaningful contexts * ACMNA028using an abacus to model and represent numbers * ACMNA028demonstrating and using models such as linking blocks, sticks in bundles, place-value blocks and Aboriginal bead strings and explaining reasoning * ACMNA029becoming fluent with partitioning numbers to understand the connection between addition and subtraction * ACMNA030becoming fluent with a range of mental strategies for addition and subtraction problems, such as commutativity for addition, building to 10, doubles, 10 facts and adding 10 * ACMNA030modelling and representing simple additive situations using materials such as 10 frames, 20 frames and empty number lines * ACMNA031representing array problems with available materials and explaining reasoning * ACMNA032identifying the difference between dividing a set of objects into three equal groups and dividing the same set of objects into groups of three * ACMNA033recognising that sets of objects can be partitioned in different ways to demonstrate fractions * ACMNA033relating the number of parts to the size of a fraction * ACMNA034identifying equivalent values in collections of coins or notes, such as two five-cent coins having the same value as one 10-cent coin * ACMNA034counting collections of coins or notes to make up a particular value, such as that shown on a price tag * ACMNA035investigating features of number patterns resulting from adding twos, fives or 10s * ACMNA036writing a word problem to represent a number sentence * ACMMG037comparing areas using the palm of the hand or a stone * ACMMG038using balance scales to determine whether the mass of different objects is more, less or about the same, or to find out how many marbles are needed to balance a tub of margarine or a carton of milk * ACMMG040investigating the seasons used by Aboriginal people, comparing them to those used in Western society and recognising the connection to weather patterns. * ACMMG041using calendars to locate specific information, such as finding a given date on a calendar and saying what day it is, and identifying personally or culturally specific days * ACMMG044understanding that we use representations of objects and their positions, such as on maps, to allow us to receive and give directions and to describe place * ACMMG044constructing arrangements of objects from a set of directions * ACMMG046understanding that objects can be moved but changing position does not alter an object's size or features * ACMMG046predicting and reproducing a pattern based around half and quarter turns of a shape and sketching the next element in the pattern * ACMSP047classifying a list of everyday events according to how likely they are to happen, using the language of chance, and explaining reasoning * ACMSP048determining the variety of birdlife in the playground and using a prepared table to record observations * ACMSP049recognising the usefulness of tally marks * ACMSP049identifying categories of data and using them to sort data * ACMSP050creating picture graphs to represent data using one-to-one correspondence
New material	<ul style="list-style-type: none"> * ORDINAL VALUES * LENGTH, CAPACITY, WEIGHT, explaining reasoning * Using proper LANGUAGE with measurements * CODE A blindfolded PATH, using directions, FORWARD, CLOCKWISE, etc. 	<ul style="list-style-type: none"> * ACMNA209understanding and using terms such as 'first' and 'second' to indicate ordinal position in a sequence. * ACMMG006comparing objects directly, by placing one object against another to determine which is longer or by pouring from one container into the other to see which one holds more * ACMMG006using suitable language associated with measurement attributes, such as 'tall' and 'taller', 'heavy' and 'heavier', 'holds more' and 'holds less' * ACMMG023understanding the meaning and importance of words such as 'clockwise', 'anticlockwise', 'forward' and 'under' when giving and following directions
Reinforcement	<ul style="list-style-type: none"> * WRITING numbers as words. 	
Reinforcement	<ul style="list-style-type: none"> * Counting to 20 	

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Languages		
	<p>* "Written and spoken: Je m'appelle, Ca Va, greetings etc" * "Moi, J'ai Cinq ans Je prefere la sport Je suis Australienne Au Revoir" * "Qui est-ce? Ou est-ce? Quand est-ce? Qu'est-ce que c'est?" * "Merci Pardon Bon Appetit Boy Voyage" * "SONGS: Tourne, tourne petit moulin Fais do-do Un éléphant se balançait" * CREATE a VOCAB wall, with names and pictures * SPEAK about what we SEE on the vocab wall and ask each other questions. * MEMORY GAMES: au marché (donne-moi deux pommes, s'il te plaît; donne-moi deux pommes et trois carottes...) * "DAYS OF THE WEEK NUMBERS" * NUMBERS * Formal and informal salutations * Comparing street signs Aus vs/ French</p>	<p>* ACLFRC001introducing themselves & responding to greetings, e.g., <i lang="fr">Comment t'appelles-tu? Je m'appelle...; Ça va, Emille? Ça va bien, merci</i> * ACLFRC001using simple descriptive or expressive statements to describe themselves & to express likes, preferences or feelings, e.g., <i lang="fr">moi, j'ai cinq ans; je suis australien; j'aime le sport; moi, je préfère la danse; je suis très content</i> * ACLFRC001recognising & responding to simple questions on topics such as home, school or pets, using supporting intonation & gestures, e.g., <i lang="fr">Qui est-ce? C'est Maman. Qu'est-ce que c'est? C'est la chaise. Où est...? Il est...C'est un chien? Mais non...C'est u * ACLFRC001using formulaic French phrases for everyday interactions such as thanking, apologising, & offering wishes or congratulations, e.g., <i lang="fr">Merci...oh, pardon; bon appétit; bonne fête! bravo!</i> * ACLFRC002singing & adapting rhymes, action songs & raps <i lang="fr">Tourne, tourne petit moulin</i>), lullabies <i lang="fr">Fais do-do</i> & counting songs (<i lang="fr">Un éléphant se balançait</i>) * ACLFRC002creating class activities or projects that involve naming, labelling & illustrating, such as a garden, a pet rock collection or favourite-photos wall * ACLFRC002participating in tasks involving exchanging, sorting & classifying objects & attributes such as shapes, colours & numbers, using simple question forms & affirmative/negative responses, e.g., <i lang="fr">Tu as un ?? Oui, voilà. Et toi, tu as un 10? Non, j * ACLFRC002taking turns in games & action songs that involve choice & negotiation, e.g., choosing or exchanging matching cards or playing memory games such as <i lang="fr">Au marché (donne-moi deux pommes, s'il te plaît; donne-moi deux pommes et trois carottes...)</i> * ACLFRC003using French for everyday routines such as roll call or naming the day of the week (e.g., <i lang="fr">aujourd'hui c'est lundi</i>), opening & closing lessons (e.g., singing: <i lang="fr">Bonjour, mes amis/Au revoir, mes amis</i>), or transition activitie * ACLFRU013developing number knowledge for numbers 0–20 & ordinals (<i lang="fr">premier, deuxième</i>) * ACLFRU014recognising that different types of text have different features (e.g., rhythm & repetition in action songs & rhymes) & use different language, e.g., formal or informal forms of address (<i lang="fr">Bonjour, Monsieur; Merci beaucoup, Madame; Salut, Annie * ACLFRU014comparing similar texts in French & English such as counting games or street signs, identifying elements in the French texts which look or sound different</p>
	French	
	Afrikaans	
	Afrikaans	
	Other	
	Other	
Science		
	<p>Science (general) * DEFINE natural, managed and constructed features. Group, categorise, describe * Placing NATURAL EVENTS into lengths of time (seasons, moon phases, weather events, day, night etc) * WRITING A PARAGRAPH about a science question recently learned. Eg why do we prove bread dough? Why do we use baking powder? What happens to foods when cooked? * HOW is SCIENCE USED in Cooking? * A&TS technologies based on UNDERSTANDING HOW THINGS CAN BE USED to make things * Using SCIENCE to CARE for environment. * EXPLORE local environment and predict what might happen based on interesting questions * RECORD what happens when you add various ingredients to a recipe - CHANGES and textures etc. * IDENTIFYING food types and sorting into categories of FOOD GROUPS * SCIENCE EXPERIMENT docum. original predictions vs obs. * DISCUSS different ways of sharing info. * COMPARE observations with others * Communicate observations in variety of ways. ?? * Give GENETICS a go! - a printable worksheet exercise which she may enjoy</p>	<p>* ACSSU019exploring the local environment to identify and describe natural, managed and constructed features * ACSSU019recording short and longer term patterns of events that occur on Earth and in the sky, such as the appearance of the moon and stars at night, the weather and the seasons * ACSHE021jointly constructing questions about the events and features of the local environment with teacher guidance * ACSHE022considering how science is used in activities such as cooking, fishing, transport, sport, medicine and caring for plants and animals * ACSHE022considering that technologies used by Aboriginal and Torres Strait Islander people require an understanding of how materials can be used to make tools and weapons, musical instruments, clothing, cosmetics and artworks * ACSHE022identifying ways that science knowledge is used in the care of the local environment such as animal habitats, and suggesting changes to parks and gardens to better meet the needs of native animals * ACSIS024using the senses to explore the local environment to pose interesting questions and making predictions about what will happen * ACSIS025manipulating objects and making observations of what happens * ACSIS025sorting information and classifying objects based on easily observable characteristics with teacher guidance * ACSIS027discussing original predictions and, with guidance, comparing these to their observations * ACSIS027exploring ways of recording and sharing information through class discussion * ACSIS213discussing observations as a whole class to identify similarities and differences in their observations * ACSIS029discussing or representing what was discovered in an investigation * ACSSU184representing patterns of inheritance of a simple dominant/recessive characteristic through generations of a family</p>
	<p>Science (general) * What do PETS need to live, PLANTS? Us? * Use Spielgaben * Sensory stations for foods (all senses)</p>	<p>* ACSSU002recognising the needs of living things in a range of situations such as pets at home, plants in the garden or plants and animals in bushland * ACSSU003sorting and grouping materials on the basis of observable properties such as colour, texture and flexibility * ACSIS011using sight, hearing, touch, taste and smell so that students can gather information about the world around them</p>
	<p>Biology * DISCUSSING the details of what is inside a cell. Why this matters in FOOD. * Looking at the organisms that are SINGLE CELL</p>	<p>ACSSU149identifying structures within cells and describing their function ACSSU149recognising that some organisms consist of a single cell</p>
	Biology	
	Physics	
	Physics	
	Chemistry	
	Chemistry	
	Astronomy	
	Astronomy	
	Archaeology	
	Archaeology	

Theme-based learning plan

		Food
	Activity	Curriculum Links (minimum, but not limited to...)
Technologies		
Design & Technology	<ul style="list-style-type: none"> * Natural and managed environments, relating to Food * Download recipes suitable for everyone * CRITIQUING food packaging in terms of sustainable impact, recycling and how to improve * What materials suit what purpose? In Cooking: WIPE CLEAN, HEAT RESISTANT, ETC * marionette or Indonesian wayang kulit shadow puppet * WHAT PRODUCTS can be made from plants and animals to reduce waste? * WHAT TOOLS and implements do I need when I am cooking a specific meal? * DISCUSS how meals are based on local produce and cuisines on seasonal local fare * EXPLORE play spaces, materials and why they were selected - can they be improved? * HELP DESIGN STORAGE improvement in the kitchen and home * IDENTIFY facilities implemented locally for environmental impact * DESIGN a cake and ask for advice where needed. * What is GOOD about a DESIGN IDEA for something. * TASTE TESTING and recording results in digital form. 	<ul style="list-style-type: none"> * ACTDEK001asking questions about natural and managed environments and impacts on them when selecting materials, tools and equipment when designing and making products, for example harvesting products from the school garden and using recycled clothing * ACTDEK001making design decisions based on personal and family needs, for example downloading and comparing recipes to suit available cooking facilities such as cooking in the bush compared to cooking in a kitchen * ACTDEK001exploring and critiquing products, services and environments for their impact on sustainability, for example the environmental risks and benefits of a system for organically or hydroponically growing a vegetable crop from seed or seedling to harvest * ACTDEK002selecting materials to demonstrate how material properties are appropriate for particular designed solutions, for example materials that enable sliding or floating * ACTDEK002exploring a system such as a marionette or Indonesian wayang kulit shadow puppet to see that by combining materials with forces movement can be created * ACTDEK003identifying products that can be designed and produced from plants and animals, for example food products, paper and wood products, fabrics and yarns, and fertilisers * ACTDEK003considering the suitability of a range of tools when cultivating gardens, mulching and building garden structures and preparing and cooking food from recipes * ACTDEK003exploring how people from different cultures including those of Asia design and produce different cuisines based on the plants and animals in their region and available tools and equipment * ACTDEK004exploring designed solutions to meet individual, family and community needs with a focus on materials, for example fabrics used for sports clothing, soft fall for play spaces * ACTDEK004exploring systems used in the classroom or community for creatively dealing with problems and needs, for example storage systems for equipment, traffic system flow for drop and go zones, the use of hoists and ramps to facilitate access * ACTDEK004exploring facilities in local environments for accessibility and environmental impact, for example location of bike tracks and sporting fields using digital maps to view local area * ACTDEP005discussing possible designed solutions based on experience and some research, for example asking adults for advice * ACTDEP006recording a judgement about design ideas with teacher guidance, for example expressing own likes and dislikes about a design idea * ACTDEP006identifying one common testing method, and recording results, for example taste-testing comparisons of a food product and recording results in a digital form
Design & Technology	* Use SPIELGABEN as often as possible	
Digital Technologies	<ul style="list-style-type: none"> * PC LITERACY - downloading and storing images from web and put into a document * GREG TO explain * CODING - digital systems follow instructions or commands * PC LITERACY - sorting data by alphabet - names etc * CREATE A DATA COLLECTION and representation project and manage digitally * Make another NEWS BROADCAST presentation all herself * PC LITERACY - follow step by step instructions to create something * HOW can IT be used for communication needs? * CYBER SAFETY - now having a tech penpal - don't give personal info, passwords and their purpose 	<ul style="list-style-type: none"> * ACTDIK001exploring and using digital systems for downloading and storing information, for example knowing how to download images from a website and inserting them into a document; saving and retrieving data * ACTDIK001exploring and identifying hardware and software components of digital systems when creating ideas and information, for example experimenting with different ways of providing instructions to games software using a mouse, touch pad, touch screen, keyboard, * ACTDIK001recognising that a digital system follows instructions or commands, for example instructing robotic toys to perform a function such as a dance movement * ACTDIK002sorting objects and events based on easily identified characteristics and using digital systems to represent patterns in data, for example sorting birthdates and presenting the patterns using seasonal symbols * ACTDIP003exploring and creating graphs to represent classroom data, for example collecting data on the country of birth of each student and presenting the results as a picture graph * ACTDIP003using common software to present data creatively, for example as a slideshow, movie, sounds, image, chart, word art, poster or drawing * ACTDIP004following a series of instructions to use a piece of hardware or software, for example taking a photograph, editing and storing it to include in a slow motion * ACTDIP005sharing and describing ways that common information systems can be used to meet communication needs, for example computers can be used as phones and social networking tools allowing communication between families living in different regions * ACTDIP005recognising and discussing the need for cyber-safety when using online information systems, for example recognising that shared personal information can be used for undesirable purposes and that using a password is a means of protecting identity
Digital Technologies	* Start TAKING PHOTOGRAPHS	
The Arts		
Dance	<ul style="list-style-type: none"> * Discuss the dance in COMPONENT PARTS and why those were chosen. Dance arvo * Video a dance and REFLECT ON VIDEO TO IMPROVE/CHANGE * WHY certain elements were chosen in the dance * WHAT did the dance make you think about? * LOOK at videos of A&TS dances, like we saw before * WHEN do we dance in our lives? How does it sustain CULTURAL KNOWLEDGE? * WATCH some dances and consider WHY, WHERE, dancing. Where from? 	<ul style="list-style-type: none"> * ACADAM001Considering viewpoints – forms and elements: For example – Which levels are you using in your dance? What sort of movements did the dancers perform? What are they wearing? What kind of music are they dancing to? * ACADAM001taking photos or videoing dance sequences to view and extend their dance ideas * ACADAM002Considering viewpoints – meanings and interpretations: For example – How are you communicating the ideas or intention in this dance? forms and elements: Which levels are you using in your dance? * ACADAM003Considering viewpoints – meanings and interpretations: For example – What did this dance make you think about? Did the dance movements remind you of anything? How are you communicating the ideas or intention in this dance? * ACADAM003exploring the movements in dances with representatives of the Aboriginal and Torres Strait Islander community, for example, creating movements that represent animals from their region * ACADAR004identifying where they might experience dance in their lives and communities, for example, considering how dance sustains and communicates cultural knowledge * ACADAR004Considering viewpoints – evaluations: For example – Why are these people dancing? Where are they dancing? Where is this dance from?
Dance	* KINDY DANCE TIME each week	
Drama	<ul style="list-style-type: none"> * "Discuss a FAVOURITE MOVIE - What did you like best? Make you think about? What was intended? * "Discuss a FAVOURITE MOVIE - and how drama shows people's feelings about the world based on EXPERIENCES. 	<ul style="list-style-type: none"> * ACADRM029Considering viewpoints – meanings and interpretations: For example – What do you want your audience to think about your drama? What did this drama make you think about? How did you feel when making/watching the drama? evaluations: What did you like best? * ACADRR030recognising that drama can show that people have different feelings about the world based on their experiences of the environment and other people
Drama	* Drama PLAYS at home with only expression and movement. Guess story	* ACADRM028communicating non-verbally by using facial expression and movement to explore and show role and situation
Media Arts	<ul style="list-style-type: none"> * Keeping and DELETING images - don't keep clutter. Viewpoints. * Look at a PHOTOGRAPHY BOOK and discuss which images they like and why * Create a PHOTO STORY and edit it in photoshop TO ENHANCE MEANING. 	<ul style="list-style-type: none"> * ACAMAM055Considering viewpoints – elements, content: For example – What images will I keep or delete? Which image interests me and why? * ACAMAM055which image interests me and why? * ACAMAM055practising using computer software to add captions to images to enhance meaning in a photo story
Media Arts	* TELL A STORY with the SOUND bucket	* ACAMAM054exploring sound to communicate ideas, for example, creating sound effects to enhance the mood or main idea of a story

Theme-based learning plan

		Food
	Activity	Curriculum Links (minimum, but not limited to...)
Music	<ul style="list-style-type: none"> * Baroque era exposure * Begin listening to A & TS songs too * Use TECHNOLOGY TO WRITE MUSIC * COMPOSE A PIECE OF MUSIC to communicate ideas to audience * How does music AFFECT our lives and WHEN is it important? * Baroque era music - listen to some more BACH * CONVERSATION: explain this - conversation v/ presentation, drama performance 	<ul style="list-style-type: none"> * ACAMUM080recording music ideas using technologies and graphic notation * ACAMUM082Considering viewpoints – forms and elements: For example – What sounds or musical phrases are in my composition? What instruments were used in the music and how was their sound different? How was their sound made? * ACAMUR083identifying where they might experience music in their lives and communities, for example, considering how music sustains and communicates cultural knowledge * ACAMUR083Considering viewpoints – societies and cultures: For example – Where is this music from and why was it made? * ACAMUR083identifying the roles of an active performer and a reflective listener
Music	<ul style="list-style-type: none"> * Attend all music classes, singing regularly. * GUITAR with Mum 	
Music (overall)	* Daily music and chatting about it - themes, lyrics, artists, favourites.	
Music (overall)	* Daily music and chatting about it - themes, lyrics, artists, favourites.	
Piano	* Weely lessons with Lynette	
Piano		
Violin	* Weely lessons with Lynette	
Violin		
Singing	<ul style="list-style-type: none"> * Sol Fa Singers. Daily singing at home. Foster the love of it! * Sunday School Songs with Mum 	
Singing	* Sunday School Songs with Mum. Daily at home	
Visual Arts	<ul style="list-style-type: none"> * Regular painting and creating at home. * Weekly tutorials with Narelle * Do the ART SPOT DIFFERENCE book and discuss these * VISIT AGWA AND DISCUSS THIS 	<ul style="list-style-type: none"> * ACAVAM106identifying and using visual conventions in their artworks after investigating different art, craft and design styles from other cultures and times, for example, Expressionism, Fauvism, Aboriginal and Torres Strait Islander Peoples, and Asia * ACAVAR109Considering viewpoints – societies and cultures: For example – Where is this artwork from and why was it made? Who made the artworks? Where and how are they displayed?
Visual Arts	<ul style="list-style-type: none"> * Regular ART and CRAFT at home. * WOODWORK 	
Enrichment		
Excursions	<ul style="list-style-type: none"> * ALADDIN musical performance at Crown * Murdoch UNI Chemistry excursion with MENSA * GAMES night through GATCA * AGWA * Perth Zoo * Scitech * Peter and The Wolf * Woolworths Fresh Food Tour * Art workshop at AGWA in November 	
Excursions	<ul style="list-style-type: none"> * ALADDIN musical performance at Crown * AGWA * Perth Zoo * Scitech * Peter and The Wolf * Woolworths Fresh Food Tour * Art workshop with AGWA in November 	
Workshops	* Sediments in the Ocean - presentation by foremost scientist in the field	
Workshops	*	
Movies	<ul style="list-style-type: none"> * Several - varied * Something about Food in particular. 	
Movies	<ul style="list-style-type: none"> * Several - varied * Something about Food in particular. 	
Documentaries	* Operation Ouch	
Documentaries	* Operation Ouch	
Religion	* Sunday School each week	
Religion	* Sunday School each week	
The Calm Mind	<ul style="list-style-type: none"> * Yoga whenever she feels like it * Meditation using 'HeadSpace' 	
The Calm Mind	<ul style="list-style-type: none"> * Yoga * Time in Nature 	
Character & life skills	<ul style="list-style-type: none"> * Daily conversations about issues as they arise. Honest and detailed. * Girl Guides 	
Character & life skills	* Open and honest questions and answers daily	
Friends	<ul style="list-style-type: none"> * Regular playdates with existing friends * New friends and meeting up with them regularly 	
Friends	* Playdates whenever possible.	
Networks Joined	* MENSA, GATCA,	
Networks Joined	*	
Family	<ul style="list-style-type: none"> * Thursdays with Grandma * Visit from SA family for a few days 	
Family	* Cousins playdates, Grandma and others	
Free Play	* Daily - extensive, indoors and outdoors, whatever they feel like	
Free Play	* As much as possible, but make sure enough challenge and extension.	
Charitable act	* Cutting her hair and donating it to charity, while raising funds too.	
Charitable act	* tbc	
Taking it forward	* Developing an understanding of Food, healthy meals and a love of cooking.	
Taking it forward	* Start to explore his real interests and areas of strength/weakness	

Theme-based learning plan

	Food	
	Activity	Curriculum Links (minimum, but not limited to...)
Resources	Matholia, Reading eggs, Library, Science online, Auslan online, Cooking at home, Artventure, Home craft supplies, Church, MENSA, GATCA, FaceBook groups, existing network.	
Resources	Reading eggs, Library, Cooking, Artventure, Craft, Church, Network, Excursions	