

Paying It Forward

Aligned with the Australian Curriculum

YEARS
F-2

Topic 3: A world with or without sharing

FOUNDATION YEAR

Content descriptions	Activity							
	1	2	3	4	5	6	7	8
English								
Language for interacting with others								
Explore different ways of using language to express preferences, likes and dislikes (AC9EFLA02)		✓		✓				✓
Language for expressing and developing ideas								
Recognise that sentences are key units for expressing ideas (AC9EFLA05)				✓	✓			✓
Recognise that sentences are made up of groups of words that work together in particular ways to make meaning (AC9EFLA06)				✓	✓			✓
Recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school (AC9EFLA08)		✓	✓	✓	✓			✓
Identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end (AC9EFLA09)					✓			✓
Interacting with others								
Interact in informal and structured situations by listening while others speak and using features of voice including volume levels (AC9EFLY02)	✓	✓		✓		✓	✓	

Content descriptions	Activity							
	1	2	3	4	5	6	7	8
Analysing, interpreting and evaluating								
Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently (AC9EFLY05)		✓	✓			✓		
Creating texts								
Create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly (AC9EFLY06)					✓			✓
Form most lower-case and upper-case letters using learnt letter formations (AC9EFLY08)					✓			✓
Phonic and word knowledge								
Recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school (AC9EFLA08)		✓	✓	✓	✓			✓
Health and Physical Education								
Interacting with others								
Practise personal and social skills to interact respectfully with others (AC9HPFP02)	✓			✓			✓	✓
Express and describe emotions they experience (AC9HPFP03)		✓			✓			✓
Making healthy and safe choices								
Identify health symbols, messages and strategies in their community that support their health and safety (AC9HPFP06)				✓	✓		✓	

YEAR 1

Content descriptions	Activity							
	1	2	3	4	5	6	7	8
English								
Language for expressing and developing ideas								
Understand that a simple sentence consists of a single independent clause representing a single event or idea (AC9E1LA06)				✓	✓			✓
Understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (AC9E1LA07)				✓	✓			✓
Recognise the vocabulary of learning area topics (AC9E1LA09)		✓	✓	✓	✓			✓
Understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns (AC9E1LA10)					✓			✓
Creating literature								
Orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a familiar text, through role-play, writing, drawing or digital tools (AC9E1LE05)					✓			✓
Interacting with others								
Use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions (AC9E1LY02)	✓	✓		✓		✓	✓	
Analysing, interpreting and evaluating								
Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures (AC9E1LY05)		✓	✓			✓		
Creating texts								
Create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words (AC9E1LY06)					✓			✓

Content descriptions	Activity							
	1	2	3	4	5	6	7	8
Write words using unjoined lower-case and upper-case letters (AC9E1LY08)					✓			✓
Phonic and word knowledge								
Spell one- and two-syllable words with common letter patterns (AC9E1LY13)					✓			✓
Read and write an increasing number of high-frequency words (AC9E1LY14)					✓			✓
Health and Physical Education								
Interacting with others								
Identify how different situations influence emotional responses (AC9HP2P03)		✓			✓			✓

YEAR 2

Content descriptions	Activity							
	1	2	3	4	5	6	7	8
English								
Language for interacting with others								
Explore how language can be used for appreciating texts and providing reasons for preferences (AC9E2LA02)		✓		✓				
Language for expressing and developing ideas								
Understand that connections can be made between ideas by using a compound sentence with 2 or more independent clauses usually linked by a coordinating conjunction (AC9E2LA06)				✓	✓			✓
Understand that in sentences nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups (AC9E2LA07)				✓	✓			✓
Experiment with and begin to make conscious choices of vocabulary to suit the topic (AC9E2LA09)		✓	✓	✓	✓			✓
Recognise that capital letters are used in titles and commas are used to separate items in lists (AC9E2LA10)					✓			✓
Interacting with others								
Use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions (AC9E2LY02)	✓	✓		✓		✓	✓	✓
Analysing, interpreting and evaluating								
Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning (AC9E2LY05)		✓	✓			✓		
Creating texts								
Create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic- specific vocabulary, simple punctuation and common 2-syllable words (AC9E2LY06)					✓			✓
Write words legibly and with growing fluency using unjoined upper-case and lower-case letters (AC9E2LY08)					✓			✓

Content descriptions	Activity							
	1	2	3	4	5	6	7	8
Health and Physical Education								
Interacting with others								
Identify how different situations influence emotional responses (AC9HP2P03)		✓			✓			✓

General Capabilities

No	Sub-element	Activity							
		1	2	3	4	5	6	7	8
LITERACY									
Speaking and listening									
	Listening	✓	✓	✓	✓		✓		
	Interacting	✓			✓			✓	
Reading and viewing									
	Phonic knowledge and word recognition		✓	✓					
	Understanding texts		✓		✓		✓		
Writing									
	Creating texts				✓	✓	✓		✓
	Grammar		✓	✓		✓			
	Handwriting and keyboarding				✓	✓	✓		
NUMERACY									
Number sense and algebra									
	Counting processes	✓							
	Multiplicative strategies	✓							
CRITICAL CREATIVE THINKING									
Analysing									
3.1	Interpret concepts and problems	✓							
3.2	Draw conclusions and provide reasons							✓	
3.3	Evaluate actions and outcomes							✓	
Reflecting									
4.1	Think about thinking (metacognition)						✓		
PERSONAL SOCIAL CAPABILITY									
Self-awareness									
1.1	Personal awareness							✓	✓
1.2	Emotional awareness	✓	✓			✓			
Social awareness									
3.1	Empathy		✓						
3.2	Relational awareness						✓		
3.3	Community awareness	✓							

No	Sub-element	Activity							
		1	2	3	4	5	6	7	8
Social management element									
4.1	Communication	✓			✓			✓	
4.2	Collaboration	✓			✓				
4.3	Leadership	✓			✓				
4.4	Decision-making	✓							
4.5	Conflict resolution	✓							
ETHICAL UNDERSTANDING									
Understanding ethical concepts and perspectives									
1.1	Explore ethical concepts	✓	✓	✓	✓	✓	✓	✓	✓
1.2	Examine values, rights and responsibilities and ethical norms							✓	✓
1.3	Recognise influences on ethical behaviour and perspectives								✓
Responding to ethical issues									
2.1	Explore ethical perspectives and frameworks				✓	✓	✓		
2.2	Explore ethical issues	✓			✓	✓	✓	✓	✓
2.3	Make and reflect on ethical decisions	✓							
INTERCULTURAL UNDERSTANDING									
Engaging with cultural and linguistic diversity									
2.2	Develop multiple perspectives		✓						
2.3	Develop empathy		✓						