

Paying it Forward

Mapped to the Western Australian Curriculum



Unit Mapping by Topic

PRE-PRIMARY	Topic					
	1	2	3	4	5	6
English						
Language						
Explore how language is used differently at home, in school and in communities depending on the relationships between people (WAPELAI1)						✓
Explore different ways of using language to express opinions, likes and dislikes (WAPELAI2)	✓				✓	✓
Recognise that sentences are key units for expressing ideas (WAPELALA1)			✓	✓		
Recognise that sentences are made up of groups of words that work together in particular ways to make meaning (WAPELALA2)			✓			
Recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school (WAPELALA4)	✓		✓		✓	✓
Literature						
Respond to stories and share feelings and thoughts about their settings, events and characters (WAPELIEN1)			✓			
Retell and adapt literary texts through play and performance (WAPELICR1)			✓	✓		
Literacy						
Interact in informal and structured situations by listening while others speak, including turn-taking and using features of voice, including volume levels (WAPELYI1)	✓	✓	✓	✓	✓	✓
Read decodable and authentic texts using developing phonic and word knowledge, and monitor meaning using context and emerging grammatical knowledge (WAPELYA2)						✓
Explore comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning to understand and discuss texts listened to, viewed or read (WAPELYA3)			✓		✓	

PRE-PRIMARY	Topic					
	1	2	3	4	5	6
Create written and multimodal texts for a range of purposes (WAPELYC1)			✓	✓		✓
Create and deliver short spoken texts to report ideas and events (real or imagined) to peers, using features, such as appropriate voice modulation (WAPELYC2)						✓
Form most lower- and upper-case letters using learnt letter formations and correct starting points and directionality (WAPELYC3)						✓
Mathematics						
Number and algebra						
Say, read, write and order numbers up to 20, from any starting point. Count collections up to 20 (WAPMNAUN1)		✓			✓	
Subitise, partition and compare small collections (WAPMNAUN2)		✓				
Explore grouping and sharing of small collections (WAPMNAUN3)		✓				
Copy and continue repeating patterns in everyday environments using a range of materials, sounds and movement (WAPMNAP1)					✓	
Explore making purchases using coins, notes and debit cards (WAPMNAF1)					✓	
Explore and represent familiar real-world situations involving adding, removing, grouping or sharing small collections using role-play or concrete materials (WAPMNAM1)		✓			✓	
Measurement and geometry						
Show and describe position and movement in familiar locations (WAPMMGTW3)						✓
Probability and statistics						
Collect, group and compare data using objects and images to answer questions (WAPMPSS1)		✓			✓	
HASS						
Skills						
Explore points of view (WAPHASKA1)					✓	
Sort and record information and/or data into simple categories (WAPHASKQ3)					✓	
Draw conclusions based on discussions and/or observations (WAPHASKE1)					✓	
Participate in decision making processes (WAPHASKE2)					✓	
Health and Physical Education						
Personal, social and community health						

PRE-PRIMARY	Topic					
	1	2	3	4	5	6
Appropriate language and actions to communicate feelings in different situations, including exploring how to seek, give or deny permission when sharing possessions or personal space (WAPHEHPS4)		✓	✓			
Personal and social skills to interact respectfully with others (WAPHEHPI1)	✓	✓	✓	✓	✓	✓
Emotional responses individuals may experience in different situations (WAPHEHPI2)	✓		✓			✓
Actions that promote health and wellbeing (WAPHEHPH1)				✓		
Drama						
Use of stimuli (photos, sounds or music) to develop dramatic action about the real and imagined worlds (ACADRM027)	✓			✓		✓
Exploration and experimentation of two elements of drama: voice and movement, to create drama (ACADRM028)	✓			✓		✓
Simple stories based on stimuli and available technologies (ACADRM029)	✓			✓		✓
Audience behaviour (being attentive, responding appropriately) when viewing drama (ACADRR030)	✓					✓
Visual Arts						
Development of artistic skills through experimentation with: shape (familiar shapes; simple 2D shapes) colour (primary colours, secondary colours) line (curved, straight, wavy, zigzag) texture (familiar objects) to create artwork (ACAVAM107)				✓		
Sharing artwork with others (ACAVAM108)				✓		

YEAR 1	Topic					
	1	2	3	4	5	6
English						
Language						
Explore how language, facial expressions and gestures are used to interact with others when asking for and providing information, making offers, exclaiming, requesting and giving commands (WA1ELAI1)						✓
Explore language to provide reasons for likes, dislikes and preferences (WA1ELAI2)	✓				✓	✓
Understand that a simple sentence consists of a single independent clause representing a single event or idea (WA1ELALA1)			✓	✓		✓
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) (WA1ELALA2)			✓			
Recognise the vocabulary in everyday contexts as well as learning area topics (WA1ELALA4)	✓		✓		✓	✓
Literature						
Discuss literary texts and share responses by making connections with children's own experiences (WA1ELIEN1)			✓			
Retell or adapt a story using plot and characters, language features, including vocabulary, and structure of a familiar text through spoken texts, role-play, writing, drawing or digital tools (WA1ELICR1)			✓	✓		
Literacy						
Use interaction skills, including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions (WA1ELY11)	✓	✓	✓	✓	✓	✓
Read decodable and authentic texts using developing phonic and word knowledge, phrasing and fluency, and monitor meaning using context and grammatical knowledge (WA1ELYA2)						✓
Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning in texts by drawing on vocabulary and growing knowledge of context and text structures (WA1ELYA3)			✓		✓	
Create, re-read and co-edit short written and/or multimodal texts to report on a topic, express an opinion, or recount a real or imagined event or experience, and use imagination to tell, retell or adapt a story, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words (WA1ELYC1)			✓	✓		✓
Create and deliver short oral and/or multimodal presentations on personal and learnt topics, which include an opening, middle and concluding statement, some topic-specific vocabulary and appropriate gesture, volume and pace (WA1ELYC2)						✓

YEAR 1	Topic					
	1	2	3	4	5	6
Write words using unjoined lower- and upper-case letters (WA1ELYC3)						✓
Mathematics						
Number and algebra						
Say, read, write and order numbers to 120 and recognise the repetition of the 0–9 sequence of digits. Skip count collections by twos, fives and tens from zero (WA1MNAUN1)		✓			✓	
Explore different ways to equally group or share collections (WA1MNAUN4)		✓				
Manipulate collections to add and subtract quantities to 20 and beyond, exploring a range of strategies (WA1MNAC1)		✓				
Continue and create repeating patterns. Explore and label repeating patterns to show how many of each element is in a repeat unit (WA1MNAP1)					✓	
Explore different payment formats and identify Australian coins and notes, according to their value (WA1MNAF1)					✓	
Represent quantities and actions in real-world situations involving adding, taking away, sharing or equal groupings using role-play, concrete materials, drawings or numbers. Describe the meaning of the representations and answers in context (WA1MNAM1)		✓			✓	
Probability and statistics						
Answer simple questions of interest by collecting and comparing categorical data to record frequencies (WA1MPSS1)		✓			✓	
HASS						
Skills						
Process information and/or data collected (WA1HASKA1)					✓	
Explore and discuss points of view (WA1HASKA2)					✓	
Draw conclusions based on information and/or data (WA1HASKE1)					✓	
Participate in decision-making processes (WA1HASKE2)					✓	
Health and Physical Education						
Personal, social and community health						
Strategies to use when needing to seek, give or deny permission are practiced (WA1HEHPS3)		✓				

YEAR 1	Topic					
	1	2	3	4	5	6
Skills and strategies to develop respectful relationships (WA1HEHPI1)	✓	✓	✓	✓	✓	✓
Appreciation and encouragement of the behaviour of others through the use of: culturally appropriate manners; positive language, praise (WA1HEHPI2)	✓	✓				
Positive ways to react to their own emotions in different situations (WA1HEHPI3)	✓		✓			✓
Actions that support a safe and inclusive environment (WA1HEHPH3)				✓		
Drama						
Use of dramatic action to sequence events to communicate an idea or message (ACADRM027)	✓			✓		✓
Exploration and experimentation of three (3) elements of drama: voice (loud, soft, varying loud and soft) movement (big, small, use of facial expressions) role (fictional character) to create drama (ACADRM028)	✓			✓		✓
Use of known stories and personal experiences to create drama with simple objects and available technologies (ACADRM029)	✓			✓		✓
Audience behaviour (paying attention to the development of a story) when viewing drama (ACADRR030)	✓			✓		✓
Visual Arts						
Exploration of different materials, media and/or technologies, when creating artwork (ACAVAM107)				✓		
Display of artwork (ACAVAM108)				✓		

YEAR 2	Topic					
	1	2	3	4	5	6
English						
Language						
Understand that connections can be made between ideas by using a compound sentence with two or more independent clauses usually linked by a coordinating conjunction (WA2ELALA1)			✓	✓		✓
Understand that connections can be made between ideas by using a compound sentence with two or more independent clauses usually linked by a coordinating conjunction (WA2ELALA1)			✓	✓		✓
Understand that, in sentences, nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups (WA2ELALA2)			✓			
Experiment with and begin to make conscious choices of vocabulary to suit the topic, situation or context (WA2ELALA4)	✓		✓		✓	✓
Literature						
Identify features of literary texts, such as characters, events and settings, and give reasons for personal preferences (WA2ELIEN1)			✓			
Create and edit literary texts by adapting structures and language features of literary texts through drawing, writing, performance and digital tools (WA2ELICR1)			✓	✓		
Literacy						
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 (WA2ELYI1)	✓	✓	✓	✓	✓	✓
Read texts with phrasing and fluency combining phonic, word and grammatical knowledge, and monitor meaning using text processing strategies (WA2ELYA2)						✓
Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning in a range of texts for different purposes (WA2ELYA3)			✓		✓	
Plan, 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 correct spelling of some common two-syllable words (WA2ELYC1)			✓	✓		✓
Create, rehearse and deliver short oral and/or multimodal presentations to inform or tell stories for familiar audiences and purposes, using text structure appropriate to purpose and topic-specific vocabulary, and varying tone, volume and pace (WA2ELYC2)						✓

YEAR 2	Topic					
	1	2	3	4	5	6
Write words legibly and with growing fluency using unjoined lower- and upper-case letters (WA2ELYC3)						✓
Mathematics						
Number and algebra						
Explore multiplication and division using repeated addition, equal grouping and arrays (WA2MNAUN5)		✓				
Recognise and continue increasing or decreasing additive patterns with collections and numbers, and identify missing elements in a pattern (WA2MNAP1)					✓	
Explore and describe the relationship between dollars (\$) and cents (c) and their value in the contexts of spending, saving and donating (WA2MNAF1)					✓	
Identify and represent real-world situations involving addition, subtraction, simple multiplication or division using objects or diagrams labelled with numbers and symbols that match the actions in the situation. Interpret the meaning of answers in context (WA2MNAM1)		✓			✓	
Probability and statistics						
Describe and interpret real-life data represented in lists, tables and one-to-one block and picture graphs (WA2MPSS1)		✓			✓	
Choose and answer questions of interest by collecting and comparing categorical data. Display data using lists, tables and one-to-one block and picture graphs (WA2MPSS2)		✓			✓	
HASS						
Skills						
Process information and/or data collected (WA2HASKA1)					✓	
Explore and discuss points of view (WA2HASKA2)					✓	
Draw conclusions based on information and/or data (WA2HASKE1)					✓	
Participate in decision-making processes (WA2HASKE2)					✓	
Health and Physical Education						
Personal, social and community health						

YEAR 2	Topic					
	1	2	3	4	5	6
Strategies to use when needing to seek, give or deny permission are practiced (WA2HEHPS3)	✓	✓				
Ways to interpret the feelings of others in different situations to help develop respectful relationships as individuals grow older (WA2HEHPI1)	✓	✓	✓	✓	✓	✓
Strategies and behaviours that promote health and wellbeing (WA2HEHPH1)				✓		
Actions that keep people safe and healthy (WA2HEHPH3)				✓		
Drama						
Use of dramatic action to sequence events communicating an idea, message or story (ACADRM027)	✓			✓		✓
Exploration and experimentation of four (4) elements of drama: voice (loud, soft, varying loud and soft; pace and pitch) movement (big, small; use of facial expressions; gestures; posture) role (fictional character; listening and responding in role) situation (establishing a fictional setting and relating to it in role) to create drama (ACADRM028)	✓			✓		✓
Development of drama to communicate important personal events or fictional stories using objects, puppets, images and/or available technologies (ACADRM029)	✓			✓		✓
Audience behaviour (responding to interactive elements) where students view drama that uses different styles and unfamiliar stories (ACADRR30)				✓		✓
Visual Arts						
Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107)				✓		
Create and display artworks to communicate ideas to an audience (ACAVAM108)				✓		

General Capabilities

Sub-element	Topic					
	1	2	3	4	5	6
CRITICAL CREATIVE THINKING						
Inquiring						
Develop questions		✓		✓	✓	
Identify, process and evaluate information		✓		✓	✓	✓
Generating						
Create possibilities	✓	✓		✓	✓	✓
Consider alternatives	✓	✓		✓	✓	✓
Put ideas into action	✓	✓		✓	✓	✓
Analysing						
Interpret concepts and problems	✓	✓	✓	✓	✓	✓
Draw conclusions and provide reasons	✓	✓	✓		✓	✓
Evaluate actions and outcomes	✓	✓	✓	✓	✓	
Reflecting						
Think about thinking (metacognition)			✓		✓	
Transfer knowledge				✓	✓	
ETHICAL UNDERSTANDING						
Understanding ethical concepts and perspectives						
Explore ethical concepts	✓	✓	✓	✓		✓
Examine values, rights and responsibilities, and ethical norms	✓	✓	✓	✓		✓
Recognise influences on ethical behaviour and perspectives	✓	✓		✓		✓
Responding to ethical issues						
Explore ethical perspectives and frameworks	✓	✓		✓		
Explore ethical issues	✓	✓	✓	✓		✓
Make and reflect on ethical decisions	✓	✓	✓	✓		✓
LITERACY						
Speaking and listening						
Listening	✓	✓	✓	✓	✓	✓
Interacting	✓	✓	✓	✓	✓	✓
Speaking	✓	✓		✓	✓	✓
Reading and viewing						
Understanding texts					✓	✓
Writing						

Sub-element	Topic					
	1	2	3	4	5	6
Creating texts		✓		✓	✓	✓
Grammar					✓	✓
Handwriting and keyboarding		✓		✓		✓
NUMERACY						
Number sense and algebra						
Number and place value		✓			✓	
Counting processes		✓			✓	
Additive strategies		✓			✓	
Multiplicative strategies		✓	✓			
Number patterns and algebraic thinking					✓	
Understanding money					✓	
Measurement and Geometry						
Positioning and locating						✓
Statistics and probability						
Interpreting and representing data		✓			✓	
PERSONAL AND SOCIAL CAPABILITY						
Self-awareness						
Personal awareness	✓			✓	✓	✓
Emotional awareness	✓	✓			✓	✓
Reflective practice		✓		✓	✓	
Self-management						
Perseverance and adaptability		✓				
Social awareness						
Empathy	✓	✓	✓	✓	✓	✓
Relational awareness	✓	✓	✓	✓	✓	✓
Community awareness		✓	✓	✓	✓	✓
Social management						
Communication	✓	✓	✓	✓	✓	✓
Collaboration	✓	✓	✓	✓	✓	✓
Leadership		✓	✓	✓		✓
Decision-making	✓	✓	✓	✓	✓	
Conflict resolution	✓	✓	✓	✓		