

# Paying It Forward

Free teaching resource about tax and superannuation written by Australian primary school teachers for teachers.

This publication was current at 2 June 2025

Currency of information

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**Contents**

[Paying it Forward – Primary school resource 10](#_Toc198121330)

[Foundation to Year 2 11](#_Toc198121331)

[Using this resource 11](#_Toc198121332)

[Teacher assessment packages 13](#_Toc198121333)

[Topic 1 – Fairness 72](#_Toc198121334)

[Overview 72](#_Toc198121335)

[Introduction – fair and unfair 73](#_Toc198121336)

[The do's and don'ts of being fair – brainstorm 74](#_Toc198121337)

[The look, sound, feel and place of fair and unfair - X Chart 75](#_Toc198121338)

[Observing fair and unfair situations – fish bowl 75](#_Toc198121339)

[Unfair situations – role play 76](#_Toc198121340)

[Reflection – freeze frame and thought tracking 76](#_Toc198121341)

[Topic 2 – Sharing is a choice 77](#_Toc198121342)

[Overview 77](#_Toc198121343)

[Introduction – the sharing game 79](#_Toc198121344)

[Exploring sharing – class circle 79](#_Toc198121345)

[The look and feel of different sharing scenarios – Class T chart 79](#_Toc198121346)

[Sharing preferences – individual T Charts and group problem-solving 80](#_Toc198121347)

[Reflection – Class pictograph and ten frame sharing 80](#_Toc198121348)

[Extension – group decision making 81](#_Toc198121349)

[Text versions of resources 82](#_Toc198121350)

[Topic 3 – A world with or without sharing 86](#_Toc198121351)

[Overview 86](#_Toc198121352)

[Introduction – group sharing 88](#_Toc198121353)

[A world without sharing – big book shared reading 88](#_Toc198121354)

[Identifying nouns and verbs – Class circle 89](#_Toc198121355)

[A world with sharing – class construction 89](#_Toc198121356)

[A school without sharing – individual literary response 90](#_Toc198121357)

[Sharing in the community – class circle 90](#_Toc198121358)

[Reflection – sharing and me 91](#_Toc198121359)

[Extension – individual literary response 91](#_Toc198121360)

[Text versions of resources 91](#_Toc198121361)

[Topic 4 – Rules and responsibilities in the classroom 92](#_Toc198121362)

[Overview 92](#_Toc198121363)

[Introduction – thought web 94](#_Toc198121364)

[Classroom rules – student illustrations 94](#_Toc198121365)

[A classroom without rules – sentence construction 95](#_Toc198121366)

[Student responsibilities – word tennis 95](#_Toc198121367)

[The do's and don'ts of responsibilities – T Chart 95](#_Toc198121368)

[Responsibilities – drama sculpting 96](#_Toc198121369)

[Reflection – sculpture gallery 96](#_Toc198121370)

[Topic 5 – Spending and saving for needs and wants 97](#_Toc198121371)

[Overview 97](#_Toc198121372)

[Introduction – I spy needs and wants 99](#_Toc198121373)

[Needs and wants – values walk 99](#_Toc198121374)

[The difference between needs and wants – sorting game 100](#_Toc198121375)

[Saving money for wants – skip counting 100](#_Toc198121376)

[Pros and cons of saving – visualising vocabulary 101](#_Toc198121377)

[To spend or to save? – Kiandra's story 102](#_Toc198121378)

[Reflection – decision-making 102](#_Toc198121379)

[Text versions of resources 103](#_Toc198121380)

[Topic 6 – How I contribute to our classroom community 105](#_Toc198121381)

[Overview 105](#_Toc198121382)

[Introduction – following directions 106](#_Toc198121383)

[Demonstrating learning – performances 107](#_Toc198121384)

[Documenting learning – construction of class big book 107](#_Toc198121385)

[Celebrating learning 108](#_Toc198121386)

[Years 3–4 109](#_Toc198121387)

[Using this resource 109](#_Toc198121388)

[Teacher assessment packages 112](#_Toc198121389)

[Topic 1 – Belonging and inclusion 183](#_Toc198121390)

[Overview 183](#_Toc198121391)

[Introduction – Simon says 184](#_Toc198121392)

[Understanding identity – who am I? 185](#_Toc198121393)

[What is a group? – yes or no walk 186](#_Toc198121394)

[Identifying groups and places I belong – individual writing or drawing 186](#_Toc198121395)

[Exploring funding sources – checklist and homework 187](#_Toc198121396)

[Reflection – I used to think… 187](#_Toc198121397)

[Topic 2 – Fairness and equity 188](#_Toc198121398)

[Overview 188](#_Toc198121399)

[Introduction – think-pair-share 190](#_Toc198121400)

[Fairness vs equal – photo stimulus 190](#_Toc198121401)

[Experiencing unfair – scenarios 190](#_Toc198121402)

[Distributing resources – group problem-solving 190](#_Toc198121403)

[Visualising fair – fraction bars 191](#_Toc198121404)

[Extension – think board 191](#_Toc198121405)

[Fair or foul? – decision-making 192](#_Toc198121406)

[Making unfair situations fair – journal entry 192](#_Toc198121407)

[Reflection – class circle 193](#_Toc198121408)

[Text versions of resources 193](#_Toc198121409)

[Topic 3 – Rights, rules and responsibilities 195](#_Toc198121410)

[Overview 195](#_Toc198121411)

[Introduction – the United Nations and rights of the child 197](#_Toc198121412)

[Rights and responsibilities and responsibilities – matching game 197](#_Toc198121413)

[Extension – poster 197](#_Toc198121414)

[Knowing and doing what's right – integrity game 198](#_Toc198121415)

[Choosing actions – justifying choices 198](#_Toc198121416)

[Why rules exist – predicting consequences 199](#_Toc198121417)

[Rules in the community – What if? 199](#_Toc198121418)

[Reflection – take home message 200](#_Toc198121419)

[Topic 4 – Government services in our community 201](#_Toc198121420)

[Overview 201](#_Toc198121421)

[Introduction – Callington's life 203](#_Toc198121422)

[Life with no services – brainstorm 203](#_Toc198121423)

[My day using services – a storyboard 203](#_Toc198121424)

[Government services – categorising 204](#_Toc198121425)

[Resources in my community – Individual response 205](#_Toc198121426)

[Government decisions – problem solving 205](#_Toc198121427)

[Reflection – tomorrow's headline 205](#_Toc198121428)

[Topic 5 – Savings and budgets 206](#_Toc198121429)

[Topic 5 overview 206](#_Toc198121430)

[Introduction – daydreaming 208](#_Toc198121431)

[Extension – futures 208](#_Toc198121432)

[Needs and wants – sorting and prioritising 209](#_Toc198121433)

[Spending, saving and sharing – decision making 210](#_Toc198121434)

[Renaming numbers and place value – modelling 210](#_Toc198121435)

[Budgets – estimating and calculating 210](#_Toc198121436)

[The benefits of saving – designing an advertisement 211](#_Toc198121437)

[Reflection – the most persuasive advertisements 212](#_Toc198121438)

[Homework task – how do people get money? 212](#_Toc198121439)

[Text versions of resources 212](#_Toc198121440)

[Topic 6 – Improving my community 215](#_Toc198121441)

[Topic 6 overview 215](#_Toc198121442)

[Introduction – vote with your feet 217](#_Toc198121443)

[My local community – audit and wish list 217](#_Toc198121444)

[Our project – letter writing 218](#_Toc198121445)

[What might others need? – give and take of diversity 218](#_Toc198121446)

[My contribution – deciding what, why and how 218](#_Toc198121447)

[Reflection – presentation 219](#_Toc198121448)

[Text versions of resources 219](#_Toc198121449)

[Years 5–6 226](#_Toc198121450)

[Using this resource 226](#_Toc198121451)

[Teacher assessment packages 230](#_Toc198121452)

[Topic 1 – Community rights and responsibilities 286](#_Toc198121453)

[Overview 286](#_Toc198121454)

[Introduction – setting the scene 288](#_Toc198121455)

[Rights and responsibilities – think-pair-share 289](#_Toc198121456)

[What is democracy? – video stimulus 289](#_Toc198121457)

[Rights and responsibilities – sorting game 290](#_Toc198121458)

[Rights holders and duty bearers – class brainstorming 290](#_Toc198121459)

[Extension – how laws are made 290](#_Toc198121460)

[Creating our ideal community – group planning 290](#_Toc198121461)

[Reflection – how did I do? 291](#_Toc198121462)

[Text versions of resources 291](#_Toc198121463)

[Topic 2 – Community support 294](#_Toc198121464)

[Overview 294](#_Toc198121465)

[Introduction – think-pair-share 296](#_Toc198121466)

[Helping hands in the community – visual stimulus 296](#_Toc198121467)

[Tax spending – categorisation 297](#_Toc198121468)

[Taxation as a system – what if? 297](#_Toc198121469)

[Public versus private – classifying 299](#_Toc198121470)

[Creating our ideal community – group planning 299](#_Toc198121471)

[Reflection – ethical actions 299](#_Toc198121472)

[Text versions of resources 300](#_Toc198121473)

[Topic 3 – Collecting tax fairly 302](#_Toc198121474)

[Overview 302](#_Toc198121475)

[Introduction – scenario 304](#_Toc198121476)

[Unequal contribution – modelling 304](#_Toc198121477)

[Fair contribution – problem solving 305](#_Toc198121478)

[Tax models – worksheet and discussion 305](#_Toc198121479)

[Creating our ideal community – group planning 306](#_Toc198121480)

[Reflection – I used to think 306](#_Toc198121481)

[Text versions of resources 306](#_Toc198121482)

[Topic 4 – Responsible government spending 310](#_Toc198121483)

[Overview 310](#_Toc198121484)

[Introduction – if I was Prime Minister... 312](#_Toc198121485)

[Tax spending – class discussion 312](#_Toc198121486)

[Social security and welfare – the distribution game 313](#_Toc198121487)

[Redistributing income – finding fair solutions 314](#_Toc198121488)

[Creating our ideal community – group planning 314](#_Toc198121489)

[Reflection – promoting environmental quality 315](#_Toc198121490)

[Text versions of resources 315](#_Toc198121491)

[Topic 5 – Savings and superannuation 322](#_Toc198121492)

[Overview 322](#_Toc198121493)

[Introduction – goal setting 324](#_Toc198121494)

[How to reach your goals – budgeting 324](#_Toc198121495)

[The benefits and costs of saving – estimating 325](#_Toc198121496)

[Long-term saving – saving worksheet 326](#_Toc198121497)

[Saving for retirement – an introduction to superannuation 327](#_Toc198121498)

[Reflection – jingle or rap 327](#_Toc198121499)

[Extension – presentation 328](#_Toc198121500)

[Text versions of resources 328](#_Toc198121501)

[Topic 6 – Our ideal community 332](#_Toc198121502)

[Overview 332](#_Toc198121503)

[Introduction – reviewing our community 333](#_Toc198121504)

[Extension – improving our community 334](#_Toc198121505)

[Community pitch – preparing to present 334](#_Toc198121506)

[Presenting the pitch – community group presentations 335](#_Toc198121507)

[Reflection – I used to think... 335](#_Toc198121508)

[Text versions of resources 335](#_Toc198121509)

[Australian Curriculum mapping for Foundation to Year 2 337](#_Toc198121510)

[Unit mapping 338](#_Toc198121511)

[Mapping for topic 1 348](#_Toc198121512)

[Mapping for topic 2 352](#_Toc198121513)

[Mapping for topic 3 356](#_Toc198121514)

[Mapping for topic 4 361](#_Toc198121515)

[Mapping for topic 5 365](#_Toc198121516)

[Mapping for topic 6 369](#_Toc198121517)

[NSW syllabuses mapping for Foundation to Year 2 375](#_Toc198121518)

[Unit mapping 376](#_Toc198121519)

[Mapping for topic 1 382](#_Toc198121520)

[Mapping for topic 2 385](#_Toc198121521)

[Mapping for topic 3 388](#_Toc198121522)

[Mapping for topic 4 392](#_Toc198121523)

[Mapping for topic 5 395](#_Toc198121524)

[Mapping for topic 6 398](#_Toc198121525)

[Victorian syllabuses mapping for Foundation to Year 2 402](#_Toc198121526)

[Unit mapping 403](#_Toc198121527)

[Mapping for topic 1 411](#_Toc198121528)

[Mapping for topic 2 414](#_Toc198121529)

[Mapping for topic 3 417](#_Toc198121530)

[Mapping for topic 4 422](#_Toc198121531)

[Mapping for topic 5 426](#_Toc198121532)

[Mapping for topic 6 429](#_Toc198121533)

[Western Australia syllabuses mapping for Foundation to Year 2 434](#_Toc198121534)

[Unit mapping 435](#_Toc198121535)

[Mapping for topic 1 446](#_Toc198121536)

[Mapping for topic 2 450](#_Toc198121537)

[Mapping for topic 3 454](#_Toc198121538)

[Mapping for topic 4 460](#_Toc198121539)

[Mapping for topic 5 465](#_Toc198121540)

[Mapping for topic 6 470](#_Toc198121541)

[Australian Curriculum mapping for Year 3 and Year 4 476](#_Toc198121542)

[Unit mapping 477](#_Toc198121543)

[Mapping for topic 1 486](#_Toc198121544)

[Mapping for topic 2 489](#_Toc198121545)

[Mapping for topic 3 494](#_Toc198121546)

[Mapping for topic 4 498](#_Toc198121547)

[Mapping for topic 5 502](#_Toc198121548)

[Mapping for topic 6 506](#_Toc198121549)

[NSW syllabuses mapping for Year 3 and Year 4 512](#_Toc198121550)

[Unit mapping 513](#_Toc198121551)

[Mapping for topic 1 518](#_Toc198121552)

[Mapping for topic 2 520](#_Toc198121553)

[Mapping for topic 3 523](#_Toc198121554)

[Mapping for topic 4 526](#_Toc198121555)

[Mapping for topic 5 528](#_Toc198121556)

[Mapping for topic 6 530](#_Toc198121557)

[Victorian syllabuses mapping for Year 3 and Year 4 533](#_Toc198121558)

[Unit mapping 534](#_Toc198121559)

[Mapping for topic 1 541](#_Toc198121560)

[Mapping for topic 2 543](#_Toc198121561)

[Mapping for topic 3 546](#_Toc198121562)

[Mapping for topic 4 549](#_Toc198121563)

[Mapping for topic 5 551](#_Toc198121564)

[Mapping for topic 6 554](#_Toc198121565)

[Western Australia syllabuses mapping for Year 3 and Year 4 557](#_Toc198121566)

[Unit mapping 558](#_Toc198121567)

[Mapping for topic 1 568](#_Toc198121568)

[Mapping for topic 2 571](#_Toc198121569)

[Mapping for topic 3 575](#_Toc198121570)

[Mapping for topic 4 579](#_Toc198121571)

[Mapping for topic 5 583](#_Toc198121572)

[Mapping for topic 6 588](#_Toc198121573)

[Australian Curriculum mapping for Year 5 and Year 6 594](#_Toc198121574)

[Unit mapping 595](#_Toc198121575)

[Mapping for topic 1 604](#_Toc198121576)

[Mapping for topic 2 607](#_Toc198121577)

[Mapping for topic 3 611](#_Toc198121578)

[Mapping for topic 4 614](#_Toc198121579)

[Mapping for topic 5 618](#_Toc198121580)

[Mapping for topic 6 623](#_Toc198121581)

[NSW syllabuses mapping for Year 5 and Year 6 627](#_Toc198121582)

[Unit mapping 628](#_Toc198121583)

[Mapping for topic 1 633](#_Toc198121584)

[Mapping for topic 2 635](#_Toc198121585)

[Mapping for topic 3 638](#_Toc198121586)

[Mapping for topic 4 640](#_Toc198121587)

[Mapping for topic 5 643](#_Toc198121588)

[Mapping for topic 6 646](#_Toc198121589)

[Victorian syllabuses mapping for Year 5 and Year 6 648](#_Toc198121590)

[Unit mapping 649](#_Toc198121591)

[Mapping for topic 1 655](#_Toc198121592)

[Mapping for topic 2 657](#_Toc198121593)

[Mapping for topic 3 659](#_Toc198121594)

[Mapping for topic 4 661](#_Toc198121595)

[Mapping for topic 5 663](#_Toc198121596)

[Mapping for topic 6 666](#_Toc198121597)

[Western Australia syllabuses mapping for Year 5 and Year 6 668](#_Toc198121598)

[Unit mapping 669](#_Toc198121599)

[Mapping for topic 1 678](#_Toc198121600)

[Mapping for topic 2 682](#_Toc198121601)

[Mapping for topic 3 686](#_Toc198121602)

[Mapping for topic 4 689](#_Toc198121603)

[Mapping for topic 5 694](#_Toc198121604)

[Mapping for topic 6 699](#_Toc198121605)

# 

## Paying it Forward – Primary school resource

Paying It Forward provides a range of support materials allowing teachers to decide which activities to use.

Paying It Forward includes a range of support materials available for any teacher. Teachers can choose which activities to use from the resource.

All content is mapped to the Australian curriculum. It has capacity to build deep knowledge and understanding by focusing on big ideas and real-world contexts.

The resource includes:

* downloadable print materials – especially suitable for schools where students do not have individual electronic devices
* units of work with the flexibility to use standalone activities, fully supported by resources for teachers
* links to the curriculum, including the general capabilities and values education
* videos, classroom activities, teacher notes and tips.

## Foundation to Year 2

A primary school resource for teaching values and actions to establish foundations for learning about tax and super.

In this section

1. [Using this resource](#Usingthisresource)
2. [Teacher assessment packages](#Teacherassessmentpackages)

* [Using this resource](#Usingthisresource)
* [Teacher assessment packages](#Teacherassessmentpackages)

### Using this resource

#### Unit overview

This unit teaches students that they have choices. Students learn the value of sharing, being kind and respectful, rule-following, doing their best and honesty. They also develop understanding about the pros and cons of saving and spending and the skill of prioritising choices based on needs and wants.

The following values of Australian schooling are developed in this unit:

* care and compassion (kindness and sharing)
* doing your best
* honesty and trustworthiness
* respect
* responsibility.

#### Teacher notes

These topics have been designed for students in Foundation, Year 1 and Year 2. The activities can be adjusted to cater to the needs of learners. Activities have been designed as a sequence, however teachers can select individual activities that suit their students. As Topic 6 is a culminating topic, it may require the study of other topics.

#### Topics

* [1. Fairness](#Topic1Fairness10)
* [2. Sharing is a choice](#Topic2Sharingisachoice10)
* [3. A world with or without sharing](#Topic3Aworldwithorwithoutsharing10)
* [4. Rules and responsibilities in the classroom](#Topic4Rulesandresponsibilitiesinthecla10)
* [5. Spending and saving for needs and wants](#Topic5Spendingandsavingforneedsandwant10)
* [6. How I contribute to my classroom community](#Topic6HowIcontributetoourclassroomcommun)

#### Assessment

Teachers can gather evidence of student learning throughout this unit of work. Activities that elicit evidence of student learning in relation to the Australian Curriculum achievement standards have been identified. This evidence can be compiled into a student portfolio called 'A world where I know how to share'.

To support teachers to make judgments about the quality and sophistication of student learning, each topic is accompanied by year level rubrics.

Topic connections to the curriculum achievement standards

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Topic | Activities | Task | English | Maths | HPE | The Arts | HASS |
| Topic 1 | Activity 5  Activity 6 | Observation record  Annotated photographs | Yes | – | Yes | Yes | – |
| Topic 2 | Activity 4  Activity 5 | Individual T Chart  Ten frame templates | Yes | Yes | Yes | – | – |
| Topic 3 | Activity 5 | Storyboard | Yes | – | Yes | – | – |
| Topic 4 | Activity 2  Activity 3 | Poster | Yes | – | Yes | Yes | – |
| Topic 5 | Activity 7 | Skip counting worksheet  Spend or save survey | – | Yes | – | – | Yes |
| Topic 6 | Activity 2  Activity 3  Activity 4 | Photographs and written descriptions  Presentation | Yes | – | Yes | Yes | – |

The assessment package for the Foundation year includes:

* [Foundation year teacher guidelines](#Foundationyearteacherguidelines)
* [Foundation year achievement standards](#FoundationYearachievementstandards)
* [Foundation year rubrics](#Foundationyearrubrics)

The assessment package for Year 1 includes:

* [Year 1 teacher guidelines](#Year1teacherguidelines)
* [Year 1 achievement standards](#Year1achievementstandards)
* [Year 1 rubrics](#Year1rubrics)

The assessment package for Year 2 includes:

* [Year 2 teacher guidelines](#Year2teacherguidelines)
* [Year 2 achievement standards](#Year2achievementstandards)
* [Year 2 rubrics](#Year2rubrics)

#### Curriculum mapping

The curriculum mapping for Foundation to Year 2 includes:

* [Australian Curriculum mapping for Foundation to Year 2](#AustralianCurriculummappingforFoundation)
* [NSW syllabuses mapping for Foundation to Year 2](#NSWsyllabusesmappingforFoundationtoYear2)
* [Victorian syllabuses mapping for Foundation to Year 2](#VictoriansyllabusesmappingforFoundationt)
* [Western Australia syllabuses mapping for Foundation to Year 2](#WesternAustraliasyllabusesmappingforFoun)

#### Links to the National Consumer and Financial Literacy Framework

##### Knowledge and understanding

Students can:

* recognise Australian money includes notes and coins
* recognise that money can be saved to meet needs and wants
* explain how money is exchanged in return for goods and services
* identify and describe the differences between needs and wants.

##### Competence

Students can:

* recognise common symbols and terms used on a variety of Australian notes and coins
* identify consumer and financial matters that are part of daily life such as earning money, spending, saving, paying bills, making donations.

##### Responsibility and enterprise

Students can:

* demonstrate enterprising behaviours through participation in relevant class and/or school activities.

### Teacher assessment packages

Teachers can gather evidence of student learning throughout this unit of work. Activities that elicit evidence of student learning in relation to the Australian curriculum achievement standards have been identified.

Teacher guidelines:

* [Foundation year teacher guidelines](#Foundationyearteacherguidelines)
* [Year 1 teacher guidelines](#Year1teacherguidelines)
* [Year 2 teacher guidelines](#Year2teacherguidelines)

Achievement standards:

* [Foundation year achievement standards](#FoundationYearachievementstandards)
* [Year 1 achievement standards](#Year1achievementstandards)
* [Year 2 achievement standards](#Year2achievementstandards)

To support teachers to make judgments about the quality and sophistication of student learning, each topic is accompanied by year level rubrics:

* [Foundation year rubrics](#Foundationyearrubrics)
* [Year 1 rubrics](#Year1rubrics)
* [Year 2 rubrics](#Year2rubrics)

#### Foundation year teacher guidelines

##### Assessment portfolio: A world where I know how to share

This is a text version of Foundation year teacher guidelines. Along with this accessible version, which you can either print or use online, we also have the same guidelines available as a PDF – [Foundation year teacher guidelines (PDF, 169KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Teacher.Guidelines-YrF.pdf).

##### Assessment description

The assessment that has been developed for this resource is drawn from activities in the resource itself. Activities from each topic have been identified to form a portfolio of work. Each activity enables teachers to gather evidence of student performance in relation to aspects of the Australian curriculum achievement standards for English, Mathematics, HPE and/or the Arts. Teachers can select activities and related assessment items that best suit their student and programming needs. The unit of work was developed using the Backwards design process as detailed below.

##### Stage 1: Desired results

###### Achievement standards for English

Students:

* Receptive modes:
  + read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters and decoding and self-monitoring strategies
  + use appropriate interaction skills to listen and respond to others in a familiar environment
* Productive modes:
  + understand that their texts can reflect their own experiences
  + communicate clearly in informal group and whole class settings
  + retell events and experiences with peers and known adults
  + use familiar words and phrases and images to convey ideas
  + writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops
  + correctly form known upper- and lower-case letters.

###### Achievement standards for Mathematics

Students:

* make connections between number names, numerals and quantities up to 10
* count to and from 20
* answer simple questions to collect information and make simple inferences.

###### Achievement standards for Health and Physical Education

Students:

* identify and describe the different emotions people experience
* use personal and social skills when working with others in a range of activities
* identify actions that help people be healthy and safe.

###### Achievement standards for the Arts

Students:

* make and present drama using the elements of role, situation and focus in dramatic play and improvisation.
* describe artworks they make
* make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.

###### Source

ACARA, The [Australian Curriculum](http://www.australiancurriculum.edu.au/) v8.3

###### Transfer

Students will be able to independently use their learning to:

* be fair, be kind and respect others
* follow rules and be responsible
* make considered choices about spending, saving and sharing
* contribute to their classroom community.

###### Meaning

Students will understand that:

* fairness and sharing are good for everyone
* their community shares
* rules protect their rights and the rights of others
* they have a responsibility to follow rules
* they can choose to spend or save but to buy want they want, they may need to save
* they can contribute to their classroom community by behaving respectfully and following rules.

Essential questions:

* What is fairness and what does it look like?
* How do I choose to share?
* How is a world without sharing different from a world with sharing?
* Why are rules and responsibilities important?
* Why should I choose to save?
* How do I contribute to our classroom community?

###### Acquisition

Students will know:

* the difference between fair and unfair and what actions are needed to make unfair situations fair
* the difference between fair sharing and equal sharing
* how the sharing of resources nurtures their community and world
* the different ways that people in the classroom share, and the importance of sharing to them
* how classroom rules help all students to be safe, happy and learn
* the difference between spending and saving money
* how responsible students behave to support their classroom and community.

Students will be skilled at:

* recognising fair and unfair situations, how these situations make people feel and what actions they can take to be fair
* modelling sharing in practical situations and making choices on how to share limited resources
* applying mathematical understanding and reasoning to practical or real-world situations
* making connections between rules and responsibilities
* making informed decisions by weighing up the pros and cons of different choices
* collecting and representing data to draw conclusions
* communicating their experiences and views about values in a range of forms.

##### Stage 2: Assessment evidence

Assessment evidence for activities by topic

|  |  |  |
| --- | --- | --- |
| Topic | Activity | Product |
| Topic 1: Fairness | Activity 5: Unfair situations – role play  Activity 6: Reflection – freeze frame and thought tracking | Observation record: Observations of students as they interact, communicate and work collaboratively  Annotated photographs: Students role play an unfair situation and freeze when asked. They annotate their freeze frames revealing thoughts and feelings of characters |
| Topic 2: Sharing is a choice | Activity 4: Sharing preferences – Individual T Charts and group problem-solving  Activity 5: Reflection - Class pictograph and ten frame sharing | Individual T Chart: Students complete a T Chart of what sharing looks like and feels like to them  Ten frame templates: Students count, and show fair and unfair sharing scenarios using 10 frames |
| Topic 3: A world with or without sharing | Activity 5: A school without sharing – Individual literary response | Storyboard: Students create A school without sharing' storyboard, using a repetitive noun and verb sentence structure |
| Topic 4: Rules and responsibilities in the classroom | Activity 2: Classroom Rules – Student Illustrations.  Activity 3: A Classroom Without Rules – Sentence Construction | Poster: Students illustrate what a classroom rule 'looks like' and writes a matching sentence  Observation record: Students read aloud their group’s story of a classroom with rules |
| Topic 5: Spending and saving for needs and wants | Activity 7: Reflection – collecting and displaying data | Skip counting worksheet: Students count and connect numbers and numerals  Spend or save survey: Students collect data and create and interpret a pictograph of the class spending and saving preferences |
| Topic 6: How I contribute to my classroom community | Activity 2: Demonstrating learning – Performances  Activity 3: Documenting learning – Construction of class big book  Activity 4: Celebrating learning | Photographs and written descriptions: Students describe photographed actions of a value or responsibility  Presentation: Students present their descriptions to peers, parents and community members |

###### Observations

There are several opportunities throughout this resource for students to work with others, either in pairs, groups or as a class. Interactions, discussions and participation in groups should be observed when appropriate. The rubrics indicate when observations may be required.

###### Judgments about performance

When making judgments about evidence of student performance, teachers are advised to use the assessment rubrics.

##### Stage 3: learning plan

The content descriptions that teachers may include in their teaching programs can be draw from the mapping documents. These include links to the general capabilities.

Topics:

* [1. Fairness](#Topic1Fairness10)
* [2. Sharing is a choice](#Topic2Sharingisachoice10)
* [3. A world with or without sharing](#Topic3Aworldwithorwithoutsharing10)
* [4. Rules and responsibilities in the classroom](#Topic4Rulesandresponsibilitiesinthecla10)
* [5. Spending and saving for needs and wants](#Topic5Spendingandsavingforneedsandwant10)
* [6. How I contribute to my classroom community](#Topic6HowIcontributetoourclassroomcommun)

#### Year 1 teacher guidelines

##### Assessment portfolio: A world where I know how to share

This is a text version of Year 1 teacher guidelines. Along with this accessible version, which you can either print or use online, we also have the same guidelines available as a PDF – [Year 1 teacher guidelines (PDF, 518KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Teacher.Guidelines-Yr1.pdf).

##### Assessment description

The assessment that has been developed for this resource is drawn from activities in the resource itself. Activities from each topic have been identified to form a portfolio of work. Each activity enables teachers to gather evidence of student performance in relation to aspects of the Australian curriculum achievement standards for English, Mathematics, HPE and/or The Arts. Teachers can select activities and related assessment items that best suit their student and programming needs. The unit of work was developed using the Backwards design process as detailed below.

##### Stage 1: Desired results

###### Achievement standard for English

Students:

* Receptive modes
  + read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images
  + listen to others when taking part in conversations, using appropriate language features and interaction skills.
* Productive modes
  + create texts that show understanding of the connection between writing, speech and images
  + create short texts for a small range of purposes
  + interact in pair, group and class discussions, taking turns when responding
  + make short presentations on familiar topics
  + provide details about ideas or events when writing
  + accurately spell high-frequency words and words with regular spelling patterns
  + use capital letters and full stops and correctly form all upper- and lower-case letters.

###### Achievement standard for Mathematics

Students:

* describe number sequences resulting from skip counting by 2s, 5s and 10s
* recognise Australian coins according to their value
* carry out simple additions and subtractions using counting strategies
* continue simple patterns involving numbers collect data by asking questions, draw simple data displays and make simple inferences.

###### Achievement standard for Health and Physical Education

Students:

* identify how emotional responses impact on others’ feelings
* describe how to keep themselves and others healthy, safe
* demonstrate positive ways to interact with others.

###### Achievement standard for the Arts

Students:

* make and present drama using the elements of role, situation and focus in dramatic play and improvisation.
* describe artworks they make
* Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.

###### Source

ACARA, The [Australian Curriculum](http://www.australiancurriculum.edu.au/) v8.3

###### Transfer

Students will be able to independently use their learning to:

* be fair, be kind and respect others
* follow rules and be responsible
* make considered choices about spending, saving and sharing
* contribute to their classroom community

###### Meaning

Students will understand that:

* Students will understand that:
* fairness and sharing are good for everyone
* their community shares
* rules protect their rights and the rights of others
* they have a responsibility to follow rules.
* they can choose to spend or save but to buy want they want, they may need to save
* they can contribute to their classroom community by behaving respectfully and following rules.

Essential questions:

* What is fairness and what does it look like?
* How do I choose to share?
* How is a world without sharing different from a world with sharing?
* Why are rules and responsibilities important?
* Why should I choose to save?
* How do I contribute to our classroom community?

###### Acquisition

Students will know:

* the difference between fair and unfair and what actions are needed to make unfair situations fair
* the difference between fair sharing and equal sharing
* how the sharing of resources nurtures their community and world
* the different ways that people in the classroom share, and the importance of sharing to them
* how classroom rules help all students to be safe, happy and learn
* the difference between spending and saving money
* how responsible students behave to support their classroom and community.

Students will be skilled at:

* recognising fair and unfair situations, how these situations make people feel and what actions they can take to be fair
* modelling sharing in practical situations and making choices on how to share limited resources
* applying mathematical understanding and reasoning to practical or real-world situations
* making connections between rules and responsibilities
* making informed decisions by weighing up the pros and cons of different choices
* collecting and representing data to draw conclusions
* communicating their experiences and views about values in a range of forms.

##### Stage 2: Assessment evidence

Assessment evidence for activities by topic

|  |  |  |
| --- | --- | --- |
| Topic | Activity | Product |
| Topic 1: Fairness | Activity 5: Unfair situations – role play  Activity 6: Reflection – freeze frame and thought tracking | Observation record: Observations of students as they interact, communicate and work collaboratively  Annotated photographs: Students role play an unfair situation and freeze when asked. They annotate their freeze frames revealing thoughts and feelings of characters |
| Topic 2: Sharing is a choice | Activity 4: Sharing preferences – Individual T Charts and group problem-solving  Activity 5: Reflection – Class pictograph and ten frame sharing | Individual T Chart: Students complete a T Chart of what sharing looks like and feels like to them  Ten templates: Students count, and show fair and unfair sharing scenarios using 10 frames |
| Topic 3: A world with or without sharing | Activity 5: A School without sharing – Individual literary response | Storyboard: Students create A school without sharing' storyboard, using a repetitive noun and verb sentence structure |
| Topic 4: Rules and responsibilities in the classroom | Activity 2: Classroom rules – student illustrations.  Activity 3: A Classroom Without Rules – Sentence Construction | Poster: Students illustrate what a classroom rule 'looks like' and writes a matching sentence  Observation record: Students read aloud their group’s story of a classroom with rules |
| Topic 5: Spending and saving for needs and wants | Activity 7: Reflection – collecting and displaying data | Skip counting worksheet: Students skip count to find missing numbers in a sequence and identify and order Australian coins  Spend or save survey: Students collect data and create and interpret a pictograph of the class spending and saving preferences |
| Topic 6: How I contribute to my classroom community | Activity 2: Demonstrating learning – Performances  Activity 3: Documenting learning – Construction of Class Big Book  Activity 4: Celebrating learning | Photographs and written descriptions: Students describe photographed actions of a value or responsibility  Presentation: Students present their descriptions to peers, parents and community members |

There are several opportunities throughout this resource for students to work with others, either in pairs, groups or as a class. Interactions, discussions and participation in groups should be observed when appropriate. The rubrics indicate when observations may be required.

##### Stage 3: Learning plan

The content descriptions that teachers may include in their teaching programs can be draw from the mapping documents. These include links to the general capabilities.

Topics:

* [1. Fairness](#Topic1Fairness10)
* [2. Sharing is a choice](#Topic2Sharingisachoice10)
* [3. A world with or without sharing](#Topic3Aworldwithorwithoutsharing10)
* [4. Rules and responsibilities in the classroom](#Topic4Rulesandresponsibilitiesinthecla10)
* [5. Spending and saving for needs and wants](#Topic5Spendingandsavingforneedsandwant10)
* [6. How I contribute to my classroom community](#Topic6HowIcontributetoourclassroomcommun)

#### Year 2 teacher guidelines

##### Assessment portfolio: A world where I know how to share

This is a text version of Year 2 teacher guidelines. Along with this accessible version, which you can either print or use online, we also have the same guidelines available as a PDF – [Year 2 teacher guidelines (PDF, 268KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Teacher.Guidelines-Yr2.pdf).

##### Assessment description

The assessment that has been developed for this resource is drawn from activities in the resource itself. Activities from each topic have been identified to form a portfolio of work. Each activity enables teachers to gather evidence of student performance in relation to aspects of the Australian Curriculum achievement standards for English, Mathematics, HASS, HPE and/or The Arts. Teachers can select activities and related assessment items that best suit their student and programming needs. The unit of work was developed using the Backwards design process as detailed below.

##### Stage 1: Desired results

###### Achievement standard for English

Students – Productive modes:

* students use everyday language features and topic-specific vocabulary when discussing their ideas and experiences
* create texts that show how images support the meaning of the text.
* create texts, drawing on their own experiences, their imagination and information they have learnt.
* use a variety of strategies to engage in group and class discussions and make presentations
* accurately spell words with regular spelling patterns and spell words with less common long vowel patterns
* use punctuation accurately, and write words and sentences legibly using unjoined upper and lower-case letters.

###### Achievement standard for Mathematics

Students:

* recognise increasing and decreasing number sequences involving 2s, 3s and 5s
* represent multiplication and division by grouping into sets
* associate collections of Australian coins with their value
* identify the missing element in a number sequence
* perform simple addition and subtraction calculations using a range of strategies
* collect, organise and represent data to make simple inferences.

###### Achievement standard for HASS

Students:

* locate information from observations
* interpret data to draw simple conclusions.

###### Achievement standard for Health and Physical Education

Students:

* identify how emotional responses impact on others’ feelings
* describe how to keep themselves and others healthy, safe
* demonstrate positive ways to interact with others.

###### Achievement standard for the Arts

Students:

* make and present drama using the elements of role, situation and focus in dramatic play and improvisation
* describe artworks they make.

Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.

###### Source

ACARA, The [Australian Curriculum](http://www.australiancurriculum.edu.au/) v8.3

###### Transfer

Students will be able to independently use their learning to:

* be fair, be kind and respect others
* follow rules and be responsible
* make considered choices about spending, saving and sharing
* contribute to their classroom community.

###### Meaning

Students will understand that:

* fairness and sharing are good for everyone.
* their community shares
* rules protect their rights and the rights of others
* they have a responsibility to follow rules.
* they can choose to spend or save but to buy want they want, they may need to save
* they can contribute to their classroom community by behaving respectfully and following rules.

Essential questions:

* What is fairness and what does it look like?
* How do I choose to share?
* How is a world without sharing different from a world with sharing?
* Why are rules and responsibilities important?
* Why should I choose to save?
* How do I contribute to our classroom community?

###### Acquisition

Students will know:

* the difference between fair and unfair and what actions are needed to make unfair situations fair
* the difference between fair sharing and equal sharing
* how the sharing of resources nurtures their community and world
* the different ways that people in the classroom share, and the importance of sharing to them
* how classroom rules help all students to be safe, happy and learn
* the difference between spending and saving money
* how responsible students behave to support their classroom and community.

Students will be skilled at:

* recognising fair and unfair situations, how these situations make people feel and what actions they can take to be fair
* modelling sharing in practical situations and making choices on how to share limited resources
* applying mathematical understanding and reasoning to practical or real-world situations
* making connections between rules and responsibilities
* making informed decisions by weighing up the pros and cons of different choices
* collecting and representing data to draw conclusions
* communicating their experiences and views about values in a range of forms.

##### Stage 2: Assessment evidence

Assessment evidence for activities by topic

|  |  |  |
| --- | --- | --- |
| Topic | Activity | Product |
| Topic 1: Fairness | Activity 5: Unfair situations – role play  Activity 6: Reflection – freeze frame and thought tracking | Observation record: Observations of students as they interact, communicate and work collaboratively  Annotated photographs: Students role play an unfair situation and freeze when asked. They annotate their freeze frames revealing thoughts and feelings of characters |
| Topic 2: Sharing is a choice | Activity 4: Sharing preferences – Individual T Charts and group problem-solving  Activity 5: Reflection – Class pictograph and ten frame sharing | Individual T Chart: Students complete a T Chart of what sharing looks like and feels like to them  Ten frame templates: Students count, and show fair and unfair sharing scenarios using 10 frames |
| Topic 3: A world with or without sharing | Activity 5: A school without sharing – Individual literary Response | Storyboard: Students create A school without sharing' storyboard, using a repetitive noun and verb sentence structure |
| Topic 4: Rules and responsibilities in the classroom | Activity 2: Classroom rules – student illustrations.  Activity 3: A classroom without rules – sentence construction | Poster: Students illustrate what a classroom rule 'looks like' and writes a matching sentence  Observation record: Students read aloud their group’s story of a classroom with rules |
| Topic 5: Spending and saving for needs and wants | Activity 7: Reflection – collecting and displaying data | Skip counting worksheet: Students skip count to find missing numbers in a sequence and identify and order Australian notes and coins  Spend or save survey: Students collect data and create and interpret a pictograph of the class spending and saving preferences |
| Topic 6: How I contribute to my classroom Community | Activity 2: Demonstrating learning –Performances  Activity 3: Documenting learning – Construction of Class Big Book  Activity 4: Celebrating learning | Photographs and written descriptions: Students describe photographed actions of a value or responsibility  Presentation: Students present their descriptions to peers, parents and community members |

There are several opportunities throughout this resource for students to work with others, either in pairs, groups or as a class. Interactions, discussions and participation in groups should be observed when appropriate. The rubrics indicate when observations may be required.

###### Judgments about performance

When making judgments about evidence of student performance, teachers are advised to use the assessment rubrics.

##### Stage 3: Learning plan

The content descriptions and general capabilities that teachers may include in their teaching programs can be drawn from the linked curriculum mapping documents on each topic page.

Topics:

* [1. Fairness](#Topic1Fairness10)
* [2. Sharing is a choice](#Topic2Sharingisachoice10)
* [3. A world with or without sharing](#Topic3Aworldwithorwithoutsharing10)
* [4. Rules and responsibilities in the classroom](#Topic4Rulesandresponsibilitiesinthecla10)
* [5. Spending and saving for needs and wants](#Topic5Spendingandsavingforneedsandwant10)
* [6. How I contribute to my classroom community](#Topic6HowIcontributetoourclassroomcommun)

#### Foundation year rubrics

This is a text version of Foundation year rubrics. Along with this accessible version, which you can either print or use online, we also have the same rubrics available as a PDF – [Foundation year rubrics (PDF, 159KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Rubrics-YrF.pdf).

The following rubrics provide achievement standards for activities in:

* [Topic 1 – Fairness (Foundation year)](#Topic1fairness)
* [Topic 2 – Sharing is a choice (Foundation year)](#Topic2sharingisachoice)
* [Topic 3 – A world with or without sharing (Foundation year)](#Topic3aworldwithorwithoutsharing)
* [Topic 4 – Rules and responsibilities in the classroom (Foundation year)](#Topic4rulesandresponsibilitiesintheclass)
* [Topic 5 – Spending and saving for needs and wants (Foundation year)](#Topic5Spendingandsavingforneedsandwants)
* [Topic 6 – How I contribute to my community (Foundation year)](#Topic6HowIcontributetomycommunity)

##### Topic 1 – Fairness (Foundation year)

Activity and 6

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | English | HPE | The Arts (Drama) |
| What students do | They retell events and experiences with peers and known adults | Students identify and describe the different emotions people experience | Students make and present drama using the elements of role, situation and focus in dramatic play |
| A | purposefully retells an unfair situation with peers and teacher using dramatic performance | identifies and describes with elaboration the range of emotions experienced by characters in their unfair scenario | creates and performs a dramatic role play, with skilful and effective use of:   * role * situation * focus |
| B | effectively retells an unfair situation with peers and teacher using dramatic performance | identifies and clearly describes the range of emotions experienced by characters in their unfair scenario | creates and performs a dramatic role play, with effective use of:   * role * situation * focus |
| C | retells an unfair situation with peers and teacher using dramatic performance | identifies and describes the emotions experienced by characters in their unfair scenario | creates and performs a dramatic role play, with use of:   * role * situation * focus |
| D | with support, retells an unfair situation with peers and teacher using dramatic performance | with support, identifies and describes emotions experienced by characters in their unfair scenario | with support, creates and performs a dramatic role play using aspects of:   * role * situation * focus |
| E | with direction and prompting, retells an unfair situation with peers and teacher using dramatic performance | makes directed statements about the emotions experienced by characters in their unfair scenario | with direction, creates and performs a dramatic role play using aspects of:   * role * situation * focus |

##### Topic 2 – Sharing is a choice (Foundation year)

Activity 4

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | English | English | HPE |
| What students do | When writing, students use familiar words and phrases and images to convey ideas | Their writing shows evidence of letter and sound knowledge | Students use personal and social skills when working with others in a range of activities\* |
| A | purposefully uses familiar words, phrases and images to convey ideas in writing | purposefully uses: letter and sound knowledge:   * letter and sound knowledge * beginning writing behaviours | purposefully and consistently uses personal and social skills when working with peers to share resources |
| B | effectively uses familiar words, phrases and I mages to convey ideas in writing | effectively uses:   * letter and sound knowledge * beginning writing behaviours | effectively uses personal and social skills when working with peers to share resources |
| C | uses familiar words, phrases and images to convey ideas in writing | uses:   * letter and sound knowledge * beginning writing behaviours | uses personal and social skills when working with peers to share resources |
| D | with support, uses familiar words, phrases and images to convey ideas in writing | with support, uses:   * letter and sound knowledge * beginning writing behaviours | with support, uses personal and social skills when working with peers to share resources |
| E | with direction, uses familiar words, phrases and images to convey ideas in writing | with direction, uses:   * letter and sound knowledge * beginning writing behaviours | with direction and scaffolding, uses personal and social skills when working with peers to share resources |

\* Denotes that observations of student performance may be required.

Activity 5

|  |  |  |
| --- | --- | --- |
| Achievement Standard | Mathematics | Mathematics |
| What students do | Students make connections between number names, numerals and quantities up to 10\* | Students count to and from 20\* |
| A | makes immediate connections between number names, numerals, quantities and one-dollar coins up to 10 to model fair and unfair sharing | Purposefully and fluently counts to and from 20 from any starting point |
| B | makes connections between number names, numerals, quantities and one-dollar coins up to 10 to model fair and unfair sharing | fluently counts to and from 20 from any starting point |
| C | makes connection between number names, numerals and quantities up to 10 to model fair and unfair sharing | Counts to and from 20 |
| D | makes connections between aspects of number names, numerals and quantities up to 10 to model fair and unfair situations | With support, counts to and from 20 |
| E | with direction, makes connections between aspects of number names, numerals and quantities | With direction, counts to and from 20 |

\* Denotes that observations of student performance may be required.

##### Topic 3 – A world with or without sharing (Foundation year)

Activity 5 part 1

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | English | English | English |
| What students do | Students understand that their texts can reflect their own experiences | When writing, students use familiar words and phrases and images to convey ideas | Student’s writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops |
| A | identifies and discusses in detail the connections between their text and their own personal experience | purposefully uses familiar and topical words, phrases and images in their writing to convey ideas | * purposefully uses: letter and sound knowledge * beginning writing behaviours * experimentation with capitals and full stops |
| B | identifies and discusses the connections between their text and their own personal experience | effectively uses familiar words, phrases and images in their writing to convey ideas | * effectively uses: letter and sound knowledge * beginning writing behaviours * experimentation with capitals and full stops |
| C | identifies connections between their text and their own personal experiences | uses familiar words, phrases and images in their writing to convey ideas | * uses: letter and sound knowledge * beginning writing behaviours * experimentation with capitals and full stops |
| D | with support, identifies simple connections between their text and their own personal experiences | with support, uses familiar words, phrases and images in their writing to convey ideas | * with support, uses: letter and sound knowledge * beginning writing behaviours * experimentation with capitals and full stops |
| E | with direction, identifies simple connections between their text and their own personal experiences | with direction, uses familiar words, phrases and images in their writing to convey ideas | with direction, uses:   * letter and sound knowledge * beginning writing behaviours * experimentation with capitals and full stops |

Activity 5 part 2

|  |  |  |
| --- | --- | --- |
| Achievement Standard | English | HPE |
| What students do | Students correctly form known upper- and lower-case letters | They identify and describe the different emotions people experience |
| A | purposefully uses correct form of know upper- and lower-case letters | identifies and describes with elaboration the range of emotions experienced in non-sharing scenarios |
| B | effectively uses correct form of know upper- and lower-case letters | identifies and clearly describes the range of emotions experienced in non-sharing scenarios |
| C | uses correct form of know upper- and lower-case letters | identifies and describes the emotions experienced in non-sharing scenarios |
| D | with support, uses correct form of know upper- and lower-case letters | with support, identifies and describes emotions experienced in non-sharing scenarios |
| E | with direction, uses correct form of know upper- and lower-case letters | makes directed statements about the emotions experienced in non-sharing scenarios |

##### 

##### Topic 4 – Rules and responsibilities in the classroom (Foundation year)

Activity 2

|  |  |  |
| --- | --- | --- |
| Achievement Standard | The Arts (Visual arts) | The Arts (Visual arts) |
| What students do | Students describe artworks they make | Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes |
| A | provides a clear and detailed description of their artwork | skilfully and effectively applies the elements and processes of art to make an artwork that clearly expresses an idea or observation |
| B | provides a detailed description of their artwork | effectively applies the elements and processes of art to make an artwork that clearly expresses an idea or observation |
| C | describes the artwork they made | applies the elements and processes of art to make an artwork that expresses an idea or observation |
| D | with prompting, describes the artwork they made | with support, applies aspects of the elements and processes of art to makes a simple artwork that expresses an idea or observation |
| E | responds to questions about the artwork they made | with direction, applies some aspects of the elements and processes of art to makes a simple artwork that expresses an idea or observation |

Activity 2 and 3

|  |  |  |
| --- | --- | --- |
| Achievement Standard | English | HPE |
| What students do | When writing, students use familiar words and phrases and images to convey ideas | Students identify actions that help them to be healthy and safe |
| A | purposefully uses familiar and topical words, phrases and images in their writing to convey ideas | identifies how rule following helps them to be healthy and safe in range of contexts |
| B | effectively uses familiar words, phrases and images in their writing to convey ideas | identifies how rule following helps them to be healthy and safe in different contexts |
| C | uses familiar words, phrases and images in their writing to convey ideas | identifies how rule following helps them to be healthy and safe |
| D | with support, uses familiar words, phrases and images in their writing to convey ideas | identifies how following a rule helps them to be healthy and safe |
| E | with direction, uses familiar words, phrases and images in their writing to convey ideas | with direction, identifies how following a rule helps them to be healthy and safe |

Activity 3

|  |  |
| --- | --- |
| Achievement Standard | English |
| What students do | Students read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters, and decoding and self-monitoring strategies \* |
| A | fluently and confidently reads short, decodable and predictable texts with familiar and unfamiliar vocabulary and supportive images, drawing on developing knowledge of:   * concepts of print * sounds and letters * decoding and self-monitoring |
| B | fluently reads short, decodable and predictable texts with familiar and unfamiliar vocabulary and supportive images, drawing on developing knowledge of   * concepts of print * sounds and letters * decoding and self-monitoring |
| C | reads short, decodable and predictable texts with familiar and unfamiliar vocabulary and supportive images, drawing on developing knowledge of:   * concepts of print * sounds and letters * decoding and self-monitoring |
| D | with support, reads short, decodable and predictable texts with familiar and unfamiliar vocabulary and supportive images, drawing on developing knowledge of:   * concepts of print * sounds and letters * decoding and self-monitoring |
| E | with support, reads short, decodable and predictable texts with familiar and unfamiliar vocabulary and supportive images, drawing on emerging knowledge of:   * concepts of print * sounds and letters * decoding and self-monitoring |

\* Denotes that observations of student performance may be required.

##### Topic 5 – Spending and saving for needs and wants (Foundation year)

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | Mathematics | Mathematics | Mathematics |
| What students do | Students make connections between number names, numerals and quantities up to 10 | Students count to and from 20 | Students answer simple questions to collect information and make simple inference |
| A | efficiently connects number names, numerals and quantities up to 10 and beyond to determine how the class voted | purposefully and fluently counts to and from 20 and beyond, moving from any starting point | collects data based on simple questions and makes and justifies inferences |
| B | connects number names, numerals and quantities up to 10 and beyond to determine how the class voted | fluently counts to and from 20 moving from any starting point | collects data based on simple questions and makes and explains simple inferences |
| C | connects number names, numerals and quantities up to 10 to determine how the class voted | counts to and from 20 | collects data based on simple questions and makes simple inferences |
| D | with support, connects number names, numerals and quantities up to 10 to determine how the class voted | with support, counts to and from 20 | with support, collects data based on simple questions and makes simple inferences |
| E | with direction, connects number names, numerals and quantities up to 10 to determine how the class voted | with direction, counts to and from 20 | with direction, collects data based on simple questions and makes simple inferences |

##### 

##### Topic 6 – How I contribute to my community (Foundation year)

Activity 2

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | English | HPE | The Arts (Drama) |
| What students do | Students use interaction skills to listen and respond to others in a familiar environment \* | Students use personal and social skills when working with others in a range of activities\* | Students make and present drama using the elements of role, situation and focus in dramatic play |
| A | purposefully uses appropriate interaction skills to listen and respond to others in familiar environments | purposefully and consistently uses personal and social skills when working with peers in planning and performing a freeze frame | creates and performs a dramatic representation, with skilful and effective use of:   * role * situation * focus |
| B | effectively uses appropriate interaction skills to listen and respond to others in familiar environments | effectively uses personal and social skills when working with peers in planning and performing a freeze frame | creates and performs a dramatic representation, with effective use of:   * role * situation * focus |
| C | uses appropriate interaction skills to listen and respond to others in familiar environments | uses personal and social skills when working with peers in planning and performing a freeze frame | creates and performs a dramatic representation, with use of:   * role * situation * focus |
| D | with support, uses appropriate interaction skills to listen and respond to others in familiar environments | with support, uses personal and social skills when working with peers in planning and performing a freeze frame | with support, creates and performs a dramatic representation using aspects of:   * role * situation * focus |
| E | with explicit direction, uses appropriate interaction skills to listen and respond to others in familiar environments | with direction and scaffolding, uses personal and social skills when working with peers in planning and performing a freeze frame | with direction, creates and performs a dramatic role representation using aspects of:   * role * situation * focus |

\* Denotes that observations of student performance may be required.

Activity 3

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Achievement Standard | English | English | English | HPE |
| What students do | When writing, students use familiar words and phrases and images to convey ideas | Students writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops | Students correctly form known upper- and lower-case letters | Students identify and describe the different emotions people experience |
| A | purposefully uses familiar and topical words, phrases and images in their writing to convey ideas | purposefully and accurately uses:   * letter and sound knowledge * beginning writing behaviours * experimentation with capitals and full stops | purposefully uses correct form of know upper- and lower-case letters | identifies and describes with elaboration the range of emotions people experience in different situations |
| B | effectively uses familiar words, phrases and images in their writing to convey ideas | effectively uses:   * letter and sound knowledge * beginning writing behaviours * experimentation with capitals and full stops | effectively uses correct form of know upper- and lower-case letters | identifies and clearly describes the range of emotions people experience in different situations |
| C | uses familiar words, phrases and images in their writing to convey ideas | uses:   * letter and sound knowledge * beginning writing behaviours * experimentation with capitals and full stops | uses correct form of know upper- and lower-case letters | identifies and describes the emotions people experience in familiar situations |
| D | with support, uses familiar words, phrases and images in their writing to convey ideas | with support, uses:   * letter and sound knowledge * beginning writing behaviours * experimentation with capitals and full stops | with support, uses correct form of know upper- and lower-case letters | with support, identifies and describes the emotions people experience in familiar situations |
| E | with direction, uses familiar words, phrases and images in their writing to convey ideas | with direction, uses:   * letter and sound knowledge * beginning writing behaviours * experimentation with capitals and full stops | with direction, uses correct form of know upper- and lower-case letters | makes directed statements about the emotions people experience in familiar situations |

Activity 4

|  |  |
| --- | --- |
| Achievement Standard | English |
| What students do | In informal groups and in whole class settings, students communicate clearly\* |
| A | presents their descriptions of values or responsibilities clearly, confidently and purposefully |
| B | presents their descriptions of values or responsibilities clearly and effectively |
| C | presents their descriptions of values or responsibilities clearly |
| D | presents their descriptions of values or responsibilities |
| E | with teacher direction and support, communicates their ideas |

\* Denotes that observations of student performance may be required.

#### Year 1 rubrics

This is a text version of Year 1 rubrics. Along with this accessible version, which you can either print or use online, we also have the same rubrics available as a PDF – [Year 1 rubrics (PDF, 162KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Rubrics-Yr1.pdf).

The following rubrics provide achievement standards for activities in:

* [Topic 1 – Fairness (Year 1)](#Topic1fairness1)
* [Topic 2 – Sharing is a choice (Year 1)](#Topic2sharingisachoice1)
* [Topic 3 – A world with or without sharing (Year 1)](#Topic3aworldwithorwithoutsharing1)
* [Topic 4 – Rules and responsibilities in the classroom (Year 1)](#Topic4rulesandresponsibilitiesintheclas1)
* [Topic 5 – Spending and saving for needs and wants (Year 1)](#Topic5Spendingandsavingforneedsandwants1)
* [Topic 6 – How I contribute to my community (Year 1)](#Topic6HowIcontributetomycommunity1)
* [Across the suite of topics](#Acrossthesuiteoftopics)

##### Topic 1 – Fairness (Year 1)

Activity 5 and 6

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | English | HPE | The Arts (Drama) |
| What students do | Students listen to others when taking part in conversations, using appropriate language features and interaction skills \* | Students demonstrate positive ways to interact with others \* | Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation |
| A | purposefully uses appropriate language features and interaction skills to listen to others when taking part in conversations | purposefully acts in positive ways to interact with peers when planning and performing a role play | creates and performs a dramatic role play, with skilful and effective use of:   * role * Situation * focus |
| B | effectively uses appropriate language features and interaction skills to listen to others when taking part in conversations | effectively acts in positive ways to interact with peers when planning and performing a role play | creates and performs a dramatic role play, with effective use of:   * role * situation * focus |
| C | uses appropriate language features and interaction skills to listen to others when taking part in conversations | acts in positive ways to interact with peers when planning and performing a role play | creates and performs a dramatic role play, with use of:   * role * situation * focus |
| D | uses some appropriate language features and interaction skills to listen to others when taking part in conversations | acts in positive ways with some teacher guidance to interact with peers when planning and performing a role play | with guidance, creates and performs a dramatic role play using aspects of:   * role * situation * focus |
| E | unevenly uses some appropriate language features and interaction skills to listen to others when taking part in conversations | with direction, acts in positive ways to interact with peers when planning and performing a role play | With direction, creates and performs a dramatic role play using aspects of:   * role * situation * focus |

\* Denotes that observations for student performance may be required.

Activity 6

|  |  |
| --- | --- |
| Achievement Standard | English |
| What students do | Students create texts that show understanding of the connection between writing, speech and images |
| A | purposefully creates texts that connect writing, speech and images to explain characters’ thoughts and feelings |
| B | effectively creates texts that connect writing, speech and images to explain characters’ thoughts and feelings |
| C | creates texts that connect writing, speech and images to explain characters’ thoughts and feelings |
| D | with guidance, creates texts that show developing understanding of the connection between writing, speech and images |
| E | with direction, creates texts that show emerging understanding of the connection between writing, speech and images |

##### Topic 2 – Sharing is a choice (Year 1)

Activity 4

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | English | English | HPE |
| What students do | Students create texts that show understanding of the connection between writing and images | Students interact in pair, group and class discussions, taking turns when responding\* | Students demonstrate positive ways to interact with others\* |
| A | purposefully creates texts that connect writing and images to communicate their sharing preference | purposefully interacts in pair, group and class discussions and taking turns when responding | purposefully acts in positive ways to interact with peers when sharing resources |
| B | effectively creates texts that connect writing and images to communicate their sharing preference | effectively interacts in pair, group and class discussions and taking turns when responding | effectively acts in positive ways to interact with peers when sharing resources |
| C | creates texts that connect writing and images to communicate their sharing preference | interacts in pair, group and class discussions and taking turns when responding | acts in positive ways to interact with peers when sharing resources |
| D | with guidance, creates texts that show developing understanding of the connection between writing and images | with guidance, interacts in pair, group and class discussions and taking turns when responding | acts in positive ways with some teacher guidance to interact with peers when sharing resources |
| E | with direction, creates texts that show emerging understanding of the connection between writing and images | with direction, interacts in pair, group and class discussions and taking turns when responding | with direction, acts in positive ways to interact with peers when sharing resource |

\* Denotes that observations for student performance may be required

Activity 5

|  |  |  |
| --- | --- | --- |
| Achievement Standard | Mathematics | Mathematics |
| What students do | Students carry out simple additions and subtractions using counting strategies | Students recognise Australian coins according to their value |
| A | carries out simple additions and subtractions using a range of efficient counting strategies (e.g. skip counting, counting on, counting all, counting on from a larger number) | immediately recognises Australian $2 coins and $5 notes and uses efficient strategies to find the total value of notes or coin |
| B | carries out simple additions and subtractions using efficient counting strategies | recognises Australian $2 coins and $5 notes and adds notes or coins to find the total value |
| C | carries out simple additions or subtractions using counting strategies | recognises Australian $2 coins and counts these to find the total value |
| D | carries out aspects of addition and subtraction | with support, recognises Australian $2 coins and counts coins to find the total value |
| E | with teacher assistance, carries out aspects of additions or subtractions | with direction, recognises Australian $2 coins and counts coins to find the total value |

##### 

##### Topic 3 – A world with or without sharing (Year 1)

Activity 5 part 1

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | English | English | English |
| What students do | Students create texts that show understanding of the connection between writing and images | When writing, students provide details about ideas or events | Students accurately spell high-frequency words and words with regular spelling patterns |
| A | creates a storyboard text that creatively and purposefully captions images with descriptive sentences | writes descriptive sentences to accompany images which purposefully elaborate on the feelings of characters in different scenarios | consistency and accurately spells high frequency words, words with irregular spelling patterns and unfamiliar words |
| B | creates a storyboard that effectively captions images with descriptive sentences | writes descriptive sentences to accompany images which effectively elaborate on the feelings of characters in different scenarios | consistency and accurately spells high frequency words and words with irregular spelling patterns |
| C | creates a storyboard text that shows an understanding of matching writing with images | writes descriptive sentences to accompany images which elaborate on the feelings of characters in different scenarios | accurately spells high frequency words and words with irregular spelling patterns |
| D | with guidance, creates a storyboard text that includes some matching sentences and images | with guidance, writes sentences that describe the feelings of characters in different scenarios | with guidance, accurately spells high frequency words and words with irregular spelling patterns |
| E | with direction, creates a storyboard that includes some matching sentences and image | with direction, writes sentences that describe the feelings of characters in different scenarios | with direction, accurately spells high frequency words and words with irregular spelling patterns |

Activity 5 part 2

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | English | English | HPE |
| What students do | Students use capital letters and full stops | Students correctly form all upper- and lower-case letters | Students identify how emotional responses impact on others’ feelings |
| A | purposefully and consistently uses capital letters and full stops | purposefully uses correct forms of all upper- and lower-case letters | identifies and clearly describes how emotional responses impact on others’ feelings |
| B | consistently uses capital letters and full stops | consistently uses correct forms of all upper- and lower-case letters | identifies and describes how emotional responses impact on others’ feelings |
| C | uses capital letters and full stops | uses correct forms of all upper- and lower-case letters | identifies how emotional responses impact on others’ feelings |
| D | with guidance, uses capital letters and full stops | uses correct forms of most upper- and lower-case letters | with guidance, identifies how emotional responses impact on others’ feelings |
| E | with direction, uses capital letters and full stops | uses correct forms of some upper- and lower-case letters | with direction, identifies how emotional responses impact on others’ feelings |

##### 

##### Topic 4 – Rules and responsibilities in the classroom (Year 1)

Activity 2

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | English | The Arts (Visual arts) | The Arts (Visual arts) |
| What students do | Students interact in pair, group and class discussions, taking turns when responding | Students describe artworks they make | Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes |
| A | purposefully interacts in pair, group and class discussions and taking turns when responding | provides a clear and detailed description of their artwork | skilfully and effectively applies the elements and processes of art to make an artwork that clearly expresses an idea or observation |
| B | effectively interacts in pair, group and class discussions and taking turns when responding | provides a detailed description of their artwork | effectively applies the elements and processes of art to make an artwork that clearly expresses an idea or observation |
| C | interacts in pair, group and class discussions and taking turns when responding | describes the artwork they made | applies the elements and processes of art to make an artwork that expresses an idea or observation |
| D | with guidance, interacts in pair, group and class discussions and taking turns when responding | with prompting, describes the artwork they made | with support, applies aspects of the elements and processes of art to makes a simple artwork that expresses an idea or observation |
| E | with direction, interacts in pair, group and class discussions and taking turns when responding | responds to questions about the artwork they made | with direction, applies some aspects of the elements and processes of art to makes a simple artwork that expresses an idea or observation |

Activity 2 and 3

|  |  |  |
| --- | --- | --- |
| Achievement Standard | English | HPE |
| What students do | Students create texts that show understanding of the connection between writing and images | Students describe how to keep themselves and others healthy and safe |
| A | creates a poster with text that purposefully and effectively connects writing with images | describes in detail how rule following in a range of contexts keeps themselves and others healthy and safe |
| B | creates a poster with text that effectively connects writing with images | describes how rule following in different contexts keeps themselves and others healthy and safe |
| C | creates a poster with text that connects writing with images | describes how rule following keeps themselves and others healthy and safe |
| D | with support, creates a poster that connects writing with images | with support, describes how following a rule keeps themselves and others healthy and safe |
| E | with direction, creates a poster that connects writing with images | with direction, describes how following a rule keeps themselves and others healthy and safe |

Activity 3

|  |  |
| --- | --- |
| Achievement Standard | English |
| What students do | Students read aloud, with developing fluency They read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images \* |
| A | clearly and effectively reads short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images aloud with developing fluency |
| B | effectively reads short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images aloud with developing fluency |
| C | reads short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images aloud with developing fluency |
| D | with support, reads short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images aloud with developing fluency |
| E | with direction, reads short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images aloud with emerging fluency |

\* Denotes that observations for student performance may be required

##### Topic 5 – Spending and saving for needs and wants (Year 1)

Activity 7

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | Mathematics | Mathematics | Mathematics |
| What students do | Students recognise Australian coins according to their value | Students describe number sequences resulting from skip counting by 2s, 5s and 10s | Students collect data by asking questions, draw simple data displays and make simple inferences |
| A | immediately recognises Australian coins according to their value and uses efficient strategies to find the total value | effectively describes number sequences resulting from skip counting by 2s, 5s and 10s from any starting point | collects and represents data and makes and justifies inferences |
| B | recognises Australian coins according to their value and efficiently counts coins to find the total value | describes number sequences resulting from skip counting by 2s, 5s and 10s from any starting point | collects and represents data and makes and explains inferences |
| C | recognises Australian notes and coins according to their value and counts coins to find the total value | describes number sequences resulting from skip counting by 2s, 5s and 10s | collects and represents data and makes simple inferences |
| D | with support, recognises Australian coins according to their value and counts coins to find the total value | with support, describes number sequences resulting from skip counting by 2s, 5s and 10s | with support, collects data and draws simple data displays and makes simple inferences |
| E | with direction, recognises Australian coins according to their value and counts coins to find the total value | with direction, describes number sequences resulting from skip counting by 2s, 5s and 10s | with direction collects data, makes draws simple data displays and makes inferences |

##### Topic 6 – How I contribute to my community (Year 1)

Activity 2

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | English | HPE | The Arts (Drama) |
| What students do | Students listen to others when taking part in conversations, using appropriate language features and interaction skills \* | Students demonstrate positive ways to interact with others \* | Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation |
| A | purposefully uses appropriate language features and interaction skills to listen to others when taking part in conversations | purposefully acts in positive ways to interact with peers when planning and performing a freeze frame | creates and performs a dramatic role play, with skilful and effective use of:   * role * situation * focus |
| B | effectively uses appropriate language features and interaction skills to listen to others when taking part in conversations | effectively acts in positive ways to interact with peers when planning and performing a freeze frame | creates and performs a dramatic role play, with effective use of:   * role * situation * focus |
| C | uses appropriate language features and interaction skills to listen to others when taking part in conversations | acts in positive ways to interact with peers when planning and performing a freeze frame | creates and performs a dramatic role play, with use of:   * role * situation * focus |
| D | uses some appropriate language features and interaction skills to listen to others when taking part in conversations | acts in positive ways with some teacher guidance to interact with peers when planning and performing a freeze frame | with guidance, creates and performs a dramatic role play using aspects of:   * role * situation * focus |
| E | unevenly uses some appropriate language features and interaction skills to listen to others when taking part in conversations | with direction, acts in positive ways to interact with peers when planning and performing a freeze frame | with direction, creates and performs a dramatic role play using aspects of:   * role * situation * focus |

\* Denotes that observations for student performance may be required

Activity 3 part 1

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | English | English | English |
| What students do | Students create texts that show understanding of the connection between writing, speech and images | When writing, students provide details about ideas or events | Students accurately spell high frequency words and words with regular spelling patterns |
| A | purposefully creates texts that connect writing, speech and images to explain characters’ thoughts and feelings | writes descriptive sentences to accompany photos which purposefully elaborate on the actions, thoughts and feelings of characters in different scenarios | consistency and accurately spells high frequency words, words with irregular spelling patterns and unfamiliar words |
| B | effectively creates texts that connect writing, speech and images to explain characters’ thoughts and feelings | writes descriptive sentences to accompany photos which effectively elaborate on the actions, thoughts and feelings of characters in different scenarios | consistency and accurately spells high frequency words and words with irregular spelling patterns |
| C | creates texts that connect writing, speech and images to explain characters’ thoughts and feelings | writes descriptive sentences to accompany photos which elaborate on the actions, thoughts and feelings of characters in different scenarios | accurately spells high frequency words and words with irregular spelling patterns |
| D | with guidance, creates texts that show developing understanding of the connection between writing, speech and images | with guidance, writes sentences that describe the actions, thoughts and feelings of characters in different scenarios | with guidance, accurately spells high frequency words and words with irregular spelling patterns |
| E | with direction, creates texts that show emerging understanding of the connection between writing, speech and images | with direction, writes sentences that describe the actions, thoughts and feelings of characters in different scenarios | with direction, accurately spells high frequency words and words with irregular spelling patterns |

Activity 3 part 1

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | English | English | HPE |
| What students do | Students use capital letters and full stops | Students correctly form all upper- and lower-case letters | Students identify how emotional responses impact on others’ feelings |
| A | purposefully uses capital letters and full stops | purposefully uses correct forms of all upper- and lower-case letters | identifies and clearly describes how emotional responses impact on others’ feelings |
| B | consistently uses capital letters and full stops | consistently uses correct forms of all upper- and lower-case letters | identifies and describes how emotional responses impact on others’ feelings |
| C | uses capital letters and full stops | uses correct forms of all upper- and lower-case letters | identifies how emotional responses impact on others’ feelings |
| D | with guidance, uses capital letters and full stops | uses correct forms of most upper- and lower-case letters | with guidance, identifies how emotional responses impact on others’ feelings |
| E | with direction, uses capital letters and full stops | uses correct forms of some upper- and lower-case letters | with direction, identifies how emotional responses impact on others’ feelings |

Activity 4

|  |  |
| --- | --- |
| Achievement Standard | English |
| What students do | Students make short presentations on familiar topics |
| A | makes a clear presentation on a valued behaviour with confidence |
| B | makes a clear presentation on a valued behaviour |
| C | makes a short presentation on a valued behaviour |
| D | with support, makes a short presentation on a valued behaviour |
| E | with direction, makes a short presentation on a valued behaviour |

##### Across the suite of topics

Topics 1, 2, 3, 4, 6

|  |  |
| --- | --- |
| Achievement Standard | English |
| What students do | Students create short texts for a small range of purposes |
| A | Creates clear and effective texts for a range of purposes |
| B | Creates effective texts for a range of purpose |
| C | Creates short texts for a range of purposes |
| D | With support, creates short texts that partially suit their purpose |
| E | With direction, creates fragmented texts |

#### Year 2 rubrics

This is a text version of Year 2 rubrics. Along with this accessible version, which you can either print or use online, we also have the same rubrics available as a PDF – [Year 2 rubrics (PDF, 165KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Rubrics-Yr2.pdf).

The following rubrics provide achievement standards for activities in:

* [Topic 1 – Fairness (Year 2)](#Topic1fairnessYear2)
* [Topic 2 – Sharing is a choice (Year 2)](#Topic2sharingisachoiceYear2)
* [Topic 3 – A world with or without sharing (Year 2)](#Topic3aworldwithorwithoutsharingYear2)
* [Topic 4 – Rules and responsibilities in the classroom (Year 2)](#Topic4Rulesandresponsibilitiesinthecla11)
* [Topic 5 – Spending and saving for needs and wants (Year 2)](#Topic5SpendingandsavingforneedsandwantsY)
* [Topic 6 – How I contribute to my community (Year 2)](#Topic6HowIcontributetomycommunityYear2)

##### Topic 1 – Fairness (Year 2)

Activity 5 and 6

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Achievement Standard | English | English | HPE | The Arts (Drama) |
| What students do | When discussing their ideas, students use topic-specific vocabulary\* | Students use a variety of strategies to engage in group and class discussions\* | Students demonstrate positive ways to interact with others\* | Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation |
| A | clearly and effectively uses of everyday language features and topic-specific vocabulary when discussing own ideas and experiences | purposefully uses a variety of strategies to engage in group and class discussions about unfair situations | purposefully acts in positive ways to interact with peers when planning and performing a role play | creates and performs a dramatic role play, with skilful and effective use of:   * role * situation * focus |
| B | effectively uses of everyday language features and topic-specific vocabulary when discussing own ideas and experiences | effectively uses a variety of strategies to engage in group and class discussions about unfair situations | effectively acts in positive ways to interact with peers when planning and performing a role play | creates and performs a dramatic role play, with effective use of:   * role * situation * focus |
| C | uses of everyday language features and topic-specific vocabulary when discussing own ideas and experiences | uses a variety of strategies to engage in group and class discussions about unfair situations | acts in positive ways to interact with peers when planning and performing a role play | creates and performs a dramatic role play, with use of:   * role * situation * focus |
| D | uses some everyday language features and topic-specific vocabulary when discussing own ideas and experiences | with guidance, uses strategies to engage in group and class discussions about unfair situations | acts in positive ways with some teacher guidance to interact with peers when planning and performing a role play | with guidance, creates and performs a dramatic role play using aspects of:   * role * situation * focus |
| E | unevenly uses some everyday language features and topic-specific vocabulary when discussing own ideas and experiences | with teacher direction, uses simple strategies to engage in group and class discussions about unfair situations | with direction, acts in positive ways to interact with peers when planning and performing a role play | with direction, creates and performs a dramatic role play using aspects of:   * role * situation * focus |

\* Denotes that observations for student performance may be required

##### Topic 2 – Sharing is a choice (Year 2)

Activity 4

|  |  |  |
| --- | --- | --- |
| Achievement Standard | English | HPE |
| What students do | Students create texts, drawing on their own experiences and information they have learnt | Students demonstrate positive ways to interact with others\* |
| A | purposefully creates texts that draw on their own experiences and the information they have learnt | purposefully acts in positive ways to interact with peers when sharing resources |
| B | effectively creates texts that draw on their own experiences and the information they have learnt | effectively acts in positive ways to interact with peers when sharing resources |
| C | creates texts that draw on their own experiences and the information they have learnt | acts in positive ways to interact with peers when sharing resources |
| D | creates visual texts with simple words and phrases that draw on their own experiences and the information they have learnt | acts in positive ways with some teacher guidance to interact with peers when sharing resources play |
| E | with direction, creates visual texts with some words that draw on their own experiences and the information they have learnt | with direction, acts in positive ways to interact with peers when sharing resources |

Activity 5

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | Mathematics | Mathematics | Mathematics |
| What students do | Students associate collections of Australian coins with their value | Students represent multiplication and division by grouping into sets | Students perform simple addition calculations using a range of strategies |
| A | associates collections of Australian notes and coins with their value and makes up a particular value using a different combination of a range of notes and coins | Efficiently represents multiplication and division by grouping into multiple sets | effectively performs addition calculations using a range of strategies |
| B | associates collections of Australian notes and coins with their value and makes up a particular value using different combinations | represents multiplication and division by grouping items into more than one set | performs addition calculations using a range of strategies |
| C | associates a collection of Australian coins with their value and makes up the same value using a small range of notes and coins ($5, $2, $1) | represents multiplication and division by grouping items into sets | performs simple addition calculations using a range of strategies |
| D | with guidance, associates a collection of Australian coins with their value and makes up the same value using the same notes and coins (one-to-one correspondence) | with guidance, represents simple multiplication and division by grouping items into sets | performs simple addition calculations using strategies |
| E | with direction, associates a collection of Australian coins with their value and makes up the same value using the same notes and coins (one-to-one correspondence | with direction, represents simple multiplication and division by grouping items into sets | with direction, performs simple addition calculations |

\* Denotes that observations for student performance may be required

##### Topic 3 – A world with or without sharing (Year 2)

Activity 5 part 1

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | English | English | English |
| What students do | Students create texts, drawing on their own experiences, their imagination and information they have learnt | Students create texts that show how images support the meaning of the text | They accurately spell words with regular spelling patterns and spell words with less common long vowel patterns |
| A | purposefully creates a storyboard that draws extensively on personal experience, imagination and information learned about sharing | creates a storyboard that creatively and purposefully uses images and text to communicate meaning and messages | consistently and accurately spells words with:   * regular and irregular spelling patterns * with less common long vowel patterns |
| B | effectively creates a storyboard that draws on personal experience, imagination and information learned about sharing | creates a storyboard that effectively uses images and text to m communicate meaning and messages | consistently and accurately spells words with   * regular spelling patterns * less common long vowel patterns |
| C | creates a storyboard that draws on personal experience, imagination and information learned about sharing | creates a storyboard that uses images and text to communicate meaning | accurately spells words with   * regular spelling patterns * less common long vowel patterns |
| D | with guidance, creates a short storyboard that reflects their own experiences, imagination and information learned about sharing | with guidance, creates a storyboard that uses images and words or phrases to communicate meaning | accurately spells some words with regular spelling patterns and demonstrates developing spelling of words with less common long vowel patterns |
| E | with direction, creates a partial storyboard that reflects their own experiences, imagination and information learned about sharing | with direction, creates a storyboard that uses images and words or phrases to communicate meaning | spells some words with regular spelling patterns and demonstrates emerging spelling of words with less common long vowel patterns |

Activity 5 part 2

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | English | English | HPE |
| What students do | Students use punctuation accurately | Students write words and sentences legibly using unjoined upper- and lower-case letters | Students identify how emotional responses impact on others’ feelings |
| A | purposefully uses punctuation accurately | purposefully writes words and sentences legibly using unjoined upper- and lower-case letters | identifies and clearly describes how emotional responses impact on others’ feelings |
| B | consistently uses punctuation accurately | consistently writes words and sentences legibly using unjoined upper- and lower-case letters | identifies and describes how emotional responses impact on others’ feelings |
| C | uses punctuation accurately | writes words and sentences legibly using unjoined upper- and lower-case letters | identifies how emotional responses impact on others’ feelings |
| D | with guidance, uses simple punctuation accurately | uses unjoined upper- and lower-case letters to write words and sentences with some legibility | with guidance, identifies how emotional responses impact on others’ feelings |
| E | with direction, uses simple punctuation accurately | uses unjoined upper- and lower-case letters to write words and sentences with uneven legibility | with direction, identifies how emotional responses impact on others’ feelings |

\* Denotes that observations for student performance may be required

##### Topic 4 – Rules and responsibilities in the classroom (Year 2)

Activity 2

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | English | The Arts (Visual arts) | The Arts (Visual arts) |
| What students do | Students use a variety of strategies to engage in group and class discussions\* | Students describe artworks they make | Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes |
| A | purposefully uses a variety of strategies to engage in group and class discussions about rules and why they exist | provides a clear and detailed description of their artwork | skilfully and effectively applies the elements and processes of art to make an artwork that clearly expresses an idea or observation |
| B | effectively uses a variety of strategies to engage in group and class discussions about rules and why they exist | provides a detailed description of their artwork | effectively applies the elements and processes of art to make an artwork that clearly expresses an idea or observation |
| C | uses a variety of strategies to engage in group and class discussions about rules and why they exist | describes the artwork they made | applies the elements and processes of art to make an artwork that expresses an idea or observation |
| D | with guidance, uses strategies to engage in group and class discussions about rules and why they exist | with prompting, describes the artwork they made | with support, applies aspects of the elements and processes of art to makes a simple artwork that expresses an idea or observation |
| E | with direction, uses simple strategies to engage in group and class discussions about rules and why they exist | responds to questions about the artwork they made | with direction, applies some aspects of the elements and processes of art to makes a simple artwork that expresses an idea or observation |

Activity 2 and 3

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | English | English | HPE |
| What students do | Students create texts, drawing on their own experiences, their imagination and information they have learnt | Students create texts that show how images support the meaning of the text | Students describe how to keep themselves and others healthy and safe |
| A | purposefully creates an effective poster by drawing on their own experiences, their imagination and learned information on rules and responsibilities | creates a poster that creatively and purposefully uses images and text to communicate meaning and messages | describes in detail how rule following in a range of contexts keeps themselves and others healthy and safe |
| B | creates an effective poster by drawing on their own experiences, their imagination and learned information on rules and responsibilities | creates a poster that effectively uses images and text to communicate meaning and messages | describes how rule following in different contexts keeps themselves and others healthy and safe |
| C | creates a poster by drawing on their own experiences, their imagination and learned information on rules and responsibilities | creates a poster that uses images and text to communicate meaning | describes how rule following keeps themselves and others healthy and safe |
| D | with support, creates a poster inspired by their own experiences, imagination or learned information on rules and responsibility | with guidance, creates a poster that uses images and words or phrases to communicate meaning | with support, describes how following a rule keeps themselves and others healthy and safe |
| E | with direction, creates a poster inspired by their own experiences, imagination or learned information on rules | with direction, creates a poster that uses images and words or phrases to communicate meaning | with direction, describes how following a rule keeps themselves and others healthy and safe |

\*Denotes that observations for student performance may be required

##### Topic 5 – Spending and saving for needs and wants (Year 2)

Activity 7 part 1

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | Mathematics | Mathematics | Mathematics |
| What students do | Mathematics: Students associate collections of Australian coins with their value | Mathematics: Students recognise increasing and decreasing number sequence involving 2s, 3s and 5s | Mathematics: Students identify the missing element in a number sequence |
| A | associates Australian notes and coins with their value and makes up equivalent values using a range of notes and coins | Fluently recognises increasing and decreasing number sequences involving 2s, 3s and 5s from any starting point, including odd numbers and effectively describes patterns in different sequences | Confidently and fluently identifies missing elements in a range of increasing and decreasing number sequences from any starting point |
| B | associates Australian notes and coins with their value and makes up equivalent values using different notes and coins | recognises increasing and decreasing number sequences involving 2s, 3s and 5s from any starting point, including odd numbers and describes patterns in different sequences | identifies missing elements in a range of increasing and decreasing number sequences from any starting point |
| C | associates Australian coins with their value and selects and counts a notes and coins to make up a value | recognises increasing and decreasing number sequences involving 2s, 3s and 5s and describes simple patterns in sequences | identifies missing elements number sequences |
| D | with support, associates a collection of Australian coins with their value and counts the value of a collection of notes and coins | with support, recognises increasing and decreasing number sequences involving 2s, 3s and/or 5s | Identifies missing elements in simple and familiar number sequences such as those beginning with 0 |
| E | with direction, associates a collection of Australian coins with their value | with direction, recognises increasing and decreasing number sequences involving 2s, 3s and/or 5s | With support, identifies missing elements in simple and familiar number sequences such as those beginning with 0 |

Activity 7 part 2

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | Mathematics | HASS | HASS |
| What students do | Students collect, organise and represent data to make simple inferences | Students locate information from observations | Students interpret data to draw simple conclusions |
| A | collects, organises and clearly and effectively represents data to make and explain inferences | uses effective strategies to correctly tally and sort the preferences of every student in the class | interprets data from a simple survey to draw and justify conclusions about class saving or spending preferences |
| B | collects, organises and clearly represents data to make and explain simple inferences | correctly tallies and sorts the preferences of every student in the class | interprets data from a simple survey to draw and explain conclusions about class saving or spending preferences |
| C | collects, organises and represents data to make simple inferences | tallies the preferences of every student in the class | interprets data from a simple survey to draw conclusions about class saving or spending preferences |
| D | with support, collects, organises and represents data to make simple inferences | with support, tallies the preferences of peers | interprets data from a simple survey by tallying class saving or spending preferences |
| E | with direction, collects, organises and represents data to make simple inferences | with support, tallies the preferences of peers | with support, interprets data from a simple survey by tallying class saving or spending preferences |

\*Denotes that observations for student performance may be required

##### Topic 6 – How I contribute to my community (Year 2)

Activity 2

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | English | HPE | The Arts (Drama) |
| What students do | Students use a variety of strategies to engage in group and class discussions\* | Students demonstrate positive ways to interact with others\* | Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation |
| A | purposefully uses a variety of strategies to engage in group and class discussions about behaviours | purposefully acts in positive ways to interact with peers when planning and performing a freeze frame, | creates and performs a dramatic freeze frame, with skilful and effective use of:   * role * situation * focus |
| B | effectively uses a variety of strategies to engage in group and class discussions about behaviours | effectively acts in positive ways to interact with peers when planning and performing a freeze frame, | creates and performs a dramatic freeze frame,, with effective use of:   * role * situation * focus |
| C | uses a variety of strategies to engage in group and class discussions about behaviours | acts in positive ways to interact with peers when planning and performing a freeze frame, | creates and performs a dramatic freeze frame,, with use of:   * role * situation * focus |
| D | with guidance, uses strategies to engage in group and class discussions about behaviours | acts in positive ways with some teacher guidance to interact with peers when planning and performing a freeze frame, | with guidance, creates and performs a dramatic freeze frame, using aspects of:   * role * situation * focus |
| E | with teacher direction, uses simple strategies to engage in group and class discussions about behaviour | with direction, acts in positive ways to interact with peers when planning and performing a freeze frame, | with direction, creates and performs a dramatic freeze frame, using aspects of:   * role * situation * focus |

Activity 3 part 1

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | English | English | English |
| What students do | Students create texts, drawing on their own experiences, their imagination and information they have learnt | Students create texts that show how images support the meaning of the text | They accurately spell words with regular spelling patterns and spell words with less common long vowel patterns |
| A | purposefully creates a storyboard that draws extensively on personal experience, imagination and information learned about sharing | creates a storyboard that creatively and purposefully uses images and text to communicate meaning and messages | consistently and accurately spells words with   * regular and irregular spelling patterns with less common long vowel patterns |
| B | effectively creates a storyboard that draws on personal experience, imagination and information learned about sharing | creates a storyboard that effectively uses images and text to communicate meaning and messages | consistently and accurately spells words with   * regular spelling patterns * less common long vowel patterns |
| C | creates a storyboard that draws on personal experience, imagination and information learned about sharing | creates a storyboard that uses images and text to communicate meaning | accurately spells words with   * regular spelling patterns * less common long vowel patterns |
| D | with guidance, creates a short storyboard that reflects their own experiences, imagination and information learned about sharing | with guidance, creates a storyboard that uses images and words or phrases to communicate meaning | accurately spells some words with regular spelling patterns and demonstrates developing spelling of words with less common long vowel patterns |
| E | with direction, creates a partial storyboard that reflects their own experiences, imagination and information learned about sharing | with direction, creates a storyboard that uses images and words or phrases to communicate meaning | spells some words with regular spelling patterns and demonstrates emerging spelling of words with less common long vowel patterns |

Activity 3 part 2

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | English | English | HPE |
| What students do | Students use punctuation accurately | Students use write words and sentences legibly using unjoined upper- and lower-case letters | Students identify how emotional responses impact on others’ feelings |
| A | purposefully and consistently uses punctuation accurately | purposefully and consistently writes words and sentences legibly using unjoined upper- and lower-case letters | identifies and clearly describes how emotional responses impact on others’ feelings |
| B | consistently uses punctuation accurately | consistently writes words and sentences legibly using unjoined upper- and lower-case letters | identifies and describes how emotional responses impact on others’ feelings |
| C | uses punctuation accurately | writes words and sentences legibly using unjoined upper- and lower-case letters | identifies how emotional responses impact on others’ feelings |
| D | with guidance, uses simple punctuation accurately | uses unjoined upper- and lower-case letters to write words and sentences with some legibility | with guidance, identifies how emotional responses impact on others’ feelings |
| E | with direction, uses simple punctuation accurately | uses unjoined upper- and lower-case letters to write words and sentences with uneven legibility | with direction, identifies how emotional responses impact on others’ feelings |

Activity 4

|  |  |
| --- | --- |
| Achievement Standard | English |
| What students do | Students make presentations\* |
| A | confidently makes a clear presentation on a valued behaviour or responsibility |
| B | makes a clear presentation on a valued behaviour or responsibility |
| C | makes a presentation on a valued behaviour or responsibility |
| D | with support, makes a presentation on a valued behaviour or responsibility |
| E | with direction, makes a presentation on a valued behaviour or responsibility |

\*Denotes that observations for student performance may be required

#### Foundation Year achievement standards

This is a text version of Foundation year teacher achievement standards. Along with this accessible version, which you can either print or use online, we also have the same achievement standards available as a PDF – [Foundation year achievement standards (PDF, 129KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Achievement.Standards-YrF.pdf).

##### English

###### Receptive modes

By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.

They read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters and decoding and self-monitoring strategies. They recognise the letters of the English alphabet, in upper and lower case and know and use the most common sounds represented by most letters. They read high-frequency words and blend sounds orally to read consonant-vowel-consonant words. They use appropriate interaction skills to listen and respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.

###### Productive modes

Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.

In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, and orally blend and segment sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.

##### Mathematics

By the end of the Foundation year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location.

Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information and make simple inferences.

##### Health and Physical Education

By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and demonstrate how to move and play safely. They describe how their body responds to movement.

Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.

##### The Arts – Drama

By the end of Year 2, students describe what happens in drama they make, perform and view. They identify some elements in drama and describe where and why there is drama.

Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation.

##### The Arts – Visual Arts

By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented.

Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.

#### Year 1 achievement standards

This is a text version of Year 1 teacher achievement standards. Along with this accessible version, which you can either print or use online, we also have the same achievement standards available as a PDF – [Year 1 achievement standards (PDF, 130KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Achievement.Standards-Yr1.pdf).

##### English

###### Receptive modes

By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify that texts serve different purposes and that this affects how they are organised. They describe characters, settings and events in different types of literature.

Students read aloud, with developing fluency. They read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features and interaction skills.

###### Productive modes

Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.

They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations on familiar topics. When writing, students provide details about ideas or events, and details about the participants in those events. They accurately spell high-frequency words and words with regular spelling patterns. They use capital letters and full stops and correctly form all upper- and lower-case letters.

##### Mathematics

By the end of Year 1, students describe number sequences resulting from skip counting by 2s, 5s and 10s. They identify representations of one half. They recognise Australian coins according to their value. Students explain time durations. They describe two-dimensional shapes and three-dimensional objects. Students describe data displays.

Students count to and from 100 and locate numbers on a number line. They carry out simple additions and subtractions using counting strategies. They partition numbers using place value. They continue simple patterns involving numbers and objects. Students order objects based on lengths and capacities using informal units. They tell time to the half-hour. They use the language of direction to move from place to place. Students classify outcomes of simple familiar events. They collect data by asking questions, draw simple data displays and make simple inferences.

##### Health and Physical Education

By the end of Year 2, students describe changes that occur as they grow older. They recognise how strengths and achievements contribute to identities. They identify how emotional responses impact on others’ feelings. They examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities.

Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.

##### The Arts – Drama

By the end of Year 2, students describe what happens in drama they make, perform and view. They identify some elements in drama and describe where and why there is drama.

Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation.

##### The Arts – Visual Arts

By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented.

Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.

#### Year 2 achievement standards

This is a text version of Year 2 teacher achievement standards. Along with this accessible version, which you can either print or use online, we also have the same achievement standards available as a PDF – [Year 2 achievement standards (PDF, 132KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Achievement.Standards-Yr2.pdf).

##### English

###### Receptive modes

By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters and events, or to communicate factual information.

They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide extra information. They monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context. They use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.

###### Productive modes

When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text.

Students create texts, drawing on their own experiences, their imagination and information they have learnt. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell words with regular spelling patterns and spell words with less common long vowel patterns. They use punctuation accurately, and write words and sentences legibly using unjoined upper- and lower-case letters.

##### Mathematics

By the end of Year 2, students recognise increasing and decreasing number sequences involving 2s, 3s and 5s. They represent multiplication and division by grouping into sets. They associate collections of Australian coins with their value. Students identify the missing element in a number sequence. Students recognise the features of three-dimensional objects. They interpret simple maps of familiar locations. They explain the effects of one-step transformations. Students make sense of collected information.

Students count to and from 1000. They perform simple addition and subtraction calculations using a range of strategies. They divide collections and shapes into halves, quarters and eighths. Students order shapes and objects using informal units. They tell time to the quarter-hour and use a calendar to identify the date and the months included in seasons. They draw two-dimensional shapes. They describe outcomes for everyday events. Students collect, organise and represent data to make simple inferences.

##### Humanities and Social Sciences

By the end of Year 2, students describe a person, site and/or event of significance in the local community and explain why places are important to people. They identify how and why the lives of people have changed over time while others have remained the same. They recognise that the world is divided into geographic divisions and that places can be described at different scales. Students describe how people in different places are connected to each other and identify factors that influence these connections. They recognise that places have different meaning for different people and why the significant features of places should be preserved.

Students pose questions about the past and familiar and unfamiliar objects and places. They locate information from observations and from sources provided. They compare objects from the past and present and interpret information and data to identify a point of view and draw simple conclusions. They sequence familiar objects and events in order and sort and record data in tables, plans and on labelled maps. They reflect on their learning to suggest ways to care for places and sites of significance. Students develop narratives about the past and communicate findings in a range of texts using language to describe direction, location and the passing of time.

##### Health and Physical Education

By the end of Year 2, students describe changes that occur as they grow older. They recognise how strengths and achievements contribute to identities. They identify how emotional responses impact on others’ feelings. They examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities.

Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.

##### The Arts – Drama

By the end of Year 2, students describe what happens in drama they make, perform and view. They identify some elements in drama and describe where and why there is drama.

Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation.

##### The Arts – Visual Arts

By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented.

Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.

## Topic 1 – Fairness

In this topic students identify situations that are fair and unfair, kind and unkind and reflect on those situations.

In this section

1. [Overview](#Overview10)
2. [Introduction – fair and unfair](#Introductionfairandunfair)
3. [The do's and don'ts of being fair – brainstorm](#Thedosanddontsofbeingfairbrainstorm)
4. [The look, sound, feel and place of fair and unfair - X Chart](#Thelooksoundfeelandplaceoffairandunfair)
5. [Observing fair and unfair situations – fish bowl](#ObservingfairandunfairsituationsFishbowl)
6. [Unfair situations – role play](#UnfairsituationsRoleplay)
7. [Reflection – freeze frame and thought tracking](#Reflectionfreezeframeandthoughttracking)

Foundation to Year 2 – Fairness, Topic 1 overview. Fairness is good for everyone. Learning intention: In this topic, students identify situations that are fair and unfair, kind and unkind reflect on.

### Overview

#### Tax talk

Fairness is good for everyone.

#### Learning intention

In this topic, students:

* identify situations which are fair and unfair, kind and unkind
* reflect on their understanding of fairness in familiar contexts
* demonstrate their understanding of fair and unfair and good and bad situations through performance
* consider the actions needed to make unfair situations fair.

#### Focus questions

* What is fairness?
* What is kindness?

#### Activities

1. [Introduction – fair and unfair](#Introductionfairandunfair)
2. [The do’s and don’ts of being fair – brainstorm](#Thedosanddontsofbeingfairbrainstorm)
3. [The look, sound, feel and place of fair and unfair – X Chart](#Thelooksoundfeelandplaceoffairandunfair)
4. [Observing fair and unfair situations – fish Bowl](#ObservingfairandunfairsituationsFishbowl)
5. [Unfair situations – role play](#UnfairsituationsRoleplay)
6. [Reflection –freeze frame and thought tracking](#Reflection)

#### Resources

Some resources are available as both a PDF and as accessible text. If a resource does not have a text version and you need an accessible version, email us at [schoolseducationprogram@ato.gov.au](mailto:schoolseducationprogram@ato.gov.au)

##### Topic 1 resources

* [Resource 1: photostory (PDF, 373KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T1.R1.pdf)
* [Resource 2: feelings chart (PDF, 117KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T1.R2.pdf)
* Thought bubbles on sticky notes

#### Australian curriculum connections

##### Content

* English
* HPE
* The Arts

##### General capabilities

* Literacy
* Creative and Critical Thinking
* Personal and Social Capability
* Ethical Understanding
* Intercultural Understanding

#### Curriculum mapping

* [Australian Curriculum mapping for Foundation to Year 2](#Mappingfortopic1)
* [NSW syllabuses mapping for Foundation to Year 2](#Mappingfortopic1)
* [Victorian syllabuses mapping for Foundation to Year 2](#Mappingfortopic1)
* [Western Australia syllabuses mapping for Foundation to Year 2](#Mappingfortopic1)

### Introduction – fair and unfair

1. Share the ‘Fair or Unfair photo story’ with students ([Resource 1 – PDF, 373KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T1.R1.pdf)) and for each photo ask:
   * Is this fair? Count the show of hands.
   * Is this kind? Count the show of hands.
2. As students respond, put the photos on the board in two columns:
   * Column 1 – photos that most students considered were fair and/or kind.
   * Column 2 – photos that most students considered were unfair and/or unkind.
3. Show the photos that students identified as ‘fair’ or ‘kind’ and ask:
   * What can you see happening?
   * Is this fair? Why/why not?
   * Is this kind? Why/why not?
   * What do you think the children might be thinking and feeling?
   * Is this good? Why/why not?
   * Is this right? Why/why not?
4. Repeat this process for photos that students identified as being ‘unfair’ and ‘unkind’.
5. Students choose one of the unfair situations and talk with a classmate about how they could turn it into a fair and kind situation.
6. Students share answers with the class.

#### Teacher tip

Use your own photographs or select photographs from the photo story that your students will relate to.

### The do's and don'ts of being fair – brainstorm

1. Brainstorm the do’s and don’ts of being fair. Rephrase student answers if necessary.
2. Record responses and display the list as a reminder.
3. Go through each ‘Do’ on the class chart of ‘Do’s and Don’ts of being fair’ and ask:
   * Can you hear these words when we talk about classroom rules? (Give an example of a classroom rule).
   * Can you hear these words when we talk about our school values? (Give an example of a school value).

The do's and don'ts of being fair

Do's

* Listen to others
* Tell the truth
* Help others
* Take turns
* Play by the rules
* Share
* Be kind

Don'ts

* Ignore others
* Lie
* Be unhelpful
* Boss others
* Cheat
* Be selfish
* Be unkind

### The look, sound, feel and place of fair and unfair - X Chart

1. Draw an X Chart on chart paper.
2. Display ‘Feelings chart’ ([Resource 2 – PDF, 117KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T1.R2.pdf))
3. Ask:
   * Where have you seen people choose  
      to be fair?
   * What did fairness look like?
   * What did fairness sound like?
   * What did fairness feel like? (refer to ‘Feelings chart’)
4. Record student responses on the X Chart.
5. Repeat with 'unfair' and record responses in a different colour on the same X Chart.
6. Display the X Chart in the classroom.

#### Teacher tip

Encourage students to use the feelings chart when they are describing emotions.

### Observing fair and unfair situations – fish bowl

1. Arrange the classroom so that there are 2–3 students in the middle with other students around the outside.
2. Invite students in the middle to role play a fair situation. If they cannot think of one, use one of the ‘fair’ photos from ([Resource 1 – PDF, 373KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T1.R1.pdf)).
3. Student choose someone in the photo and use dialogue, body language, facial expressions and voice tone to show the audience how they are feeling.
4. Choose a second group to role play an unfair situation to the class (follow the same process as in step 2).
5. Ask:
   * What was the same about both role plays?
   * What was different about both role plays?
   * What do you think the characters in the ‘fair’ role play were feeling? How would you feel? Draw it.
   * What do you think the characters in the ‘unfair’ role play were feeling? How would you feel? Draw it.

### Unfair situations – role play

This activity may contribute to student portfolios.

Use a grouping strategy to organise students into small groups to role play an unfair scenario. To prompt students’ thinking, you may provide examples. Alternatively, use photos from the photo story as prompts.

Examples of prompts

* The teacher always asks the same people to help him/her.
* You don’t get asked to answer questions even though you always raise your hand.
* You ask if you can join in and play with two friends. They yell at you and tell you to go away.
* Your friend does something wrong in class and blames you.
* You are in the line at the tuckshop when someone pushes past you to get served sooner.
* You get tripped over by another runner in a race, so she or he can win.
* You get punished for something you didn’t do.

### Reflection – freeze frame and thought tracking

This activity may contribute to student portfolios.

1. Introduce the 'freeze' cue and model how students will freeze when asked.
2. Students perform their role play in front of the class. During each role play, ask students to freeze at key moments.
3. Tap a student on the shoulder and ask them to share the thoughts or feelings of their character.
4. Take a photograph of each freeze frame.
5. When every group has finished their performance, choose a couple of scenarios and discuss with the class what could be done to make each situation fair.
6. Ask students:
   * Do you think you worked well with your classmate to produce your role play?
   * Did you listen to each other and take turns?
   * Why are these behaviours important?
7. Provide each student with thought bubbles and the photograph of their freeze frame.
8. Ask students to describe how each character was feeling.
9. Keep the annotated photographs for use in Topic 6.

## Topic 2 – Sharing is a choice

This primary school resource focuses on establishing strong foundations for learning about tax and super.

In this section

1. [Overview](#Overview11)
2. [Introduction – the sharing game](#BK_1Introductionthesharinggame)
3. [Exploring sharing – class circle](#BK_2Exploringsharingclasscircle)
4. [The look and feel of different sharing scenarios – Class T chart](#BK_3Thelookandfeelofdifferentsharingscen)
5. [Sharing preferences – individual T Charts and group problem-solving](#BK_4SharingpreferencesIndividualTChartsa)
6. [Reflection – Class pictograph and ten frame sharing](#BK_5ReflectionClasspictographandtenframe)
7. [Extension – group decision making](#BK_6ExtensionGroupdecisionmaking)
8. [Text versions of resources](#Textversionsofresources10)

### Overview

#### Tax talk

There are different ways to share.

#### Learning intention

In this topic, students:

* understand sharing is a choice
* compare different ways of sharing
* subitise small collections of coins
* model sharing in practical situations
* collaboratively problem-solve how to share when resources are limited
* reflect on whether they value sharing in their classroom and life.

#### Focus question

* How do I choose to share?

#### Activities

1. [Introduction – the sharing game](#BK_1Introductionthesharinggame)
2. [Exploring sharing – class circle](#BK_2Exploringsharingclasscircle)
3. [The look and feel of different sharing scenarios – class T Charts](#BK_3Thelookandfeelofdifferentsharingscen)
4. [Sharing preferences – individual T Charts and group problem-solving](#BK_4SharingpreferencesIndividualTChartsa)
5. [Reflection – class pictograph and ten frame sharing](#BK_5ReflectionClasspictographandtenframe)
6. [Extension – group decision making](#BK_6ExtensionGroupdecisionmaking)

#### Resources

Some resources are available as both a PDF and as accessible text. If a resource does not have a text version and you need an accessible version, email us at [schoolseducationprogram@ato.gov.au](mailto:schoolseducationprogram@ato.gov.au).

##### Topic 2 resources

* [Resource 1: the sharing game (PDF, 127KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T2.R1.pdf)
* [Resource 2: ten frame sharing templates (PDF, 102KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T2.R2.pdf)
* [Resource 3: teacher instructions](#Resource3teacherinstructions) (text version) or [PDF (81KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T2.R3.pdf)
* [Resource 4: ten frames (PDF, 77KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T2.R4.pdf)
* Counters or similar items (approximately 40 counters for every 4 students)
* One dice per pair of students

#### Australian curriculum connections

##### Content

* English
* Mathematics
* HPE

##### General capabilities

* Literacy
* Numeracy
* Critical and Creative Thinking
* Personal and Social Capability
* Ethical Understanding

#### Curriculum mapping

* [Australian Curriculum mapping for Foundation to Year 2](#_Australian_Curriculum_mapping)
* [NSW syllabuses mapping for Foundation to Year 2](#_NSW_syllabuses_mapping)
* [Victorian syllabuses mapping for Foundation to Year 2](#_Victorian_syllabuses_mapping)
* [Western Australia syllabuses mapping for Foundation to Year 2](#_Western_Australia_syllabuses)

### Introduction – the sharing game

1. Use a grouping strategy to organise students into pairs.
2. Give each pair a set of cards ([Resource 1: the sharing game – PDF, 127KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T2.R1.pdf)), 20 counters and one dice.
3. Explain the rules:
   * Turn over a card and take that many counters from the pile.
   * Roll the dice and share the counters into that many groups.
   * If you can share the counters equally, you get 2 points and 1 point if there are any leftovers. Players keep score.
   * The winner of the game is the first person to score 10 points.
4. Ask students if they followed the rules of the game. Discuss why rule following is important.

### Exploring sharing – class circle

1. Create a whole class circle with a bright and large container of counters in the middle.
2. Pose the problem:
   * I want to share these items with every child in our class, but I don’t know how to share!
3. Ask:
   * What does 'sharing' look like?
   * Where have you seen sharing in our classroom, playground, home or community?

### The look and feel of different sharing scenarios – Class T chart

1. Draw three T Charts on chart paper labelled Choice 1, Choice 2 and Choice 3.
2. Carry out the following sharing scenarios one at a time. Following each scenario, ask:
   * What does this look like?
   * What does this feel like?
3. Record responses on the relevant T Chart.

#### Sharing scenarios

* Unequal sharing (choice 1). Randomly hand out counters. Ensure there is an unfair distribution with some students getting no counters, some getting a small pile, and some getting a large pile.
* Equal sharing (choice 2). Share the counters evenly between every student.
* No sharing (choice 3). Keep all the counters in your container and hold it to your chest, without sharing, before you sit down.

#### During scenario 1 and 2

1. Invite students to guess the number of counters they have before counting them.
2. After they count, students discuss whether their estimate was a ‘good’ one.
3. Allow time for students to compare their piles to those around them.

#### At the end of scenario 3

1. Ask the questions:
   * What might I have been thinking or feeling during Choice 3 to make me choose not to share?
   * When might it be a good idea not to share? (for example, something that is dangerous or something that doesn’t belong to you).
2. Display the three class T Charts in the classroom.

### Sharing preferences – individual T Charts and group problem-solving

This activity may contribute to student portfolios.

1. Use a grouping strategy to organise students into groups of five.
2. Give each student in the group a different coloured crayon or pencil.
3. Each student uses pictures and words to describe what sharing looks like and feels like to them.
4. Give the following instructions:
   * Label your T Chart with your sharing choice – Choice 1, Choice 2 or Choice 3.
   * You can only use the crayons or pencils your group has been given.
   * Talk about the best way to share your crayons and pencils.
   * Complete your T Chart.
5. Display completed T Charts in the classroom organised by choice. Choice 1 in one row, Choice 2 in another and Choice 3 in another.
6. Ask each group to share how they solved the problem of making sure every group member had the materials they needed.
7. Ask students to reflect on their contribution to sharing resources

### Reflection – Class pictograph and ten frame sharing

This activity may contribute to student portfolios.

1. With students, count aloud the number of students who preferred Choice 1 and record on the board. Repeat the process with Choice 2 and 3.
2. Create a whole class pictograph on chart paper using adhesive dots to represent each person.
   * Title: How we choose to share
   * X-Axis Label: Number of students
   * Y-Axis Label: Unequal sharing, Equal sharing, No sharing.
3. Display the pictograph in the classroom.
4. Discuss the patterns they see using prompts such as:
   * What is the most popular choice?
   * What is the least popular choice?
   * Why do you think this?  
      To support students, introduce the phrase: I think... because...
5. Discuss the preferred sharing option of the class and discuss if they choose to share this way in different contexts (eg: at school, at home, with friends) and why.
6. Distribute [Resource 2: ten frame sharing template (PDF, 102KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T2.R2.pdf) to students
7. Read instructions to students ([Resource 3: teacher instructions](#Resource3teacherinstructions) text version or [PDF (81KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T2.R3.pdf))
8. Students complete the template as instructions are being read.

### Extension – group decision making

1. Use a grouping strategy to organise students into groups of four.
2. Give each group:
   * a container filled with at least 40 counters.
   * a set of the ten frames ([Resource 4 – PDF, 77KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T2.R4.pdf)) (one set for each group of four students)
3. Give students the following instructions:
   * You already have counters on your ten frame (we are calling the dots counters).
   * Share the counters among you, one student at a time, until each of you has 10 counters on your ten frames (including those that are already drawn on their ten frame). If necessary, encourage students to count aloud as they are given counters.
   * Count how many counters you were given and write it down.
4. Model to students how to write a number sentence. For example, I had 3 counters on my ten frame and was given 7 counters 3 + 7 = 10
5. Students write a number sentence of their ten frame.
6. Students return the counters to the container.
7. Give students the following instructions:
   * Share the counters, one for each student at a time, until all counters in the container have been shared evenly between all students.
   * Count how many counters you have in total, including those already drawn on your ten frame. Write it down.
   * Compare how many counters each group member has.
8. Ask:
   * Which was the better sharing option? Why/Why not?
     + Giving everyone a different number of counters so everyone has the same in the end or
     + Giving everyone the same.
   * Was each sharing option good or bad? Why/Why not?
   * Was each sharing option right or wrong? Why/Why not?

#### Ideas for extending mathematical understanding

* Students write a number sentence for each ten frame at their desk (using addition and subtraction). For example, 3 + 7 = 10 and 10 − 7 = 3.
* Students arrange their counters into equal groups of objects and describe what they have made. For example, ‘Two and two and two and two, and two, then ‘5 groups of 2’, and later ‘five 2s’.

#### Teacher tip

Explain the difference between equal and fair and invite students to arrive at a definition of ‘fair’.

### Text versions of resources

The following is an accessible text version of resources for Foundation to Year 2, Topic 2 – Sharing is a choice:

* [Resource 3: teacher instructions](#Resource3teacherinstructions) (text version) or [PDF (81KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T2.R3.pdf)

We do not have accessible text versions for all resources. If a resource does not have a text version and you need an accessible version, email us at [schoolseducationprogram@ato.gov.au](mailto:schoolseducationprogram@ato.gov.au).

For a complete list of this topic’s resources, see [Resources](#Resources).

#### Resource 3: teacher instructions

This resource is for Foundation to Year 2, Topic 2 – Sharing is a choice, activity titled Reflection – Class pictograph and ten frame sharing.

Along with this accessible version, which you can either print or use online, we also have the same resource available as a PDF – [Resource 3 – PDF, 81KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T2.R3.pdf).

##### Foundation year

##### Step 1

Count on together – as a class, students count aloud the number of circles on the first 10 frame. Encourage students to point to each circle as they count (one-to-one correspondence).

What’s missing? Invite students to individually count the number of circles on the first 10 frame and write the missing numbers as they do.

Count to and from 20:

* As a class, students count aloud the number of circles on both 10 frames, beginning with zero (0-20).
* As a class, count backwards from 20. Ask students to stop at 10 and draw a circle around the number.
* Continue counting backwards, beginning with 10.
* Count on or backwards from any point (extension)
* Students begin at 13 and count on until they reach 20 or beyond
* Students begin at 20 and count backwards.

##### Step 2

Point to the column titled 'Equal Sharing'. Now use the two 10 Frames in front of you and colour 12 circles to show what 'equal sharing' looks like. Remember to show an equal share.

##### Step 3

Point to the column titled 'Unequal Sharing'.

Say 'Use the two 10 Frames in front of you and colour 12 circles to show what unequal sharing looks like. Remember to show an unequal share.'

##### Teacher tip

The number of circles students are asked to colour can be varied.

##### Step 4

For this step, there are two templates to choose from. Students can either draw coins or circles depending on their level of readiness.

Point to the title 'Fair Sharing'. Say:

* Look at the two 10 frames and make these 10 frames fair by drawing extra circles (or coins) to either frame.
* Remember to show a fair share.
* How many circles (or coins) are in each 10 frame? Write your answers.
* How many circles (or coins) are in both 10 frames? Write your answer.

##### Year 1

##### Step 1

Point to the column titled 'Equal Sharing'. Say 'Now use the two 10 frames in front of you and colour 12 circles to show what 'equal sharing' looks like. Remember to show an equal share.'

##### Step 2

Point to the column titled 'Unequal Sharing'.

Say 'Use the two 10 Frames in front of you and colour 12 circles to show what unequal sharing looks like. Remember to show an unequal share.'

##### Step 3

For this step, there are two templates to choose from. Students can either use the template with $2.00 coins or $5.00 notes depending on their level of readiness. Students may also complete both templates.

Point to the title 'Fair Sharing'. Say:

* Look at the two 10 frames and make these 10 Frames fair by adding extra coins or notes to either frame. Remember to show a fair share.
* Write two number sentences for the first 10 frame. Write an addition and subtraction sentence.

##### Year 2

##### Step 1

Point to the column titled 'Equal Sharing'. Say:

* Now use the three circles in front of you and draw dots in the second and third circles to show what 'equal sharing' looks like. Remember to show an equal share.
* Write an addition sentence to show the total number of dots (eg 8+8+8=24).
* Draw your collection into equal rows (array with 3 rows of 8 dots).
* Write a matching multiplication sentence to show the total number of dots (for example, 3 × 8 = 24).
* Write a matching division sentence (for example 24 ÷ 3 = 8).

##### Extension

If you can, draw your collection in at least one other way and write a matching multiplication and division sentence for each. (6 × 4 = 24, 2 × 12 = 24, and so on)

##### Step 2

Point to the column titled 'Unequal Sharing'. Say:

* Now use the three circles in front of you and draw dots in the second and third circles to show what unequal sharing looks like. Remember to show an unequal share.
* How many dots are in each circle?

##### Step 3

Give students the fair sharing template.

Point to the title 'Fair Sharing'. Say:

* Look at the three circles and make these circles fair by adding extra coins or notes to any of the circles. Remember to show a fair share.
* Write a number sentence for each circle to show that they have the same value.

## Topic 3 – A world with or without sharing

This primary school resource focuses on establishing strong foundations for learning about tax and super.

In this section

1. [Overview](#Overview12)
2. [Introduction – group sharing](#IntroductionGroupsharing)
3. [A world without sharing – big book shared reading](#AworldwithoutsharingBigbooksharedreading)
4. [Identifying nouns and verbs – Class circle](#IdentifyingnounsandverbsClasscircle)
5. [A world with sharing – class construction](#AworldwithsharingClassconstruction)
6. [A school without sharing – individual literary response](#AschoolwithoutsharingIndividualliteraryr)
7. [Sharing in the community – class circle](#SharinginthecommunityClasscircle)
8. [Reflection – sharing and me](#ReflectionSharingandme)
9. [Extension – individual literary response](#ExtensionIndividualliteraryresponse)
10. [Text versions of resources](#Textversionsofresources11)

This primary school resource focuses on teaching values and actions to help establish strong foundations for learning about tax and super.

### Overview

#### Tax talk

* Sharing is good for everyone.
* Our community shares.–

#### Learning intention

In this topic, students:

* understand how the sharing of resources is good for our community
* compare and contrast their world with and without sharing
* recognise and use nouns and verbs to create stories
* identify different ways that people in the community share
* reflect on the importance of sharing to them.

#### Focus question

* How is a world without sharing different from a world with sharing?

#### Activities

1. [Introduction – group sharing](#IntroductionGroupsharing)
2. [A world without sharing – big book shared reading](#AworldwithoutsharingBigbooksharedreading)
3. [Identifying nouns and verbs – class circle](#IdentifyingnounsandverbsClasscircle)
4. [A world with sharing – class construction](#AworldwithsharingClassconstruction)
5. [A school without sharing – individual literary response](#AschoolwithoutsharingIndividualliteraryr)
6. [Sharing in the community – class circle](#SharinginthecommunityClasscircle)
7. [Reflection – sharing and me](#ReflectionSharingandme)
8. [Extension – individual literary response](#ExtensionIndividualliteraryresponse)

#### Resources

Some resources are available as both a PDF and as accessible text. If a resource does not have a text version and you need an accessible version, email us at [schoolseducationprogram@ato.gov.au](mailto:schoolseducationprogram@ato.gov.au).

##### Topic 3 resources

* [Resource 1: vocabulary flashcards (PDF, 122KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T3.R1.pdf)
* [Resource 2: storyboard template (PDF, 73KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T3.R2.pdf)
* [Resource 3: but what about you? template](#Butwhataboutyoutemplate) (text version) or [PDF (59KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T3.R3.pdf)
* Cup of 20 counters for every four students
* Chart paper
* [Resource – feelings chart (PDF, 117KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T1.R2.pdf) (from Topic 1)
* Art media – pencils, paints, crayons

#### Australian curriculum connections

##### Content

* English
* HPE

##### General capabilities

* Literacy
* Numeracy
* Creative and Critical Thinking
* Personal and Social Capability
* Ethical Understanding
* Intercultural Understanding

#### Curriculum mapping

* [Australian Curriculum mapping for Foundation to Year 2](#_Australian_Curriculum_mapping)
* [NSW syllabuses mapping for Foundation to Year 2](#_NSW_syllabuses_mapping)
* [Victorian syllabuses mapping for Foundation to Year 2](#_Victorian_syllabuses_mapping)
* [Western Australia syllabuses mapping for Foundation to Year 2](#_Western_Australia_syllabuses)

### Introduction – group sharing

1. Use a grouping strategy to organise students into groups of four.
2. Give each group one cup filled with counters.
3. Groups choose the best way to share the counters.
4. Groups share the counters.
5. Ask:
   * How did you decide to share?
   * Did you show kindness by listening to others?
   * How did you feel about the group’s decision? (Refer to [Resource: feelings chart - PDF, 117KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T1.R2.pdf) from Topic 1)
   * Was everyone in the group being kind?
   * Did you all agree on the same sharing choice? If not, what did you do?
   * How do you feel now?

### A world without sharing – big book shared reading

1. Explain to students that you are going to read the big book [A world without sharing (PDF, 9.5MB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/a.world.without.sharing.pdf) by Kathryn Sheridan.

#### Before reading

1. Ask:
   * I wonder what this book could be about?
2. Think-Pair-Share predictions about the book.
3. Use flashcards to discuss vocabulary in the book ([Resource 1 – PDF, 122KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T3.R1.pdf))
4. Elicit any pre-reading questions students may have about the book and record them on the board.

#### During reading

1. Pause on each page and ask:
   * How do you think [name of character] feels? (refer students to the [Resource: feelings chart (PDF, 117MB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T1.R2.pdf) from Topic 1)
   * What would a world without [noun] look like?
   * What would a world without [noun] sound like?
2. After you have read the line 'A world without sharing certainly would not be a world for me!', ask:
   * Listen to how I said ‘certainly’. Can you think of another word that means the same?

#### After reading

1. Think-Pair-Share: Whose prediction changed throughout the story? Why?
2. Ask:
   * Have you ever changed your mind about something? (For example, what you like to eat)

### Identifying nouns and verbs – Class circle

1. Display a blank chart on the wall with the headings 'Nouns' and 'Verbs'.
2. Use the following prompts to check students' prior understanding:
   * Let’s review what a noun is. Elicit answers and consolidate understanding by explaining that a noun is a person, place, animal or thing.
   * Let’s review what a verb is. Elicit answers and consolidate understanding by explaining that a verb is an action.
3. Ask:
   * What verbs are you are currently doing? (for example, listening, sitting).
4. Reread the big book, [A world without sharing – (PDF, 9.5MB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/a.world.without.sharing.pdf) and for each page ask:
   * What is the noun (thing) on this page that isn’t being shared?
   * What is the verb (action) on this page?
5. As students identify the nouns and verbs, add these to the chart paper under the correct heading or invite students to add the words to the chart.
6. Continue the process until the book is completed.

### A world with sharing – class construction

1. Explain to students that now we have read the big book [A world without sharing (PDF, 9.5MB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/a.world.without.sharing.pdf), the class is going to write a book called A world with sharing.
2. Jointly rewrite each page of A world without sharing using the following template:
   * If you shared your [noun], I would [verb] and feel...
3. Print the completed class story leaving room for illustrations.
4. Use a grouping strategy to divide the class into nine groups.
5. Provide each group with a page of the story. Explain to groups that they will illustrate the page they have been given.
6. Invite groups to discuss how they will share this task. Possibilities include:
   * Fairness
   * Turn-taking
   * Sharing pencils and other media
7. Ask students to reflect on how they contributed to the group task and shared their resources.
8. Display the completed story in the classroom or collate as a book to add to the class library.

### A school without sharing – individual literary response

This activity may contribute to student portfolios.

1. Brainstorm things in the classroom and add these to the word wall (desk, ruler, pencil, students, chairs, books, paper).
2. For each noun listed on the word wall, brainstorm an action (verb) that may be associated with this noun.  
    Examples:
   * School: desk – write, chair – sit, pencil – write, book – read, playground – play
   * Home: bed – sleep, kitchen – eat, lounge – sit, bike - ride
   * Community: pool – swim, park – play, library – read, bus – travel
3. Invite students to create a sentence that uses the noun and associated verb, such as
   * I use my pencil to write
   * I read my book.
4. Explain the repetitive text structure used in [A world without sharing (PDF, 9.5MB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/a.world.without.sharing.pdf) and put this on the board:
   * How would I [verb] if you would not share your [noun]?
   * How would I [verb] if you did not share your [noun]?
5. Students create a storyboard ([Resource 2 – PDF, 73KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T3.R2.pdf)) using this sentence structure.
6. As an extension, ask students to complete the following sentence and add to their storyboard:
   * I would feel \_\_\_\_\_\_\_\_\_\_ which might make you feel \_\_\_\_\_\_\_\_\_\_.
7. Invite students to add additional verbs and nouns they used to the word wall.

#### Teacher tip

Allow any length text as long as they follow the big book’s sentence structure.

### Sharing in the community – class circle

1. Reread the big book, [A world without sharing (PDF, 9.5MB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/a.world.without.sharing.pdf) and for each page ask
   * Who in our community shares their [noun] with you?

Examples:

* Who in the community shares their ball with you? (friends, family, neighbours, teachers, coaches)
* Who in our community shares their crops with you? (farmers, neighbour’s backyard garden)
* Who in our community shares their care with you? (police, firefighters, teachers, doctors, neighbours, shopkeepers, family)
* Who in our community shares their love with you? (family, pets)

1. Discuss with students that many people share. Ask: Does this makes the world a better place for everyone. Why/Why not?

### Reflection – sharing and me

1. Pose the following question for students to Think- Pair-Share:
   * A world without sharing is certainly not a world for me.
   * But what about you? Why?

### Extension – individual literary response

Students illustrate and write a literary response to the question – But what about you? [Resource 3: but what about you? template](#Butwhataboutyoutemplate) (text version) or [PDF (59KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T3.R3.pdf).

#### Teacher tip

Set up a book display of other stories with the theme caring and sharing.

### Text versions of resources

The following is an accessible text version of resources for Foundation to Year 2, Topic 3 – A world with or without sharing:

* [Resource 3: but what about you? template](#Butwhataboutyoutemplate) (text version) or [PDF (59KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T3.R3.pdf).

We do not have accessible text versions for all resources. If a resource does not have a text version and you need an accessible version, email us at [schoolseducationprogram@ato.gov.au](mailto:schoolseducationprogram@ato.gov.au).

For a complete list of this topic’s resources, see [Resources](#Resources).

#### Resource 3: but what about you? template

This resource is for Foundation to Year 2, Topic 3 – A world with or without sharing, activity titled Extension – Individual literary response.

Along with this accessible version, which you can either print or use online, we also have the same resource available as a PDF – [Resource 3 - PDF, 59KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T3.R3.pdf).

##### Draw the world

Draw the world that you would choose to live and learn in.

Make sure your drawing clearly shows whether it is a world with sharing, or a world without sharing.

##### Describe your drawing

What does your drawing show?

## Topic 4 – Rules and responsibilities in the classroom

This primary school resource focuses on establishing strong foundations for learning about tax and super.

In this section

1. [Overview](#Overview13)
2. [Introduction – thought web](#IntroductionThoughtweb)
3. [Classroom rules – student illustrations](#ClassroomRulesStudentIllustrations)
4. [A classroom without rules – sentence construction](#AclassroomwithoutrulesSentenceconstructi)
5. [Student responsibilities – word tennis](#StudentresponsibilitiesWordtennis)
6. [The do's and don'ts of responsibilities – T Chart](#ThedosanddontsofresponsibilitiesTChart)
7. [Responsibilities – drama sculpting](#ResponsibilitiesDramasculpting)
8. [Reflection – sculpture gallery](#ReflectionSculpturegallery)

This primary school resource focuses on teaching values and actions to help establish strong foundations for learning about tax and super.

### Overview

#### Tax talk

* Rules protect my rights and those of others.
* I have a responsibility to follow rules.

#### Learning intention

In this topic, students:

1. explain how classroom rules help all students to be safe, happy and learn
2. imagine and illustrate a classroom without rules
3. make connections between rules and responsibilities
4. demonstrate their understanding of responsibilities through performance.

#### Focus question

* Why are rules and responsibilities important?

#### Activities

* [Introduction – Thought web](#IntroductionThoughtweb)
* [Classroom rules – Student illustrations](#ClassroomRulesStudentIllustrations)
* [A classroom without rules – Sentence construction](#AclassroomwithoutrulesSentenceconstructi)
* [Student responsibilities – Word tennis](#StudentresponsibilitiesWordtennis)
* [The do’s and don’ts of responsibilities – T Chart](#ThedosanddontsofresponsibilitiesTChart)
* [Responsibilities – Drama sculpting](#ResponsibilitiesDramasculpting)
* [Reflection - Sculpture gallery](#ReflectionSculpturegallery)

#### Resources

Some resources are available as both a PDF and as accessible text. If a resource does not have a text version and you need an accessible version, email us at  schoolseducationprogram@ato.gov.au

##### Topic 4 resources

* [Resource 1: A classroom without rules template (PDF, 59KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T4.R1.pdf)
* Classroom rules
* Chart paper
* Art supplies
* Thought bubbles on sticky notes

#### Australian curriculum connections

##### Content

* English
* HPE
* The Arts

##### General capabilities

* Literacy
* Creative and Critical Thinking
* Personal and Social Capability
* Ethical Understanding

#### Curriculum mapping

* [Australian Curriculum mapping for Foundation to Year 2](#_Australian_Curriculum_mapping)
* [NSW syllabuses mapping for Foundation to Year 2](#_NSW_syllabuses_mapping)
* [Victorian syllabuses mapping for Foundation to Year 2](#_Victorian_syllabuses_mapping)
* [Western Australia syllabuses mapping for Foundation to Year 2](#_Western_Australia_syllabuses)

### 

### Introduction – thought web

1. Review what the class thinks about [A world without sharing (PDF, 9.5MB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/a.world.without.sharing.pdf).
2. Ask:
   * Imagine a classroom without rules.
3. Draw a Thought web on the board or on chart paper.
4. Ask:
   * What would a classroom without rules be like?
5. Record student responses on the lines of the Thought web.
6. Ask:
   * How is this different to our classroom?
7. Review class rules and discuss the purpose of each rule.
8. Explain that class rules support every student to be safe, happy and learn.
9. Students organise the class rules into the categories:
   * Be safe
   * Be happy
   * Learn

### Classroom rules – student illustrations

This activity may contribute to student portfolios.

1. Select six class rules and put them on the board (choose rules that are easy for students to illustrate).
2. Use a grouping strategy to organise students into groups of six.
3. Allocate one rule to each member of each group (tip – use numbered heads together).
4. Students write the rule they have been given on their paper and add illustrations of what happens when this rule is followed ([Resource 1 – PDF, 59KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T4.R1.pdf)). Students could use oil pastels, watercolours or craft pieces to create their artwork.
5. Students share and discuss their illustrations with other members of the group.
6. Discuss:
   * How do we show respect in our classroom?
   * How do rules help us to do our best?
   * How do rules keep us safe?
   * How do rules keep us healthy?

### A classroom without rules – sentence construction

This activity may contribute to student portfolios.

1. Rule by rule, invite one member of the group who illustrated this rule to share and explain their illustrations with the class, including how it shows respect.
2. For each rule, list words that describe what is happening.
3. For each word, list the opposite. Write these on the board.
4. Model how to write a sentence to describe ‘A classroom without rules’. Follow the sentence structure of the big book [A world without sharing (PDF, 9.5MB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/a.world.without.sharing.pdf):  
    How would I [verb] if you/I did not [class rule]?  
    Or  
    How would I [class rule] if I/you did not [noun]?

Ideas

* How would I learn if I did not follow directions?
* How would I have a turn if you did not raise your hand?
* How would I be heard if you did not listen?
* How would I feel if you did not use kind words?
* How would I be safe if you did not keep your hands to yourself?
* How would I do my best if I did not keep on task?

1. Students select the most appropriate sentence (or write their own) and add it to their illustration.
2. Compile each group’s illustrations into a book.
3. Each student reads aloud their group’s story.

### Student responsibilities – word tennis

1. In pairs, students spin to face each other and like a tennis match, rally at least five responsibilities they have in the classroom.
2. Students share their responses.
3. Record student responses on chart paper.

### The do's and don'ts of responsibilities – T Chart

1. Think-pair-share the do’s and don’ts of each responsibility listed on the chart paper.
2. Record student responses and display as a reminder.

### Responsibilities – drama sculpting

1. Use a grouping strategy to organise students into pairs. Each student labels themselves A or B.
2. Select a pair to demonstrate Drama sculpting. A is the sculptor and B is the clay.
3. Call out a responsibility recorded on the T Chart.
4. Explain how A (the sculptor) will use their voice to direct or sculpt B (the clay) into a position that demonstrates the 'Do of this class responsibility. Remind students that they must use clear instructions as they cannot touch their 'clay'.
5. Select a second responsibility from the T-Chart for all pairs to sculpt.
6. Partners switch roles, so B becomes sculptor and A becomes the clay.
7. Call out a third responsibility and repeat as necessary until several responsibilities have been covered.

### Reflection – sculpture gallery

1. Invite A to reflect on their best 'sculpture' and re-sculpt B into position for a 'Sculpture Gallery'.
2. Allow time for A (the sculptors) to direct B (the clay) into position.
3. Ask 'B's (the clay) to freeze into position and 'A's (the sculptors) to roam around, observe and appreciate the work of their fellow sculptors.
4. Take a photograph of each freeze frame.
5. Once finished, gather 'A’s at the front of the gallery/room and choose one sculptor to explain their work and how it 'shows' responsibility.
6. Prompt questions:
   * What responsibility does your sculpture show?
   * How did you choose to show it?
   * What might your clay be thinking right now in this position?
   * What might you change next time after viewing other sculptures?
7. Students switch roles and repeat the process.
8. Take a photograph of each freeze frame.
9. Provide each student with thought bubbles and the photograph of their freeze frame.
10. Ask students to describe how their sculpture shows responsibility.
11. Keep the annotated photographs for use in Topic 6.
12. Invite stories of when students felt safe, happy and/or able to learn.

## Topic 5 – Spending and saving for needs and wants

This primary school resource focuses on establishing strong foundations for learning about tax and super.

In this section

1. [Overview](#Overview14)
2. [Introduction – I spy needs and wants](#IntroductionIspyneedsandwants)
3. [Needs and wants – values walk](#NeedsandwantsValueswalk)
4. [The difference between needs and wants – sorting game](#ThedifferencebetweenneedsandwantsSor)
5. [Saving money for wants – skip counting](#SavingmoneyforwantsSkipcounting)
6. [Pros and cons of saving – visualising vocabulary](#ProsandconsofsavingVisualisingvocabu)
7. [To spend or to save? – Kiandra's story](#TospendortosaveKiandrasstory)
8. [Reflection – decision-making](#ReflectionDecisionmaking)
9. [Text versions of resources](#Textversionsofresources12)

This primary school resource focuses on teaching values and actions to help establish strong foundations for learning about tax and super.

### Overview

#### Tax talk

Some of our needs are met by government.

#### Super talk

People have choices and sometimes you need to wait for what you want.

#### Learning intention

In this topic, students:

* distinguish between needs and wants
* skip count by 1’s, 2’s or 5’s starting from 0
* understand that not all wants can be satisfied
* make informed decisions about spending and saving
* create and determine data displays.

#### Focus questions

* What is the difference between needs and wants?
* Why can’t we always have what we want?
* Why should I save?

#### Activities

1. [Introduction – I spy needs and wants](#IntroductionIspyneedsandwants)
2. [Needs and wants – values walk](#NeedsandwantsValueswalk)
3. [The difference between needs and wants – sorting game](#ThedifferencebetweenneedsandwantsSor)
4. [Saving money for wants – skip counting](#SavingmoneyforwantsSkipcounting)
5. [Pros and cons of saving – visualising vocabulary](#ProsandconsofsavingVisualisingvocabu)
6. [To spend or to save? – Kiandra’s story](#TospendortosaveKiandrasstory)
7. [Reflection – decision-making](#ReflectionDecisionmaking)

#### Resources

Some resources are available as both a PDF and as accessible text. If a resource does not have a text version and you need an accessible version, email us at [schoolseducationprogram@ato.gov.au](mailto:schoolseducationprogram@ato.gov.au).

##### Topic 5 resources

* [Resource 1: needs and wants cards (PDF, 118KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T5.R1.pdf)
* [Resource 2: needs provided by government (PDF, 80KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T5.R2.pdf)
* [Resource 3: Australian money cut-outs (PDF, 94KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T5.R3.pdf)
* [Resource 4: Kiandra's story – to spend or to save?](#Resource4Kiandrasstorytospendortosave) (text version) [PDF (128KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T5.R4.pdf)
* [Resource 5: skip counting worksheet (PDF, 120KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T5.R5.pdf)
* [Resource 6: to spend or save survey (PDF, 93KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T5.R6.pdf)
* Chart paper
* Two jars

#### Australian curriculum connections

##### Content

* English
* Mathematics
* HASS
* HPE

##### General capabilities

* Literacy
* Numeracy
* Creative and Critical Thinking
* Personal and Social Capability
* Ethical Understanding

#### Curriculum mapping

* [Australian Curriculum mapping for Foundation to Year 2](#_Australian_Curriculum_mapping)
* [NSW syllabuses mapping for Foundation to Year 2](#_NSW_syllabuses_mapping)
* [Victorian syllabuses mapping for Foundation to Year 2](#_Victorian_syllabuses_mapping)
* [Western Australia syllabuses mapping for Foundation to Year 2](#_Western_Australia_syllabuses)

### Introduction – I spy needs and wants

1. Pose the following question for students to Think–Pair–Share:
   * What’s the difference between needs and wants?
     + Think | 30 seconds   Pair | 1 minute   Share | 5 minutes
2. Discuss that needs are things we need to have to survive, to be healthy and safe and to learn. Wants are things we would like to have.
3. Play ‘I spy’ with the nouns listed on word wall from Topic 3.
4. For each noun, use the following cues:
   * I spy with my little eye, a NEED beginning with… or
   * I spy with my little eye, a WANT beginning with …

### Needs and wants – values walk

1. Write the word ‘Need’ on one piece of paper and the word ‘Want’ on another.
2. Display these posters on opposite sides of the room.
3. Reread the big book ‘[A world without sharing (PDF, 9.5MB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/a.world.without.sharing.pdf)’ and after every page, ask:
   * Is this noun a need or a want?
4. Students move to one side of the room to show their opinion for each page.
5. Ask individual students:
   * Why do you believe this? (encourage students use full sentences such as I need food because…)
   * Discuss why giving reasons for a point of view is important.
6. Record the majority response on a T Chart under the heading ‘Need’ or ‘Want’ (use chart paper).
7. Bring students back to the centre of the room before reading the next page and continue the process until you have finished reading the book.

### The difference between needs and wants – sorting game

1. Use a grouping strategy to organise students into pairs or groups of four.
2. Give each group a set of needs and wants cards ([Resource 1 – PDF, 118KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T5.R1.pdf)).
3. Ask groups to sort their cards into two piles – needs and wants.
4. Groups share their list with the class and add words to the T Chart labelled 'Needs' and 'Wants'.
5. Ask groups to identify the cards that they or their family pay money for and sort these cards into the following categories:
   * What people need money for
   * What people want money for
6. Discuss: Why can’t we always have what we want?
7. Explain that some needs are provided by the government. Invite students to identify and share these with the class (students can use the cards as a starting point). If no answers are provided, hold up pictures of schools, hospitals, roads, buses, streetlights, parks ([Resource 2 – PDF, 80KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T5.R2.pdf)).

#### Teacher tip

Use the following questions if students need support:

* Do you need this to survive? (Need)
* Do you need this to be healthy? (Need)
* Do you need this to be safe? (Need)
* Do you need this to learn? (Need)
* Could you replace this with something you already have? (Want)
* Will you get bored with this over time? (Want)
* If you could only choose five things to survive on, would this be one of them? (Need)

### Saving money for wants – skip counting

1. Scatter either $1, $2 or $5 coin or note cut outs ([Resource 3 – PDF, 94KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T5.R3.pdf)) around the room.
2. Gather students into a central location and explain that you have carelessly dropped all the money you have saved around the space.
3. Explain that you have been saving your money to buy a piggy bank for the classroom but now you need the class to help you find the dropped money.
4. Ask:
   * Is it a good idea to drop your money around the school? Why or why not?
   * What could you do if you find money? What is the right thing to do?
   * What would happen if you did keep the money you found? Is this right or wrong? Why? How would you feel?
   * What are the benefits of being honest?
   * How could I have been more responsible with my money?
   * Do I want to purchase a need or a want? How do you know?
5. Invite students to help you gather your dropped money by collecting as many coins/notes as they can in a set period of time.
6. Whistle cue the students back into the central location once time is up.
7. Ask:
   * How much money we have found?
8. One-by-one, students queue their located coins/ notes into a coin chain at the front of the class group.
9. Ask:
   * Are all these coins/notes the same value? (yes)
   * What strategy could we use to help me find the total amount of money I dropped? (i.e. counting on, skip counting)
10. Point at each coin/note and count by 1s, 2s or 5s as a class as you progress along the money chain (chant loudly).
11. Repeat and chant as a class in a whisper voice.
12. Repeat and clap each time you count on by 1, 2 or 5
13. Ask:
    * How much money have I saved?
    * Why would I choose to save my money instead of spending it?

### Pros and cons of saving – visualising vocabulary

1. On chart paper draw two T Charts with the labels 'Pros' and 'Cons' on each.
2. Explain that 'Pro' means the advantages or upsides of a choice and 'Con' means the disadvantages or downside of a choice.
3. Put a happy face on the T Charts next to Pros and a sad face next to Cons.
4. Hold onto your container of $1, $2 or $ 5 savings and ask:
   * Who else likes to save their money?
   * What are the good things about saving money? What are the 'pros'?
   * What are the not so good things about saving? What are the 'cons'?
5. Explain that choosing whether you spend or save your money can be a hard decision and different people make different choices. Thinking about the pros and cons of each choice can help us make a decision.

### To spend or to save? – Kiandra's story

1. Introduce the story 'To spend or to save?'. Kiandra needs your assistance to help her make a responsible decision with her money. See [Resource 4: Kiandra's story – to spend or to save?](#Resource4Kiandrasstorytospendortosave) (text version) or [PDF (128KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T5.R4.pdf).
2. Read the story and discuss the two choices posed.
3. Ask:
   * Who would choose Choice 1 (to spend)? Why?
   * Who would choose Choice 2 (to save)? Why?
4. Label one T Chart ‘To spend’ and the other T Chart ‘To save’.
5. Brainstorm and record the pros and cons of each choice to decide on the 'best' choice.
6. Explain to students that they are going to weigh up the pros and cons of each choice by using their arms like a balance beam. Model the following instructions:
   * When I read out a 'pro' or 'upside' raise your left arm up slightly. When I read the next pro, raise your arm slightly further, and so on until I have read all the pros.
   * When I read a 'con' or 'downside' lower your right arm down slightly. When I read the next con lower your arm slightly further, and so on until I have read all the cons.
7. Students find a space and hold their arms out like a balance beam.
8. Read each pro, then con for Choice 1, reminding students to raise their left arm or lower their right arm.
9. Repeat the process for Choice 2.
10. Students make a final decision, based on their balance beams, on which option Kiandra should choose.
11. Tally how many students would choose Choice 1 and Choice 2, then as a class, write the ending to the story ‘To spend or to save?’ based on the majority result.

### Reflection – decision-making

This activity may contribute to student portfolios.

1. Revise skip counting.
2. Give each student [Resource 5 (PDF, 120KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T5.R5.pdf) to complete.
3. Provide each student with a $1, $2 or $5 coin or note cut-outs ([Resource 3 – PDF, 94KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T5.R3.pdf)).
4. Explain to students that they have a choice to make just like Kiandra:
   * Choice 1: To spend their money and place their coin (or note) in the class 'Spend' jar and receive an immediate but small fun activity that day or
   * Choice 2: To save their coin and place it in the class’ 'Super Savings' jar and have a delayed but larger fun activity in the future.
5. Provide the following instructions:
   * If you choose Choice 1 (to spend), put your money in the class 'Spend' jar.
   * If you choose Choice 2, put your money in the class 'Super Savings' jar.
6. Explain to students that the jar with most money will determine the choice of activity.
7. Reveal to students the secret activity for the spending choice and the saving choice.
8. Ask students to complete the Spend or save survey ([Resource 6 – PDF, 93KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T5.R6.pdf)).
9. Form a class circle and use skip counting to tally the total amount of money in each jar.
10. Summarise results in a class sentence.
11. Ask:
    * Who is happy with their spending or saving decision? Why?
    * Would you make this choice next time?
    * How does saving help us buy what we want?
    * Which feels better – spending on something small now or saving for something bigger in the longer term? Why?
12. Follow through on the majority decision by providing a small fun activity that same day or a larger fun activity within the week.

#### Teacher tip

Make sure every student will enjoy the activity, so it is seen as a reward and not a punishment.

Immediate Small Activity Example (Spending Choice): 10-minute indoor game of 'Heads Down, Thumbs Up'  
  
 Delayed Larger Activity (Saving Choice): 45-minute outdoor activity.

### Text versions of resources

The following are accessible text versions of resources for Foundation to Year 2, Topic 5 – Spending and saving for needs and wants:

* [Resource 4: Kiandra's story – to spend or to save?](#Resource4Kiandrasstorytospendortosave) (text version) [PDF (128KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T5.R4.pdf)

We do not have accessible text versions for all resources. If a resource does not have a text version and you need an accessible version, email us at [schoolseducationprogram@ato.gov.au](mailto:schoolseducationprogram@ato.gov.au).

For a complete list of this topic’s resources, see [Resources](#Resources).

#### Resource 4: Kiandra's story – to spend or to save?

This resource is for Foundation to Year 2, Topic 5 – Spending and saving for needs and wants, activity titled To spend or to save? – Kiandra's story.

Along with this accessible version, which you can either print or use online, we also have the same resource available as a PDF – [Resource 4 – PDF, 128KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T5.R4.pdf).

##### Making a choice: to spend or to save?

Kiandra is a helpful daughter who receives $2 every week for doing her responsibilities at home like feeding their cat, washing their dog and folding the socks.

Every week, Kiandra spends her $2 on a new Hot Wheels car from the local toy store. This decision makes Kiandra very happy as she loves racing cars with her twin brother and enjoys playing with her new car collection every week.

However, Kiandra visits her local toy store and sees a brand-new remote-control Hot Wheels car for sale. The problem is, it costs $20 to purchase and not $2.

Kiandra now has a choice to make.

##### Choice 1

Kiandra can choose to continue buying a new Hot Wheels car for $2 every week but not buy the electronic car.

##### Choice 2

Kiandra can choose to save her money for 10 weeks and buy the new remote control car valued at $20.

##### Decision

Kiandra now has a decision to make: to spend or to save?

What would you choose to do? Why?

## Topic 6 – How I contribute to our classroom community

This primary school resource focuses on establishing strong foundations for learning about tax and super.

In this section

1. [Overview](#Overview15)
2. [Introduction – following directions](#BK_1IntroductionFollowingdirections)
3. [Demonstrating learning – performances](#BK_2DemonstratinglearningpPerformances)
4. [Documenting learning – construction of class big book](#BK_3DocumentinglearningConstructionofcla)
5. [Celebrating learning](#BK_4Celebratinglearning)

This primary school resource focuses on teaching values and actions to help establish strong foundations for learning about tax and super.

### Overview

#### Tax talk

I can contribute to my classroom community.

#### Learning intention

In this topic, students:

* use and follow directional language
* demonstrate their understanding of valued behaviours through writing and performance
* plan, rehearse and deliver short presentations on a value or skill.

#### Focus question

* How can I contribute to our classroom community?

#### Activities

1. [Introduction – following directions](#BK_1IntroductionFollowingdirections)
2. [Demonstrating learning – performances](#BK_2DemonstratinglearningpPerformances)
3. [Documenting learning – co-construction of class big book](#BK_3DocumentinglearningConstructionofcla)
4. [Celebrating learning](#BK_4Celebratinglearning)

#### Resources

Some resources are available as both a PDF and as accessible text. If a resource does not have a text version and you need an accessible version, email us at [schoolseducationprogram@ato.gov.au](mailto:schoolseducationprogram@ato.gov.au)

##### Topic 6 resources

* [Resource 1: Jigsaw puzzle of behaviours (PDF, 59KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T6.R1.pdf)
* [Resource 2: Jigsaw puzzle template (PDF, 59KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T6.R2.pdf)
* Camera/s
* Printer
* Annotated photos from Topic 1 and Topic 4.

#### Australian curriculum connections

##### Content

* English
* HPE
* The Arts

##### General capabilities

* Literacy
* Critical and Creative Thinking
* Personal and Social Capability
* Ethical Understanding

#### Curriculum mapping

* [Australian Curriculum mapping for Foundation to Year 2](#_Australian_Curriculum_mapping)
* [NSW syllabuses mapping for Foundation to Year 2](#_NSW_syllabuses_mapping)
* [Victorian syllabuses mapping for Foundation to Year 2](#_Victorian_syllabuses_mapping)
* [Western Australia syllabuses mapping for Foundation to Year 2](#_Western_Australia_syllabuses)

### Introduction – following directions

1. Explain:
   * In our lessons we have learnt about fairness, sharing, kindness, honesty and responsibility. We have also learnt about the value of saving and following rules. These behaviours are valued by our community. Let’s review our learning by piecing together a jigsaw puzzle.
2. Review positional language by playing a game of Simon Says using left, right, next to, beside, under, below, above.
   * Simon says move to the left corner of the classroom, Simon says sit behind a desk, Simon says put your hand next to your knee.
3. Students cut up the jigsaw puzzle ([Resource 1 – PDF, 59KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T6.R1.pdf)).
4. Give the following instructions:
   * Place 'sharing' in the top left-hand corner.
   * Put 'fairness' in the top right-hand corner.
   * Place 'rule following' in the bottom left-hand corner.
   * Put 'responsibility' in the bottom right hand corner.
   * Place 'saving' next to 'sharing'.
   * Put 'honesty' under 'saving'.
5. Piece by piece, discuss with students what they have learnt about this behaviour. Use the following questions as prompts as appropriate:
   * What is this?
   * How does this make you feel?
   * How does this make other’s feel?
   * Why is this important?
   * Can you provide an example of when you have or would behave like this?

#### Teacher tip

You may select other behaviours that you have focused on in previous topics. A blank jigsaw is provided for this purpose ([Resource 2 – PDF, 59KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_F-2_T6.R2.pdf)).

### Demonstrating learning – performances

This activity may contribute to student portfolios.

1. Use a grouping strategy to pair students.
2. Provide each pair with one of the puzzle pieces for them to demonstrate. Ensure each behaviour is covered.
3. Pairs create and practise a freeze frame that demonstrates their puzzle piece (behaviour). Each student must play a role in the performance.
4. Photograph each performance (this can be done by the teacher or students).
5. Print photos on A4 for next activity.

### Documenting learning – construction of class big book

This activity may contribute to student portfolios.

1. Explain to students that they will help create a class big book to show the behaviours we value.
2. Give each group the photograph of their performance and their annotated photographs from Topic 1 and Topic 4
3. Model writing a description using the following structure:
   * I am (what action I am doing)…
   * I am saying…
   * I am feeling…
   * I am doing it because…
   * I hope my partner feels…
4. Students write descriptions of their photographs.

#### Teacher tip

Depending on students’ level of readiness, teacher may transcribe descriptions.  
 Video role plays of small groups demonstrating different behaviours and have students add a voice-over or photograph of their written description.

Schools may choose to send their final product to the ATO to showcase the civic behaviours being developed in our young Australian citizens.

### Celebrating learning

This activity may contribute to student portfolios.

1. Invite parents, members from the community and/or other classes to a launch of the class big book.
2. At the launch, have each student read their pages to the audience and invite guests to view other student products.
3. Invite one guest to close the session by reflecting on how they apply the behaviours that have been showcased in their life (or work) and how these help our local community (e.g. bank manager, fire fighter, police officer, nurse, shop owner, small business owner, office worker, priest, visiting teacher).

## Years 3–4

A primary school resource for teaching values and actions to establish foundations for learning about tax and super.

In this section

1. [Using this resource](#Usingthisresource10)
2. [Teacher assessment packages](#Teacherassessmentpackages10)

* [Using this resource](#Usingthisresource)
* [Teacher assessment packages](#Teacherassessmentpackages)

### Using this resource

#### Unit overview

In this unit students understand that their identity and welfare is affected by the groups and places they belong to and the services that local government provides. They learn that fair isn’t always equal, the importance of integrity and the role of laws and responsibility in protecting their rights and the rights of others. They develop financial literacy skills including the costs and benefits of saving and spending and strategies that can be used to reach financial goals. They also consider how they can contribute to their own communities.

The following values of Australian schooling are developed in this unit:

* care and compassion (kindness and sharing)
* doing your best
* fair go
* honesty and trustworthiness
* integrity
* respect
* responsibility.

#### Teacher notes

These topics have been designed for students in Year 3 and 4. The activities can be adjusted to cater to the needs of learners. Activities have been designed as a sequence; however teachers can select individual activities that suit their students. As Topic 6 is a culminating topic, it may require the study of other topics.

#### Topics

* [1. Belonging and inclusion](#Topic1Belongingandinclusion)
* [2. Fairness and equity](#Topic2Fairnessandequity)
* [3. Rights, rules and responsibilities](#Topic3Rightsrulesandresponsibilities)
* [4. Government services in our community](#Topic4Governmentservicesinourcommunity)
* [5. Saving and budgets](#Topic5Savingsandbudgets)
* [6. Improving my community](#Topic6Improvingmycommunity)

#### Curriculum mapping

The curriculum mapping for Year 3 and Year 4 includes:

* [Australian Curriculum mapping for Year 3 and Year 4](#AustralianCurriculummappingforYear3andYe)
* [NSW syllabuses mapping for Year 3 and Year 4](#NSWsyllabusesmappingforYear3andYear4)
* [Victorian syllabuses mapping for Year 3 and Year 4](#VictoriansyllabusesmappingforYear3andYea)
* [Western Australia syllabuses mapping for Year 3 and Year 4](#WesternAustraliasyllabusesmappingforYear)

#### Links to the national consumer and financial literacy framework

##### Knowledge and understanding

Students can:

* identify different forms of income
* identify, explain and prioritise different needs and wants.

##### Competence

Students can:

* create simple budgets for specific purposes
* identify key features of a range of advertisements.

##### Responsibility and enterprise

Students can:

* identify and explain how some influences, such as advertising and peer pressure, can affect what you buy
* apply consumer and financial knowledge and skills in relevant class and/or school activities such as student investigations, charity fundraising, business ventures and special events
* exercise a range of enterprising behaviours through participation in relevant class and/or school activities.

#### Assessment

Teachers can gather evidence of student learning throughout this unit of work. Activities that elicit evidence of student learning in relation to the Australian Curriculum achievement standards have been identified. This evidence can be compiled into a student portfolio called 'A world where I know how to share'.

To support teachers to make judgments about the quality and sophistication of student learning, each topic is accompanied by year level rubrics.

The tasks that will form part of the assessment portfolio and their links to learning areas are summarised in the table below.

Topic connections to the curriculum achievement standards

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Topic | Activities | Task | English | Maths | HASS | HPE |
| Topic 1 | Activity 2  Activity 4 | Who am I template  Personal response | Yes | – | Yes | Yes |
| Topic 2 | Activity 4  Activity 5  Activity 8 | Worksheet  Fraction bars template  Think Board  Journal entry | Yes | Yes | – | – |
| Topic 3 | Activity 3  Activity 5  Activity 7 | Poster  Justified decision  Written explanation | – | – | Yes | Yes |
| Topic 4 | Activity 3  Activity 5  Activity 6 | Storyboard  Grid map with landmarks and written answers  Worksheet | Yes | Yes | Yes | Yes |
| Topic 5 | Activity 6  Activity 7 | Budget scenarios  Print advertisement | Yes | Yes | Yes | – |
| Topic 6 | Activity 1  Activity 3  Activity 5  Activity 6 | Data investigation  Written letter  A plan for action  Presentation | Yes | – | Yes | Yes |

The assessment package includes:

* Year 3
  + [Year 3 teacher guidelines](#Year3teacherguidelines)
  + [Year 3 rubrics](#Year3rubrics)
  + [Year 3 achievement standards](#Year3achievementstandards)
* Year 4
  + [Year 4 teacher guidelines](#Year4teacherguidelines)
  + [Year 4 rubrics](#Year4rubrics)
  + [Year 4 achievement standards](#Year4achievementstandards)

### Teacher assessment packages

Teachers can gather evidence of student learning throughout this unit of work. Activities that elicit evidence of student learning in relation to the Australian Curriculum achievement standards have been identified.

Teacher guidelines:

* [Year 3 teacher guidelines](#Year3teacherguidelines)
* [Year 4 teacher guidelines](#Year4teacherguidelines)

Achievement standards:

* [Year 3 achievement standards](#Year3achievementstandards)
* [Year 4 achievement standards](#Year4achievementstandards)

To support teachers to make judgments about the quality and sophistication of student learning, each topic is accompanied by year level rubrics:

* [Year 3 rubrics](#Year3rubrics)
* [Year 4 rubrics](#Year4rubrics)

#### Year 3 teacher guidelines

##### Assessment portfolio: About me and my community

This is a text version of Year 3 teacher guidelines. Along with this accessible version, which you can either print or use online, we also have the same guidelines available as a PDF – [Year 3 teacher guidelines (PDF, 142KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Teacher.Guidelines-Yr3.pdf).

##### Assessment description

The assessment that has been developed for this resource is drawn from activities in the resource itself. Activities from each topic have been identified to form a portfolio of work. Each activity enables teachers to gather evidence of student performance in relation to aspects of the Australian Curriculum achievement standards for English, Mathematics, HASS and HPE. Teachers can select activities and related assessment items that best suit their student and programming needs. The unit of work was developed using the Backwards design process as detailed below.

##### Stage 1: Desired results

###### Achievement standards for English

Students:

* Receptive modes
  + understand how content can be organised using different text structures depending on the purpose of the text
  + understand how language features, images and vocabulary choices are used for different effects
  + listen to others’ views and respond appropriately using interaction skills
* Productive modes
  + understand how language features are used to link and sequence ideas
  + understand how language can be used to express feelings and opinions on topics
  + texts include writing and images to express and develop, in some detail experiences, events, information, ideas and characters
  + create a range of texts for familiar and unfamiliar audiences
  + contribute actively to class and group discussions, asking questions, providing useful feedback and making presentation
  + demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing
  + use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately
  + re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning
  + write using joined letters that are accurately formed and consistent in size.

###### Achievement standards for Mathematics

Students:

* recognise the connection between addition and subtraction and solve problems using efficient strategies for multiplication
* model and represent unit fractions
* represent money values in various ways
* match positions on maps with given information
* interpret and compare data displays
* continue number patterns involving addition and subtraction.
* conduct simple data investigations for categorical variables.

###### Achievement standards for HASS

Students:

* identify connections between people and the characteristics of places
* explain the role of rules in their community and the importance of making decisions democratically
* They explain how and why people participate in and contribute to their communities
* pose questions and locate and collect information from sources, including observations, to answer these questions
* examine information to identify a point of view and interpret data to identify and describe simple distributions
* draw simple conclusions and share their views on an issue
* Record and represent data in different formats, including labelled maps
* reflect on their learning to suggest individual action in response to an issue or challenge
* communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.

###### Achievement standards for Health and Physical Education

Students:

* identify influences that strengthen identities
* describe the connections they have to their community and identify local resources to support their health, wellbeing, safety and physical activity
* apply strategies for working cooperatively and apply rules fairly
* select strategies that help them stay safe, healthy

###### Source

ACARA, The [Australian Curriculum](https://www.australiancurriculum.edu.au/) v8.3

###### Transfer

Students will be able to independently use their learning to:

* value diversity in their school and community
* be fair, follow rules and be responsible
* appreciate the services available to them in the community
* make informed choices about spending, saving and sharing
* contribute to their local community

###### Meaning

Students will understand that:

* respect, empathy and valuing diversity benefits everyone
* fair isn’t always equal.
* fairness is good for everyone
* rules protect people’s right and rely on people meeting their responsibilities
* the collective good relies on people being honest and meeting their responsibilities
* local governments provide many goods and services needed by communities
* saving money for big things in the future can be better than spending small amounts of money all the time – 'short term pain for long term gain'.
* they can contribute to their local community.

Essential questions:

* What is my identity and where do I belong?
* Is fair always equal?
* What are potential consequences for actions (good and bad)?
* How do people benefit from and contribute to their communities?
* What services do I use and who provides them?
* Why is saving a good idea?
* How can I help my community become a better place?

###### Acquisition

Students will know:

* their identity and the groups and places they belong to
* everyone is different but also has things in common
* strategies to improve safety and wellbeing
* the difference between equality and equity
* all children in the world have the same rights
* rules protect people’s rights and with rights come responsibilities
* actions have a range of consequences, both good and bad and they can choose how they act
* the range of services provided by governments
* the benefits of saving and the short-term costs involved
* the importance of making decisions democratically
* what they can do to contribute to their community

Students will be skilled at:

* selecting and justifying strategies for sharing limited resources in different situations
* using strategies to improve safety and wellbeing of themselves and others
* making informed decisions by weighing up the costs and benefits, both individually and collaboratively
* distinguishing between fair and unfair situations and identifying ways to manage unfair situations
* applying mathematical understanding and reasoning to practical or real-world situations
* developing persuasive and informative texts
* reflecting on their role as community members and taking action to contribute to their community

##### Stage 2: Assessment evidence

Assessment evidence for activities by topic

|  |  |  |
| --- | --- | --- |
| Topic | Activity | Product |
| Topic 1: Belonging and inclusion | Activity 2: Understanding identity – Who am I?  Activity 4: identifying groups and places I belong- -Personal response | Who am I template: Students use words, pictures, symbols or drawings to describe identity  Personal response: Students identify and illustrate the groups and places to which they belong |
| Topic 2: Fairness and equity | Activity 4: Distributing resources – Group problem solving  Activity 5: Visualising fair – Fraction bars  Activity 8: Making unfair situations fair – Journal entry | Worksheet: Students complete a worksheet showing how to represent money amounts in different ways  Fraction bars template: Students complete fraction bars to describe a sharing situation and explain the difference between fair and equal  Think Board – Students represent the same number in different ways  Journal entry: Students write a journal entry to recount an unfair situation and to decide how a different outcome may have been achieved |
| Topic 3: Rights, rules and responsibilities | Activity 3: Extension – Poster  Activity 5: Choosing actions – Justifying choices  Activity 7: Rules in the community – What if? | Poster: Students create a poster showing the action people can take to protect their rights to health and safety  Justified decision: Students consider a scenario, identify possible actions and decide and justify on an action  Written explanation: Students explain why rules exist and why they are important |
| Topic 4: Government Services in our Community | Activity 3: My day using services – A storyboard  Activity 5: Resources in my community – Individual response  Activity 6: Government decisions – Problem solving | Storyboard: Students illustrate through words and pictures the services they use  Grid map with landmarks and written answers: Students find as many services as they can on a map and provide additional information such as their location, distribution and purpose  Worksheet: Students complete a worksheet to make a decision on how many floors the council should add to its building to meet its growing needs |
| Topic 5: Savings and Budget | Activity 6: Budgets – Estimating and calculating  Activity 7: The benefits of saving – Designing an advertisement | Budget scenarios: Students apply place value to complete budget scenarios  Print advertisement: Students deconstruct advertisements and collaboratively create and advertisement convincing young people to save |
| Topic 6: Improving my Community | Activity 1: Introduction – Vote with your feet  Activity 3: Our project – Letter writing  Activity 5: My contribution – Deciding what, why and how  Activity 6: Reflection – Presentation | Data investigation: Students design and conduct and investigation and represent and interpret the results. They use their findings to make decisions.  Written letter: Students write to the local council persuading it to provide a particular service  A plan for action: Students identity something they can do to support their school community, execute their plan and reflect on it  Presentation: Students present their plans, actions and reflection with parents |

There are several opportunities throughout this resource for students to work with others, either in pairs, groups or as a class. Interactions, discussions and participation in groups should be observed when appropriate. The rubrics indicate when observations may be required.

###### Judgments about performance

When making judgments about evidence of student performance, teachers are advised to use the assessment rubrics.

##### Stage 3: Learning plan

The content descriptions that teachers may include in their teaching programs can be draw from the mapping documents. These include links to the general capabilities.

Topics:

* [1. Belonging and inclusion](#Topic1Belongingandinclusion)
* [2. Fairness and equity](#Topic2Fairnessandequity)
* [3. Rights, rules and responsibilities](#Topic3Rightsrulesandresponsibilities)
* [4. Government services in our community](#Topic4Governmentservicesinourcommunity)
* [5. Saving and budgets](#Topic5Savingsandbudgets)
* [6. Improving my community](#Topic6Improvingmycommunity)

#### Year 4 teacher guidelines

##### Assessment portfolio – About me and my community

This is a text version of Year 3 teacher guidelines. Along with this accessible version, which you can either print or use online, we also have the same guidelines available as a PDF – [Year 4 teacher guidelines (PDF, 141KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Teacher.Guidelines-Yr4.pdf).

##### Assessment description

The assessment that has been developed for this resource is drawn from activities in the resource itself. Activities from each topic have been identified to form a portfolio of work. Each activity enables teachers to gather evidence of student performance in relation to aspects of the Australian Curriculum achievement standards for English, Mathematics, HASS and HPE. Teachers can select activities and related assessment items that best suit their student and programming needs. The unit of work was developed using the Backwards design process as detailed below.

##### Stage 1: Desired results

###### Achievement standards for English

Students:

* Receptive modes
  + understand that texts have different text structures depending on purpose and context
  + explain how language features, images and vocabulary are used to engage the interest of audiences
  + listen for and share key points in discussions.
* Productive modes
  + use language features to create coherence and add detail to their texts
  + understand how to express an opinion based on information in a text
  + create texts that show understanding of how images and detail can be used to extend key ideas
  + create structured texts to explain ideas for different audiences.
  + make presentations and contribute actively to class and group discussions, varying language according to context
  + demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, re-reading and editing their work to improve meaning.

###### Achievement standards for Mathematics

Students:

* choose appropriate strategies for calculations involving multiplication and division
* recognise common equivalent fractions in familiar contexts and make connections between fraction and decimal notations up to two decimal places
* solve simple purchasing problems
* describe number patterns resulting from multiplication.
* interpret information contained in maps
* describe different methods for data collection and representation, and evaluate their effectiveness
* locate familiar fractions on a number line
* continue number sequences involving multiples of single-digit numbers
* construct data displays from given or collected data.

###### Achievement standards for HASS

Students:

* identify structures that support their local community and recognise the importance of laws in society
* describe factors that shape a person’s identity and sense of belonging
* develop questions to investigate
* locate and collect information and data from different sources, including observations
* interpret data and information to identify and describe distributions and simple patterns and draw conclusions
* share their points of view, respecting the views of others.
* sort, record and represent data in different formats, including large-scale maps
* reflect on their learning to propose action in response to an issue or challenge, and identify the possible effects of their proposed action
* present ideas, findings and conclusions using discipline-specific terms in a range of communication forms.

###### Achievement standards for Health and Physical Education

Students:

* identify influences that strengthen identities
* describe the connections they have to their community and identify local resources to support their health, wellbeing, safety and physical activity
* apply strategies for working cooperatively and apply rules fairly
* select strategies that help them stay safe, healthy

###### Source

ACARA, The [Australian Curriculum](https://www.australiancurriculum.edu.au/) v8.3

###### Transfer

Students will be able to independently use their learning to:

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Students will understand that:

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* fairness is good for everyone
* rules protect people’s right and rely on people meeting their responsibilities
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Essential questions:

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* How do people benefit from and contribute to their communities?
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* How can I help my community become a better place?

###### Acquisition

Students will know:

* their identity and the groups and places they belong to
* everyone is different but also has things in common
* strategies to improve safety and wellbeing
* the difference between equality and equity
* all children in the world have the same rights
* rules protect people’s rights and with rights come responsibilities
* actions have a range of consequences, both good and bad and they can choose how they act
* the range of services provided by governments
* the benefits of saving and the short-term costs involved
* the importance of making decisions democratically
* what they can do to contribute to their community.

Students will be skilled at:

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| Topic 4: Government Services in our Community | Activity 3: My day using services – A storyboard  Activity 4: Government services - Categorising  Activity 5: Resources in my community – Individual response  Activity 6: Government decisions – Problem solving | Storyboard: Students illustrate through words and pictures the services they use  Photographic evidence: Students collaboratively categorise a range of local government services  Grid map with landmarks and written answers: Students find as many services as they can on a map and provide additional information such as their location, distribution and purpose  Worksheet: Students complete a worksheet to make a decision on how many floors the council should add to its building to meet its growing needs |
| Topic 5: Savings and Budget | Activity 6: Budgets – Estimating and calculating  Activity 7: The benefits of saving – Designing an advertisement | Budget scenarios: Students complete each budget scenario  Print advertisement: Students create an advertisement to convince young people to save |
| Topic 6: Improving my Community | Activity 3: Our project – Letter writing  Activity 5: My contribution – Deciding what, why and how  Activity 6: Reflection – Presentation | Written letter: Students write to the local council persuading it to provide a particular service  A plan for action: Students identity something they can do to support their school community, execute their plan and reflect on it  Presentation: Students present their plans, actions and reflection with parents |

There are several opportunities throughout this resource for students to work with others, either in pairs, groups or as a class. Interactions, discussions and participation in groups should be observed when appropriate. The rubrics indicate when observations may be required.

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##### Stage 3: Learning plan

The content descriptions that teachers may include in their teaching programs can be draw from the mapping documents. These include links to the general capabilities.

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* [2. Fairness and equity](#Topic2Fairnessandequity)
* [3. Rights, rules and responsibilities](#Topic3Rightsrulesandresponsibilities)
* [4. Government services in our community](#Topic4Governmentservicesinourcommunity)
* [5. Saving and budgets](#Topic5Savingsandbudgets)
* [6. Improving my community](#Topic6Improvingmycommunity)

#### Year 3 rubrics

This is a text version of Year 3 rubrics. Along with this accessible version, which you can either print or use online, we also have the same rubrics available as a PDF – [Year 3 rubrics (PDF, 157KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Rubrics-Yr3.pdf).

The following rubrics provide achievement standards for activities in:

* [Topic 1 Belonging and inclusion (Year 3)](#Topic1BelongingandinclusionYear3)
* [Topic 2 Fairness and equity (Year 3)](#Topic2FairnessandequityYear3)
* [Topic 3 Rights, rules and responsibilities (Year 3)](#Topic3RightsrulesandresponsibilitiesYear)
* [Topic 4 Government services in our community (Year 3)](#Topic4GovernmentservicesinourcommunityYe)
* [Topic 5 Saving and budgets (Year 3)](#Topic5SavingandbudgetsYear3)
* [Topic 6 Improving my community (Year 3)](#Topic6ImprovingmycommunityYear3)
* [Across the suite of all topics (Year 3)](#AcrossthesuiteofalltopicsYear3)

##### Topic 1 Belonging and inclusion (Year 3)

Activity 2

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | English | English | English |
| What students do | Students listen to others’ views and respond appropriately using interaction skills\* | Students understand how language can be used to express feelings and opinions on topics | Students contribute actively to class and group discussions, asking questions, providing useful feedback\* |
| A | purposefully uses interaction skills to actively listen to others’ views and respond appropriately | uses considered language to effectively express feelings and opinions on a range of topics | purposefully contributes to class and group discussions by:   * asking questions for clarification and to extend discussions * providing useful feedback to add to discussions |
| B | effectively uses interaction skills to actively listen to others’ views and respond appropriately | uses language to effectively express feelings and opinions on a range of topics | effectively contributes to class and group discussions by:   * asking thoughtful questions * providing useful feedback |
| C | uses interaction skills to listen to others’ views and respond appropriately | uses language to express feelings and opinions on topics | contributes to class and group discussions by:   * asking questions * providing useful feedback |
| D | with support, uses interaction skills to listen to others’ views and respond | uses language to express some feelings and opinions on topics | contributes to class and group discussions by:   * answering questions * providing feedback when asked |
| E | with direction, uses interaction skills to listen to others’ views and respond | with support, uses language to express some feelings and opinions on topics | responds to prompts to contribute to class and group discussions |

\* Denotes that observations for student performance may be required

Activity 4

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | HASS | HPE | HASS |
| What students do | Students explain how and why people participate in their communities | Students describe the connections they have to their community | Students identify connections between people and the characteristics of places |
| A | provides a detailed and informed explanation of how and why they participate in groups in their community | describes in detail the connections they have to their community and the groups and places they belong to | identifies and describes in detail the connections they have to the places and communities they belong to |
| B | provides an informed explanation of how and why they participate in groups in their community | clearly describes the connections they have to their community and the groups and places they belong to | identifies and describes the connections they have to the places and communities they belong to |
| C | explains how and why they participate in groups in their community | describes the connections they have to their community and the groups and places they belong to | identifies the connections they have to the places and communities they belong to |
| D | with support, explains how and why they participate in groups | with support, describes the connections they have to their community and some of the groups and places they belong to | with support, identifies some of the connections they have to the places and communities they belong to |
| E | with direction, provides a brief explanation of how and why they participate in groups | with direction, describes some of the connections they have to their community and some of the groups and places they belong to | with direction, identifies some of the connections they have to the places and communities they belong to |

Activity 2 and 4

|  |  |  |
| --- | --- | --- |
| Achievement Standard | HASS | HPE |
| What students do | Students communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms | Students identify influences that strengthen identities |
| A | effectively and coherently communicates their ideas about identity, communities and places in written and visual forms using relevant discipline-specific terms (eg: identity, belonging, place, connections, culture, religion) | identifies a range of relevant influences that strengthen identities and categorises or makes connections between these influences |
| B | effectively communicates their ideas about identity, communities and places in written and visual forms using relevant discipline-specific terms | identifies several relevant influences that strengthen identities |
| C | communicates their ideas about identity, communities and places in written and visual forms using simple discipline-specific terms (eg: groups, belonging, place, connections) | identifies influences that strengthen identities |
| D | unevenly communicates their ideas in written and visual forms using some simple discipline-specific terms | identifies simple influences that strengthen identities |
| E | with direction, unevenly communicates their ideas in written and visual forms using some simple discipline-specific terms | with support, identifies some simple influences that strengthen identities |

##### Topic 2 Fairness and equity (Year 3)

Activity 4

|  |  |  |
| --- | --- | --- |
| Achievement Standard | Mathematics | HPE |
| What students do | Students represent money values in various ways | Students apply strategies for working cooperatively and apply rules fairly\* |
| A | represents multiple money values ($40, $80, $120 and $180) in various ways and accurately labels notes and coins as values using decimal notation | purposefully uses strategies for working cooperatively and consistently applies rules fairly |
| B | represents different money values in various ways and labels notes and coins as values using decimal notation | effectively uses strategies for working cooperatively and applies rules fairly |
| C | represents money values ($40) in various and uses decimal notation | uses strategies for working cooperatively and applies rules fairly |
| D | with support, represents money values ($40) in more than one way | with support, works cooperatively and applies rules fairly in most situations |
| E | with direction, represents money values in more than one way | with direction, works cooperatively and applies rules fairly to some situations |

\* Denotes that observations for student performance may be required

Activity 5 and 6

|  |  |
| --- | --- |
| Achievement Standard | Mathematic |
| What students do | Students model and represent unit fractions |
| A | efficiently represents and models unit fractions and their multiples and uses mathematical language to effectively describe equal and unequal proportions |
| B | represents and models unit fractions and their multiples and uses mathematical language to describe equal and unequal proportions |
| C | represents and models unit fractions |
| D | with support, represents and models aspects of unit fractions |
| E | with direction, represents and models aspects of unit fractions |

Activity 8

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Achievement Standard | English | English | English | English |
| What students do | Students understand how language can be used to express feelings and opinions on topics | Student’s texts include writing and images to express and develop, in some detail experiences and ideas | Students demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing | Students re- read and edit their writing, checking their work for appropriate vocabulary, structure and meaning |
| A | uses considered language to effectively express feelings and opinions on a range of topics | purposefully expresses and develops in detail experiences and ideas in texts, including writing and images | demonstrates deep understanding of grammar and purposefully selects vocabulary and punctuation appropriate for the purpose and context | purposefully re-reads and checks their writing for appropriate vocabulary, structure and meaning |
| B | uses language to effectively express feelings and opinions on a range of topics | effectively expresses and develops in some detail experiences and ideas in texts, including writing and images | demonstrates understanding of grammar and effectively selects of vocabulary and punctuation appropriate for the purpose and context | effectively re-reads and checks their writing for appropriate vocabulary, structure and meaning |
| C | uses language to express feelings and opinions on topics | expresses and develops in some detail experiences and ideas in texts, including writing and images | expresses and develops in grammar and selects vocabulary and punctuation appropriate for the purpose and context | re-reads and checks their writing for appropriate vocabulary, structure and meaning |
| D | uses language to express some feelings and opinions on topics | expresses and develops some aspects of experiences and ideas in texts, including writing and images | demonstrates partial understanding of grammar and with guidance, selects vocabulary and punctuation to suit purpose and context | with support, re-reads and checks their writing for appropriate vocabulary, structure and meaning |
| E | with support, uses language to express some feelings and opinions on topics | use of some aspects of experiences, events, information, ideas and characters in texts including writing and images | demonstrates fragmented understanding of grammar and with direction, selects vocabulary and punctuation to suit purpose and audience | with direction, re-reads and checks their writing for appropriate vocabulary, structure and meaning |

##### Topic 3 Rights, rules and responsibilities (Year 3)

Activity 3

|  |  |
| --- | --- |
| Achievement Standard | HPE |
| What students do | Students select strategies that help them stay safe, healthy |
| A | Chooses a range of appropriate actions they can take to stay healthy and safe and explains how these actions serve to protect their own rights |
| B | Chooses a number of appropriate actions they can take to stay healthy and safe and describes how these actions serve to protect their own rights |
| C | Chooses actions they can take to stay healthy and safe and identifies how these actions protect their own rights |
| D | Chooses some actions they can take to stay healthy and safe |
| E | With support, chooses some actions they can take to stay healthy and safe |

Activity 3 and 5

|  |  |
| --- | --- |
| Achievement Standard | HASS |
| What students do | Students reflect on their learning to suggest individual action in response to an issue or challenge |
| A | reflects on their learning to make reasoned suggestions of individual action they could take to protect rights and respond to an ethical dilemma |
| B | reflects on their learning to make informed suggestions of individual action they could take to they could take to protect rights and respond to an ethical dilemma |
| C | reflects on their learning to suggest individual action they could take to they could take to protect rights and respond to an ethical dilemma |
| D | with support, reflects on their learning to suggest individual action they could take they could take to protect rights and respond to an ethical dilemma |
| E | with direction, reflects learning to make reasoned suggestions of individual action they could take to they could take to protect rights and respond to an ethical dilemma |

Activity 5

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | English | English | English |
| What students do | Students listen to others’ views and respond appropriately using interaction skills\* | Students understand how language can be used to express feelings and opinions on topics | Students contribute actively to group discussions, asking questions, providing useful feedback |
| A | purposefully uses interaction skills to actively listen to others’ views and respond appropriately | uses considered language to effectively express feelings and opinions on a range of topics | purposefully contributes to group discussions by:   * asking questions for clarification and to extend discussions * providing useful feedback to add to discussions |
| B | effectively uses interaction skills to actively listen to others’ views and respond appropriately | uses language to effectively express feelings and opinions on a range of topics | effectively contributes to group discussions by:   * asking thoughtful questions * providing useful feedback |
| C | uses interaction skills to listen to others’ views and respond appropriately | uses language to express feelings and opinions on topics | contributes to group discussions by:   * asking questions * providing useful feedback |
| D | with support, uses interaction skills to listen to others’ views and respond | uses language to express some feelings and opinions on topics | contributes to group discussions by:   * answering questions * providing feedback when asked |
| E | with direction, uses interaction skills to listen to others’ views and respond | with support, uses language to express some feelings and opinions on topics | responds to prompts to contribute to group discussions |

\* Denotes that observations for student performance may be required

Activity 5 and 7

|  |  |
| --- | --- |
| Achievement Standard | HASS |
| What students do | Students draw simple conclusions and share their views on an issue |
| A | draws reasoned conclusions on the role of ethical actions and rules in society and shares their considered views with others |
| B | draws informed conclusions on the role of ethical actions and rules in society and shares their informed views with others |
| C | draws simple conclusions on the role of ethical actions and rules in society and shares their views with others |
| D | draws partial and simple conclusions and shares their view |
| E | draws fragmented and simple conclusions and shares their view |

Activity 7

|  |  |
| --- | --- |
| Achievement Standard | HASS |
| What students do | Students explain the role of rules in their community |
| A | provides a considered and evidence-based explanation of the role of rules in their community |
| B | draws on examples to effectively explain the role of rules in their community |
| C | explains the roles of rules in their community |
| D | provides a partial explanation of the role of rules in their community |
| E | provides a fragmented explanation of the role of rules in their community |

Activity 3, 5 and 7

|  |  |
| --- | --- |
| Achievement Standard | HASS |
| What students do | Students communicate their ideas and conclusions in oral, visual and written forms using simple discipline- specific terms |
| A | effectively and coherently communicates their conclusions and ideas about rights, rules and responsibilities in written and visual forms using relevant discipline- specific terms (eg: human rights, ethics, responsibilities, un, convention, common good) |
| B | effectively communicates their conclusions and ideas about rights, rules and responsibilities in written and visual forms using relevant discipline- specific terms |
| C | communicates their conclusions and ideas about rights, rules and responsibilities in written and visual forms using simple discipline-specific terms (eg: rights, rules, responsibilities) |
| D | unevenly communicates their ideas in written and visual forms using some simple discipline-specific terms |
| E | with direction, unevenly communicates their ideas in written and visual forms using some simple discipline-specific terms |

##### Topic 4 Government services in our community (Year 3)

Activity 3 part 1

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | English | English | English |
| What students do | Students understand how language features are used to link and sequence ideas | Students texts include writing and images to express and develop, in some detail experiences, events, information, ideas and characters | Students demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing |
| A | effectively uses a considered range of language features to link and sequence ideas and achieve coherence | purposefully expresses and develops in detail experiences and ideas in texts, including writing and images | demonstrates deep understanding of grammar and purposefully selects vocabulary and punctuation appropriate for the purpose and context |
| B | effectively uses a range of language features to link and sequence ideas | effectively expresses and develops in some detail experiences and ideas in texts, including writing and images | demonstrates understanding of grammar and effectively selects of vocabulary and punctuation appropriate for the purpose and context |
| C | uses language features to link and sequence ideas | expresses and develops in some detail experiences and ideas in texts, including writing and images | demonstrates understanding of grammar and selects vocabulary and punctuation appropriate for the purpose and context |
| D | uses some language features to link or sequence ideas | expresses and develops some aspects of experiences and ideas in texts, including writing and images | demonstrates partial understanding of grammar and with guidance, selects vocabulary and punctuation to suit purpose and context |
| E | with direction, uses some language features to link and sequence ideas | use of some aspects of experiences, events, information, ideas and characters in texts including writing and images | demonstrates fragmented understanding of grammar and with direction, selects vocabulary and punctuation to suit purpose and audience |

Activity 3 part 2

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | English | English | HASS |
| What students do | Students re- read and edit their writing, checking their work for appropriate vocabulary, structure and meaning | Students write using joined letters that are accurately formed and consistent in size | Students sequence information about events and the lives of individuals in chronological order |
| A | purposefully re-reads and checks their writing for appropriate vocabulary, structure and meaning | purposefully uses joined letters that are accurately formed and consistent in size when writing | effectively sequences relevant information about their daily lives in correct chronological order |
| B | effectively re-reads and checks their writing for appropriate vocabulary, structure and meaning | consistently uses joined letters that are accurately formed and consistent in size when writing | sequences relevant information about their daily lives in correct chronological order |
| C | re-reads and checks their writing for appropriate vocabulary, structure and meaning | uses joined letters that are accurately formed and consistent in size when writing | sequences information about their daily lives in chronological order |
| D | with support, re-reads and checks their writing for appropriate vocabulary, structure and meaning | unevenly uses joined letters that are accurately formed and consistent in size when writing | partially sequences events in their daily lives |
| E | with direction, re-reads and checks their writing for appropriate vocabulary, structure and meaning | uses a combination of joined and unjoined letters with some accuracy | provides a fragmented sequence of events in their daily lives |

Activity 5

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Achievement Standard | Mathematic | HASS | HASS | HPE |
| What students do | Students match positions on maps with given information | Students interpret data to identify and describe simple distributions | Students record and represent data in different formats, including labelled maps | Students identify local resources to support their health, wellbeing, safety and physical activity |
| A | creates a grid system and locates the precise position of a range of local government resources using x then y grid references | interprets data to identify several local government resources and provides an informed explanation of the distribution of these resources, including patterns | clearly records and effectively represents a range of data in different formats, including on labelled maps | comprehensively identifies local resources that support their health, wellbeing, safety and physical activity |
| B | creates a grid system and locates the position of a number of local government resources using x then y grid references | interprets data to identify local government resources and provides a detailed description of the distribution of these resources | records and effectively represents data in different formats, including on labelled maps | identifies a range of local resources that support their health, wellbeing, safety and physical activity |
| C | creates a simple grid system and locates the region of given local government resources using grid references | interprets date to identify local government resources and describes simple distributions | records and represents data in different formats, including on labelled maps | identifies local resources that support their health, wellbeing, safety and physical activity |
| D | overlays a map with grids and locates the region of some local government services positional language (2 down, 3 across) | interprets aspects of data to identify some local government resources and describes in limited detail simple distributions | records and represents aspects of data in different formats, including on labelled maps | identifies a small number of local resources that support their health, wellbeing, safety and/or or physical activity |
| E | with support, overlays a map with grids and locates the region of some local government services positional language (2 down, 3 across) | interprets aspects of data to identify some local government resources and describes in very limited detail simple distributions | with support, records and represents aspects of data in different formats, including on labelled maps | with support, identifies a small number of local resources that support their health, wellbeing, safety and/or or physical activity |

Activity 6

|  |  |
| --- | --- |
| Achievement Standard | Mathematics |
| What students do | Students continue number patterns involving addition and subtraction |
| A | efficiently continues number patterns involving addition and subtraction, develops rules (mathematical equation) to describe the sequence and applies their rules to make generalisations and find an unknown quantity |
| B | efficiently continues number patterns involving addition and subtraction, develops rules and applies these to find larger terms in the sequence |
| C | continues number patterns involving addition and subtraction |
| D | With support, continues number patterns involving addition and subtraction |
| E | With direction, continues number patterns involving addition and subtraction |

##### Topic 5 Saving and budgets (Year 3)

Activity 6

|  |  |
| --- | --- |
| Achievement Standard | Mathematics |
| What students do | Students recognise the connection between addition and subtraction and solve problems using efficient strategies for multiplication |
| A | uses efficient written and mental strategies to correctly calculate and solve a range of addition, subtraction and multiplication problems and checks the reasonableness of their answers by estimating |
| B | uses efficient written and mental strategies to solve a range of addition, subtraction and multiplication problems and checks the reasonableness of their answers by estimating |
| C | uses efficient strategies solve addition, subtraction and multiplication problems |
| D | with support, uses strategies to solve addition, subtraction and multiplication problems |
| E | uses strategies as directed to solve addition, subtraction and multiplication problems |

Activity 7 part 1

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | English | English | English |
| What students do | Students understand how content can be organised using different text structures depending on the purpose of the text | Students understand how language features, images and vocabulary choices are used for different effects | Students listen to others’ views and respond appropriately using interaction skills\* |
| A | provides a considered explanation of how the text structure of an advertisement achieves its purpose to persuade | purposefully explains in detail how language features, images and vocabulary choices combine to persuade an audience | purposefully uses interaction skills to actively listen to others’ views and respond appropriately |
| B | provides an informed explanation of how the text structure of an advertisement achieves its purpose to persuade | effectively explains how language features, images and vocabulary choices combine to persuade an audience | effectively uses interaction skills to actively listen to others’ views and respond appropriately |
| C | provides an explanation of how the text structure of an advertisement achieves its purpose to persuade | explains how language features, images and vocabulary choices combine to persuade an audience | uses interaction skills to listen to others’ views and respond appropriately |
| D | with support, connects the text structure of an advertisement with its purpose | with support, provides a brief explanation of how images or vocabulary choices are used to persuade and audience | with support, uses interaction skills to listen to others’ views and respond |
| E | with direction, connects the text structure of an advertisement with its purpose | with direction, provides a brief explanation of how images or vocabulary choices are used to persuade and audience | uses language to express some feelings and opinions on advertisements |

Activity 7 part 2

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | English | English | English |
| What students do | Students understand how language can be used to express feelings and opinions on topics | Student’s texts include writing and images to express and develop ideas | Students contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations\* |
| A | uses considered language to effectively express feelings and opinions on a range of advertisements | skillfully combines writing and images to create a highly effective and persuasive advertisement | purposefully contributes to group discussions by:   * asking questions for clarification and to extend discussions * providing useful feedback to add to discussions * making effective presentations |
| B | uses language to effectively express feelings and opinions on a range of advertisements | combines writing and images to create an effective persuasive advertisement | effectively contributes to group discussions by:   * asking thoughtful questions * providing useful feedback * making presentations |
| C | uses language to express feelings and opinions on advertisements | combines writing and images to create a persuasive advertisement | contributes to group discussions by:   * asking questions * providing useful feedback * making presentations |
| D | with direction, uses interaction skills to listen to others’ views and respond | uses writing and images to create an advertisement | contributes to group discussions by:   * answering questions * providing feedback when asked * making presentations |
| E | with support, uses language to express some feelings and opinions on advertisements | with support, uses writing and images to create an advertisement | responds to prompts to contribute to group discussions and makes short presentations |

\* Denotes that observations for student performance may be required

##### Topic 6 Improving my community (Year 3)

Activity 1 part 1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Achievement Standard | Mathematics | Mathematics | HASS | HASS |
| What students do | Students interpret and compare data displays | Students conduct simple data investigations for categorical variables | Students explain the importance of making decisions democratically | Students pose questions and collect information from sources, including observations |
| A | interprets data displays to draw reasoned conclusions about the most popular government service and compares a range of different displays to evaluate their effectiveness | independently plans and conducts data investigations on the most popular government service in relation to more than two categorical variables (e.g. Service, hobbies, age, gender) | provides a considered explanation of the importance of making decisions democratically and identifies issues that arise from alternative ways to make decisions | effectively poses questions to inform a survey and collects data from well-designed surveys about student preferences for a range of government services |
| B | interprets data displays to draw conclusions about the most popular government service and compares different displays to select and justify the most effective display | plans and conducts data investigations on the most popular government service in relation to more than one categorical variables (e.g. Service, hobbies, age, gender) | provides an informed explanation of the importance of making decisions democratically | poses questions to inform a survey and collects data from well- designed surveys about student preferences for a range of government services |
| C | interprets data displays to decide the most popular government service and compares different displays to identify similarities and differences | conducts simple data investigations on the most popular government service among their peers or the school | explains the importance of making decisions democratically | poses questions and collects data from surveys about student preferences for government services |
| D | with support interprets and compares simple data displays | with support, conducts simple data investigations on the most popular government service among their peers or the school | with support, explains the importance of making decisions democratically | with direction, explains the importance of making decisions democratically |
| E | with direction, interprets and compares simple data displays | with direction, conducts simple data investigations on the most popular government service among their peers or the school | with support, poses questions and collects data about student preferences for government services | with direction, poses questions and collects some data about student preferences for government services |

Activity 1 part 2

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | HASS | HASS | HASS |
| What students do | Students record and represent data in different formats | Students interpret data to identify and describe simple distributions | Students draw simple conclusions |
| A | clearly records and effectively represents a range of data in different formats | interprets a range of data to identify preferences for government services across different samples | draws and justifies with quantitative and qualitative evidence conclusions on which services the local government should provide |
| B | records and effectively represents data in different formats | interprets different data sets to identify preferences for government services across different samples | draws and justifies with evidence, conclusions on services the local government should provide |
| C | records and represents data in different formats, including | interprets date to identify identify preferences for government services | draws simple conclusions on services the local government should provide |
| D | records and represents aspects of data in different formats, | interprets aspects of data to identify preferences for government services | with support, draws simple conclusions on services the local government should provide |
| E | with support, records and represents aspects of data in different formats | with directions, interprets aspects of data to identify some identify preferences for government services | with direction, draws simple conclusions on services the local government should provide |

Activity 3 part 1

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | English | English | English |
| What students do | Students understand how language can be used to express feelings and opinions on topics | Students understand how language features are used to link and sequence ideas | Students demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing |
| A | uses considered language to effectively express feelings and opinions on topics | effectively uses a considered range of language features to link and sequence ideas and achieve coherence | demonstrates deep understanding of grammar and purposefully selects vocabulary and punctuation appropriate for the purpose and context |
| B | uses language to effectively express feelings and opinions on topics | effectively uses a range of language features to link and sequence ideas | demonstrates understanding of grammar and effectively selects of vocabulary and punctuation appropriate for the purpose and context |
| C | uses language to express feelings and opinions on topics | uses language features to link and sequence ideas | demonstrates understanding of grammar and selects vocabulary and punctuation appropriate for the purpose and context |
| D | uses language to express some feelings and opinions on topics | uses some language features to link or sequence ideas | demonstrates partial understanding of grammar and with guidance, selects vocabulary and punctuation to suit purpose and context |
| E | with support, uses language to express some feelings and opinions on topics | with direction, uses some language features to link and sequence ideas | demonstrates fragmented understanding of grammar and with direction, selects vocabulary and punctuation to suit purpose and audience |

Activity 3 part 2

|  |  |  |
| --- | --- | --- |
| Achievement Standard | English | English |
| What students do | Students use knowledge of letter- sound relationships including consonant and vowel clusters and high- frequency words to spell words accurately | Students re- read and edit their writing, checking their work for appropriate vocabulary, structure and meaning |
| A | consistently spells familiar and unfamiliar words accurately by purposefully applying their extensive knowledge of letter- sound relationships and a range of other strategies | purposefully re-reads and checks their writing for appropriate vocabulary, structure and meaning |
| B | Consistently spells words accurately by effectively applying their knowledge of letter- sound relationships and other strategies | effectively re-reads and checks their writing for appropriate vocabulary, structure and meaning |
| C | use knowledge of letter- sound relationships including consonant and vowel clusters and high- frequency words to spell words accurately | re-reads and checks their writing for appropriate vocabulary, structure and meaning |
| D | use some knowledge of letter-sound relationships including consonant and vowel clusters and high- frequency words to spell familiar words accurately | with support, re-reads and checks their writing for appropriate vocabulary, structure and meaning |
| E | With support, spells high frequency words with some accuracy and approximates the spelling of other words | with direction, re-reads and checks their writing for appropriate vocabulary, structure and meaning |

Activity 5 and 6

|  |  |  |
| --- | --- | --- |
| Achievement Standard | HASS | HASS |
| What students do | Students explain how and why people contribute to their communities | Students reflect on their learning to suggest individual action in response to an issue |
| A | provides a detailed and informed explanation of how and why they contribute to their community | reflects on their learning to make reasoned suggestions of individual action they could take to contribute to their local community |
| B | provides an informed explanation of how and why they contribute to their community | reflects on their learning to make informed suggestions of individual action they could take to contribute to their local community |
| C | explains how and why they contribute to their community | reflects on their learning to suggest individual action they could take to they could take to contribute to their local community |
| D | with support, explains how and why they contribute to their community | with support, reflects on their learning to suggest individual action they could take they could take to contribute to their local community |
| E | with direction, provides a brief explanation of how and why they contribute to their community | with direction, reflects learning to make reasoned suggestions of individual action they could take to contribute to their local community |

Activity 6

|  |  |
| --- | --- |
| Achievement Standard | English |
| What students do | Students contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations\* |
| A | purposefully contributes to group discussions by:   * asking questions for clarification and to extend discussions * providing useful feedback to add to discussions * making effective presentations |
| B | effectively contributes to group discussions by:   * asking thoughtful questions * providing useful feedback * making presentations |
| C | contributes to group discussions by:   * asking questions * providing useful feedback * making presentations |
| D | contributes to group discussions by:   * answering questions * providing feedback when asked * making presentations |
| E | responds to prompts to contribute to group discussions and makes short presentations |

\* Denotes that observations for student performance may be required

Activity 1, 3 and 6

|  |  |
| --- | --- |
| Achievement Standard | HASS |
| What students do | Students communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms |
| A | effectively and coherently communicates their conclusions and ideas in written and visual forms using relevant discipline- specific terms (e.g.majority, community wellbeing, consensus, democracy) |
| B | effectively communicates their conclusions and ideas in written and visual forms using relevant discipline- specific terms |
| C | communicates their conclusions and ideas in written and visual forms using simple discipline- specific terms (eg: local community, mayor, ratepayers, citizens) |
| D | unevenly communicates their ideas in written and visual forms using some simple discipline-specific terms |
| E | with direction, unevenly communicates their ideas in written and visual forms using some simple discipline-specific terms |

##### Across the suite of all topics (Year 3)

Across all topics

|  |  |
| --- | --- |
| Achievement Standard | English |
| What students do | Students create a range of texts for familiar and unfamiliar audiences |
| A | Purposefully creates a range of effective texts for familiar and unfamiliar audiences |
| B | Creates a range of effective texts for familiar and unfamiliar audiences |
| C | Creates a range of texts for familiar and unfamiliar audiences |
| D | Creates texts for familiar and some unfamiliar audiences |
| E | With support, creates texts for familiar and some unfamiliar audiences |

#### Year 4 rubrics

This is a text version of Year 4 rubrics. Along with this accessible version, which you can either print or use online, we also have the same guidelines available as a PDF – [Year 4 rubrics (PDF, 206KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Rubrics-Yr4.pdf).

The following rubrics provide achievement standards for activities in:

* [Topic 1 Belonging and inclusion (Year 4)](#Topic1BelongingandinclusionYear4)
* [Topic 2 Fairness and equity (Year 4)](#Topic2FairnessandequityYear4)
* [Topic 3 Rights, rules and responsibilities (Year 4)](#_Topic_3_–)
* [Topic 4 Government services in our community (Year 4)](#_Topic_4_–)
* [Topic 5 Saving and budgets (Year 4)](#Topic5SavingandbudgetsYear4)
* [Topic 6 Improving my community (Year 4)](#Topic6ImprovingmycommunityYear4)
* [Across the suite of all topics (Year 4)](#AcrossthesuiteofalltopicsYear4)

##### Topic 1 Belonging and inclusion (Year 4)

Activity 2

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | English | English | HASS |
| What students do | Students listen for and share key points in discussions\* | Students contribute actively to class and group discussions\* | Students share their points of view, respecting the views of others\* |
| A | actively and purposefully listens for and shares key points in discussion | purposefully contributes to class and group discussions by:   * asking questions for clarification and to extend discussions * providing useful feedback to add to discussions | shares considered points of view and shows respect for the views of others |
| B | effectively listens for and shares key points in discussion | effectively contributes to class and group discussions by:   * asking thoughtful questions * providing useful feedback | shares informed points of view and shows respect for the views of others |
| C | listens for and shares key points in discussion | actively contributes to class and group discussions by:   * asking questions * providing useful feedback | shares points of view and shows respect for the views of others |
| D | uses developing skills to listen for and share key points in discussion | with support, actively contributes to class and group discussions by:   * answering questions * providing feedback when asked | with support, shares points of view and attempts to listens to the views of others |
| E | uses emerging skills to listen for and share key points in discussion | responds to prompts to contribute to class and group discussions | with guidance, shares points of view and listens to the views of others |

\* Denotes that observations for student performance may be required

Activity 4

|  |  |
| --- | --- |
| Achievement Standard | HPE |
| What students do | Students describe the connections they have to their community |
| A | thoroughly describes the connections they have to groups and places in their community |
| B | effectively describes the connections they have to groups and places in their community |
| C | describes the connections they have to groups and places in their community |
| D | provides a partial description of the connections they have to groups and places in their community |
| E | provides a fragmented description of the connections they have to groups and places in their community |

Activity 2 and 4

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | HASS | HASS | HPE |
| What students do | Students describe factors that shape a person’s identity and sense of belonging | Students present ideas, findings and conclusions using discipline-specific terms in a range of communication forms | Students identify influences that strengthen identities |
| A | thoroughly describes factors that shape their own identity and sense of belonging | effectively and coherently presents their ideas about identity, communities and places in a range of communication forms using relevant discipline- specific terms (eg: identity, belonging, place, connections, culture, religion, heritage) | identifies and explains several influences that strengthen identities |
| B | effectively describes factors that shape their own identity and sense of belonging | effectively communicates their ideas about identity, communities and places in a range of communication forms using relevant discipline- specific terms | identifies several influences that strengthen identities |
| C | describes factors that shape their own identity and sense of belonging | presents their ideas about identity, communities and places in a range of communication forms using discipline-specific terms (eg: groups, belonging, place, connections) | identifies influences that strengthen identities |
| D | provides a partial description of the factors that shape their own identity and sense of belonging | unevenly communicates their ideas in different communication forms using simple discipline- specific terms | identifies simple influences that strengthen identities |
| E | provides a fragmented description of the factors that shape their own identity and sense of belonging | with direction, unevenly communicates their ideas in different communication forms using simple discipline- specific terms | with support, identifies simple influences that strengthen identities |

##### Topic 2 Fairness and equity (Year 4)

Activity 4

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | Mathematics | Mathematics | HPE |
| What students do | Students solve simple purchasing problems | Students solve simple purchasing problems | Students apply strategies for working cooperatively and apply rules fairly\* |
| A | Efficiently calculates a solution to a shared purchasing scenario and explains the process they used | Efficiently labels various money values using decimal notation and correctly places these in order of value on a number line that shows the relative difference between these values | Purposefully uses strategies for working cooperatively and consistently applies rules fairly |
| B | Calculates a solution to a shared purchasing scenario and explains the process they used | Efficiently labels money values using decimal notation and correctly places these in order of value on a number line | Effectively uses strategies for working cooperatively and applies rules fairly |
| C | Calculates a solution to a shared purchasing scenario | Labels money values using decimal notation and places these in order of value on a number line | uses strategies for working cooperatively and applies rules fairly |
| D | With support, calculates a solution to a shared purchasing scenario | With support, labels money values and places them in order of value | With support, works cooperatively and applies rules fairly in most situations |
| E | With direction, calculates a solution to a shared purchasing scenario | With direction, labels money values and places them in order of value | With direction, works cooperatively and applies rules fairly to some situations |

\* Denotes that observations for student performance may be required

Activity 4 and 5

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | English | English | HASS |
| What students do | Students listen for and share key points in discussions\* | Students contribute actively to class and group discussions\* | Students share their points of view, respecting the views of others\* |
| A | Actively and purposefully listens for and shares key points in discussion | Purposefully contributes to class and group discussions by:   * asking questions for clarification and to extend discussions * providing useful feedback to add to discussions | Shares considered points of view and shows respect for the views of others |
| B | Effectively listens for and shares key points in discussion | Effectively contributes to class and group discussions by:   * asking thoughtful questions * providing useful feedback | Shares informed points of view and shows respect for the views of others |
| C | listens for and shares key points in discussion | Actively contributes to class and group discussions by:   * asking questions * providing useful feedback | Shares points of view and shows respect for the views of others |
| D | Uses developing skills to listen for and share key points in discussion | With support, actively contributes to class and group discussions by:   * answering questions * providing feedback when asked | With support, shares points of view and attempts to listens to the views of others |
| E | Uses emerging skills to listen for and share key points in discussion | Responds to prompts to contribute to class and group discussions | With guidance, shares points of view and listens to the views of others |

\* Denotes that observations for student performance may be required

Activity 5 and 6

|  |  |  |
| --- | --- | --- |
| Achievement Standard | Mathematics | Mathematics |
| What students do | Students recognise common equivalent fractions in familiar contexts | Students make connections between fraction and decimal notations up to two decimal places They locate familiar fractions on a number line |
| A | Recognises and represents a range of equivalent fractions in different contexts and uses a range of strategies to express equivalence (e.g. Combining and portioning) | connects various number names and numerals in decimal and fraction notation and represents the same number in various ways, including locating fractions on a number line |
| B | Recognises and represents common equivalent fractions in different contexts and expresses equivalence through combining and partitioning | connects number names and numerals in decimal and fraction notation and represents the same number in various ways, including locating familiar fractions on a number line |
| C | recognises common equivalent fractions in familiar contexts | connects fraction and decimal notations up to two decimal places and locates familiar fractions on a number line |
| D | Recognises simple common equivalent fractions in familiar contexts | connects aspects of fraction and decimal notations and locates familiar unit fractions on a number line |
| E | With support, recognises equivalent common fractions in familiar contexts | With direction, connects aspects of fraction and decimal notations and locates familiar unit fractions on a number line |

Activity 8 part 1

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | English | English | English |
| What students do | Students create texts that show understanding of how images and detail can be used to extend key ideas | Students demonstrate understanding of grammar | Students select vocabulary from a range of resources |
| A | Creates a highly effective text that extends ideas through the skillful use of images and detail | Applies deep understanding of grammar to write effectively and coherently | purposefully selects relevant and appropriate vocabulary from a wide range of resources |
| B | Creates an effective text that extends ideas through the appropriate use of images and detail | Applies understanding of grammar to write effectively | Effectively selects appropriate vocabulary from a range of resources |
| C | Creates a text that extends key ideas with images and detail | Demonstrates understanding of grammar | selects relevant and vocabulary from a range of resources |
| D | Creates a text shows partial understanding of how images and detail can be used to extend key ideas | Demonstrates partial understanding of grammar | With support, selects vocabulary from different resources |
| E | Creates a text shows fragmented understanding of how images and detail can be used to extend key ideas | Demonstrates fragmented understanding of grammar | With direction, selects vocabulary from resources |

Activity 8 part 2

|  |  |  |
| --- | --- | --- |
| Achievement Standard | English | English |
| What students do | Students use accurate spelling and punctuation | Students demonstrate understanding of re- reading and editing their work to improve meaning |
| A | consistently uses accurate spelling and punctuation, selecting the latter for effect | Purposefully re-reads and edits their writing to improve meaning |
| B | consistently uses accurate spelling and punctuation | effectively re-reads and edits their writing to improve meaning |
| C | uses accurate spelling and punctuation | re-reads and edits their writing to improve meaning |
| D | Variously uses accurate spelling and punctuation | partially re-reads and edits their writing for meaning |
| E | Spells some words accurately and uses simple punctuation | With support, partially re- reads and checks their writing for meaning |

##### Topic 3 Rights, rules and responsibilities (Year 4)

Activity 3

|  |  |
| --- | --- |
| Achievement Standard | HPE |
| What students do | Students select strategies that help them stay safe, healthy |
| A | Z |
| B | chooses a number of appropriate actions they can take to stay healthy and safe and describes how these actions serve to protect their own rights |
| C | chooses actions they can take to stay healthy and safe and identifies how these actions protect their own rights |
| D | chooses some actions they can take to stay healthy and safe |
| E | with support, chooses some actions they can take to stay healthy and safe |

Activity 3 and 5

|  |  |
| --- | --- |
| Achievement Standard | HASS |
| What students do | Students reflect on their learning to propose action in response to an issue or challenge |
| A | reflects on their learning to make reasoned suggestions of individual action they could take to protect rights and respond to an ethical dilemma |
| B | reflects on their learning to make informed suggestions of individual action they could take to protect rights and respond to an ethical dilemma |
| C | reflects on their learning to suggest individual action they could take to protect rights and respond to an ethical dilemma |
| D | with support, reflects on their learning to suggest individual action they could take to protect rights and respond to an ethical dilemma |
| E | with direction, reflects learning to make reasoned suggestions of individual action they could take to they could take to protect rights and respond to an ethical dilemma |

Activity 5

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | HASS | English | English |
| What students do | Students share their points of view, respecting the views of others\* | Students listen for and share key points in discussions\* | Students contribute actively to class and group discussions\* |
| A | shares considered points of view and shows respect for the views of others | actively and purposefully listens for and shares key points in discussion | purposefully contributes to class and group discussions by:   * asking questions for clarification and to extend discussions * providing useful feedback to add to discussions |
| B | shares informed points of view and shows respect for the views of others | effectively listens for and shares key points in discussion | effectively contributes to class and group discussions by:   * asking thoughtful questions * providing useful feedback |
| C | shares points of view and shows respect for the views of others | listens for and shares key points in discussion | actively contributes to class and group discussions by:   * asking questions * providing useful feedback |
| D | with support, shares points of view and attempts to listens to the views of others | uses developing skills to listen for and share key points in discussion | with support, actively contributes to class and group discussions by:   * answering questions * providing feedback when asked |
| E | with guidance, shares points of view and listens to the views of others | uses emerging skills to listen for and share key points in discussion | responds to prompts to contribute to class and group discussions |

\* Denotes that observations for student performance may be required

Activity 5 and 7

|  |  |
| --- | --- |
| Achievement Standard | HASS |
| What students do | Students draw conclusions |
| A | draws reasoned conclusions on the role of ethical actions and rules in society and shares their considered views with others |
| B | draws informed conclusions on the role of ethical actions and rules in society and shares their informed views with others |
| C | draws simple conclusions on the role of ethical actions and rules in society and shares their views with others |
| D | draws partial and simple conclusions and shares their view |
| E | draws fragmented and simple conclusions and shares their view |

Activity 7

|  |  |
| --- | --- |
| Achievement Standard | HASS |
| What students do | Students recognise the importance of laws in society |
| A | recognises and effectively explains why laws are important to society |
| B | recognises and explains why laws are important to society |
| C | recognises why laws are important to society |
| D | with support, recognises why laws exist |
| E | with guidance, recognises why laws exist |

Activity 3, 5 and 7

|  |  |
| --- | --- |
| Achievement Standard | HASS |
| What students do | Students present ideas, findings and conclusions using discipline-specific terms in a range of communication forms |
| A | effectively and coherently presents their conclusions and ideas about rights, laws and responsibilities in a range of communication forms using relevant discipline- specific terms (e.g. human rights, ethics, responsibilities, un, convention, common good) |
| B | effectively communicates their conclusions and ideas about rights, laws and responsibilities in a range of communication forms using relevant discipline-specific terms |
| C | presents their conclusions and ideas about rights, laws and responsibilities in a range of communication forms using discipline-specific terms (eg: laws, rights, responsibilities) |
| D | unevenly communicates their ideas and conclusions in different communication forms using simple discipline- specific terms |
| E | with direction, unevenly communicates their ideas and conclusions in different communication forms using simple discipline-specific terms |

##### Topic 4 Government services in our community (Year 4)

Activity 3 part 1

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | English | English | English |
| What students do | Students use language features to create coherence and add detail to their texts | Students create texts that show understanding of how images and detail can be used to extend key ideas | Students demonstrate understanding of grammar |
| A | uses a considered range of language features to create coherence and effectively add detail to their texts | creates a highly effective text that extends ideas through the skillful use of images and detail | applies deep understanding of grammar to write effectively and coherently |
| B | effectively uses a range of language features to create coherence and add appropriate detail to their texts | creates an effective text that extends ideas through the appropriate use of images and detail | applies understanding of grammar to write effectively |
| C | uses language features to create coherence and add detail to their texts | creates a text that extends key ideas with images and detail | demonstrates understanding of grammar |
| D | uses some language features to create elements of coherence details to their texts | creates a text shows partial understanding of how images and detail can be used to extend key ideas | demonstrates partial understanding of grammar |
| E | with direction, uses some language features to create elements of coherence details to their texts | creates a text shows fragmented understanding of how images and detail can be used to extend key ideas | demonstrates fragmented understanding of grammar |

Activity 3 part 2

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | English | English | English |
| What students do | Students select vocabulary from a range of resources | Students use accurate spelling and punctuation | Students demonstrate understanding of re- reading and editing their work to improve meaning |
| A | purposefully selects relevant and appropriate vocabulary from a wide range of resources | consistently uses accurate spelling and punctuation, selecting the latter for effect | purposefully re-reads and edits their writing to improve meaning |
| B | effectively selects appropriate vocabulary from a range of resources | consistently uses accurate spelling and punctuation | effectively re-reads and edits their writing to improve meaning |
| C | selects relevant and vocabulary from a range of resources | uses accurate spelling and punctuation | re-reads and edits their writing to improve meaning |
| D | with support, selects vocabulary from different resources | variously uses accurate spelling and punctuation | partially re-reads and edits their writing for meaning |
| E | with direction, selects vocabulary from resources | spells some words accurately and uses simple punctuation | with support, partially re- reads and checks their writing for meaning |

Activity 4 and 5 part 1

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | HASS | HASS | HASS |
| What students do | Students identify structures that support their local community | Students interpret data and information to identify and describe distributions and simple patterns | Students record and represent data in different formats, including large-scale maps |
| A | identifies and correctly categorises a range of local government resources and services that support local communities, including their own | interprets data and information to identify and categorise several local government resources and provides an informed explanation of distributions and patterns | clearly records and effectively represents a range of data in different formats, including on large-scale maps |
| B | identifies and categorises a number of local government resources and services that support that support local communities, including their own | interprets data and information to identify local government resources and provides a detailed description of distributions and patterns | records and effectively represents data in different formats, including on large-scale maps |
| C | identifies and categorises local government resources and services that support their local community | interprets date and information to identify local government resources and describes distributions and simple patterns | records and represents data in different formats, including on large-scale maps |
| D | identifies some local resources that support their community | interprets aspects of data and information to identify some local government resources and describes in limited detail simple distributions and patterns | records and represents aspects of data in different formats, including on large-scale maps |
| E | with direction, identifies some local resources that support their community | interprets aspects of data and information to identify some local government resources and describes in very limited detail simple distributions | with support, records and represents aspects of data in different formats, including on large-scale maps |

Activity 4 and 5 part 2

|  |  |  |
| --- | --- | --- |
| Achievement Standard | Mathematics | HPE |
| What students do | Students interpret information contained in maps | Students identify local resources to support their health, wellbeing, safety and physical activity |
| A | interprets information contained in maps by locating a range of local government resources and using the scale and north point to precisely determine the distance between and direction from one landmarks to several others | comprehensively identifies local resources that support their health, wellbeing, safety and physical activity |
| B | interprets information contained in maps by locating a number of local government resources and using the scale and north point to correctly determine distance and direction | identifies a range of local resources that support their health, wellbeing, safety and physical activity |
| C | interprets information contained in maps by locating local government resources and using the scale and north point to determine distance and direction | identifies local resources that support their health, wellbeing, safety and physical activity |
| D | interprets information contained in maps by locating one or more local government resources and, with support, uses the features of the map to estimate distance and direction | identifies a small number of local resources that support their health, wellbeing, safety and/or or physical activity |
| E | interprets information contained in maps by locating at least one local government resources and, with direction, uses the features of the map to estimate distance and direction | with support, identifies a small number of local resources that support their health, wellbeing, safety and/or or physical activity |

Activity 6

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | Mathematics | Mathematics | Mathematics |
| What students do | Students choose appropriate strategies for calculations involving multiplication and division | Students describe number patterns resulting from multiplication | Students continue number sequences involving multiples of single-digit numbers |
| A | selects appropriate strategies for calculations involving multiplication and division and provides reasoned explanations of choices made | Uses mathematical symbols to develop a rule that describes number patterns resulting from multiplication and can be readily applied to find larger terms | efficiently continues number sequences involving multiples of single-digit numbers and develops rules to describe the sequence and applies these rules to make generalisations and find unknown quantities |
| B | selects appropriate strategies for calculations involving multiplication and division and provides explanations of choices made | Develops a rule to describe number patterns number patterns resulting from multiplication and can be applied to find larger terms | efficiently continues number sequences involving multiples of single-digit numbers, develops a rule and applies this rule to find larger terms in the sequence |
| C | selects appropriate strategies for calculations involving multiplication and division | describes number patterns number patterns resulting from multiplication | continues number sequences involving multiples of single-digit numbers |
| D | with support, uses simple strategies for calculations involving multiplication and division | Describes the relationship between an additive number pattern relates to a multiplicative number pattern (the number added each time is the same number being multiplied) | With support, continues number sequences involving multiples of single-digit numbers |
| E | with direction, uses simple strategies for calculations involving multiplication and division | With support, describes the relationship between an additive number pattern relates to a multiplicative number pattern (the number added each time is the same number being multiplied) | continues number sequences involving multiples of single-digit numbers |

##### Topic 5 Saving and budgets (Year 4)

Activity 6

|  |  |
| --- | --- |
| Achievement Standard | Mathematics |
| What students do | Students choose appropriate strategies for calculations involving multiplication and division |
| A | selects the most efficient strategies for calculations involving multiplication and division and provides reasoned explanations for choices made |
| B | selects efficient strategies for calculations involving multiplication and division and provides explanations for choices made |
| C | selects appropriate strategies for calculations involving multiplication and division |
| D | with support, uses simple strategies for calculations involving multiplication and division |
| E | with direction, uses simple strategies for calculations involving multiplication and division |

Activity 7 part 1

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | English | English | English |
| What students do | Students understand that texts have different text structures depending on purpose and context | Students explain how language features, images and vocabulary are used to engage the interest of audiences | Students listen for and share key points in discussions\* |
| A | provides a considered explanation of how the text structure of an advertisement depends on context and purpose | purposefully explains in detail how language features, images and vocabulary choices combine to engage and persuade an audience | actively and purposefully listens for and shares key points in discussion |
| B | provides an informed explanation of how the text structure of an advertisement depends on context and purpose | effectively explains how language features, images and vocabulary choices combine to engage and persuade an audience | effectively listens for and shares key points in discussion |
| C | provides an explanation of how the text structure of an advertisement depends on context and purpose | explains how language features, images and vocabulary choices combine to engage and persuade an audience | listens for and shares key points in discussion |
| D | with support, connects the text structure of an advertisement with its context and purpose | with support, provides a brief explanation of how images or vocabulary choices are used to engage and persuade an audience | uses developing skills to listen for and share key points in discussion |
| E | with direction, connects the text structure of an advertisement with its context and purpose | with direction, provides a brief explanation of how images or vocabulary choices are used to engage and persuade an audience | uses emerging skills to listen for and share key points in discussion |

\* Denotes that observations for student performance may be required

Activity 7 part 2

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | English | English | English |
| What students do | Students understand how to express an opinion based on information in a text | Students create texts that show understanding of how images can be used to extend key ideas | Student’s make presentations and contribute actively to class and group discussions, varying language according to context |
| A | uses considered language to effectively express informed opinions on a range of advertisements | skillfully uses images to create a highly effective and persuasive advertisement | skilfully varies language according to context to effectively present ideas to peers and actively and purposefully contributes to class and group discussions |
| B | uses language to effectively express informed opinions on a range of advertisements | uses images to create an effective persuasive advertisement | effectively varies language according to context to present ideas to peers and contributes actively and effectively to class and group discussions |
| C | listens for and shares key points in discussion | uses images to create a persuasive advertisement | varies language according to context to present ideas to peers and contributes actively to class and group discussions |
| D | uses language to express opinions on advertisements | uses images to create an advertisement | partially varies language according to context to present ideas to peers and with prompting, contributes to class and group discussions |
| E | with support, uses language to express opinions on advertisements | with support, uses writing and images to create an advertisement | presents ideas to peers and responds to prompts to contribute to class and group discussions |

##### Topic 6 Improving my community (Year 4)

Activity 1 part 1

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | Mathematics | Mathematics | HASS |
| What students do | Students describe different methods for data collection and representation, and evaluate their effectiveness | Students construct data displays from collected data | Students develop questions to investigate |
| A | purposefully selects effective methods of data collection (questions, subjects, variables) and representation (tables and graphs) and evaluates their effectiveness to select and justify the most appropriate representation | purposefully constructs a range of appropriate data displays from collected data | purposefully designs effective survey questions to identify preferred government services by different groups |
| B | selects effective methods of data collection and representation and evaluates their effectiveness to select the most appropriate representation | constructs a range of appropriate data displays from collected data | designs effective survey questions to identify preferred government services by more than one group |
| C | selects appropriate methods of data collection and representation and evaluates their effectiveness | constructs data displays from collected data | designs survey questions to frame an investigation of preferences for different government |
| D | selects methods of data collection and representation and provides a partial evaluation of their effectiveness | with support, constructs data displays from collected data | with support, poses questions to ask in a survey |
| E | selects methods of data collection and representation and provides a fragmented evaluation of their effectiveness | with direction, constructs data displays from collected data | with direction, poses questions to ask in a survey |

Activity 1 part 2

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | HASS | HASS | HASS |
| What students do | Students collect information and data from different sources, including observations to answer these questions | Students interpret data to identify and describe distributions and simple patterns and draw conclusions | Students record and represent data in different formats, including large-scale maps using basic cartographic conventions |
| A | effectively collects data about the preferences of different groups for a range of government services | interprets a range of data to identify preferences for government services across different groups, explains patterns and draws and justifies conclusions with qualitative and quantitative evidence | clearly records and effectively represents a range of data in different formats |
| B | collects data about the preferences of different groups for a range of government services | interprets different data sets to identify preferences for government services across different groups identifies simple patterns and draws evidence-based conclusions | records and effectively represents data in different formats, |
| C | collects data about the preferences of different people for a range of government services | interprets date to identify identify preferences for government services, identifies simple patterns and draws conclusions | records and represents data in different formats |
| D | with support, collects data about student preferences for government services | interprets aspects of data to identify preferences for government services and with support, identifies simple patterns and draws conclusions | records and represents aspects of data in different formats |
| E | with direction, collects some data about student preferences for government services | with directions, interprets aspects of data to identify some identify preferences for government services, partially identities patterns and draws simple conclusions | with support, records and represents aspects of data in different formats |

Activity 3 part 1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Achievement Standard | English | English | English | English |
| What students do | Students create texts that show understanding of how images and detail can be used to extend key ideas | Students demonstrate understanding of grammar | Students select vocabulary from a range of resources | Students use accurate spelling and punctuation |
| A | creates a highly effective text that extends ideas through the skillful use of images and detail | applies deep understanding of grammar to write effectively and coherently | purposefully selects relevant and appropriate vocabulary from a wide range of resources | consistently uses accurate spelling and punctuation, selecting the latter for effect |
| B | creates an effective text that extends ideas through the appropriate use of images and detail | applies understanding of grammar to write effectively | effectively selects appropriate vocabulary from a range of resources | consistently uses accurate spelling and punctuation |
| C | creates a text that extends key ideas with images and detail | demonstrates understanding of grammar | selects relevant and vocabulary from a range of resources | uses accurate spelling and punctuation |
| D | creates a text shows partial understanding of how images and detail can be used to extend key ideas | demonstrates partial understanding of grammar | with support, selects vocabulary from different resources | variously uses accurate spelling and punctuation |
| E | creates a text shows fragmented understanding of how images and detail can be used to extend key ideas | demonstrates fragmented understanding of grammar | with direction, selects vocabulary from resources | spells some words accurately and uses simple punctuation |

Activity 3 part 2

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | English | HASS | HASS |
| What students do | Students demonstrate understanding of re- reading and editing their work to improve meaning | Students identify structures that support their local community | Students reflect on their learning to propose action in response to an issue or challenge, and identify the possible effects of their proposed action |
| A | purposefully re-reads and edits their writing to improve meaning | selects a local government resource or service needed by their community and provides appropriate and persuasive evidence to justify their selection | reflects on their learning to make reasoned suggestions of individual action they could take to contribute to their local community and predicts the immediate and long-term effects of their proposed actions |
| B | effectively re-reads and edits their writing to improve meaning | selects a local government resource or service that will support their community and provides appropriate evidence to justify their selection | reflects on their learning to make informed suggestions of individual action they could take to contribute to their local community and identifies the possible immediate and long-term effects of their proposed action |
| C | re-reads and edits their writing to improve meaning | selects a local government resource or service that will support their community and provides evidence to justify their selection | reflects on their learning to suggest individual action they could take to contribute to their local community and identifies the possible effects of their proposed action |
| D | partially re-reads and edits their writing for meaning | selects a local government resource or service that will support their community and provides partial evidence to support their selection | with support, reflects on their learning to suggest individual action they could take to contribute to their local community and identifies some possible effects of their proposed action |
| E | with support, partially re-reads and checks their writing for meaning | with direction, selects a local government resource or service that will support their community and provides fragmented evidence to justify their selection | with direction, reflects on their learning to suggest individual action they could take to contribute to their local community and identifies some possible effects of their proposed action |

Activity 6

|  |  |
| --- | --- |
| Achievement Standard | English |
| What students do | Students make presentations and contribute actively to class and group discussions, varying language according to context\* |
| A | skillfully varies language according to context to make engaging presentations and actively and purposefully contributes to class and group discussions |
| B | effectively varies language according to context to make presentations and contributes actively and effectively to class and group discussions |
| C | varies language according to context to make presentations and contributes actively to class and group discussions |
| D | partially varies language according to context to make presentations and with prompting, contributes to class and group discussions |
| E | makes presentations and responds to prompts to contribute to class and group discussions |

\* Denotes that observations for student performance may be required

Activity 1, 3 and 6

|  |  |
| --- | --- |
| Achievement Standard | HASS |
| What students do | Students present ideas, findings and conclusions using discipline-specific terms in a range of communication forms |
| A | effectively and coherently communicates their ideas, findings and conclusions in a range of communication forms using relevant discipline-specific terms (e.g.majority, community wellbeing, consensus, democracy |
| B | effectively communicates their ideas, findings and conclusions in a range of communication forms using relevant discipline-specific terms |
| C | communicates their ideas, findings and conclusions in a range of communication forms using simple discipline-specific terms (eg: most, local community, mayor, ratepayers, citizens) |
| D | unevenly communicates ideas, findings and simple conclusions in different communication forms using some simple discipline-specific terms |
| E | with direction, unevenly communicates ideas, findings and simple conclusions in different communication forms using some simple discipline-specific terms |

##### Across the suite of all topics (Year 4)

Across all topics

|  |  |
| --- | --- |
| Achievement Standard | English |
| What students do | Students create structured texts to explain ideas for different audiences. |
| A | purposefully creates structured texts to effectively explain ideas for a range of different audiences |
| B | purposefully creates structured texts to explain ideas for a range of different audiences |
| C | creates structured texts to explain ideas for different audiences |
| D | creates simple texts with some structure to explain ideas |
| E | With support, creates texts to explain simple ideas |

#### Year 3 achievement standards

This is a text version of Year 3 achievement standards. Along with this accessible version, which you can either print or use online, we also have the same achievement standards available as a PDF – [Year 3 achievement standards (PDF, 131KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Achievement.Standards-Yr3.pdf).

##### English

###### Receptive modes

By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects.

They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information. They use phonics and word knowledge to fluently read more complex words. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others’ views and respond appropriately using interaction skills.

###### Productive modes

Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop, in some detail experiences, events, information, ideas and characters.

Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately. They re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning. They write using joined letters that are accurately formed and consistent in size.

##### Mathematics

By the end of Year 3, students recognise the connection between addition and subtraction and solve problems using efficient strategies for multiplication. They model and represent unit fractions. They represent money values in various ways. Students identify symmetry in the environment. They match positions on maps with given information. Students recognise angles in real situations. They interpret and compare data displays.

Students count to and from 10 000. They classify numbers as either odd or even. They recall addition and multiplication facts for single-digit numbers. Students correctly count out change from financial transactions. They continue number patterns involving addition and subtraction. Students use metric units for length, mass and capacity. They tell time to the nearest minute. Students make models of three-dimensional objects. Students conduct chance experiments and list possible outcomes. They conduct simple data investigations for categorical variables.

##### HASS

By the end of Year 3, students identify individuals, events and aspects of the past that have significance in the present. They identify and describe aspects of their community that have changed and remained the same over time. They describe the diverse characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places. They identify connections between people and the characteristics of places. Students explain the role of rules in their community and the importance of making decisions democratically. They identify the importance of different celebrations and commemorations for different groups. They explain how and why people participate in and contribute to their communities.

Students pose questions and locate and collect information from sources, including observations, to answer these questions. They examine information to identify a point of view and interpret data to identify and describe simple distributions. They draw simple conclusions and share their views on an issue. They sequence information about events and the lives of individuals in chronological order. They record and represent data in different formats, including labelled maps using basic cartographic conventions. They reflect on their learning to suggest individual action in response to an issue or challenge. Students communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.

##### HPE

By the end of Year 4, students recognise strategies for managing change. They identify influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in a variety of situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being healthy and physically active. They describe the connections they have to their community and identify local resources to support their health, wellbeing, safety and physical activity.

Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.

#### Year 4 achievement standards

This is a text version of Year 4 teacher achievement standards. Along with this accessible version, which you can either print or use online, we also have the same achievement standards available as a PDF – [Year 4 achievement standards (PDF, 129KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Achievement.Standards-Yr4.pdf).

##### English

###### Receptive modes

By the end of Year 4, students understand that texts have different text structures depending on purpose and context. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts.

They fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words. They express preferences for particular types of texts, and respond to others’ viewpoints. They listen for and share key points in discussions.

###### Productive modes

Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas.

Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, re-reading and editing their work to improve meaning.

##### Mathematics

By the end of Year 4, students choose appropriate strategies for calculations involving multiplication and division. They recognise common equivalent fractions in familiar contexts and make connections between fraction and decimal notations up to two decimal places. Students solve simple purchasing problems. They identify and explain strategies for finding unknown quantities in number sentences. They describe number patterns resulting from multiplication. Students compare areas of regular and irregular shapes using informal units. They solve problems involving time duration. They interpret information contained in maps. Students identify dependent and independent events. They describe different methods for data collection and representation, and evaluate their effectiveness.

Students use the properties of odd and even numbers. They recall multiplication facts to 10 x 10 and related division facts. Students locate familiar fractions on a number line. They continue number sequences involving multiples of single-digit numbers. Students use scaled instruments to measure temperatures, lengths, shapes and objects. They convert between units of time. Students create symmetrical shapes and patterns. They classify angles in relation to a right angle. Students list the probabilities of everyday events. They construct data displays from given or collected data.

##### HASS

By the end of Year 4, students recognise the significance of events in bringing about change and the importance of the environment. They explain how and why life changed in the past and identify aspects of the past that have remained the same. They describe the experiences of an individual or group in the past. They describe and compare the diverse characteristics of different places at local to national scales. Students identify the interconnections between components of the environment and between people and the environment. They identify structures that support their local community and recognise the importance of laws in society. They describe factors that shape a person’s identity and sense of belonging. They identify different views on how to respond to an issue or challenge.

Students develop questions to investigate. They locate and collect information and data from different sources, including observations to answer these questions. When examining information, they distinguish between facts and opinions and detect points of view. They interpret data and information to identify and describe distributions and simple patterns and draw conclusions. They share their points of view, respecting the views of others. Students sequence information about events and the lives of individuals in chronological order with reference to key dates. They sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions. They reflect on their learning to propose action in response to an issue or challenge, and identify the possible effects of their proposed action. Students present ideas, findings and conclusions using discipline-specific terms in a range of communication forms.

##### HPE

By the end of Year 4, students recognise strategies for managing change. They identify influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in a variety of situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being healthy and physically active. They describe the connections they have to their community and identify local resources to support their health, wellbeing, safety and physical activity.

Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.

## Topic 1 – Belonging and inclusion

This primary school resource focuses on establishing strong foundations for learning about tax and super.

In this section

1. [Overview](#Overview16)
2. [Introduction – Simon says](#IntroductionSimonsays)
3. [Understanding identity – who am I?](#Understandingidentity)
4. [What is a group? – yes or no walk](#Whatisa)
5. [Identifying groups and places I belong – individual writing or drawing](#Identifyinggroupsand)
6. [Exploring funding sources – checklist and homework](#Exploringfundingsources)
7. [Reflection – I used to think…](#Reflection)

This primary school resource focuses on teaching values and actions to help establish strong foundations for learning about tax and super.

### Overview

#### Tax talk

* I am a member of the community.

#### Learning intention

In this topic, students:

* explore what makes them unique
* understand that everyone is different but also have things in common
* understand what makes a group
* identify groups and places where they feel a sense of belonging
* understand that the groups and places they are connected to can be funded by government.

#### Focus questions

* What is my identity?
* Where do I belong?

#### Activities

1. [Introduction – Simon says](#IntroductionSimonsays)
2. [Understanding identity – who am I?](#Understandingidentity)
3. [What is a group – yes/no walk](#Whatisa)
4. [Identifying groups and places I belong – individual writing/drawing](#Identifyinggroupsand)
5. [Exploring funding sources – checklist and homework](#Exploringfundingsources)
6. [Reflection – I used to think…](#Reflection)

#### Resources

Some resources are available as both a PDF and as accessible text. If a resource does not have a text version and you need an accessible version, email us at [schoolseducationprogram@ato.gov.au](mailto:schoolseducationprogram@ato.gov.au).

##### Topic 1 resources

* [Resource 1: my identity template (PDF, 95KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T1.R1.pdf)
* [Resource 2: grouping strategy (PDF, 131KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T1.R2.pdf)
* [Resource 3: funding sources worksheet (PDF, 79KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T1.R3.pdf)

#### Australian Curriculum Connections

##### Content

* English
* HASS
* HPE

##### General capabilities

* Literacy
* Critical and Creative Thinking
* Personal and Social Capability
* Intercultural Understanding

#### Curriculum mapping

* [Australian Curriculum mapping for Year 3 and Year 4](#_Australian_Curriculum_mapping_1)
* [NSW syllabuses mapping for Year 3 and Year 4](#_NSW_syllabuses_mapping_1)
* [Victorian syllabuses mapping for Year 3 and Year 4](#_Victorian_syllabuses_mapping_1)
* [Western Australia syllabuses mapping for Year 3 and Year 4](#_Western_Australia_syllabuses_1)

### Introduction – Simon says

1. Explain to students that they will play a version of Simon Says in which only some students will respond to each command.
2. Ask students to remember the commands you use.
3. Lead a game of Simon Says. Provide directions such as:
   * Simon says, 'Everyone who is a child, stand up.'
   * Simon says, 'Everyone who has a dog as a pet, put your right hand on your head.'
   * Simon says, 'Everyone whose favourite sport is soccer, stand on one foot.'
   * Simon says, 'Everyone who speaks more than one language, jump up and down.'
   * Simon says, 'Everyone who has brothers and sisters, bend your knees'.
   * Simon says, 'Everyone who is kind, nod your head'.
   * Simon says, 'Everyone who is funny, shake your head'.
   * Simon says, 'Everyone who likes being on their own, give yourself a hug'.
   * Simon says, 'Everyone who goes to church, mosque or temple, shake your hands'.
   * Simon says, 'Everyone who lives near the beach, put your arms in the air'.
   * Simon says, 'Everyone who goes to school, sit down'
4. Ask students what they noticed about the questions (for example, questions were about what you like to do, where you live, what sort of person you are, groups you belong to and so on).

#### Teacher tip

Choose categories appropriate for your students eg. age, gender, physical attributes, religion, beliefs and values, ethnicity, culture, strengths, friendships, family, interests, sports, clubs.

Do not compel students to disclose personal information and be aware of peer pressure and judgment.

### Understanding identity – who am I?

This activity may contribute to student portfolios.

1. Give each student a copy of the ‘My identity’ template ([Resource 1 – PDF, 95KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T1.R1.pdf)).
2. Using the template students add words, pictures, symbols or drawings that are important to them and describe what makes them unique (refer to the Simon Says game).
3. Use the following prompts:
   * What are you like on the outside? (your physical appearance such as hair and eye colour)
   * What are you like on the inside? (such as religion, age, hobbies, personality)
   * What are you good at?
   * What are your experiences? (such as people and places)
4. Ask:
   * Could someone else have completed the ‘My identity template’ for you without asking you?
   * Would they like someone else to label them/ choose your identity?
   * Is it OK to label other people?
   * What kind of effect could this have?
5. Use a grouping strategy ([Resource 2 – PDF, 131KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T1.R2.pdf)) to form groups of 4 or 5. Remind students of the importance of listening and being respectful.
6. Students share their completed ‘My identity’ template with group members. They:
   * explain what is important to them and why
   * find things they have in common with others.
7. Display the completed My identity templates around the classroom to demonstrate the diversity of identities.
8. Ask students what they have learned about diversity, respect and inclusion.

### What is a group? – yes or no walk

1. Ask students for some examples of groups.
2. Record student responses on the board.
3. Label one end of the room 'No' and the other end 'Yes.'
4. Read a statement to which students respond by moving to the end that best represents their view.
5. When all students have moved to an end, allow each end to chat to each other about why they moved there.
6. Invite a student from each end to explain to the whole class why he or she moved there.
7. Invite students to switch ends if they have changed their mind after listening to others.

#### Sample statements

* Two people can be a group.
* Being a member of a group helps make me who I am.
* I behave differently in different groups.
* We choose the groups to which we belong.
* Groups only include people who like each other.
* Members of a group feel responsible to one another.
* People outside the group can help the group.
* People in a group take care of each other.
* Some groups need money or support from outside the group.

### Identifying groups and places I belong – individual writing or drawing

This activity may contribute to student portfolios.

1. Students divide a piece of blank paper into quarters (fold or draw lines).
2. On the top right-hand corner, students draw and label as many groups to which they belong (for example, classroom, sports team, neighbourhood, family, church group).
3. Under this quarter, students describe how and why they belong to these groups
4. On the top left-hand corner, students draw and label some of the places they feel connected to (for example, school, playground, bedroom, library, church, scout hall).
5. Under this quarter, students write explain and why they are connected to these places.
6. Display student work around the classroom.

### Exploring funding sources – checklist and homework

1. Explain to students that there are many groups that they belong to and places they visit that rely on funding or money and volunteers.
2. Hand out [Resource 3 – PDF, 79KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T1.R3.pdf) – Funding sources worksheet.
3. Students:
   * add one of their groups and one of their places to the top row of the Funding sources worksheet ([Resource 3 – PDF, 79KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T1.R3.pdf))
   * tick the possible sources of funding/money for each of the groups and places. (it’s OK to guess and they can add extra sources on the blank rows).
4. Ask:
   * How might you check where the money comes from?
   * Where would you go to find out?
   * Who could you ask? Would you trust this person?

### Reflection – I used to think…

1. Sit in a circle and invite students to complete the sentence: 'I used to think… but now I think…'

## Topic 2 – Fairness and equity

This primary school resource focuses on establishing strong foundations for learning about tax and super.

In this section

1. [Overview](#Overview17)
2. [Introduction – think-pair-share](#Introductionthinkpairshare10)
3. [Fairness vs equal – photo stimulus](#FairnessvsequalPhotostimulus)
4. [Experiencing unfair – scenarios](#ExperiencingunfairScenarios)
5. [Distributing resources – group problem-solving](#DistributingresourcesGroupproblemsolving)
6. [Visualising fair – fraction bars](#VisualisingfairFractionbars)
7. [Extension – think board](#ExtensionThinkboard)
8. [Fair or foul? – decision-making](#FairorfoulDecisionmaking)
9. [Making unfair situations fair – journal entry](#MakingunfairsituationsfairJournalentry)
10. [Reflection – class circle](#ReflectionClasscircle)
11. [Text versions of resources](#Textversionsofresources13)

### Overview

#### Tax talk

* Fair isn't always equal.

#### Learning intention

In this topic, students:

* recognise the difference between equity (fairness) and equality (even distribution)
* solve problems to achieve fair outcomes
* represent, compare and link different representations of fractions
* reflect on a personal experience of fairness
* suggest how they can manage unfair situations.

#### Focus question

* Is fair always equal?

#### Activities

1. [Introduction – think-pair-share](#IntroductionThinkPairShare)
2. [Fairness vs equal – photo stimulus](#FairnessvsequalPhotostimulus)
3. [Experiencing unfair – scenarios](#ExperiencingunfairScenarios)
4. [Distributing resources – group problem-solving](#DistributingresourcesGroupproblemsolving)
5. [Visualising fair – fraction bars](#VisualisingfairFractionbars)
6. [Extension – think board](#ExtensionThinkboard)
7. [Fair or Foul? – decision making](#FairorfoulDecisionmaking)
8. [Making unfair situations fair – journal entry](#MakingunfairsituationsfairJournalentry)
9. [Reflection – class circle](#ReflectionClasscircle)

#### Resources

Some resources are available as both a PDF and as accessible text. If a resource does not have a text version and you need an accessible version, email us at [schoolseducationprogram@ato.gov.au](mailto:schoolseducationprogram@ato.gov.au).

##### Topic 2 resources

* [Resource 1: equal versus fairness stimulus (PDF, 140KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T2.R1.pdf)
* [Resource 2: Australian money cut-outs (PDF, 118KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T2.R2.pdf)
* [Resource 3: representing money amounts in different ways (PDF, 76KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T2.R3.pdf)
* [Resource 4: problem solving scenario – character cards (PDF, 165KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T2.R4.pdf)
* [Resource 5: problem solving scenario – instructions](#Resource5problemsolvingscenarioinstructi) (text version) or [PDF (89KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T2.R5.pdf)
* [Resource 6: fraction bar template (PDF, 68KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T2.R6.pdf)
* [Resource 7: think board (PDF, 99KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T2.R7.pdf)
* Chart paper

#### Australian Curriculum Connections

##### Content

* English
* Mathematics
* HASS
* HPE

##### General capabilities

* Literacy
* Numeracy
* ICT
* Critical and Creative Thinking
* Personal and Social Capability
* Ethical Understanding

#### Curriculum mapping

* [Australian Curriculum mapping for Year 3 and Year 4](#_Australian_Curriculum_mapping_1)
* [NSW syllabuses mapping for Year 3 and Year 4](#_NSW_syllabuses_mapping_1)
* [Victorian syllabuses mapping for Year 3 and Year 4](#_Victorian_syllabuses_mapping_1)
* [Western Australia syllabuses mapping for Year 3 and Year 4](#_Western_Australia_syllabuses_1)

### Introduction – think-pair-share

1. Pose the following question for students to think-pair-share:
   * What does fair mean and what are some examples?
     + Think – 30 seconds
     + Pair – 1 minute
     + Share – 5 minutes
2. Record key themes and examples on chart paper to display in the classroom.

### Fairness vs equal – photo stimulus

1. Show students the pictures of fairness and equity ([Resource 1 – PDF, 140KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T2.R1.pdf)).
2. Ask:
   * Is everyone being treated equally in this picture? (point to equality picture)
   * Is this fair? Why or why not?
   * Is everyone being treated equally in this picture? (point to equity picture)
   * Is this fair? Why or why not?
   * Can you think of a situation where fairness is important? Why?

### Experiencing unfair – scenarios

1. Students spread out safely around the room.
2. Give each student a random number of star jumps (between 3 and 150) to complete in 30 seconds.
3. Ask:
   * Why was this task unfair?
   * Would it be fair if I gave everyone the same number of star jumps to complete? Why or why not?
   * What could I have done to make the task fair?
   * Would this make the task better or worse? For whom?
   * Why do you think people have different views about what is better or worse?

### Distributing resources – group problem-solving

This activity may contribute to student portfolios.

1. As a warmup, give each student a range of Australian notes and coins ([Resource 2 – PDF, 118KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T2.R2.pdf)). Ask each student to make up $40.00 using the notes and coins they have.
2. Students record the actual notes and coins they used to make up the $40.00 ([Resource 3 – PDF, 76KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T2.R3.pdf)).

#### Teacher tip

Encourage students to label each note or coin as a value using the decimal notation. For example, fifty cents would be labelled as $0.50, one dollar would be labelled as $1.00, twenty cents as $0.20, five dollars as $5.00.

1. Use a grouping strategy to organise students into groups of five.
2. Give each group a set of five characters ([Resource 4 – PDF, 165KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T2.R4.pdf)), the problem to solve. See [Resource 5: problem solving scenario – instructions](#Resource5problemsolvingscenarioinstructi) (text version) or [PDF (89KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T2.R5.pdf).
3. Groups solve the problem and record their solution.
4. As a class, discuss how the problem was solved and whether the solution was fair.

Prompts

* Hands-up if each character in the group purchased what was required.
* Hands-up if your group succeeded in purchasing everything required.
* How did you solve the problem? Invite each group to share.
* Which character paid the greatest amount in order for the group to succeed? Why?
* Which character paid the least amount? Was this fair?
* Which character saved the most money?
* Do you think this was fair? Why or why not?

### Visualising fair – fraction bars

This activity may contribute to student portfolios.

1. Students use fraction bars to show how much money each character in their group spent in relation to the amount they were given ([Resource 6 – PDF, 68KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T2.R6.pdf)).
2. Ask:
   * Was your group's solution fair? Why or why not?
   * How does visualising help you decide whether the solution was fair?
   * Why do you think people have different views on what's fair?

### Extension – think board

This activity may contribute to student portfolios.

1. Students use a Think board ([Resource 7 – PDF, 99KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T2.R7.pdf)) to show different representations of one of the fractions on their fraction bar from Activity 5.

### Fair or foul? – decision-making

1. Students respond to each prompt by giving a thumbs-up if they answer 'fair', thumbs-down if they answer 'foul' and palm flat for 'I don't know'. Each time, ask:
   * Why is this fair or foul?  
     Prompts
     + Your older sister's bedtime is later than yours.
     + Your friends won't let you play a game.
     + Your younger brother has fewer chores to do than you.
     + The same student always gets to be roll monitor.
     + You save a seat for someone in the undercover area.
     + Everyone stays in until the culprit fesses up.
     + Your friend lets you cut in line in front of him at the water tap.
     + You get punished for the behaviour of other students in the class.
     + You are made to make up the learning time you lost for being late to class after lunch.
     + An injured student is given a shorter distance to run in a race.
2. Students pick one of the unfair situations and talk with a classmate about how they could turn it into a fair situation.
3. Students share their responses and explain why their solution is a good one and better than the original.

#### Teacher tip

Use examples from students' everyday life as prompts in the game.

### Making unfair situations fair – journal entry

This activity may contribute to student portfolios.

1. Students draw and describe an unfair situation they have experienced and consider how the situation could have been changed to make it fair.
2. Give the following instructions:
   * Draw a line down the middle of the page.
   * On the left-hand side, draw a picture of something that has happened to you that was unfair. It can be something that is unfair in class, in your family, on a team or in your community.
   * Underneath, describe the picture and how it made you feel.
   * On the right-hand side, draw a picture of how that same situation could change to become fair.
   * Underneath, describe how the event would change to become fair and how this new situation would make you and others' feel.
3. Students edit and publish their illustrated journal.

#### Teacher tip

Remind students not to share anything too personal. Use protective interrupting if necessary. If students are reluctant to share their personal experiences, allow them to choose an example from Activity 7.

### Reflection – class circle

1. Ask:
   * What might stop someone from reporting unfairness?
2. Invite students to suggest how this might be solved and to place their ideas in a confidential suggestions box.
3. Read out the suggestions and ask students to decide on the most appropriate solution.

### Text versions of resources

The following is an accessible text version of resources for Years 3-4, Topic 2 – Fairness and equity:

* [Resource 5: problem solving scenario – instructions](#Resource5problemsolvingscenarioinstructi) (text version) or [PDF (89KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T2.R5.pdf)

We do not have accessible text versions for all resources. If a resource does not have a text version and you need an accessible version, email us at [schoolseducationprogram@ato.gov.au](mailto:schoolseducationprogram@ato.gov.au).

For a complete list of this topic’s resources, see [Resources](#Resources).

#### Resource 5: problem solving scenario – instructions

This resource is for Years 3-4, Topic 2 – Fairness and equity, activity titled Distributing resources – group problem-solving.

Along with this accessible version, which you can either print or use online, we also have the same resource available as a PDF – [Resource 5: problem solving scenario – instructions (PDF, 89KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T2.R5.pdf).

##### Instructions

This problem-solving task is to be completed by a group of 5 students.

1. You have been given a character card that tells you how much money you have been allocated.

2. Each character must buy their own:

* pencil
* eraser.

3. The group must buy

* one big notepad
* one pen
* one ruler.

##### Rules

Each character:

* must finish with $2 of their own money
* can contribute to buying items for the group
* cannot give other characters money.

##### How to succeed

As a group, work out how the money will be used so that each character has a pencil and eraser and $2 left, and each group has a note pad, pen and ruler.

##### Cost of items

Each character needs

|  |  |
| --- | --- |
| Item | Cost |
| 1 pencil | $1 |
| 1 eraser | $1 |

Each group needs

|  |  |
| --- | --- |
| Item | Cost |
| 1 big notepad | $2 |
| 1 pen | $4 |
| 1 ruler | $6 |

##### Spending

How much did each character spend:

* Kiandra
* Darwin
* Callington
* Diamantina
* Indigo

## Topic 3 – Rights, rules and responsibilities

This primary school resource focuses on establishing strong foundations for learning about tax and super.

In this section

1. [Overview](#Overview18)
2. [Introduction – the United Nations and rights of the child](#IntroductionTheUnitedNationsandrightsoft)
3. [Rights and responsibilities and responsibilities – matching game](#Rightsandresponsibilitiesandresponsibili)
4. [Extension – poster](#ExtensionPoster)
5. [Knowing and doing what's right – integrity game](#KnowinganddoingwhatsrightIntegritygame)
6. [Choosing actions – justifying choices](#ChoosingactionsJustifyingchoices)
7. [Why rules exist – predicting consequences](#WhyrulesexistPredictingconsequences)
8. [Rules in the community – What if?](#RulesinthecommunityWhatif)
9. [Reflection – take home message](#ReflectionTakehomemessage)

### Overview

#### Tax talk

* The collective good relies on people following rules and being honest.

#### Learning intention

In this topic, students:

* understand that all children in the world have the same rights
* understand that rules protect people’s rights
* recognise the responsibilities that come with rights
* make and justify ethical decisions
* reflect on the consequences of different actions.

#### Focus question

* How do people benefit from and contribute to their communities?

#### Activities

1. [Introduction – the United Nations and rights of the child](#IntroductionTheUnitedNationsandrightsoft)
2. [Rights and responsibilities – matching game](#Rightsandresponsibilitiesandresponsibili)
3. [Extension – poster](#ExtensionPoster)
4. [Knowing and doing what’s right – integrity game](#KnowinganddoingwhatsrightIntegritygame)
5. [Choosing actions – justifying choices](#ChoosingactionsJustifyingchoices)
6. [Why rules exist – predicting consequences](#WhyrulesexistPredictingconsequences)
7. [Rules in the community – what if?](#RulesinthecommunityWhatif)
8. [Reflection – a take home message](#ReflectionTakehomemessage)

#### Resources

Some resources are available as both a PDF and as accessible text. If a resource does not have a text version and you need an accessible version, email us at [schoolseducationprogram@ato.gov.au](mailto:schoolseducationprogram@ato.gov.au).

##### Topic 3 resources

* [Resource 1: rights and responsibilities matching cards (PDF, 109KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T3.R1.pdf)
* [Resource 2: integrity game board and cards (PDF, 95KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T3.R2.pdf)
* [Resource 3: decision cards (PDF, 74KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T3.R3.pdf)
* [Resource 4: decisions record sheet (PDF, 62KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T3.R4.pdf)
* [Resource 5: decision cards – possible actions (teacher resource) (PDF, 80KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T3.R5.pdf)
* [Resource 6: chain of consequences template (PDF, 68KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T3.R6.pdf)
* Dice and counters

#### Australian Curriculum Connections

##### Content

* English
* HASS
* HPE

##### General Capabilities

* Literacy
* ICT
* Critical and Creative Thinking
* Personal and Social Capability
* Ethical Understanding
* Intercultural Understanding

#### Curriculum mapping

* [Australian Curriculum mapping for Year 3 and Year 4](#_Australian_Curriculum_mapping_1)
* [NSW syllabuses mapping for Year 3 and Year 4](#_NSW_syllabuses_mapping_1)
* [Victorian syllabuses mapping for Year 3 and Year 4](#_Victorian_syllabuses_mapping_1)
* [Western Australia syllabuses mapping for Year 3 and Year 4](#_Western_Australia_syllabuses_1)

#### Key terms

Integrity: 'being true to yourself and others' and 'knowing and doing what’s right'.

#### Notes for teachers

Values are always implicitly being modelled in schools. They are transmitted by what school's reward and punish and by how teachers and administrators act.

### Introduction – the United Nations and rights of the child

1. Show the United Nations logo to students (this can be accessed at: [freelogovectors.net/un-united-nations-logo (PDF)](http://www.freelogovectors.net/un-united-nations-logo-eps-pdf/)).
2. Explain what the United Nations is and why it exists.
3. Explain that the United Nations has a Declaration on Rights of the Child which sets down rights for every child in the world.  
       
    The United Nations is an international organisation committed to maintaining international peace and security; developing friendly relations among nations; promoting social progress, better living standards and human rights. It was formed in 1945 after World War II.

### Rights and responsibilities and responsibilities – matching game

1. Introduce the game by telling students that the game they are about to play is based on the United Nations ‘Rights of the Child’ and that these rights belong to every child in the world.
2. Distribute one right or one responsibility card to each student ([Resource 1 – PDF, 109KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T3.R1.pdf)).
3. Students find the student with their matching card and stand together at the edge of the room.
4. After all cards have been matched, each pair reads their right and responsibility to the class.
5. Each pair to think-pair-share what it would be like for a child if their right was denied. Use protective interrupting if necessary.

#### Teacher tip

There are 13 sets of matching cards, some sets of cards may need to be printed twice if class size is larger than 26.

### Extension – poster

This activity may contribute to student portfolios.

1. Individual students:
   * select two rights – one that protects their safety and another that protects their health
   * identify the actions they could take help them stay safe and healthy
   * create a poster communicating how people can take action to protect their own rights and stay healthy and safe.

### Knowing and doing what's right – integrity game

1. Use a grouping strategy to create groups of two to four.
2. Explain the instructions and rules of the Integrity game ([Resource 2 – PDF, 95KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T3.R2.pdf)).
   * Collect a game board, a different coloured counter each, one dice and a set of cards (Do-right cards and Do-wrong cards).
   * Shuffle the cards and place face down.
   * Each person rolls the dice and moves the number of spaces indicated.
   * Select a card whenever you land on a coloured square.
   * Read the card out to the group and move your counter as indicated.
   * First person to arrive at the Bank wins.
3. Ask:
   * What were you thinking when you chose a card that followed a rule or made a good decision?
   * How did you feel when you followed a rule of made a good decision?

### Choosing actions – justifying choices

This activity may contribute to student portfolios.

#### Groups

1. Select one decision card ([Resource 3 – PDF, 74KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T3.R3.pdf)).
2. List at least three possible actions on the record sheet ([Resource 4 – PDF, 62KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T3.R4.pdf)).
3. Brainstorm at least one consequence of each action.
4. Choose one action to take.
5. Explain their group’s choice.
6. Ask each group to respond to the following:
   * Did everyone agree with your group’s choices?
   * How did your group make decisions when there was not agreement?
   * When might it be important to make decisions democratically? Why?

#### Individual students

* Select one new decision card
* Identify possible actions
* Determine at least one consequence of each action.
* Select and justify an action to take.

### Why rules exist – predicting consequences

#### Individual students

1. Select one do-right card or one do-wrong card from the Integrity game ([Resource 2 – PDF, 95KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T3.R2.pdf)).
2. Decide what might happen next.
3. Write or draw one possible consequence.
4. Explain why they think this might happen.

### Rules in the community – What if?

This activity may contribute to student portfolios.

1. Use a grouping strategy that allows students to work with a new partner for each question.
2. Pose a ‘what if’ question and give pairs discussion time to decide what might happen and what might happen next.
3. Invite students to select a graphic organiser online to show their thinking. Students can also use [Resource 6 (PDF, 68KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T3.R6.pdf).
4. Call for responses.

#### Prompts

* You were allowed to run on the concrete at school.
* Your parents let you eat junk food all day.
* You didn’t have to put your hand up to speak in class.
* You were allowed to pick flowers in the local park.
* You played a game of netball and your referee took away the hoops and didn’t tell you why.
* You threw your rubbish into your local river instead of a bin.
* You were allowed to draw in library books.
* You were allowed to drive the car.

#### Individual students

* Write a short paragraph on why rules (or laws) are important by drawing on examples from their ‘what if’ answers and their answers from Activity 5 and 6.
* Illustrate the consequences of not following rules.

### Reflection – take home message

1. Ask:
   * On a scale of 1–10, how well do you follow rules?
   * What score would your parents/carers give you? Check out their answer tonight.
   * What is one thing you learnt today that you could share with a parent or another adult?

## Topic 4 – Government services in our community

This primary school resource focuses on establishing strong foundations for learning about tax and super.

In this section

1. [Overview](#Overview19)
2. [Introduction – Callington's life](#IntroductionCallingtonslife)
3. [Life with no services – brainstorm](#LifewithnoservicesBrainstorm)
4. [My day using services – a storyboard](#MydayusingservicesAstoryboard)
5. [Government services – categorising](#GovernmentservicesCategorising)
6. [Resources in my community – Individual response](#ResourcesinmycommunityIndividualresponse)
7. [Government decisions – problem solving](#GovernmentdecisionsProblemsolving)
8. [Reflection – tomorrow's headline](#ReflectionTomorrowsheadline)

### Overview

#### Tax talk

* Governments provide many goods and services needed by communities.

#### Learning intention

In this topic, students:

* identify the services that governments provide
* predict what their lives would be like without services
* interpret information and maps
* compose a range of texts about services in the community
* problem solve to make decisions

#### Focus questions

* What services do I use?
* Who provides the services I use?

#### Activities

1. [Introduction – Callington’s Life](#IntroductionCallingtonslife)
2. [Life with no services – brainstorm](#LifewithnoservicesBrainstorm)
3. [My day using services – a storyboard](#MydayusingservicesAstoryboard)
4. [Government services – categorising](#GovernmentservicesCategorising)
5. [Resources in my community – individual response](#ResourcesinmycommunityIndividualresponse)
6. [Government decisions – problem solving](#GovernmentdecisionsProblemsolving)
7. [Reflection – tomorrow’s headline](#ReflectionTomorrowsheadline)

#### Resources

Some resources are available as both a PDF and as accessible text. If a resource does not have a text version and you need an accessible version, email us at [schoolseducationprogram@ato.gov.au](mailto:schoolseducationprogram@ato.gov.au).

##### Topic 4 resources

* [‘A week in the life of Callington’ digital story (PDF, 3.6MB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/week-in-the-life-of-callington.pdf)
* Kahoot – categorising local government services
* [Resource 1: storyboard template (PDF, 72KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T4.R1.pdf)
* [Resource 2: services cards (PDF, 172KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T4.R2.pdf)
* [Resource 3: services wheel (PDF, 61KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T4.R3.pdf)
* [Resource 4: How many floors? worksheet (PDF, 87KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T4.R4.pdf)
* Map of local area, nearest town centre or CBD (multiple copies – one per student or per small group, or digital)

#### Australian Curriculum Connections

##### Content

* English
* Mathematics
* HASS
* HPE

##### General capabilities

* Literacy
* Numeracy
* ICT
* Critical and Creative Thinking
* Personal and Social Capability

#### Curriculum mapping

* [Australian Curriculum mapping for Year 3 and Year 4](#_Australian_Curriculum_mapping_1)
* [NSW syllabuses mapping for Year 3 and Year 4](#_NSW_syllabuses_mapping_1)
* [Victorian syllabuses mapping for Year 3 and Year 4](#_Victorian_syllabuses_mapping_1)
* [Western Australia syllabuses mapping for Year 3 and Year 4](#_Western_Australia_syllabuses_1)

### Introduction – Callington's life

* Read the digital story [A week in the life of Callington (PDF, 3.6MB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/week-in-the-life-of-callington.pdf).
* Brainstorm the services Callington and his family use in the story. Record these on the board.
* Tell students that there are 30 services that Callington and his family uses each week and that some of these are in the illustrations, others are in the story itself.
* Reread the story so students can identify as many of the remaining services as they can. Add these to the board.

### Life with no services – brainstorm

1. Students think about one scene from Callington’s life and imagine what it would be like if the service he used did not exist. For example, no water for a shower, no rubbish collection, no footpaths, no shelter at the bus stop.
2. Invite students to brainstorm all the things that could happen as a result.

#### Teacher tip

Students can be funny or serious.

### My day using services – a storyboard

This activity may contribute to student portfolios.

1. Explain that in this activity, students will be creating a storyboard of their life on a school day. Their storyboard will show readers how services impact their lives each and every day.
2. Explain the purpose of storyboards – to tell a story in pictures, like a comic book.
3. Use a model storyboard to explain the features of a storyboard:  
    A storyboard has:
   * a series of pictures that show a sequence of events
   * each picture has words that describe what is happening in the picture
   * each picture can also have speech bubbles or thinking clouds that show conversations and ideas.
4. Students create a storyboard of their life on a school day to show the services they use ([Resource 1 – PDF, 72KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T4.R1.pdf)).
5. Display completed handwritten storyboards in the classroom.
6. Students digitally produce and edit their storyboards. Show them the following [videos](https://tv.ato.gov.au/ato-tv/media?v=b83zfb4nk1t3si) to inspire them:

|  |
| --- |
|  |

These videos were developed by junior secondary students as part of the ATO’s Tax, Super + You annual competition.

#### Teacher tip

Be sensitive to individual student circumstances and what their day might entail.

### Government services – categorising

1. Explain to students that the services that Callington’s family use each week can be organised into different categories. Call out one category at a time and invite students to provide an example from the story [A week in the life of Callington (PDF, 3.6MB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/week-in-the-life-of-callington.pdf).
   * Public health
   * Transport
   * Safety
   * Environment
   * Buildings
   * Recreation
2. Use a grouping strategy to organise students into pairs.
3. Students sort the services cards from Callington’s story ([Resource 2 – PDF, 172KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T4.R2.pdf)) into categories on the services wheel ([Resource 3 – PDF, 61KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T4.R3.pdf)).
4. Explain that the work of local government is usually done by a council. Discuss any local variations to terms which cover local government, e.g. shire, borough.

#### Alternative activity

This activity is also available as an online quiz (Kahoot). The following is needed in order to play this online quiz.

* Teachers will have to register at [Kahoot.com](https://kahoot.com).
* Each student (or pair of students) will need to have a device such as a mobile phone, tablet or computer.
* The computer screen will need to be projected in front of the class.

To play, follow these steps:

1. Log into [Kahoot.com](https://kahoot.com) and search for ‘Categorising local government services’
2. Click on ‘Play’ and set up your Kahoot as either classic player or team mode.
3. Ask students to go to Kahoot on their devices (or Kahoot.it.com if they are playing on a computer).
4. The pin will appear on the screen.
5. Students input the unique pin.
6. Following the activity:
   * explain that the work of local government is usually done by a council. Discuss any local variations to terms that cover local government, e.g. shire, borough.

### Resources in my community – Individual response

This activity may contribute to student portfolios.

1. Write the heading ‘Things my council provides’ on the board.
2. Explain that the local council has two major responsibilities:
   * to look after the natural and built environment
   * to look after people.
3. Provide students with a map of the local area, nearest town centre or CBD. The map should show significant landmarks in the area such as heritage buildings, council chambers, land reserves, parks etc.
4. Individual students:
   * draw (or overlay) a simple grid system on their map
   * locate the council resources listed on the board and more if they can
   * record each resource and its location using their grid system
   * for each resource, identify if it supports health, wellbeing, safety, and/or physical activity.
   * create a legend to show the distribution of categories of resources
   * explain the distribution of council resources, and if possible, comment on and explain any patterns.
   * pick at least two resources and determine the distance between these resources and the direction from one to another.

### Government decisions – problem solving

This activity may contribute to student portfolios.

Explain to students that the council has given them a problem to solve. The council has grown and needs 15 more rooms in its council building. Tell students that they will provide advice on how many additional floors the council will need to build.

Students complete the worksheet on Government decisions ([Resource 4 – PDF, 87KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T4.R4.pdf))

### Reflection – tomorrow's headline

1. Students write a newspaper headline about the importance of services in their community.
2. Invite students to share their headline with a partner and then the whole class.
3. Ask:
   * Which headline from someone else was a particularly good message?

## Topic 5 – Savings and budgets

This primary school resource focuses on establishing strong foundations for learning about tax and super.

In this section

1. [Topic 5 overview](#Topic5overview)
2. [Introduction – daydreaming](#IntroductionDaydreaming)
3. [Extension – futures](#ExtensionFutures)
4. [Needs and wants – sorting and prioritising](#NeedsandwantsSortingandprioritising)
5. [Spending, saving and sharing – decision making](#SpendingsavingandsharingDecisionmaking)
6. [Renaming numbers and place value – modelling](#RenamingnumbersandplacevalueModelling)
7. [Budgets – estimating and calculating](#BudgetsEstimatingandcalculating)
8. [The benefits of saving – designing an advertisement](#ThebenefitsofsavingDesigninganadvertisem)
9. [Reflection – the most persuasive advertisements](#ReflectionThemostpersuasiveadvertisement)
10. [Homework task – how do people get money?](#HomeworktaskHowdopeoplegetmoney)
11. [Text versions of resources](#Textversionsofresources14)

### Topic 5 overview

#### Super talk

Saving money for big things in the future can be better than spending small amounts of money all the time – 'short term pain for long term gain'.

#### Learning intention

In this topic, students:

* identify the difference between short-term and long-term
* discuss preferred, probable and possible futures
* understand their needs and wants
* make informed decisions about spending, saving and sharing
* calculate weekly and yearly costs
* create a persuasive text about saving
* explore how people earn money.

#### Focus questions

* What do the terms 'short-term' and 'long-term' future mean?
* What is the difference between 'my needs' and 'my wants'?
* Why is saving a good idea?

#### Activities

1. [Introduction – daydreaming](#IntroductionDaydreaming)
2. [Extension – futures](#ExtensionFutures)
3. [Needs and wants – sorting and prioritising](#NeedsandwantsSortingandprioritising)
4. [Spending, saving and sharing – decision making](#SpendingsavingandsharingDecisionmaking)
5. [Renaming numbers and place value – modelling](#RenamingnumbersandplacevalueModelling)
6. [Budgets – estimating and calculating](#BudgetsEstimatingandcalculating)
7. [The benefits of saving – designing an advertisement](#ThebenefitsofsavingDesigninganadvertisem)
8. [Reflection – the most persuasive advertisements](#ReflectionThemostpersuasiveadvertisement)
9. [Homework task – how do people get money?](#HomeworktaskHowdopeoplegetmoney)

#### Resources

Some resources are available as both a PDF and as accessible text. If a resource does not have a text version and you need an accessible version, email us at [schoolseducationprogram@ato.gov.au](mailto:schoolseducationprogram@ato.gov.au).

##### Topic 5 resources

* [Resource 1: reach your dream template (PDF, 60KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T5.R1.pdf)
* [Resource 2: needs and wants sorting cards (PDF, 66KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T5.R2.pdf)
* [Resource 3: meet Burnie](#Resource3meetBurnie) (text version) or [PDF (101KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T5.R3.pdf)
* [Resource 4: budget scenarios (PDF, 128KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T5.R4.pdf)
* [Resource 5: how do people get money?](#Resource5howdopeoplegetmoney) (text version) or [PDF (87KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T5.R5.pdf)
* Sticky notes
* Writing materials
* Magazines and/or newspapers (one for each pair of students)

#### Australian Curriculum Connections

##### Content

* English
* Mathematics
* HASS

##### General Capabilities

* Literacy
* Numeracy
* Critical and Creative Thinking
* Personal and Social Capability
* Intercultural Understanding

#### Curriculum mapping

* [Australian Curriculum mapping for Year 3 and Year 4](#_Australian_Curriculum_mapping_1)
* [NSW syllabuses mapping for Year 3 and Year 4](#_NSW_syllabuses_mapping_1)
* [Victorian syllabuses mapping for Year 3 and Year 4](#_Victorian_syllabuses_mapping_1)
* [Western Australia syllabuses mapping for Year 3 and Year 4](#_Western_Australia_syllabuses_1)

### Introduction – daydreaming

1. Students add sticky notes to a roughly-drawn timeline of what they would like to be doing in 10 days – 10 years – 15 years. Encourage students to think of their lives in terms of:
   * School/study
   * Work
   * Leisure

There are no limits to what they might dream up. For example, sleeping soundly, on a holiday, driving a sports car.

1. As students share some of their goals, introduce the concepts of ‘short-term’ and ‘long-term’ future. For example, short-term is less than a year and long-term is over 3 years.
2. Ask:
   * Which of your dreams would cost money?

### Extension – futures

1. Introduce students to the concept of backcasting – working backwards from an ideal future to understand the actions that need to be taken to reach that point.
2. Students select one of their goals from their preferred future and work backwards to decide the steps they need to take to achieve it ([Resource 1 – PDF, 60KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T5.R1.pdf)).
3. Introduce the concept of preferred, probable and possible futures to students.
   * Preferred future: What I want to happen
   * Probable future: It is likely to happen
   * Possible future: It might happen
4. Read out wildcards one at a time and for each ask:
   * In your view, does this scenario (wildcard) describe a preferred, probable or possible future? Why do you think this?
   * Will this scenario affect the preferred future you have identified? If so, how?

#### Wildcards

* In the cities, most people live in high-rise buildings as the suburbs are too expensive.
* Most offices have disappeared as most people work from home.
* Robots and computers now do most jobs.
* There are no longer shopping centres – all shopping is online.
* There are no longer green spaces (including national parks) for people to exercise and relax.
* There is no longer any cash in society and all financial transactions are done through smart devices.
* Careers have changed. The career you planned may no longer exist.
* Schools and universities move to students now.
* There are no teachers or university lecturers as all learning is done online.
* All endangered animals are now extinct.
* Because of environmental changes, there are no longer any flights to anywhere.
* Motor vehicles are driven by robots with a maximum speed of 60 km per hour.
* There is no longer money for the government to provide benefits to people who need it (for example, aged-pension, unemployment benefit, disability allowance).
* Students select two wildcards that they think are probable and will affect their goals and adjust their timeline of preferred futures by removing and adding sticky notes.

### Needs and wants – sorting and prioritising

1. Introduce the concept of needs and wants. Explain that needs are things we must have to survive, to be healthy, to be safe and to learn. Wants are things we would like to have because they make our life more comfortable and satisfying.
2. Use a grouping strategy to organise students into groups of four.
3. Students sort cards into needs and wants ([Resource 2 - PDF, 66KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T5.R2.pdf)).
4. Give students 2 minutes to select the 6 most important cards.
5. Groups share their list of most important cards with the class.
6. Ask:
   * Was it difficult to select some items over others? Why or why not?
   * How did you decide which items were most important?
   * Did your 6 most important cards come from the ‘Needs’ cards? Why do you think this is the case?
   * Why should some needs be protected as rights?
7. Give students 5 minutes to organise their wants cards from most important to least important.
8. Ask:
   * Did everyone agree with the way the cards were ordered?
   * Why are wants different for different people?
   * What is the difference between needs and wants?

### Spending, saving and sharing – decision making

1. Give students ‘Meet Burnie’ [Resource 3: meet Burnie](#Resource3meetBurnie) (text version) or [PDF (101KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T5.R3.pdf).
2. Students:
   * determine pros and cons of Burnie’s options
   * explain what he should do and why
   * decide on details of Burnie’s spend, save, share option.
3. Discuss answers as a class.

#### Teacher tip

Students can choose more than one option.

### Renaming numbers and place value – modelling

Model how to rename numbers.

1. 10,000 can be renamed as:
   * 10 thousands
   * 100 hundreds
   * 1,000 tens
   * 10,000 ones.
2. 247 can be renamed as:
   * 2 hundreds, 40 tens and 7 ones
   * 2 hundreds and 47 ones
   * 24 tens and 7 ones
   * 247 ones.

#### Teacher tip

Use number expanders to support students. Let them write their own three-, four- or five-digit number and use the number expander to rename it in as many ways as they can.

1. Model how to use place value to help with multiplication, e.g. 53 × 28
2. Model using place value to estimate, e.g. 70 × 47
   * Explain that since 47 is about 50, we can estimate the answer to be about 3,500.

### Budgets – estimating and calculating

This activity may contribute to student portfolios.

1. Put the following scenario on the board:
   * Kiandra’s family spends the following on food each week:
     + Meat – $103.00
     + Fruit and vegetables – $65.00
     + Take-away - $31.00
2. Model using place value to add.
3. Model how to estimate.  
    Over 4 weeks, Kiandra’s family spends about $800 (because $199 is almost $200)
4. Model using place value to multiply.  
    How much does Kiandra’s family spend in a year? (199 × 52)
5. Students complete the budget scenarios worksheet ([Resource 4 – PDF, 128KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T5.R4.pdf)).

Extension

Invite students to design a survey to find out more about how people budget and why.

### The benefits of saving – designing an advertisement

This activity may contribute to student portfolios.

1. Invite students to think about what they have learnt about the benefits of saving.
2. Explain to students that they will design an advertisement that convinces other kids to save.
3. Explain that advertisements are persuasive texts that may use:
   * Images that appeal to feelings and emotions
   * Slogans that are catchy and memorable
4. Provide examples of slogans to students such as:
   * McDonalds – I’m Lovin’ It
   * KFC – Finger Lickin’ Good
   * Subway – Eat Fresh
   * Kit Kat – Have a Break, Have a Kit Kat
   * Skittles – Taste the Rainbow
   * Mentos – Stay Fresh
   * Jeep – I bought a jeep
   * CBA – Commbank can
5. Invite students to provide more examples of slogans.
6. Use a grouping strategy to organise students into pairs.
7. Give students magazines or newspapers and ask them to choose one effective advertisement and identify:
   * the product/service being advertised
   * the target audience
   * the image and/or slogan used
   * their personal reactions (what I think, how it makes me feel).
8. Pairs share their findings with the class.
9. Record student responses on the board in four columns.
10. Invite pairs of students to write and design an advertisement that convinces other kids to save. Their advertisement must include:
    * an image that evokes emotions (the image may be sourced from magazines or the internet)
    * a catchy memorable slogan.

#### Teacher tip

ASIC’s MoneySmart Teaching has a comprehensive unit of work on advertising for this age group – [Advertising detectives (PDF, 336KB)](https://static.moneysmart.gov.au/teaching/resources/unit-of-work-yr4-advertising-detective.pdf).

### Reflection – the most persuasive advertisements

1. Invite students to share their advertisements with another pair of students and then the whole class.
2. Ask:
   * Which advertisements were particularly effective? Why?

### Homework task – how do people get money?

Invite students to ask their family to help them complete the worksheet ‘How do people get money’? Use [Resource 5: how do people get money?](#Resource5howdopeoplegetmoney) (text version) or [PDF (87KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T5.R5.pdf).

### Text versions of resources

The following are accessible text versions of resources for Years 3–4, Topic 5 – Savings and budgets:

* [Resource 3: meet Burnie](#Resource3meetBurnie) (text version) or [PDF (101KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T5.R3.pdf)
* [Resource 5: how do people get money?](#Resource5howdopeoplegetmoney) (text version) or [PDF (87KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T5.R5.pdf)

We do not have accessible text versions for all resources. If a resource does not have a text version and you need an accessible version, email us at [schoolseducationprogram@ato.gov.au](mailto:schoolseducationprogram@ato.gov.au).

For a complete list of this topic’s resources, see [Resources](#Resources).

#### Resource 3: meet Burnie

This resource is for Years 3–4, Topic 5 – Savings and budgets, activity titled Spending, saving and sharing – decision making.

Along with this accessible version, which you can either print or use online, we also have the same resource available as a PDF – [Resource 3: meet Burnie (PDF, 101KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T5.R3.pdf).

##### Meet Burnie

Meet Burnie:

* Family and friends are important to Burnie.
* Giving to charity is important to Burnie.
* Burnie’s grandmother’s birthday is coming up.
* Burnie really wants to buy a game that costs $85.
* Burnie did jobs over the holidays and earned $20.

##### Burnie’s dilemma

Burnie was at the local fete with his friends. He told them about the money he had earned over the holidays. His friends begged him to buy an ice-cream for them. Burnie was torn – he had so many options.

Burnie’s options:

Put his $20 in a jar to save for the game.

Buy his friends an ice-cream each.

Give some of his money towards animal welfare.

Buy his grandmother a birthday present.

Buy himself a $20 game.

Do more jobs at home.

Identify the pros (advantages) and cons (disadvantages) of each option:

* Put his $20 in a jar to save for the game.
* Buy his friends ice-cream.
* Give some of his money towards cancer research.
* Buy his grandmother a birthday present.
* Buy himself a $20 game.
* Do more jobs at home.

What do you think Burnie should do?

* spend
* save
* share?

Write a sentence about why you think he should do this: for what, how much and why?

What if Burnie decided to spend a part, save a part and share a part? How much money should he spend, save and share?

#### Resource 5: how do people get money?

This resource is for Years 3–4, Topic 5 – Savings and budgets, activity titled Homework task – how do people get money?.

Along with this accessible version, which you can either print or use online, we also have the same resource available as a PDF – [Resource 5: how do people get money? PDF (87KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T5.R5.pdf).

##### Getting money

How do people get money:

* 8 year-old
* 15 year-old
* 30 year-old
* 50 year-old
* 80 year-old?

##### Income tax

Who pays income tax:

* 8 year-old
* 15 year-old
* 30 year-old
* 50 year-old
* 80 year-old?

##### Saving

Who saves:

* 8 year-old
* 15 year-old
* 30 year-old
* 50 year-old
* 80 year-old?

## Topic 6 – Improving my community

This primary school resource focuses on establishing strong foundations for learning about tax and super.

In this section

1. [Topic 6 overview](#Topic6overview)
2. [Introduction – vote with your feet](#IntroductionVotewithyourfeet)
3. [My local community – audit and wish list](#MylocalcommunityAuditandwishlist)
4. [Our project – letter writing](#OurprojectLetterwriting)
5. [What might others need? – give and take of diversity](#WhatmightothersneedGiveandtakeofdiversit)
6. [My contribution – deciding what, why and how](#MycontributionDecidingwhatwhyandhow)
7. [Reflection – presentation](#ReflectionPresentation)
8. [Text versions of resources](#Textversionsofresources15)

### Topic 6 overview

#### Tax talk

I can contribute to my local community.

#### Learning intention

In this topic, students:

* audit local resources or services (classroom and community) to identify gaps
* consider diverse needs and wants
* write a persuasive letter to the local council requesting it funds a particular resource or service
* decide and plan individual action to contribute to the community
* share and justify their decisions and actions to parents and members of the school and local community
* reflect on their contribution to the community

#### Focus question

* How can I help my community be a better place?

#### Activities

1. [Introduction – vote with your feet](#IntroductionVotewithyourfeet)
2. [My local community – audit and wish list](#MylocalcommunityAuditandwishlist)
3. [Our project – letter writing](#OurprojectLetterwriting)
4. [What might others need? – give and take of diversity](#WhatmightothersneedGiveandtakeofdiversit)
5. [My contribution – deciding what, why and how](#MycontributionDecidingwhatwhyandhow)
6. [Reflection – presentation](#ReflectionPresentation)

#### Resources

Some resources are available as both a PDF and as accessible text. If a resource does not have a text version and you need an accessible version, email us at [schoolseducationprogram@ato.gov.au](mailto:schoolseducationprogram@ato.gov.au).

##### Topic 6 resources

* [Resource 1: local services (teacher resource – PDF, 81KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T6.R1.pdf)
* [Resource 2: collecting and displaying data](#Resource2collectinganddisplayingdata) (text version) or [PDF (71KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T6.R2.pdf)
* [Resource 3: persuasive letter strategies visualiser](#Resource3persuasiveletterstrategiesvisua) (text version) or [PDF (84KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T6.R3.pdf)
* [Resource 4: persuasive letter template (PDF, 82KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T6.R4.pdf)
* [Resource 5: scenarios](#Resource5scenarios) (text version) or [PDF (82KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T6.R5.pdf)
* [Resource 6: scenarios – possible answers](#Resource6scenariosPossibleanswers) (text version) or [PDF (84KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T6.R6.pdf)

#### Australian Curriculum Connections

##### Content

* English
* Mathematics
* HASS
* HPE

##### General capabilities

* Literacy
* ICT
* Critical and Creative Thinking
* Personal and Social Capability
* Intercultural understanding

#### Curriculum mapping

* [Australian Curriculum mapping for Year 3 and Year 4](#_Australian_Curriculum_mapping_1)
* [NSW syllabuses mapping for Year 3 and Year 4](#_NSW_syllabuses_mapping_1)
* [Victorian syllabuses mapping for Year 3 and Year 4](#_Victorian_syllabuses_mapping_1)
* [Western Australia syllabuses mapping for Year 3 and Year 4](#_Western_Australia_syllabuses_1)

### Introduction – vote with your feet

This activity may contribute to student portfolios.

1. Post selected services around the room ([Resource 1 – PDF, 81KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T6.R1.pdf)).
2. Students think about the BEST service in their school or community and vote by standing next to the word.
3. For each service, ask:
   * Why did you make that choice?
   * Was it hard to choose just one? Why?
   * Which is the most popular service?
4. Students complete [Resource 2: collecting and displaying data](#Resource2collectinganddisplayingdata) (text version) or [PDF (71KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T6.R2.pdf).
5. Discuss student answers to the following:
   * If the local council was going to provide one service, which one should they choose? Why/why not?
   * What might happen if the council listened to the most influential people in the community and selected the least popular service to fund?
   * Why should the council consider these consequences when making funding decisions?

#### Teacher tip

Ideally, post photographs of services that are provided in the local community.

### My local community – audit and wish list

1. Invite students to audit the services available in their school or local community (Refer students to Topic 4, Activity 5 as a starting point).

#### Teacher tip

Use a local map, organise an excursion or invite a local councillor.

1. Ask:
   * Are there things missing that you would like to see in your school or local community? For example, a library, skate park, playground, water fountain, more trees, cleaner streets, bike path. Record the wish list on the board.
   * Are they wants or needs?
   * Who would agree with your choice? Who would disagree?

### Our project – letter writing

This activity may contribute to student portfolios.

1. Work with students to decide on a service that would improve the local community, and requires council funding.
2. Explain to students that they will each write a letter to the local council to request funding.
3. Explain some of the strategies they might use when writing a persuasive letter ([Resource 3: persuasive letter strategies visualiser](#Resource3persuasiveletterstrategiesvisua) (text version) or [PDF (84KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T6.R3.pdf)).
4. Give each student the persuasive letter template ([Resource 4 – PDF, 82KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T6.R4.pdf)) to scaffold their writing of a letter.
5. Each student drafts, edits and word processes a letter to the local council outlining their idea and requesting council funding.

#### Teacher tip

This is a hypothetical exercise and not intended for letters to be sent to council. Encourage students to share their letters within the classroom.

### What might others need? – give and take of diversity

1. Discuss:
   * Just like every member of the class has a right to belong and we as class members have a responsibility to ensure everyone feels like they belong, members of the broader community have a right to feel like they belong and also have responsibilities.
2. Model scenario one from [Resource 5: scenarios](#Resource5scenarios) (text version) or [PDF (82KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T6.R5.pdf) with the class.
3. In pairs, students read scenarios 2, 3 and 4 and note what each character might need and want and what they could do to contribute.
4. Ask:
   * What could you do to contribute to your school or community or to make sure others felt like they belonged?

### My contribution – deciding what, why and how

This activity may contribute to student portfolios.

1. Share ideas about what students their age could do to contribute to their community. Ideas might include:
   * Help at a sausage sizzle.
   * Read a story to younger students.
   * Sell badges on Anzac Day.
   * Read to, or visit people in a nursing home.
   * Pick up litter in my street or school.
   * Lead a fun activity for Year 1 students at lunch time.
   * Collect canned food and donate to charity.
   * Grow and share vegetables.
   * Draw special pictures for children in hospital.
   * Write thank you notes to people who’ve helped you.
   * Donate your toys to goodwill.
2. Students select one idea and explain how and why this will contribute to their community.
3. Students create a plan on how they might achieve their project. Students can use [Resource 6: scenarios – possible answers](#Resource6scenariosPossibleanswers) (text version), [PDF (84KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T6.R6.pdf) or ICT to create their plans.
4. If possible, allow students to implement their plan.

### Reflection – presentation

This activity may contribute to student portfolios.

1. Students reflect on the action they were able to take using the prompts:
   * What went well…
   * It would have been even better if...
2. Invite parents, members from the community and/or other classes to a session where students share their plans and/or experience and reflections of contributing to the community.

### Text versions of resources

The following are accessible text versions of resources for Years 3–4, Topic 6 – Improving my community:

* [Resource 2: collecting and displaying data](#Resource2collectinganddisplayingdata) (text version) or [PDF (71KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T6.R2.pdf)
* [Resource 3: persuasive letter strategies visualiser](#Resource3persuasiveletterstrategiesvisua) (text version) or [PDF (84KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T6.R3.pdf)
* [Resource 5: scenarios](#Resource5scenarios) (text version) or [PDF (82KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T6.R5.pdf)
* [Resource 6: scenarios – possible answers](#Resource6scenariosPossibleanswers) (text version) or [PDF (84KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T6.R6.pdf)

We do not have accessible text versions for all resources. If a resource does not have a text version and you need an accessible version, email us at [schoolseducationprogram@ato.gov.au](mailto:schoolseducationprogram@ato.gov.au).

For a complete list of this topic’s resources, see [Resources](#Resources).

#### Resource 2: collecting and displaying data

This resource is for Years 3–4, Topic 6 – Improving my community, activity titled Introduction – vote with your feet.

Along with this accessible version, which you can either print or use online, we also have the same resource available as a PDF – [Resource 2: collecting and displaying data (PDF, 71KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T6.R2.pdf).

##### Government services in your community

Complete the following tasks to help decide what government services should be provided in your community. Submit all tasks to the teacher when you have finished.

1. Design a survey to find out as much as you can about the most popular government services in your class or school. Consider finding out about the most popular choices according to:
   * gender
   * age (year level)
   * hobbies.
2. Conduct your survey either among your classmates or across the school.
3. Tally and record your results in a table.
4. Construct a graph to show student preferences for different services (include other categories, such as gender or age if you can, or draw more than one data display). Use ICT if possible.
5. Compare your graph/s with those of other students (at least 5) and describe their similarities and differences.  
    Or  
    Compare your different data displays – the table in Question 2 and the graphs in Question 4. How effective is each representation? Which is the most effective? Why?
6. What do your graphs tell you about student preferences? For example, does age or gender make a difference?  
    Which were the most popular services for different age groups or genders?
7. If the council could only provide one of these services, which one should it choose? Why?
8. What might happen if the council listened to the most influential members of the community and selected the least popular service to provide?
9. Why should the council consider this consequence when making decisions?
10. Explain why it is important to make decisions democratically.

#### Resource 3: persuasive letter strategies visualiser

This resource is for Years 3–4, Topic 6 – Improving my community, activity titled Our project – letter writing.

Along with this accessible version, which you can either print or use online, we also have the same resource available as a PDF – [Resource 3: persuasive letter strategies visualiser (PDF, 84KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T6.R3.pdf).

Some persuasive strategies:

* Emotional language
  + I know that you will agree that…
  + You would improve the welfare of all community members.
  + Community members would be as happy as the sunlight.
* Exaggeration
  + A service like this would be spectacular and special and make our community the best there is.
  + This service is needed by everyone.
  + You will be loved by all.
* Questions (rhetorical)
  + Wouldn’t you love to be the council that made a difference?
* Short sentences
  + Then please agree to our request.
  + It will make everyone happy!

#### Resource 5: scenarios

This resource is for Years 3–4, Topic 6 – Improving my community, activity titled What might others need? – give and take of diversity.

Along with this accessible version, which you can either print or use online, we also have the same resource available as a PDF – [Resource 5: scenarios (PDF, 82KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T6.R5.pdf).

##### Scenario 1 (completed)

I recently moved to Australia from China with my young son and partner. I want to get a job but don’t speak English as well as I would like. I used to work as an engineer in China. I love art and taking long walks with my family.

##### Questions with possible answers

What might the person in the scenario want in a new community now and in the future?

Possible answers:

* Place to meet other people from China
* Place to learn English
* School for her son
* Transport
* Employment office
* Parks
* Library
* Childcare.

How could the person in the scenario contribute to his/her new community now and in the future?

Possible answers:

* Pays taxes
* Might teach Chinese language to other people
* Work in the community to build new services
* Helps other people who have moved from China.

##### Scenario 2

I have lived in the same town all my life. I work in the local hospital as a nurse and love to play football on the weekends for the local club. My mum is in an aged care home not far from where I live, and I visit her every week. I live with my partner and the we love to go out to eat.

##### Questions

What might the person in the scenario want in a new community now and in the future?

How could the person in the scenario contribute to his/her new community now and in the future?

##### Scenario 3

I am thinking of moving to a new community that is clean, safe, fun, and affordable. Religion is very important to me. I work four days a week and will need to use public transport.

##### Questions

What might the person in the scenario want in a new community now and in the future?

How could the person in the scenario contribute to his/her new community now and in the future?

##### Scenario 4

I live with my wife and two children. Unfortunately, I was in a car accident and am no longer able to work as a builder. I am looking for work that I can do. Swimming is really helping me get better.

##### Questions

What might the person in the scenario want in a new community now and in the future?

How could the person in the scenario contribute to his/her new community now and in the future?

#### Resource 6: scenarios – possible answers

This resource is for Years 3–4, Topic 6 – Improving my community, activity titled activity titled What might others need? – give and take of diversity.

Along with this accessible version, which you can either print or use online, we also have the same resource available as a PDF – [Resource 6: scenarios – Possible answers (PDF, 84KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_3-4_T6.R6.pdf).

##### Scenario 1 (completed)

I recently moved to Australia from China with my young son and partner. I want to get a job but don’t speak English as well as I would like. I used to work as an engineer in China. I love art and taking long walks with my family.

##### Questions with possible answers

What might the person in the scenario want in a new community now and in the future? Possible answers are:

* Place to meet other people from China
* Place to learn English
* School for her son
* Transport
* Employment office
* Parks
* Library
* Childcare.

How could the person in the scenario contribute to his/her new community now and in the future? Possible answers are:

* Pays taxes
* Might teach Chinese language to other people
* Work in the community to build new services
* Helps other people who have moved from China.

##### Scenario 2 (completed)

I have lived in the same town all my life. I work in the local hospital as a nurse and love to play football on the weekends for the local club. My mum is in an aged care home not far from where I live, and I visit her every week. I live with my partner and the we love to go out to eat.

##### Questions with possible answers

What might the person in the scenario want in a new community now and in the future? Possible answers are:

* Hospital as a workplace
* Parks or football fields
* Roads to get around
* Aged care facilities.

How could the person in the scenario contribute to his/her new community now and in the future? Possible answers are:

* Helps sick people
* Pays taxes
* Spends money in the community
* Goes to community events such as football games
* Spends time with other elderly people.

##### Scenario 3 (completed)

I am thinking of moving to a new community that is clean, safe, fun, and affordable. Religion is very important to me. I work four days a week and will need to use public transport.

##### Questions with possible answers

What might the person in the scenario want in a new community now and in the future? Possible answers are:

* Place of worship
* Public transport such as trains or buses or ferries
* Garbage services
* Police services.

How could the person in the scenario contribute to his/her new community now and in the future? Possible answers are:

* Volunteers with the local religious group
* Helps reduce pollution by not driving
* Pays taxes.

##### Scenario 4 (completed)

I live with my wife and two children. Unfortunately, I was in a car accident and am no longer able to work as a builder. I am looking for work that I can do. Swimming is really helping me get better.

##### Questions with possible answers

What might the person in the scenario want in a new community now and in the future? Possible answers are:

* Health services
* Childcare
* Hospital
* Job seeker support
* Pool.

How could the person in the scenario contribute to his/her new community now and in the future? Possible answers are:

* Talks to other people who have been in accidents, offers support
* Volunteers at the pool
* Pays taxes.

## Years 5–6

Years 5-6 primary school resource.

In this section

1. [Using this resource](#Usingthisresource11)
2. [Teacher assessment packages](#Teacherassessmentpackages11)

Years 5-6 primary school resource

* [Using this resource](#Usingthisresource)
* [Teacher assessment packages](#Teacherassessmentpackages)

### Using this resource

#### Unit overview

This unit will support students to understand the values that underpin Australia’s democracy, the freedoms they enjoy and their role and the role of the government as duty bearers of rights.

They learn to appreciate the role of volunteers and Australia’s three levels of government in supporting the community. Students will understand how taxation is collected and how it is spent responsibly to provide for all members of the community.

They also learn the value of short-term sacrifices for long-term gain and further develop strategies for short- and long-term financial planning.

Throughout the course of this unit, students collaboratively design an ideal community that takes account of principles of accessibility, safety, health and wellbeing. In their sales pitch to community members, students demonstrate their appreciation of the value of taxation in supporting Australian communities.

The following values of Australian schooling are developed in this unit:

* Care and compassion (kindness and sharing)
* Doing your best
* Fair go
* Freedom
* Honesty and trustworthiness
* Integrity
* Respect
* Responsibility
* Tolerance and inclusion

#### Teacher notes

These topics have been designed for students in Year 5 and Year 6. The activities can be adjusted to cater to the needs of learners. Activities have been designed as a sequence however teachers can select individual activities that suit their students.

As Topic 6 is a culminating topic, it may require the study of other topics.

#### Topics

* [1. Community rights and responsibilities](#Topic1Communityrightsandresponsibilities)
* [2. Community support](#Topic2Communitysupport)
* [3. Collecting tax fairly](#Topic3Collectingtaxfairly)
* [4. Responsible government spending](#Topic4Responsiblegovernmentspending)
* [5. Savings and superannuation](#Topic5Savingsandsuperannuation)
* [6. Our ideal community](#Topic6Ouridealcommunity)

#### Assessment

Teachers can gather evidence of student learning throughout this unit of work. Activities that elicit evidence of student learning in relation to the Australian Curriculum achievement standards have been identified. This evidence can be compiled into a student portfolio called 'Building our ideal community'.

To support teachers to make judgments about the quality and sophistication of student learning, each topic is accompanied by year level rubrics.

The tasks that will form part of the assessment portfolio and their links to learning areas are summarised in the table below.

Connections to the curriculum achievement standards

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Topic | Activities | Task | English | Maths | HASS | HPE |
| Topic 1 | Activity 3  Activity 4  Activity 7 | Graphic organisers  Personal response  Community planning template part 1 | Yes | – | Yes | Yes |
| Topic 2 | Activity 2  Activity 4  Activity 6 | Helping hands template  Visual representations and Group consequences chart  Written explanation | Yes | – | Yes | Yes |
| Topic 3 | Activity 2  Activity 4  Activity 5 | Representing fractions, decimals and percentages worksheet  Tax models worksheet  Community planning template part 3 | – | Yes | Yes | Yes |
| Topic 4 | Activity 3  Activity5  Activity 6 | Distribution of wealth worksheet  Community planning template, Part 4, 5 and 6 | Yes | Yes | Yes | Yes |
| Topic 5 | Activity 2  Activity 3  Activity 4  Activity 6  Activity 7 | Budget help worksheet  Photographic evidence  Saving worksheet  Jingle script  Recording | Yes | Yes | Yes | Yes |
| Topic 6 | Activity 3  Activity 4 | Written pitch  Presentation | Yes | – | Yes | Yes |

The assessment package includes for Year 5:

* [Year 5 teacher guidelines](#Year5teacherguidelines)
* [Year 5 rubrics](#Year5rubrics)
* [Year 5 achievement standards](#FoundationYearachievementstandards)

The assessment package includes for Year 6:

* [Year 6 teacher guidelines](#Year6teacherguidelines)
* [Year 6 rubrics](#Year6rubrics)
* [Year 6 achievement standards](#Year1achievementstandards)

#### Curriculum mapping

* [Australian Curriculum mapping for Year 5 and Year 6](#_Australian_Curriculum_mapping_2)
* [NSW syllabuses mapping for Year 5 and Year 6](#_NSW_syllabuses_mapping_2)
* [Victorian syllabuses mapping for Year 5 and Year 6](#_Victorian_syllabuses_mapping_2)
* [Western Australia syllabuses mapping for Year 5 and Year 6](#_Western_Australia_syllabuses_2)

#### Links to the national consumer and financial literacy framework

##### Knowledge and understanding

Students can:

* explore the value of unpaid work to the community
* recognise that families use household income to meet regular financial commitments and immediate and future expenses

##### Competence

Students can:

* create simple budgets for a range of purposes and explain the benefits of saving for future needs and wants
* identify key features used in advertising, marketing and social media to influence consumer decision-making.

##### Responsibility and enterprise

Students can:

* exercise a range of enterprising behaviours through participation in relevant class and/or school activities
* recognise that matching household expenditure against income is important
* explain the role played by the voluntary sector in the community to help those in financial need.

### Teacher assessment packages

Teachers can gather evidence of student learning throughout this unit of work. Activities that elicit evidence of student learning in relation to the Australian Curriculum achievement standards have been identified.

Teacher guidelines:

* [Year 5 teacher guidelines](#Year5teacherguidelines)
* [Year 6 teacher guidelines](#Year6teacherguidelines)

Achievement standards:

* [Year 5 achievement standards](#FoundationYearachievementstandards)
* [Year 6 achievement standards](#Year1achievementstandards)

To support teachers to make judgments about the quality and sophistication of student learning, each topic is accompanied by year level rubrics:

* [Year 5 rubrics](#Year5rubrics)
* [Year 6 rubrics](#Year6rubrics)

#### Year 5 teacher guidelines

##### Assessment portfolio: Building our ideal community

This is a text version of Year 5 teacher guidelines. Along with this accessible version, which you can either print or use online, we also have the same guidelines available as a PDF – [Year 5 teacher guidelines (PDF, 200KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Teacher.Guidelines-Yr5.pdf).

##### Assessment description

The assessment that has been developed for this resource is drawn from activities in the resource itself. Activities from each topic have been identified to form a portfolio of work. Each activity enables teachers to gather evidence of student performance in relation to aspects of the Australian Curriculum achievement standards for English, Mathematics, HASS and HPE. Teachers can select activities and related assessment items that best suit their student and programming needs. The unit of work was developed using the Backwards design process as detailed below. Stage 1: desired results

##### Stage 1: Desired results

###### Achievement standards for English

Students:

* Receptive modes – listen and ask questions to clarify content.
* Productive modes
  + create persuasive texts for different purposes and audiences
  + make presentations which include multimodal elements for defined purposes
  + contribute actively to class and group discussions, taking into account other perspectives
  + demonstrate understanding of grammar using a variety of sentence types
  + select specific vocabulary and use accurate spelling and punctuation
  + edit their work for cohesive structure and meaning.

###### Achievement standards for Mathematics

Students:

* solve simple problems involving the four operations using a range of strategies
* check the reasonableness of answers using estimation and rounding
* explains for simple budgets
* order decimals and unit fractions and locate them on number lines
* use a grid reference system to locate landmarks
* gather data, and construct data displays appropriate for the data.

###### Achievement standards for HASS

Students:

* identify and describe the interconnections between people and the human and environmental characteristics of places
* identify the importance of values and processes to Australia’s democracy
* recognise that choices need to be made when allocating resources
* locate and collect data and information from a range of sources
* interpret data to identify and describe distributions, simple patterns and to infer relationships, and suggest conclusions based on evidence
* sort, record and represent data in different formats, including large-scale maps, using basic conventions
* work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently propose action, describing the possible effects of their proposed action
* present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.

###### Achievement standards for Health and Physical Education

Students:

* describe the significance of physical activity participation to health and wellbeing
* examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding
* demonstrate skills to work collaboratively.

###### Source

ACARA, The [Australian Curriculum](http://www.australiancurriculum.edu.au/) v8.3,

###### Transfer

Students will be able to independently use their learning to:

* understand and enact the values, civic rights and responsibilities at the heart of a democratic society
* demonstrate respect for others and their rights and act in ways that promote inclusion
* reflect on the values which underpin Australian communities
* value the contribution that individuals make to their communities through volunteering and paying taxes
* set short and long-term savings goals and make informed financial decisions
* work collaboratively to problem solve issues and draw conclusions
* appreciate the importance of physical activity and the environment in connecting community members.

###### Meaning

Students will understand that:

* all Australians have rights and responsibilities
* the government protects our rights and responsibilities
* taxation is used to pay for goods and services that benefit all Australians
* all Australians contribute to taxation through their income and/or what they buy
* there are different taxation models that are used to ensure the system is fair
* saving requires planning and making informed choices
* superannuation plays a role in meeting future needs and wants.

Essential questions:

* What is democracy?
* What values underpin Australian communities?
* What are our rights and responsibilities?
* What is the role of government in my community?
* What is fair?
* How is our taxation system fair?
* Where does taxation go?
* What is the difference between short-term and long-term goals?
* Why should I set saving goals?
* What is superannuation?
* What do I think makes an ideal community?

###### Acquisition

Students will know:

* the rights, responsibilities and values which exist in a democratic system
* the organisations that lend a helping hand in their community
* taxation is a system
* the difference between resources and services and distinguish between those that are public and those that are private
* equivalent fractions, decimals and percentages
* three different taxation models
* where the government allocates taxation
* the difference between short-term and long-term goal
* the costs and opportunities of savings
* the purpose of superannuation.

Students will be skilled at:

* reflecting on their role in the community
* identifying goods, services and business
* using mathematical language to describe fair
* calculating equivalent fractions, decimals and percentages
* proposing and evaluating solutions
* using mathematical reasoning to solve real-world problems
* constructing and interpreting graphical representations
* designing and explaining simple budgets
* creating scaled maps
* using efficient mental and written mathematical strategies
* making informed decisions
* setting short and long-term goals
* working collaboratively
* planning, rehearsing and delivering presentations
* composing persuasive texts

##### Stage 2: Assessment evidence

Assessment evidence for activities by topic

|  |  |  |
| --- | --- | --- |
| Topic | Activity | Product |
| Topic 1: Community rights and responsibilities | Activity 3: What is a democracy – Video stimulus  Activity 4: Rights and responsibilities – Sorting game  Activity 7: Creating our ideal community – Group planning | Graphic organisers: Students complete the provided graphic organiser individually while viewing the video ‘What is democracy’ and collaboratively use a Venn diagram to sort rights and responsibilities  Personal response: Students explain the importance of each value of Australia’s democracy and select three rights and phrase them as personal responsibilities  Community planning template part 1: Students collaboratively research and decide on their ideal community’s profile and the rights and responsibilities of citizens and individually explain how and why their community values diversity |
| Topic 2: Community support | Activity 2: Helping hands in the community – Visual stimulus  Activity 4: Taxation as a system – What if?  Activity 6: Creating our ideal community – Group planning | Helping hands template: Students consider ways they can contribute to their communities and reflect on the difference these actions may make  Visual representations and Group consequences chart: Students create a visual representation of the tax system and identify consequences caused by changes to parts of the system  Written explanation: Students select public resources/services in their ideal community that support physical activity and connecting to the environment and explain how these services or resources contribute to community wellbeing |
| Topic 3: Collecting tax fairly | Activity 2: Unequal contribution – Modelling  Activity 4: Tax models – Worksheet and discussion  Activity 5: Creating our ideal community – Group planning | Representing fractions, decimals and percentages worksheet: Students represent the same number in different ways and locate these on a number line  Tax models worksheet: Students apply different tax models to calculate the amount of tax payable  Community planning template part 3: Students individually decide on the tax models their community should use and justify their choice |
| Topic 4: Responsible government spending | Activity 3: Social security and welfare – The distribution game  Activity 5: Creating our ideal community – Group planning | Distribution of wealth worksheet: Students construct and interpret data displays to show how wealth is shared in a hypothetical economy  Community planning template, Part 4, 5 and 6: Students complete the three resource sheets in this activity, aspects of which are completed either collaboratively or individually. The tasks include research, community budget, a map and the location of government services |
| Topic 5: Saving and superannuation | Activity 2: How to reach your goals – Budgeting  Activity 3: The benefits and costs of saving – Estimating  Activity 4: Long-term saving – Saving worksheet  Activity 6: Reflection – Jingle or tap  Activity 7: Extension - Presentation | Budget help worksheet: Students develop budgets and decide on what actions to take to reach financial goals  Photographic evidence: Students use mini-whiteboards (or notebooks) to show their chosen estimation strategy. Photographs are taken of their working.  Saving worksheet: Students individually complete the calculations and reflection questions on this worksheet.  Jingle script: Students collaboratively create a jingle to promote the benefits of superannuation  Recording: Students produce an audio or video recording of their jingle being performed. |
| Topic 6: Our ideal community | Activity 3: Community pitch – Preparing to present  Activity 4: Presenting the pitch – Community group presentations | Written pitch: Students individually write a pitch for their ideal community  Presentation: Students present their pitch to an audience N.B Assessment evidence from earlier topics should be embedded into the multi-modal presentation as appropriate. |

There are several opportunities throughout this resource for students to work with others, either in pairs, groups or as a class. Interactions, discussions and participation in groups should be observed when appropriate. The rubrics indicate when observations may be required.

###### Judgments about performance

When making judgments about evidence of student performance, teachers are advised to use the assessment rubrics.

##### Stage 3: Learning plan

The content descriptions that teachers may include in their teaching programs can be draw from the mapping documents. These include links to the general capabilities.

Topics:

* [1. Community rights and responsibilities](#Topic1Communityrightsandresponsibilities)
* [2. Community support](#Topic2Communitysupport)
* [3. Collecting tax fairly](#Topic3Collectingtaxfairly)
* [4. Responsible government spending](#Topic4Responsiblegovernmentspending)
* [5. Savings and superannuation](#Topic5Savingsandsuperannuation)
* [6. Our ideal community](#Topic6Ouridealcommunity)

#### Year 6 teacher guidelines

##### Assessment portfolio: Building our ideal community

This is a text version of Year 6 teacher guidelines. Along with this accessible version, which you can either print or use online, we also have the same guidelines available as a PDF – [Year 6 teacher guidelines (PDF, 201KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Teacher.Guidelines-Yr6.pdf).

##### Assessment description

The assessment that has been developed for this resource is drawn from activities in the resource itself. Activities from each topic have been identified to form a portfolio of work. Each activity enables teachers to gather evidence of student performance in relation to aspects of the Australian Curriculum achievement standards for English, Mathematics, HASS and HPE. Teachers can select activities and related assessment items that best suit their student and programming needs. The unit of work was developed using the Backwards design process as detailed below.

##### Stage 1: Desired results

###### Achievement standards for English

Students:

* Receptive modes
  + listen to discussions, clarifying content and challenging others’ ideas.
* Productive modes
  + create persuasive texts for different purposes and audiences
  + create detailed texts elaborating on key ideas for a range of purposes and audiences
  + make presentations and contribute actively to class and group discussions, using a variety of strategies for effect
  + demonstrate an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing
  + use accurate spelling and punctuation for clarity and make and explain editorial choices based on criteria.

###### Achievement standards for Mathematics

Students:

* solve problems involving all four operations with whole numbers
* connect fractions, decimals and percentages as different representations of the same number
* interpret and compare a variety of data displays including those displays for two categorical variables
* calculate a simple fraction of a quantity
* write correct number sentences using brackets and order of operations
* locate an ordered pair in any one of the four quadrants on the Cartesian plane

###### Achievement standards for HASS

Students:

* describe how people, places, communities and environments are interconnected
* describe the rights and responsibilities of Australian citizens
* recognise why choices about the allocation of resources involve trade-offs
* explain why it is important to be informed when making consumer and financial decisions
* locate and collect useful data and information from secondary sources.
* interpret data to identify, describe and compare distributions, patterns and to infer relationships, and evaluate evidence to draw conclusions
* organise and represent data in a range of formats, including large-scale maps, using appropriate conventions
* collaboratively generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others
* reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal
* present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms.

###### Achievement standards for Health and Physical Education

Students:

* describe the significance of physical activity participation to health and wellbeing
* examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding
* demonstrate skills to work collaboratively.

###### Source

ACARA, The [Australian Curriculum](http://www.australiancurriculum.edu.au/) v8.3,

###### Transfer

Students will be able to independently use their learning to:

* understand and enact the values, civic rights and responsibilities at the heart of a democratic society
* demonstrate respect for others and their rights and act in ways that promote inclusion
* reflect on the values which underpin Australian communities
* value the contribution that individuals make to their communities through volunteering and paying taxes
* set short and long-term savings goals and make informed financial decisions
* work collaboratively to problem solve issues and draw conclusions
* appreciate the importance of physical activity and the environment in connecting community members.

###### Meaning

Students will understand that:

* all Australians have rights and responsibilities
* the government protects our rights and responsibilities
* taxation is used to pay for goods and services that benefit all Australians
* all Australians contribute to taxation through their income and/or what they buy
* there are different taxation models that are used to ensure the system is fair
* saving requires planning and making informed choices
* superannuation plays a role in meeting future needs and wants.

Essential questions:

* What is democracy?
* What values underpin Australian communities?
* What are our rights and responsibilities?
* What is the role of government in my community?
* What is fair?
* How is our taxation system fair?
* Where does taxation go?
* What is the difference between short-term and long-term goals?
* Why should I set saving goals?
* What is superannuation?
* What do I think makes an ideal community?

###### Acquisition

Students will know:

* the rights, responsibilities and values which exist in a democratic system
* the organisations that lend a helping hand in their community
* taxation is a system
* the difference between resources and services and distinguish between those that are public and those that are private
* equivalent fractions, decimals and percentages
* three different taxation models
* where the government allocates taxation
* the difference between short-term and long-term goals
* the costs and opportunities of savings
* the purpose of superannuation.

Students will be skilled at:

* reflecting on their role in the community
* identifying goods, services and business
* using mathematical language to describe fair
* calculating equivalent fractions, decimals and percentages
* proposing and evaluating solutions
* using mathematical reasoning to solve real-world problems
* constructing and interpreting graphical representations
* designing and explaining simple budgets
* creating scaled maps
* using efficient mental and written mathematical strategies
* making informed decisions
* setting short and long-term goals
* working collaboratively
* planning, rehearsing and delivering presentations
* composing persuasive texts

##### Stage 2: Assessment evidence

Assessment evidence for activities by topic

|  |  |  |
| --- | --- | --- |
| Topic | Activity | Product |
| Topic 1: Community rights and responsibilities | Activity 3: What is a democracy – Video stimulus  Activity 4: Rights and responsibilities – Sorting game  Activity 7: Creating our ideal community – Group planning | Graphic organisers: Students complete the provided graphic organiser individually while viewing the video ‘What is democracy’ and collaboratively use a Venn diagram to sort rights and responsibilities  Personal response: Students explain the importance of each value of Australia’s democracy and select three rights and phrase them as personal responsibilities  Community planning template part 1: Students collaboratively research and decide on their ideal community’s profile and the rights and responsibilities of citizens and individually explain how and why their community values diversity |
| Topic 2: Community support | Activity 2: Helping hands in the community – Visual stimulus  Activity 4: Taxation as a system – What if?  Activity 6: Creating our ideal community – Group planning | Helping hands template: Students consider ways they can contribute to their communities and reflect on the difference these actions may make  Visual representations and Group consequences chart: Students create a visual representation of the tax system and identify consequences caused by changes to parts of the system  Written explanation: Students select public resources/services in their ideal community that support physical activity and connecting to the environment and explain how these services or resources contribute to community wellbeing |
| Topic 3: Collecting tax fairly | Activity 2: Unequal contribution – Modelling  Activity 4: Tax models – Worksheet and discussion  Activity 5: Creating our ideal community – Group planning | Representing fractions, decimals and percentages worksheet: Students represent the same number in different ways and locate these on a number line  Tax models worksheet: Students apply different tax models to calculate the amount of tax payable  Community planning template part 3: Students individually decide on the tax models their community should use and justify their choice |
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| Topic 5: Saving and superannuation | Activity 2: How to reach your goals – Budgeting  Activity 3: The benefits and costs of saving – Estimating  Activity 4: Long-term saving – Saving worksheet  Activity 6: Reflection – Jingle or tap  Activity 7: Extension - Presentation | Budget help worksheet: Students develop budgets and decide on what actions to take to reach financial goals  Photographic evidence: Students use mini-whiteboards (or notebooks) to show their chosen estimation strategy. Photographs are taken of their working.  Saving worksheet: Students individually complete the calculations and reflection questions on this worksheet.  Jingle script: Students collaboratively create a jingle to promote the benefits of superannuation  Recording: Students produce an audio or video recording of their jingle being performed. |
| Topic 6: Our ideal community | Activity 3: Community pitch – Preparing to present  Activity 4: Presenting the pitch – Community group presentations | Written pitch: Students individually write a pitch for their ideal community  Presentation: Students present their pitch to an audience  N.B Assessment evidence from earlier topics should be embedded into the multi-modal presentation as appropriate. |

There are several opportunities throughout this resource for students to work with others, either in pairs, groups or as a class. Interactions, discussions and participation in groups should be observed when appropriate. The rubrics indicate when observations may be required.

###### Judgments about performance

When making judgments about evidence of student performance, teachers are advised to use the assessment rubrics.

##### Stage 3: Learning plan

The content descriptions that teachers may include in their teaching programs can be draw from the mapping documents. These include links to the general capabilities.

Topics:

1. [Community rights and responsibilities](#Topic1Communityrightsandresponsibilities)
2. [Community support](#Topic2Communitysupport)
3. [Collecting tax fairly](#Topic3Collectingtaxfairly)
4. [Responsible government spending](#Topic4Responsiblegovernmentspending)
5. [Savings and superannuation](#Topic5Savingsandsuperannuation)
6. [Our ideal community](#Topic6Ouridealcommunity)

#### Year 5 rubrics

This is a text version of Year 5 rubrics. Along with this accessible version, which you can either print or use online, we also have the same rubrics available as a PDF – [Year 5 rubrics (PDF, 169KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Rubrics-Yr5.pdf).

The following rubrics provide achievement standards for activities in:

* [Topic 1 Community rights and responsibilities (Year 5)](#Topic1BelongingandinclusionYear3)
* [Topic 2 Community support (Year 5)](#Topic2CommunitysupportYear5)
* [Topic 3 Collecting tax fairly (Year 5)](#Topic3CollectingtaxfairlyYear5)
* [Topic 4 Responsible government spending (Year 5)](#Topic4ResponsiblegovernmentspendingYear5)
* [Topic 5 Savings and superannuation (Year 5)](#Topic5SavingsandsuperannuationYear5)
* [Topic 6 Our ideal community (Year 5)](#Topic6OuridealcommunityYear5)
* [Across the suite of all topics (Year 5)](#AcrossthesuiteofalltopicsYear6)

##### Topic 1 Community rights and responsibilities (Year 5)

Activity 3

|  |  |
| --- | --- |
| Achievement Standard | English |
| What students do | Students listen and ask questions to clarify content\* |
| A | actively listens to video to identify pertinent information and asks a range of thoughtful and clarifying question during class discussion |
| B | actively listens to video to identify information and asks a range of appropriate questions to clarify content during class discussions |
| C | listens to video to identify information and asks questions to clarify content during class discussions |
| D | listens to video to identify answers to some questions and with prompting, asks questions during class discussions |
| E | asks and answers questions with considerable prompting |

\* Denotes that observations for student performance may be required

Activity 3 and 4

|  |  |
| --- | --- |
| Achievement Standard | HASS |
| What students do | Students sort, and record data in different formats |
| A | correctly sorts and records in detail information about democracy and associated rights and responsibilities using provided graphic organisers |
| B | correctly sorts and records information about democracy and associated rights and responsibilities using a range of different graphic organisers |
| C | sorts and records information about democracy and associated rights and responsibilities using provided graphic organisers |
| D | with support, sorts and records information about democracy and associated rights and responsibilities using provided graphic organisers |
| E | with direction, sorts and records information about democracy and associated rights and responsibilities using provided graphic organisers |

Activity 3, 4 and 7

|  |  |  |
| --- | --- | --- |
| Achievement Standard | HASS | English |
| What students do | Students identify the importance of values and processes to Australia’s democracy | Students contribute actively to class and group discussions, taking into account other perspectives\* |
| A | uses own words to accurately define democracy and draws on a range of sources to identify and explain the importance of values and processes to Australia’s democracy, including the rights and responsibilities of citizens | purposefully contributes actively to class and group discussions, showing respect for and sensitivity to other perspectives |
| B | uses own words to define democracy and draws on sources to identify and describe the importance of values and processes to Australia’s democracy including the rights and responsibilities of citizens | effectively contributes actively to class and group discussions, showing respect for and considering other perspectives |
| C | defines democracy and identifies the importance of values and processes to Australia’s democracy, including the rights and responsibilities of citizens | contributes actively to class and group discussions, considering other perspectives |
| D | with support, provides a simple definition of democracy and identifies some values and processes which underpin Australia’s democracy and the rights and responsibilities they may have as citizens | contributes to class and group discussions and listens to the views of others |
| E | with direction, provides a simple definition of democracy and identifies some values and processes which underpin Australia’s democracy and the rights and responsibilities they may have as citizens | with prompting, contributes to class and group discussions and listens to the views of others |

\* Denotes that observations for student performance may be required

Activity 7

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | HPE | HASS | HASS |
| What students do | They examine how celebrating diversity supports community wellbeing and cultural understanding | Students locate and collect data and information from a range of sources | Students work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently propose action |
| A | investigates and explains in detail how celebrating diversity supports both community wellbeing and cultural understanding | locates and collects relevant data and information from a range of reliable sources | contributes useful ideas to a collaboratively designed community profile based on well researched and comparative details about different communities |
| B | investigates and explains how celebrating diversity supports community wellbeing and cultural understanding | locates and collects relevant data and information from a range of sources | contributes ideas to a collaboratively designed community profile based on well researched details about different communities |
| C | examines how celebrating diversity supports community wellbeing and cultural understanding | locates and collects data and information from a range of sources | contributes ideas to a collaboratively designed community profile based on researched details about different communities |
| D | with support, examines how celebrating diversity supports community wellbeing and cultural understanding | locates and collects data and information from a few sources | contributes some ideas to a collaboratively designed community profile based on some research |
| E | with direction, examines how celebrating diversity supports community wellbeing and cultural understanding | with support, locates and collects data and information | with support, contributes some ideas to a collaboratively designed community profile based on some research |

Activity 3 and 7

|  |  |
| --- | --- |
| Achievement Standard | HASS |
| What students do | Students present their ideas, findings and conclusions in a range of appropriate communication forms using discipline-specific terms and appropriate conventions |
| A | purposefully and effectively presents their detailed ideas, findings and conclusions in a range of communication forms using sophisticated discipline-specific terms and appropriate conventions |
| B | effectively presents their ideas, findings and conclusions in a range of communication forms using appropriate discipline-specific terms and conventions |
| C | presents their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions |
| D | unevenly communicates their ideas, findings and simple conclusions using some discipline- specific terms and conventions |
| E | with support, unevenly communicates their ideas, findings and simple conclusions using some discipline- specific terms and conventions |

##### Topic 2 Community support (Year 5)

Activity 2

|  |  |  |
| --- | --- | --- |
| Achievement Standard | English | HASS |
| What students do | Students contribute actively to class and group discussions, taking into account other perspectives\* | Students reflect on their learning to independently propose action, describing the possible effects of their proposed action |
| A | purposefully contributes actively to class and group discussions, showing respect for and sensitivity to other perspectives | reflects deeply on their learning and experiences to propose a range of reasonable actions they could take to support their community and provides a comprehensive description of the possible effects of these actions |
| B | effectively contributes actively to class and group discussions, showing respect for and considering other perspectives | reflects on their learning and experiences to propose reasonable actions they could take to support their community and provides a detailed description of the possible effects of these actions |
| C | contributes actively to class and group discussions, considering other perspectives | reflects on their learning to propose actions they could take to support their community and describes the possible effects of these actions |
| D | contributes to class and group discussions and listens to the views of others | with support, reflects on their learning to propose actions they could take to help others and describes some of the possible effects of these actions |
| E | with prompting, contributes to class and group discussions and listens to the views of others | with direction, reflects on their learning to propose actions they could take to help others and describes some of the possible effects of some of these actions |

\* Denotes that observations for student performance may be required

Activity 4

|  |  |
| --- | --- |
| Achievement Standard | HASS |
| What students do | Students identify the importance of processes to Australia’s democracy |
| A | creates a purposeful and effective representation of taxation as a system and identifies its importance to Australia’s democracy by predicting and describing the chain of consequences caused by changes to parts of the system |
| B | creates an effective representation of taxation as a system and identifies its importance to Australia’s democracy by predicting the chain of consequences caused by changes to parts of the system |
| C | represents taxation as a system and identifies its importance to Australia’s democracy by predicting the consequences caused by changes to the system |
| D | represents taxation as a system and identifies its importance to Australia’s democracy by predicting the consequences caused by changes to the system |
| E | represents taxation as a system and identifies its importance to Australia’s democracy by predicting the consequences caused by changes to the system |

Activity 6

|  |  |
| --- | --- |
| Achievement Standard | HPE |
| What students do | Students examine how physical activity, and connecting to the environment support community wellbeing |
| A | identifies a range of public goods and services that support physical activity and connecting to the environment and provides an insightful explanation of the connection between these resources and community wellbeing |
| B | identifies public goods and services that support physical activity and connecting to the environment and provides a detailed explanation of how these resources support community wellbeing |
| C | identifies public goods and services that support physical activity and connecting to the environment and explains how these resources support community wellbeing |
| D | with support, identifies some public goods or services that support physical activity and connecting to the environment and provides a limited explanation of how these resources support community wellbeing |
| E | with direction, identifies public goods and services that support physical activity and connecting to the environment and provides a very limited explanation of how these resources support community wellbeing |

##### Topic 3 Collecting tax fairly (Year 5)

Activity 2

|  |  |
| --- | --- |
| Achievement Standard | Mathematics |
| What students do | Students order decimals and unit fractions and locate them on number lines |
| A | correctly represents, orders and compares decimals and unit fractions, locates them on number lines and uses mathematical language to justify conclusions about relative fairness of tax contributions |
| B | correctly represents, orders and compares unit fractions, locates them on number lines and compares numbers to draw conclusions about the relative fairness of tax contributions |
| C | represents and orders decimals and unit fractions and locates them on a number line |
| D | with support, represents and orders decimals and unit fractions and locates them on a number line |
| E | with direction, represents and orders decimals and unit fractions and locates them on a number line |

Activity 4

|  |  |
| --- | --- |
| Achievement Standard | Mathematics |
| What students do | Students solve simple problems involving the four operations using a range of strategies |
| A | correctly solves problems involving the four operations using a range of efficient strategies and explains and justifies strategies used |
| B | correctly solves problems involving the four operations using a range of efficient strategies and explains strategies used |
| C | solves simple problems involving the four operations using a range of strategies |
| D | with support, solves simple problems involving the four operations using one or more strategy |
| E | solves simple problems using strategies as directed |

Activity 5

|  |  |
| --- | --- |
| Achievement Standard | HASS |
| What students do | Students reflect on their learning to independently propose action, describing the possible effects of their proposed action  Students suggest conclusions based on evidence |
| A | uses criteria and evidence to propose appropriate tax models for different items in a hypothetical situation and effectively justifies these choices in detail and with evidence |
| B | uses criteria and evidence to propose appropriate tax models for different items in a hypothetical situation and justifies these choices with evidence |
| C | uses evidence to propose tax models for different items in a hypothetical situation and justifies these choices |
| D | with support, uses evidence to propose tax models for different items in a hypothetical situation and partially justifies these choices |
| E | with direction, uses evidence to propose tax models for different items in a hypothetical situation and provides fragmented justifications for these choices |

##### Topic 4 Responsible government spending (Year 5)

Activity 3 and 5

|  |  |  |
| --- | --- | --- |
| Achievement Standard | Mathematics | HASS |
| What students do | Students gather data, and construct data displays appropriate for the data | Students interpret data to identify and describe distributions, simple patterns and to infer relationships, and suggest conclusions based on evidence |
| A | gathers data on a range of variables, constructs effective and highly appropriate displays for the data and justifies their choice | interprets data in various forms to effectively explain distributions (wealth and services), patterns (services), and to infer relationships (gender and wealth), and effectively draws evidence-based conclusions |
| B | gathers data on different variables, constructs data displays appropriate for the data and explains their choice | interprets data in various forms to explain distributions (wealth and services), patterns (services), and to infer relationships (gender and wealth), and draws evidence-based conclusions |
| C | gathers data, and constructs data displays appropriate for the data | interprets data to explain distributions (wealth and services), patterns (services), and to infer relationships (gender and wealth), and draws evidence-based conclusions |
| D | gathers data and constructs data displays | With support, interprets data to identify and distributions and patterns and draws simple conclusions |
| E | with direction, gathers data and constructs data displays | With direction interprets data to identify and distributions and patterns and draws simple conclusions |

Activity 5 part 1

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | Mathematics | Mathematics | HPE |
| What students do | Students explain plans for simple budgets | Students use a grid reference system to locate landmarks | Students describe the significance of physical activity participation to health and wellbeing |
| A | creates and thoroughly explains and justifies plans for the allocation of funds in a budget | creates a detailed scaled map using the positive quadrant of a cartesian plane, uses coordinates to locate landmarks and describes how to get from one point to another using direction and distance in units and direction (e.g. N, NE, NW) | thoroughly identifies features in their proposed community that promote physical activity and explains the significance of physical activity to health and wellbeing |
| B | creates and effectively explains plans for the allocation of funds in a budget | creates a scaled map using the positive quadrant of a cartesian plane, uses coordinates to locate landmarks and uses mathematical language to describe direction (e.g. N, NE, NW) | identifies a range of features in their proposed community that promote physical activity and describes in detail the significance of physical activity to health and wellbeing |
| C | explains plans for the allocation of funds in a budget | creates a scaled grid map and uses a grid reference system, such as alphanumeric system to locate landmarks | identifies features in their proposed community that promote physical activity and describes the significance of physical activity to health and wellbeing |
| D | with support, provides a partial explanation of plans for the allocation of funds in a budget | creates a simple grid map and uses a simple grid reference system to locate some landmarks | identifies some features in their proposed community that promote physical activity and describes how physical activity supports health and wellbeing |
| E | with guidance, provides a fragmented explanation for the allocation of funds in a budget | creates a simple grid map and locates some landmarks | with direction, identifies some features in their proposed community that promote physical activity and describes in limited detail how physical activity supports health and wellbeing |

Activity 5 part 2

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | HASS | HASS | HASS |
| What students do | Students identify and describe the interconnections between people and the human and environmental characteristics of places | Students recognise that choices need to be made when allocating resources | Students locate and collect data and information from a range of sources |
| A | identifies and explains how the location of community services and environmental features in a proposed community facilitate interconnections between people and places | provides an insightful explanation of scarcity and why choices need to be made when allocating limited resources | locates and collects relevant data and information from a range of reliable sources |
| B | identifies and describes in detail how the location of community services and environmental features in a proposed community facilitate interconnections between people and places | provides an explanation of the need to make choices when allocating limited resources | locates and collects relevant data and information from a range of sources |
| C | identifies and describes how the location of community services and environmental features in a proposed community | recognises that choices need to be made when allocating resources | locates and collects data and information from a range of sources |
| D | identifies and describes in limited detail how the location of community services and environmental features in a proposed community facilitate interconnections between people and places | partially recognises that choices need to be made when allocating resources | locates and collects data and information from a few sources |
| E | identifies and describes in very limited detail how the location of community services and environmental features in a proposed community facilitate interconnections between people and places | with direction, partially recognises that choices need to be made when allocating resources | with support, locates and collects data and information |

Activity 5 part 3

|  |  |  |
| --- | --- | --- |
| Achievement Standard | HASS | HASS |
| What students do | Students sort, record and represent data in different formats, including large-scale maps, using basic conventions | Students present their ideas, findings and conclusions in a range of communication forms using discipline- specific terms and appropriate conventions |
| A | uses a range of appropriate formats to purposefully and effectively sort and record collected information and data and represents where community members live, work, learn, play and shop on a detailed large-scale map using appropriate conventions | purposefully and effectively presents their detailed ideas, findings and conclusions in a range of communication forms using sophisticated discipline- specific terms and appropriate conventions |
| B | uses a range of appropriate formats to effectively sort and record collected information and data and represents where community members live, work, learn, play and shop on a detailed large-scale map using appropriate conventions | effectively presents their ideas, findings and conclusions in a range of communication forms using appropriate discipline-specific terms and conventions |
| C | uses different formats to sort and record collected information and data and represents where community members live, work, learn, play and shop on a large- scale map using basic conventions | presents their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions |
| D | with support, sorts and records information and represents where community members live, work, play or shop on a large-scale map | unevenly communicates their ideas, findings and simple conclusions using some discipline-specific terms and conventions |
| E | with direction, sorts and records information and represents where community members live, work, play or shop on a large-scale map | with support, unevenly communicates their ideas, findings and simple conclusions using some discipline-specific terms and conventions |

\*Denotes that observations for student performance may be required

##### Topic 5 Savings and superannuation (Year 5)

Activity 2

|  |  |
| --- | --- |
| Achievement Standard | Mathematics |
| What students do | Students explain plans for simple budgets |
| A | plans a range of simple budgets and thoroughly explains how the same goal can be achieved by varying income and/or expenses |
| B | plans a range of simple budgets and explains how the same goal can be achieved by varying income and/or expenses |
| C | plans a simple budget and explains the plan |
| D | plans a budget and partially explains the plan |
| E | with guidance, plans a budget and partially explains the plan |

Activity 2 and 4

|  |  |  |
| --- | --- | --- |
| Achievement Standard | Mathematics | HASS |
| What students do | Students solve simple problems using a range of strategies | Students recognise that choices need to be made when allocating resources |
| A | correctly solves problems using a range of efficient strategies, and explains and justifies strategies used | demonstrates a deep understanding of scarcity by making and justifying choices about what to give up in order to reach financial goals and providing a reasoned explanation of why these choices are necessary |
| B | correctly solves problems using a range of efficient strategies and explains strategies used | demonstrates an understanding of scarcity by making informed choices about what to give up in order to reach financial goals and explaining why these choices are necessary |
| C | solves simple problems using a range of strategies | demonstrates an understanding of scarcity by making choices about what to give up in order to reach financial goals |
| D | with support, solves simple problems using one or more strategy | with support, recognises that choices need to be made in order to save |
| E | solves simple problems using strategies as directed | with direction, recognises that choices need to be made in order to save |

Activity 3

|  |  |
| --- | --- |
| Achievement Standard | Mathematics |
| What students do | Students check the reasonableness of answers using estimation and rounding |
| A | uses efficient strategies to estimate answers, checks the reasonableness of estimates and explains the strategies they used |
| B | uses effective strategies to estimate answers, checks the reasonableness of estimates and describes the strategies they used |
| C | uses strategies to estimate answers, checks the reasonableness of estimates and identifies the strategies they used |
| D | uses simple strategies to estimate answers and checks the reasonableness of estimates |
| E | with support, estimates answers and checks the reasonableness of estimates |

Activity 6

|  |  |  |
| --- | --- | --- |
| Achievement Standard | English | English |
| What students do | Students create persuasive texts for different purposes and audiences | Students select specific vocabulary |
| A | shows leadership to collaboratively create a highly effective jingle that promotes the importance of superannuation to members of the proposed ideal community | judiciously selects specific vocabulary for effect |
| B | shows some leadership to collaboratively create an effective jingle that promotes the importance of superannuation to members of the proposed ideal community | selects specific vocabulary for effect |
| C | collaboratively creates a jingle that promotes the importance of superannuation to members of the proposed ideal community | selects specific vocabulary |
| D | with support, contributes to the creation of a jingle that promotes the importance of superannuation to members of the proposed ideal community | with support, selects specific vocabulary |
| E | with considerable support, contributes to the creation of a jingle that promotes the importance of superannuation to members of the proposed ideal community | with considerable support, selects specific vocabulary |

Activity 7

|  |  |
| --- | --- |
| Achievement Standard | English |
| What students do | Students make presentations which include multimodal elements for defined purposes |
| A | effectively makes engaging presentations which include a range of considered and effective multimodal elements selected for audience and purpose |
| B | effectively makes presentations which include a range of effective multimodal elements selected for audience and purpose |
| C | makes presentations which multimodal elements for defined purposes |
| D | makes presentations which include some multimodal elements that vary in suitability |
| E | make presentations that include fragmented multimodal elements |

\*Denotes that observations for student performance may be required

##### Topic 6 Our ideal community (Year 5)

Activity 3

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Achievement Standard | English | English | English | English |
| What students do | Students create persuasive text | When writing, they demonstrate understanding of grammar using a variety of sentence types | Students select specific vocabulary and use accurate spelling and punctuation | Students edit their work for cohesive structure and meaning |
| A | creates a highly effective pitch designed to persuade an audience to fund development of their ideal community | purposefully uses a variety of sentence types for effect | judiciously selects rich specific vocabulary for effect and consistently uses accurate spelling and punctuation | purposefully edits work for cohesive structure and meaning |
| B | creates an effective pitch designed to persuade an audience to fund development of their ideal community | uses a variety of sentence types for effect | selects appropriate and specific vocabulary for effect and consistently uses accurate spelling and punctuation | effectively edits work for cohesive structure and meaning |
| C | creates a pitch designed to persuade an audience to fund development of their ideal community | uses a variety of sentence types | selects specific vocabulary and uses accurate spelling and punctuation | edits work for cohesive structure and meaning |
| D | creates a pitch using some persuasive techniques | uses different sentence types | with support, selects specific vocabulary and uses accurate spelling and punctuation | makes presentations which include some multimodal elements that vary in suitability |
| E | with support, creates a pitch using limited persuasive techniques | with direction, uses different sentence types | with considerable support, selects specific vocabulary and uses accurate spelling and punctuation | with considerable support, edits work for cohesive structure and meaning |

Activity 4

|  |  |
| --- | --- |
| Achievement Standard | English |
| What students do | Students make presentations which include multimodal elements for defined purposes |
| A | effectively makes engaging presentations which include a range of considered and effective multimodal elements selected for audience and purpose |
| B | effectively makes presentations which include a range of effective multimodal elements selected for audience and purpose |
| C | makes presentations which multimodal elements for defined purposes |
| D | makes presentations which include some multimodal elements that vary in suitability |
| E | make presentations that include fragmented multimodal elements |

Activity 3 and 4

|  |  |
| --- | --- |
| Achievement Standard | HASS |
| What students do | Students present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions |
| A | purposefully and effectively presents their detailed ideas, findings and conclusions in a range of communication forms using sophisticated discipline-specific terms (e.g. financial, taxation types, income redistribution, democratic values governance, ethnicity) and appropriate conventions |
| B | effectively presents their ideas, findings and conclusions in a range of communication forms using appropriate discipline-specific terms and conventions |
| C | presents their ideas, findings and conclusions in a range of communication forms using discipline-specific terms (e.g. government, taxation, community citizens) and appropriate conventions |
| D | unevenly communicates their ideas, findings and simple conclusions using some discipline-specific terms and conventions |
| E | with support, unevenly communicates their ideas, findings and simple conclusions using some discipline-specific terms and conventions |

\* Denotes that observations for student performance may be required

##### Across the suite of all topics (Year 5)

Across all topics

|  |  |
| --- | --- |
| Achievement Standard | HPE |
| What students do | Students demonstrate skills to work collaboratively\* |
| A | Demonstrates and describes the range of skills needed to effectively work collaboratively |
| B | Demonstrates and identifies the skills needed to work collaboratively |
| C | Demonstrates skills to work collaboratively |
| D | With support, works collaboratively |
| E | With direction, works collaboratively |

\* Denotes that observations for student performance may be required

#### Year 6 rubrics

This is a text version of Year 6 rubrics. Along with this accessible version, which you can either print or use online, we also have the same rubrics available as a PDF – [Year 6 rubrics (PDF, 175KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Rubrics-Yr6.pdf).

The following rubrics provide achievement standards for activities in:

* [Topic 1 Community rights and responsibilities (Year 6)](#Topic1BelongingandinclusionYear3)
* [Topic 2 Community support (Year 6)](#Topic2CommunitysupportYear6)
* [Topic 3 Collecting tax fairly (Year 6)](#Topic3CollectingtaxfairlyYear6)
* [Topic 4 Responsible government spending (Year 6)](#Topic4ResponsiblegovernmentspendingYear6)
* [Topic 5 Savings and superannuation (Year 6)](#Topic5SavingsandsuperannuationYear6)
* [Topic 6 Our ideal community (Year 6)](#Topic6OuridealcommunityYear6)
* [Across the suite of all topics (Year 6)](#AcrossthesuiteofalltopicsYear6)

##### Topic 1 Community rights and responsibilities (Year 6)

Activity 3

|  |  |
| --- | --- |
| Achievement Standard | HASS |
| What students do | Students explain the importance of people and processes to Australia’s democracy |
| A | uses own words to accurately define democracy and draws on a range of sources to effectively explain in detail the importance of people and processes to Australia’s democracy |
| B | uses own words to define democracy and draws on sources to effectively explain the importance of people and processes to Australia’s democracy |
| C | defines democracy and explains the importance of people and processes to Australia’s democracy |
| D | with support, provides a simple definition of democracy and explains why some processes are importance to Australia’s democracy |
| E | with direction, provides a simple definition of democracy and provides a limited explanation of why some processes are important to Australia’s democracy |

Activity 3 and 4

|  |  |
| --- | --- |
| Achievement Standard | HASS |
| What students do | Students organise data in a range of formats |
| A | correctly organises detailed information about democracy and associated rights and responsibilities using different graphic organisers |
| B | correctly organises information about democracy and associated rights and responsibilities using different graphic organisers |
| C | organises information about democracy and associated rights and responsibilities using provided graphic organisers |
| D | with support, organises information about democracy and associated rights and responsibilities using provided graphic organisers |
| E | with direction, organises information about democracy and associated rights and responsibilities using provided graphic organisers |

Activity 4

|  |  |
| --- | --- |
| Achievement Standard | HASS |
| What students do | Students describe the rights and responsibilities of Australian citizens |
| A | describes a range of citizen rights and associated responsibilities that ensure rights are protected |
| B | describes a range of citizen rights and associated responsibilities |
| C | describes citizen rights and responsibilities |
| D | describes some citizen rights and responsibilities |
| E | with support, describes some citizen rights and responsibilities |

Activity 3, 4 and 7

|  |  |  |
| --- | --- | --- |
| Achievement Standard | English | English |
| What students do | Students listen to discussions, clarifying content and challenging others’ ideas\* | Students contribute actively to class and group discussions, using a variety of strategies for effect\* |
| A | actively listens to discussions, clarifying content and thoughtfully and respectfully challenging others’ ideas | purposefully uses a range of strategies for effect when actively contributing to class and group discussions |
| B | actively listens to discussions, clarifying content and respectfully challenging others’ ideas | effectively uses a range of strategies for effect when actively contributing to class and group discussions |
| C | listens to discussions, clarifying content and challenging others’ ideas | uses a variety of strategies for effect when actively contributing to class and group discussions |
| D | listens to discussions, asking questions for clarification | uses some strategies for effect when contributing to class and group discussions |
| E | with prompting, listens and asks questions with prompting | with prompting, uses some strategies for effect when contributing to class and group discussions |

Activity 7

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | HPE | HASS | HASS |
| What students do | They examine how celebrating diversity supports community wellbeing and cultural understanding | Students locate and collect useful data and information from secondary sources | Students collaboratively generate alternative responses to an issue and reflect on their learning to propose action in response to an issue or challenge |
| A | investigates and explains in detail how celebrating diversity supports both community wellbeing and cultural understanding | locates and collects useful data and information from a range of reliable secondary sources | contributes useful ideas to a collaboratively designed community profile and proposes a response based on well researched and comparative details about different communities |
| B | investigates and explains how celebrating diversity supports community wellbeing and cultural understanding | locates and collects useful data and information from a range of secondary sources | contributes ideas to a collaboratively designed community profile and proposes a response based on well researched details about different communities |
| C | examines how celebrating diversity supports community wellbeing and cultural understanding | locates and collects useful data and information from secondary sources | contributes ideas to a collaboratively designed community profile and proposes a response based on researched details about different communities |
| D | with support, examines how celebrating diversity supports community wellbeing and cultural understanding | locates and collects data and information from a few secondary sources | contributes some ideas to a collaboratively designed community profile and proposes a simple response based on some research |
| E | with direction, examines celebrating diversity supports community wellbeing and cultural understanding | with support, locates and collects data and information | with support, contributes some ideas to a collaboratively designed community profile and proposes a simple response based on some research |

Activity 3 and 7

|  |  |
| --- | --- |
| Achievement Standard | HASS |
| What students do | Students present ideas, findings, viewpoints and conclusions in a range of communication forms, communication conventions and discipline-specific terms |
| A | purposefully and effectively presents their detailed ideas, findings, viewpoints and conclusions in a range of communication forms using sophisticated discipline-specific terms and appropriate conventions |
| B | effectively presents their ideas, findings, viewpoints and conclusions in a range of communication forms using appropriate discipline-specific terms and conventions |
| C | presents their ideas, findings, viewpoints and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions |
| D | unevenly communicates their ideas, findings, viewpoints and simple conclusions using some discipline-specific terms and conventions |
| E | with support, unevenly communicates their ideas, findings, viewpoints and simple conclusions using some discipline-specific terms and conventions |

\*Denotes that observations for student performance may be required

##### Topic 2 Community support (Year 6)

Activity 2

|  |  |  |
| --- | --- | --- |
| Achievement Standard | English | HASS |
| What students do | Students contribute actively to class and group discussions, using a variety of strategies for effect\* | Students reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal |
| A | purposefully and effectively uses a range of strategies for effect when actively contributing to class and group discussions | reflects deeply on their learning and experiences to propose a range of reasonable actions they could take to support their community and provides a comprehensive description of the probable effects of these actions |
| B | effectively uses of a range of strategies for effect when actively contributing to class and group discussions | reflects on their learning and experiences to propose reasonable actions they could take to support their community and provides a detailed description of the probable effects of these actions |
| C | uses of a variety of strategies for effect when actively contributing to class and group discussions | reflects on their learning to propose actions they could take to support their community and describes the probable effects of these actions |
| D | uses some strategies for effect when contributing to class and group discussions | with support, reflects on their learning to propose actions they could take to help others and describes some of the probable effects of these actions |
| E | with prompting, uses some strategies for effect when contributing to class and group discussions | with direction, reflects on their learning to propose actions they could take to help others and describes some of the probable effects of some of these actions |

Activity 2 and 4

|  |  |
| --- | --- |
| Achievement Standard | HASS |
| What students do | Students explain the importance of people, institutions, and processes to Australia’s democracy |
| A | provides reasoned and logical explanations of the importance of people (volunteers), institutions (governments) and processes (taxation system) to Australia’s democracy |
| B | effectively explains the importance of people (volunteers), institutions (governments) and processes (taxation system) to Australia’s democracy |
| C | explains the importance of people (volunteers), institutions (governments) and processes (taxation system) to Australia’s democracy |
| D | with support, provides a brief explanation of the importance of people (volunteers), institutions (governments) and processes (taxation system) to Australia’s democracy |
| E | with direction, provides a brief explanation of the importance of people (volunteers), institutions (governments) and processes (taxation system) to Australia’s democracy |

Activity 6

|  |  |
| --- | --- |
| Achievement Standard | HPE |
| What students do | Students examine how physical activity, and connecting to the environment support community wellbeing |
| A | identifies a range of public goods and services that support physical activity and connecting to the environment and provides an insightful explanation of the connection between these resources and community wellbeing |
| B | identifies public goods and services that support physical activity and connecting to the environment and provides a detailed explanation of how these resources support community wellbeing |
| C | identifies public goods and services that support physical activity and connecting to the environment and explains how these resources support community wellbeing |
| D | with support, identifies some public goods or services that support physical activity and connecting to the environment and provides a limited explanation of how these resources support community wellbeing |
| E | with direction, identifies public goods and services that support physical activity and connecting to the environment and provides a very limited explanation of how these resources support community wellbeing |

\* Denotes that observations for student performance may be required

##### Topic 3 Collecting tax fairly (Year 6)

* [Activity 2](#Activity24)
* [Activity 4](#Activity44)
* [Activity 5](#Activity53)

Activity 2

|  |  |  |
| --- | --- | --- |
| Achievement Standard | Mathematics | Mathematics |
| What students do | Students connect fractions, decimals and percentages as different representations of the same number | Students calculate a simple fraction of a quantity |
| A | connects fractions, decimals and percentages as different representations of the same number and effectively explains these various representations of the same amount | uses a range of efficient strategies to correctly calculate a fraction of a quantity |
| B | connects fractions, decimals and percentages as different representations of the same number and explains these various representations of the same amount | efficiently calculates a fraction of a quantity |
| C | connects fractions, decimals and percentages as different representations of the same number | calculates a simple fraction of a quantity |
| D | with support, connects fractions, decimals and percentages as different representations of the same number | with support, calculates a simple fraction of a quantity |
| E | with direction, connects fractions, decimals and percentages as different representations of the same number | with direction, calculates a simple fraction of a quantity |

Activity 4

|  |  |
| --- | --- |
| Achievement Standard | Mathematics |
| What students do | Students solve problems involving all four operations with whole numbers |
| A | correctly solves problems involving all four operations using a range of efficient strategies and explains and justifies strategies used |
| B | correctly solves problems involving all four operations using a range of efficient strategies and explains strategies used |
| C | solves simple problems involving all four operations using a range of strategies |
| D | with support, solves simple problems involving all four operations using one or more strategy |
| E | solves simple problems using strategies as directed |

Activity 5

|  |  |
| --- | --- |
| Achievement Standard | HASS |
| What students do | Students use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others |
| A | uses a range of criteria and weighs up the advantages and disadvantages of different tax models to propose and justify the most appropriate model to use on different items |
| B | uses criteria and weighs up the advantages and disadvantages of different tax models to propose and justify an appropriate model to use on different items |
| C | identifies the advantages and disadvantages of different tax models and uses criteria to propose and justify models to use on different items |
| D | with support, identifies some advantages and disadvantages of different tax models and proposes and partially justifies models to use on different items |
| E | with direction, identifies some advantages and disadvantages of different tax models and proposes and partially justifies models to use on different items |

\* Denotes that observations for student performance may be required

##### Topic 4 Responsible government spending (Year 6)

Activity 3 and 5

|  |  |  |
| --- | --- | --- |
| Achievement Standard | Mathematics | HASS |
| What students do | Students interpret and compare a variety of data displays including those displays for two categorical variables | Students interpret data to identify, describe patterns and to infer relationships, and evaluate evidence to draw conclusions |
| A | effectively interprets and compares a variety of data displays and selects and justifies the most appropriate display to represent data | interprets data in various forms to effectively explain distributions (wealth and services), patterns (services), and to infer relationships (gender and wealth), and effectively draws conclusions based on a thorough evaluation of evidence |
| B | interprets and compares a variety of data displays and selects the most appropriate display to represent data | interprets data in various forms to explain distributions (wealth and services), patterns (services), and to infer relationships (gender and wealth), and draws conclusions based on the evaluation of evidence |
| C | interprets and compares a variety of data displays | interprets data to explain distributions (wealth and services), patterns (services), and to infer relationships (gender and wealth), and draws evidence- based conclusions |
| D | with support, interprets and compares simple data displays | With support, interprets data to identify and distributions and patterns and draws simple conclusions |
| E | with direction, interprets and compares simple data displays | With direction interprets data to identify and distributions and patterns and draws simple conclusions |

Activity 5

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Achievement Standard | HASS | Mathematics | HASS | HASS |
| What students do | Students recognise why choices about the allocation of resources involve trade- offs | Students locate an ordered pair in any one of the four quadrants on the Cartesian plane | Students locate and collect useful data and information from secondary sources | Students organise and represent data in a range of formats, including large- scale maps, using appropriate conventions |
| A | provides an insightful explanation of scarcity and why choices about the allocation of resources involve trade- offs | creates a scaled map using all quadrants of a Cartesian plane, uses coordinates to locate landmarks located in any two of the four quadrants and describes how to get from one point to another using distance in units and direction (e.g. N, NE, NW) | locates and collects useful data and information from a range of reliable secondary sources | uses a range of appropriate formats to purposefully and effectively organise information and data and represents where community members live, work, learn, play and shop on a detailed large-scale map using all cartographic conventions |
| B | provides an explanation of why choices about the allocation of resources involve trade- offs | creates a scaled map using all quadrants of a Cartesian plane, uses coordinates to locate landmarks located in any two of the four quadrants and describes how to get from one point to another using distance in units and direction (e.g. N, NE, NW) | locates and collects useful data and information from a range of secondary sources | uses a range of appropriate formats to effectively organise information and data and represents where community members live, work, learn, play and shop on a detailed large-scale map using appropriate conventions |
| C | recognises why choices about the allocation of resources involve trade- offs | creates a scaled map using one of the four quadrants of a Cartesian plane and uses coordinates to locate landmarks | locates and collects useful data and information from secondary sources | uses a range of formats to organise information and data and represents where community members live, work, learn, play and shop on a large-scale map using appropriate conventions |
| D | partially recognises why choices about the allocation of resources involve trade-offs | creates a scaled map using one of the four quadrants of a Cartesian plane and uses coordinates to locate landmarks | locates and collects data and information from a few secondary sources | with support, organises information in different formats and represents where community members live, work, play or shop on a large- scale map |
| E | with direction, partially recognises why choices about the allocation of resources involve trade- offs | with support, creates a simple grid map using one of the four quadrants of a Cartesian plane and locates some landmarks using coordinates | with support, locates and collects data and information | with direction, organises information in different formats and represents where community members live, work, play or shop on a large- scale map |

Activity 5

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | HASS | HASS | HPE |
| What students do | Students describe how people, places, communities and environments are interconnected | Students present ideas, findings, viewpoints and conclusions in a range of communication forms, communication conventions and discipline-specific terms | Students describe the significance of physical activity participation to health and wellbeing |
| A | explains how the location of community services and environmental features in a proposed community facilitate interconnections between people, places communities and environments | purposefully and effectively presents their detailed ideas, findings, viewpoints and conclusions in a range of communication forms using sophisticated discipline-specific terms and appropriate conventions | thoroughly identifies features in their proposed community that promote physical activity and explains the significance of physical activity to health and wellbeing |
| B | describes in detail how the location of community services and environmental features in a proposed community facilitate interconnections between people, places communities and environments | effectively presents their ideas, findings, viewpoints and conclusions in a range of communication forms using appropriate discipline-specific terms and conventions | identifies a range of features in their proposed community that promote physical activity and describes in detail the significance of physical activity to health and wellbeing |
| C | describes how the location of community services and environmental features in a proposed community facilitate interconnections between people, places communities and environments | presents their ideas, findings, viewpoints and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions | identifies features in their proposed community that promote physical activity and describes the significance of physical activity to health and wellbeing |
| D | describes in limited detail how the location of community services and environmental features in a proposed community facilitate interconnections between people, places communities and environments | unevenly communicates their ideas, findings, viewpoints and simple conclusions using some discipline-specific terms and conventions | identifies some features in their proposed community that promote physical activity and describes how physical activity supports health and wellbeing |
| E | describes in very limited detail how the location of community services and environmental features in a proposed community facilitate interconnections between people, places communities and environments | with support, unevenly communicates their ideas, findings, viewpoints and simple conclusions using some discipline-specific terms and conventions | with direction, identifies some features in their proposed community that promote physical activity and describes in limited detail how physical activity supports health and wellbeing |

\*Denotes that observations for student performance may be required

##### Topic 5 Savings and superannuation (Year 6)

Activity 2 and 4

|  |  |  |
| --- | --- | --- |
| Achievement Standard | Mathematics | HASS |
| What students do | Students solve problems involving all four operations with whole numbers | Students recognise why choices about the allocation of resources involve trade- offs |
| A | correctly solves problems using a range of efficient strategies, and explains and justifies strategies used | provides an insightful explanation of scarcity and why choices about the allocation of resources involve trade- offs |
| B | correctly solves problems using a range of efficient strategies and explains strategies used | provides an explanation of why choices about the allocation of resources involve trade-offs |
| C | solves simple problems using a range of strategies | recognises why choices about the allocation of resources involve trade-offs |
| D | with support, solves simple problems using one or more strategy | partially recognises why choices about the allocation of resources involve trade-offs |
| E | solves simple problems using strategies as directed | with direction, partially recognises why choices about the allocation of resources involve trade-offs |

Activity 3

|  |  |
| --- | --- |
| Achievement Standard | Mathematics |
| What students do | Students write correct number sentences using brackets and order of operations |
| A | efficiently writes correct number sentences that involve multiple operations using brackets and the order of operations |
| B | writes correct number sentences that involve several operations using brackets and the order of operations |
| C | writes correct number sentences using brackets and the order of operations |
| D | writes simple number sentences using brackets and the order of operations |
| E | with support, writes simple number sentences using brackets and the order of operations |

Activity 4

|  |  |
| --- | --- |
| Achievement Standard | Mathematics |
| What students do | Students connect fractions, decimals and percentages as different representations of the same number |
| A | connects fractions, decimals and percentages as different representations of the same number and applies these different representations to various calculations |
| B | connects fractions, decimals and percentages as different representations of the same number and applies these different representations to various calculations |
| C | connects fractions, decimals and percentages as different representations of the same number |
| D | with support, connects fractions, decimals and percentages as different representations of the same number |
| E | with direction, connects fractions, decimals and percentages as different representations of the same number |

Activity 6

|  |  |  |
| --- | --- | --- |
| Achievement Standard | English | HASS |
| What students do | Students make considered vocabulary choices to enhance cohesion and structure in their writing | Students explain why it is important to be informed when making financial decisions |
| A | purposefully makes highly considered and effective vocabulary choices to enhance cohesion and structure in their writing | provides a considered explanation of why it is important to be informed when making long-term financial decisions such as superannuation |
| B | makes considered and effective vocabulary choices to enhance cohesion and structure in their writing | provides an effective explanation of why it is important to be informed when making long-term financial decisions such as superannuation |
| C | makes considered vocabulary choices to enhance cohesion and structure in their writing | explains why it is important to be informed when making long-term financial decisions such as superannuation |
| D | makes vocabulary choices to achieve some cohesion and structure in their writing | explains in limited detail why it is important to be informed when making long-term financial decisions such as superannuation |
| E | with direction, makes vocabulary choices to achieve some cohesion and structure in their writing | explains in very limited detail why it is important to be informed when making long-term financial decisions such as superannuation |

Activity 7

|  |  |
| --- | --- |
| Achievement Standard | English |
| What students do | Students make presentations using a variety of strategies for effect |
| A | makes engaging and effective presentations using a variety of strategies for effect |
| B | makes effective presentations using a variety of strategies for effect |
| C | makes presentations using a variety of strategies for effect |
| D | makes presentations which include some strategies for effect |
| E | with support, makes presentations using a limited number of strategies for effect |

\* Denotes that observations for student performance may be required

##### Topic 6 Our ideal community (Year 6)

Activity 3 part 1

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standard | English | English | English |
| What students do | Students create detailed texts elaborating on key ideas | Students demonstrate an understanding of grammar | Students make considered vocabulary choices to enhance cohesion and structure in their writing |
| A | creates a highly effective and detailed pitch that provides persuasive arguments to support their community design and uses a range of examples to elaborate on these arguments | demonstrates a very deep understanding of grammar by carefully selecting sentences, clauses and word and word groups to purposefully and effectively explain, expand and sharpen ideas | purposefully makes highly considered and effective vocabulary choices to enhance cohesion and structure in their writing |
| B | creates an effective and detailed pitch that provides convincing arguments to support their community design and uses a number of examples to elaborate on these arguments | demonstrates a deep understanding of grammar by selecting sentences, clauses and word and word groups to effectively explain, and expand ideas | makes considered and effective vocabulary choices to enhance cohesion and structure in their writing |
| C | creates a detailed pitch that provides arguments to support their community design and uses examples to elaborate on these arguments | demonstrates an understanding of grammar by selecting sentences, clauses and word and word groups to explain, expand and sharpen ideas | makes considered vocabulary choices to enhance cohesion and structure in their writing |
| D | creates a pitch that uses some examples to elaborate on arguments | demonstrates a developing understanding of grammar by using simple sentences, clauses and word and word groups to explain ideas | makes vocabulary choices to achieve some cohesion and structure in their writing |
| E | with support, creates a pitch a pitch that uses a limited number of examples to elaborate on arguments | demonstrates an emerging understanding of grammar by using simple sentences, clauses and words to explain ideas | with direction, makes vocabulary choices to achieve some cohesion and structure in their writing |

Activity 3 part 2

|  |  |  |
| --- | --- | --- |
| Achievement Standard | English | English |
| What students do | Students use accurate spelling and punctuation for clarity | Students explain editorial choices |
| A | judiciously selects specific vocabulary for effect and consistently uses accurate spelling and punctuation | purposefully edits work and explains editorial choices |
| B | selects specific vocabulary for effect and consistently uses accurate spelling and punctuation | effectively edits work and explains editorial choices |
| C | selects specific vocabulary and uses accurate spelling and punctuation | edits work and explains editorial choices |
| D | with support, selects specific vocabulary and uses accurate spelling and punctuation | with support, edits work and explains editorial choices |
| E | with considerable support, selects specific vocabulary and uses accurate spelling and punctuation | with considerable support, edits work and explains editorial choices |

Activity 4

|  |  |
| --- | --- |
| Achievement Standard | English |
| What students do | Students make presentations using a variety of strategies for effect |
| A | makes engaging and effective presentations using a variety of strategies for effect |
| B | makes effective presentations using a variety of strategies for effect |
| C | makes presentations using a variety of strategies for effect |
| D | makes presentations which include some strategies for effect |
| E | with support, makes presentations using a limited number of strategies for effect |

Activity 3 and 4

|  |  |
| --- | --- |
| Achievement Standard | HASS |
| What students do | Students present ideas, findings, viewpoints and conclusions in a range of communication forms, communication conventions and discipline-specific terms |
| A | purposefully and effectively presents their detailed ideas, findings, viewpoints and conclusions in a range of communication forms using appropriate conventions and sophisticated discipline- specific terms (e.g. financial, taxation types, income redistribution, democratic values governance, ethnicity) |
| B | effectively presents their ideas, findings, viewpoints and conclusions in a range of communication forms using appropriate conventions and discipline-specific terms (e.g. government, taxation, community, citizens) |
| C | presents their ideas, findings, viewpoints and conclusions in a range of communication forms using appropriate conventions and discipline-specific terms |
| D | unevenly communicates their ideas, findings, viewpoints and simple conclusions using some discipline-specific terms and conventions |
| E | with support, unevenly communicates their ideas, findings, viewpoints and simple conclusions using some discipline-specific terms and conventions |

\* Denotes that observations for student performance may be required

##### Across the suite of all topics (Year 6)

Across all topics

|  |  |
| --- | --- |
| Achievement Standard | HPE |
| What students do | Students demonstrate skills to work collaboratively\* |
| A | Demonstrates and describes the range of skills needed to effectively work collaboratively |
| B | Demonstrates and identifies the skills needed to work collaboratively |
| C | Demonstrates skills to work collaboratively |
| D | With support, works collaboratively |
| E | With direction, works collaboratively |

\* Denotes that observations for student performance may be required

#### Year 5 achievement standards

This is a text version of Year 5 achievement standards. Along with this accessible version, which you can either print or use online, we also have the same achievement standards available as a PDF – [Year 5 achievement standards (PDF, 131KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Achievement.Standards-Yr5.pdf).

##### English

###### Receptive modes

By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.

When reading, they encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.

###### Productive modes

Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.

Students create imaginative, informative and persuasive texts for different purposes and audiences. They make presentations which include multimodal elements for defined purposes. They contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar using a variety of sentence types. They select specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning.

##### Mathematics

By the end of Year 5, students solve simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students identify and describe factors and multiples. They identify and explain strategies for finding unknown quantities in number sentences involving the four operations. They explain plans for simple budgets. Students connect three-dimensional objects with their two-dimensional representations. They describe transformations of two-dimensional shapes and identify line and rotational symmetry. Students interpret different data sets. Students order decimals and unit fractions and locate them on number lines. They add and subtract fractions with the same denominator.

Students continue patterns by adding and subtracting fractions and decimals. They use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles. They convert between 12- and 24-hour time. Students use a grid reference system to locate landmarks. They measure and construct different angles. Students list outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1. Students pose questions to gather data, and construct data displays appropriate for the data.

##### HASS

By the end of Year 5, students describe the significance of people and events/developments in bringing about change. They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same. They describe the experiences of different people in the past. Students explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments. Students identify the importance of values and processes to Australia’s democracy and describe the roles of different people in Australia’s legal system. They recognise that choices need to be made when allocating resources. They describe factors that influence their choices as consumers and identify strategies that can be used to inform these choices. They describe different views on how to respond to an issue or challenge.

Students develop questions for an investigation. They locate and collect data and information from a range of sources to answer inquiry questions. They examine sources to determine their purpose and to identify different viewpoints. They interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships, and suggest conclusions based on evidence. Students sequence information about events, the lives of individuals and selected phenomena in chronological order using timelines. They sort, record and represent data in different formats, including large-scale and small-scale maps, using basic conventions. They work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently propose action, describing the possible effects of their proposed action. They present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.

##### HPE

By the end of Year 6, students investigate developmental changes and transitions. They explain the influence of people and places on identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others’ contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.

Students demonstrate fair play and skills to work collaboratively. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others’ health, safety and wellbeing. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.

#### Year 6 achievement standards

This is a text version of Year 6 teacher achievement standards. Along with this accessible version, which you can either print or use online, we also have the same achievement standards available as a PDF – [Year 6 achievement standards (PDF, 131KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Achievement.Standards-Yr6.pdf).

##### English

###### Receptive modes

By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.

Students compare and analyse information in different and complex texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others’ ideas.

###### Productive modes

Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used.

Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing. They use accurate spelling and punctuation for clarity and make and explain editorial choices based on criteria.

##### Mathematics

By the end of Year 6, students recognise the properties of prime, composite, square and triangular numbers. They describe the use of integers in everyday contexts. They solve problems involving all four operations with whole numbers. Students connect fractions, decimals and percentages as different representations of the same number. They solve problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They describe rules used in sequences involving whole numbers, fractions and decimals. Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They make connections between capacity and volume. They solve problems involving length and area. They interpret timetables.

Students describe combinations of transformations. They solve problems using the properties of angles. Students compare observed and expected frequencies. They interpret and compare a variety of data displays including those displays for two categorical variables. They interpret secondary data displayed in the media. Students locate fractions and integers on a number line. They calculate a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. Students calculate common percentage discounts on sale items. They write correct number sentences using brackets and order of operations. Students locate an ordered pair in any one of the four quadrants on the Cartesian plane. They construct simple prisms and pyramids. Students describe probabilities using simple fractions, decimals and percentages.

##### HASS

By the end of Year 6, students explain the significance of an event/development, an individual and/or group. They identify and describe continuities and changes for different groups in the past and present. They describe the causes and effects of change on society. They compare the experiences of different people in the past. Students describe, compare and explain the diverse characteristics of different places in different locations from local to global scales. They describe how people, places, communities and environments are diverse and globally interconnected and identify the effects of these interconnections over time. Students explain the importance of people, institutions, and processes to Australia’s democracy and legal system. They describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens. Students recognise why choices about the allocation of resources involve trade-offs. They explain why it is important to be informed when making consumer and financial decisions. They identify the purpose of business and recognise the different ways that businesses choose to provide goods and services. They explain different views on how to respond to an issue or challenge.

Students develop appropriate questions to frame an investigation. They locate and collect useful data and information from primary and secondary sources. They examine sources to determine their origin and purpose and to identify different perspectives in the past and present. They interpret data to identify, describe and compare distributions, patterns and trends, and to infer relationships, and evaluate evidence to draw conclusions. Students sequence information about events, the lives of individuals and selected phenomena in chronological order and represent time by creating timelines. They organise and represent data in a range of formats, including large- and small-scale maps, using appropriate conventions. They collaboratively generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms.

##### HPE

By the end of Year 6, students investigate developmental changes and transitions. They explain the influence of people and places on identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others’ contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.

Students demonstrate fair play and skills to work collaboratively. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others’ health, safety and wellbeing. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing

## Topic 1 – Community rights and responsibilities

This primary school resource focuses on establishing strong foundations for learning about tax and super.

In this section

1. [Overview](#Overview20)
2. [Introduction – setting the scene](#IntroductionSettingthescene)
3. [Rights and responsibilities – think-pair-share](#RightsandresponsibilitiesThinkPairShare)
4. [What is democracy? – video stimulus](#WhatisdemocracyVideostimulus)
5. [Rights and responsibilities – sorting game](#RightsandresponsibilitiesSortinggame)
6. [Rights holders and duty bearers – class brainstorming](#RightsholdersanddutybearersClassbrainsto)
7. [Extension – how laws are made](#ExtensionHowlawsaremade)
8. [Creating our ideal community – group planning](#Creatingouridealcommunitygroupplanning10)
9. [Reflection – how did I do?](#ReflectionHowdidIdo)
10. [Text versions of resources](#Textversionsofresources16)

### Overview

#### Tax talk

* Australian governments are duty bearers and protect our rights and freedoms.
* We have responsibilities to protect people’s rights.

#### Learning intention

In this topic, students:

* understand the rights, responsibilities and values which exist in a democratic system
* understand the responsibilities that come with rights
* recognise themselves as both rights holders and duty bearers
* understand the primary duty bearer is the state or government.

#### Focus questions

* What is a democracy and why is it important?
* What values underpin Australian communities?
* What are our rights and responsibilities as Australians?
* Who protects our rights?

#### Activities

1. [Introduction – setting the scene](#IntroductionSettingthescene)
2. [Rights and responsibilities – think-pair-share](#RightsandresponsibilitiesThinkPairShare)
3. [What is democracy? – video stimulus](#WhatisdemocracyVideostimulus)
4. [Rights and responsibilities – sorting game](#RightsandresponsibilitiesSortinggame)
5. [Rights holders and duty bearers – class brainstorming](#RightsholdersanddutybearersClassbrainsto)
6. [Extension – how laws are made](#ExtensionHowlawsaremade)
7. [Creating our ideal community – group planning](#CreatingouridealcommunityGroupplanning)
8. [Reflection – how did I do?](#ReflectionHowdidIdo)

#### Resources

Some resources are available as both a PDF and as accessible text. If a resource does not have a text version and you need an accessible version, email us at [schoolseducationprogram@ato.gov.au](mailto:schoolseducationprogram@ato.gov.au).

##### Topic 1 resources

* [Video: What is a democracy?](https://www.abc.net.au/btn/classroom/what-is-democracy/10524786)
* [Resource 1: unit visualiser](#Resource1unitvisualiser) (text version) or [PDF (83KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T1.R1.pdf)
* [Resource 2: team role cards (PDF,103 KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T1.R2.pdf)
* [Resource 3: creating our collaborative team](#Resource3creatingourcollaborativeteam) (text version) or [PDF (60KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T1.R3.pdf)
* [Resource 4: graphic organiser for video](#Resource4graphicorganiserforvideo) (text version) or [PDF (96KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T1.R4.pdf)
* [Resource 5: graphic organiser for video answer sheet](#Resource5graphicorganiserforvideoanswers) (text version) or [PDF (86KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T1.R5.pdf)
* [Resource 6: rights and responsibilities cards (PDF, 118KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T1.R6.pdf)
* [Resource 7: creating our ideal community – part 1 (PDF, 93KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T1.R7.pdf)
* Chart paper

#### Australian Curriculum Connections

##### Content

* HASS
* HPE
* English

##### General capabilities

* Literacy
* ICT
* Critical and Creative Thinking
* Personal and Social Capability
* Intercultural Understanding

#### Curriculum Mapping

* [Australian Curriculum mapping for Year 5 and Year 6](#_Australian_Curriculum_mapping_2)
* [NSW syllabuses mapping for Year 5 and Year 6](#_NSW_syllabuses_mapping_2)
* [Victorian syllabuses mapping for Year 5 and Year 6](#_Victorian_syllabuses_mapping_2)
* [Western Australia syllabuses mapping for Year 5 and Year 6](#_Western_Australia_syllabuses_2)

### Introduction – setting the scene

1. Explain to students that they will be working towards designing an ideal Australian community. Over the course of the unit, they will work on different aspects of their community design.
2. Display the unit visualiser, which details aspects of the community design they will be developing in each topic of the unit – [Resource 1: unit visualiser](#Resource1unitvisualiser) (text version) or [PDF (83KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T1.R1.pdf):
   * Topic 1 – Community profile and charter
   * Topic 2 – A list of public and private resources and services provided in your community.
   * Topic 3 – How members of your community will be taxed to pay for services.
   * Topic 4 – How your community will support safety, health and wellbeing. Your community budget and scaled map showing the location of facilities and services.
   * Topic 5 – Community jingle promoting superannuation.
   * Topic 6 – Community vision and marketing material.

#### Teacher tip

If teachers elect to remove topics from the suite in this unit, remember to remove these topics from the list shared with students.

1. Organise students into groups of three or four. Explain that these groups will work as a team to design a community throughout the unit of learning (referred to in this resource as Community Planning Group).
2. Give each team a set of six team role cards ([Resource 2 – PDF, 103KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T1.R2.pdf)).
3. Explain that throughout the unit:
   * Their team will choose and allocate the roles that are necessary for each task.
   * Each member of the group must have a role at all times.
   * Roles may change from one activity to the next.
4. Explain that in this activity, each group will brainstorm how they will work as a collaborative team and will be asked to share their responses with the class.
5. Invite groups to share their responses and allow teams to make changes to their role descriptions or their team rules.

### Rights and responsibilities – think-pair-share

1. What’s a right? What’s a responsibility?  
   Think – 30 seconds = Think individually  
   Pair – 1 Minute = Discuss in a pair  
   Share – 5 minutes = Share ideas with the class.
2. Record student responses on chart paper to display.

### What is democracy? – video stimulus

This activity may contribute to student portfolios.

1. Give students the graphic organiser – [Resource 4: graphic organiser for video](#Resource4graphicorganiserforvideo) (text version) or [PDF (96KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T1.R4.pdf) – to guide them as they view the video: ‘[What is Democracy?](https://www.abc.net.au/btn/classroom/what-is-democracy/10524786)’

#### Teacher tip

Students may need to view the video more than once in order to answer all questions.

1. Discuss the answers with students ([Resource 5: graphic organiser for video answer sheet](#Resource5graphicorganiserforvideoanswers) (text version) or [PDF (86KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T1.R5.pdf)).
2. Record the values that underpin Australia’s democracy on chart paper under the heading: [Values of Australia’s democracy](#ValuesofAustraliasdemocracy).
3. Explain to students that there are other values that underpin Australia’s democracy. These are:
   * freedom of election and being elected
   * freedom of assembly and political participation
   * basic human rights.
4. Add these to the list of values on the chart paper.
5. Brainstorm what basic human rights might include (for example, food and water).
6. Add these to the chart paper under the heading 'Human Rights'.
7. For each value, students explain why they are important and how they protect human rights.

#### Values of Australia's democracy

* The freedom to express our views without getting into trouble.
* Equal rights for people from all different backgrounds.
* The right to justice and a fair and independent trial.

### Rights and responsibilities – sorting game

This activity may contribute to student portfolios.

1. Use a grouping strategy to organise students into pairs or groups of three and give them a set of the rights and responsibilities cards ([Resource 6 – PDF, 118KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T1.R6.pdf)).
2. Students categorise the cards into rights, responsibilities or both using a Venn diagram.

#### Teacher tip

String or skipping ropes can be used to make the Venn Diagram.

1. As a class, come to consensus on how the cards should be categorised. Record answers on a Venn diagram.
2. Students select at least three rights from the list and use their own words to phrase them as personal responsibilities.

### Rights holders and duty bearers – class brainstorming

1. Explain the following:
   * Rights are universal – everyone in Australia is a right holder.
   * Duty bearers have a responsibility to protect and fulfil people’s rights.
   * Responsibilities (such as those they identified in the previous activity, make students duty bearers and that they contribute to protecting people’s rights.
   * The primary duty bearer in Australia is the ‘state’ or government.
2. Select three rights from the Venn diagram and brainstorm the ways that governments might protect and fulfil these rights.

### Extension – how laws are made

1. Explore how laws are made in Australia – View the video [‘Passing a Bill - Mission 1: Conquering the House of Representatives’](https://www.abc.net.au/btn/classroom/passing-a-bill/10533798).
2. Use the [BTN discussion questions (PDF, 367KB)](https://www.abc.net.au/btn/resources/teacher/episode/20110823-discuss.pdf) to reinforce student understanding.

### Creating our ideal community – group planning

This activity may contribute to student portfolios.

1. Organise students into their Community Planning Groups.
2. Groups decide on which roles they will need to complete the task and allocate a role to each group member.
3. Groups conduct online research to inform the details about their ideal community ([Resource 7 – PDF, 93KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T1.R7.pdf)). Each group will decide on their community’s:
   * name
   * profile
   * needs
   * values
   * Charter of rights and responsibilities.

### Reflection – how did I do?

1. Ask:
   * What group role do you think you would be best at? Why?
   * How well did you keep to your own role?
   * Were any roles easier/harder than others?

### Text versions of resources

The following are accessible text versions of resources for Years 5–6, Topic 1 – Community rights and responsibilities:

* [Resource 1: unit visualiser](#Resource1unitvisualiser) (text version) or [PDF (83KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T1.R1.pdf)
* [Resource 3: creating our collaborative team](#Resource3creatingourcollaborativeteam) (text version) or [PDF (60KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T1.R3.pdf)
* [Resource 4: graphic organiser for video](#Resource4graphicorganiserforvideo) (text version) or [PDF (96KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T1.R4.pdf)
* [Resource 5: graphic organiser for video answer sheet](#Resource5graphicorganiserforvideoanswers) (text version) or [PDF (86KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T1.R5.pdf)

We do not have accessible text versions for all resources. If a resource does not have a text version and you need an accessible version, email us at [schoolseducationprogram@ato.gov.au](mailto:schoolseducationprogram@ato.gov.au).

For a complete list of this topic’s resources, see [Resources](#Resources).

#### Resource 1: unit visualiser

The following are accessible text versions of resources for Years 5–6, Topic 1 – Community rights and responsibilities, activity titled Introduction – setting the scene.

##### Community design in each topic

Aspects of community design to be developing in each topic:

* Topic 1 – community profile and charter
* Topic 2 – a list of public and private resources and services provided in your community
* Topic 3 – how members of your community will be taxed to pay for services.
* Topic 4
  + How your community will support safety, health and wellbeing.
  + Budget and scaled map showing the location of facilities and services.
* Topic 5 – community jingle or rap promoting superannuation.
* Topic 6 – community vision and marketing material.

#### Resource 3: creating our collaborative team

The following are accessible text versions of resources for Years 5–6, Topic 1 – Community rights and responsibilities, activity titled Introduction – setting the scene.

Along with this accessible version, which you can either print or use online, we also have the same resource available as a PDF – [Resource 3: creating our collaborative team (PDF, 60KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T1.R3.pdf).

##### Collaborative team

1. Describe the skills and behaviours needed for each team role and record these on the role cards. Think about what the person with this role would do and say. The role cards will be used throughout the unit of work, so they need to be stored safely.
2. Brainstorm characteristics of successful collaborative teams.
3. Develop a list of rules (behaviours or expectations) your team will follow to be successful and collaborative.

#### Resource 4: graphic organiser for video

The following are accessible text versions of resources for Years 5–6, Topic 1 – Community rights and responsibilities, activity titled What is democracy? – video stimulus.

Along with this accessible version, which you can either print or use online, we also have the same resource available as a PDF – [Resource 4: graphic organiser for video (PDF, 96KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T1.R4.pdf).

##### Questions

1. Where did democracy begin?
2. What is democracy? (use your own words if you can)
3. What is the magna carta and why was it important?
4. How does Australia’s democracy work?
5. What are the values that form the basis of democracy in Australia?
6. What are examples of other forms of government?
7. Why is democracy important?

#### Resource 5: graphic organiser for video answer sheet

The following are accessible text versions of resources for Years 5–6, Topic 1 – Community rights and responsibilities, activity titled What is democracy? – video stimulus.

Along with this accessible version, which you can either print or use online, we also have the same resource available as a PDF – [Resource 5: graphic organiser for video answer sheet (PDF, 86KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T1.R5.pdf).

##### Questions and possible answers

1. Where did democracy begin?  
    Athens/Greece
2. What is democracy? (use your own words if you can)  
    Demos = People  
    Kratos = power or rule  
    Rule of the people - People have a say
3. What is the magna carta and why was it important?  
    The Magna Carta promised people very basic rights and the idea of democracy started to take hold again.
4. How does Australia’s democracy work?  
    Australia has a representative democracy. We elect a politician to represent us in parliament. Representatives voice their electorate’s views at a national level
5. What are the values that form the basis of democracy in Australia?  
    The freedom to express our views without getting into trouble.  
    Equal rights for people from all different backgrounds.  
    The right to justice and a fair and independent trial.
6. What are examples of other forms of government?  
    Absolute monarchy where one leader has control over the country (Saudi Arabia and Qatar)  
    Dictatorship – One leader has power, but they aren’t royal and take over a country by force (North Korea and Zimbabwe)
7. Why is democracy important?  
    Best interest at heart, we can voice our opinion and have the freedom to make a difference.

## Topic 2 – Community support

This primary school resource focuses on establishing strong foundations for learning about tax and super.

In this section

1. [Overview](#Overview21)
2. [Introduction – think-pair-share](#IntroductionThinkPairShare)
3. [Helping hands in the community – visual stimulus](#HelpinghandsinthecommunityVisualstimulus)
4. [Tax spending – categorisation](#TaxspendingCategorisation)
5. [Taxation as a system – what if?](#TaxationasasystemWhatif)
6. [Public versus private – classifying](#PublicversusprivateClassifying)
7. [Creating our ideal community – group planning](#Creatingouridealcommunitygroupplanning11)
8. [Reflection – ethical actions](#ReflectionEthicalactions)
9. [Text versions of resources](#Textversionsofresources17)

### Overview

#### Tax talk

* All levels of governments collect tax to pay for goods and services for all Australians.
* Tax is a system that requires honesty, integrity, following rules and self-assessment.

#### Learning intention

In this topic, students:

* reflect on ways they contribute to their community
* explain how and why organisations lend a helping hand in their community
* understand that taxation is a system that relies on honesty and integrity
* identify resources and services provided in their community and distinguish between those that are public and those that are private.

#### Focus questions

* How can I lend a ‘helping hand’ in my community?
* What services act as ‘helping hands’ in communities around Australia?
* What services do different levels of government provide?
* What resources and services exist in my community and who provides them?

#### Activities

1. [Introduction – think-pair-share](#IntroductionThinkPairShare)
2. [Helping hands in the community – visual stimulus](#HelpinghandsinthecommunityVisualstimulus)
3. [Tax spending – categorisation](#TaxspendingCategorisation)
4. [Taxation as a system – what if?](#TaxationasasystemWhatif)
5. [Public versus private – classifying](#PublicversusprivateClassifying)
6. [Creating our ideal community – group planning](#CreatingouridealcommunityGroupplanning)
7. [Reflection – ethical actions](#ReflectionEthicalactions)

#### Resources

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##### Topic 2 resources

* [Levels of government video clip](https://www.abc.net.au/btn/classroom/levels-of-government/10524692)
* Kahoot: Tax spending in Australia
* [Resource 1: helping hand images (PDF, 525KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T2.R1.pdf)
* [Resource 2: government services cards (PDF, 172KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T2.R2.pdf)
* [Resource 3: government services answer sheet (PDF, 82KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T2.R3.pdf)
* [Resource 4: what is a system? (PDF, 76KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T2.R4.pdf)
* [Resource 5: photo of streetscape (PDF, 166KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T2.R5.pdf)
* [Resource 6: group consequence chart (PDF, 68KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T2.R6.pdf)
* [Resource 7: creating our ideal community – Part 2](#Resource7creatingouridealcommunityPart2) (text version) or [PDF (85KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T2.R7.pdf)
* Map of local community or access to a digital map
* Chart paper
* Blu tac

#### Australian Curriculum Connections

##### Content

* English
* HASS
* HPE

##### General capabilities

* Literacy
* ICT
* Critical and Creative Thinking
* Personal and Social Capability
* Ethical Understanding

#### Curriculum mapping

* [Australian Curriculum mapping for Year 5 and Year 6](#_Australian_Curriculum_mapping_2)
* [NSW syllabuses mapping for Year 5 and Year 6](#_NSW_syllabuses_mapping_2)
* [Victorian syllabuses mapping for Year 5 and Year 6](#_Victorian_syllabuses_mapping_2)
* [Western Australia syllabuses mapping for Year 5 and Year 6](#_Western_Australia_syllabuses_2)

### Introduction – think-pair-share

1. Explain that sometimes people need a helping hand to make sure they get a fair go.  
   Think – 30 seconds  
   Pair – 1 minute  
   Share – 5 minutes
2. Think-pair-share: When have you lent a helping hand to somebody?
3. Ask:
   * What was the result of your actions?
   * How did lending a helping hand make you feel?

### Helping hands in the community – visual stimulus

This activity may contribute to student portfolios.

1. Display each image in ‘Helping Hands in the Community’ ([Resource 1 - PDF, 525KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T2.R1.pdf)) on a screen.
2. For each image, ask:
   * Who is providing a helping hand?
   * What help is being provided?
   * What other organisations and/or services act as ‘helping hands’ in your community?
   * What is the result of this help?

#### Teacher tip

Students may need to view the video more than once in order to answer all questions.

1. Discuss with students the meaning of following ethical principle (John Stuart Mill): 'Actions are right in proportion to whether they promote happiness'.
2. Students trace around their hand. On each finger they record what they could do to help in their community. On their palm they explain the difference their actions will make. When making their choices, students consider John Stuart Mill’s ethical principle.
3. Post student hands on the classroom wall.

### Tax spending – categorisation

1. View [Levels of government video clip](https://www.abc.net.au/btn/classroom/levels-of-government/10524692).
2. Write the headings for each level of government on a piece of chart paper labelled ’Levels of Government’.
3. Use a grouping strategy to organise students into pairs.
4. Pairs sort their services cards into which level of government they think is responsible for each service ([Resource 2 - PDF, 172KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T2.R2.pdf)).
5. Call out one card at a time and ask:
   * Which level of government do you think provides this service?
6. Attach the card to the relevant section of the chart paper for display in the classroom.
7. Following the activity, ask:
   * Who pays for government services?
   * Who benefits from the services governments provide?
8. How do government services promote a ‘fair go’ for all Australians?

#### Teacher tip

Depending on their level of readiness, students could view ‘[The Australian Taxation System](https://taxsuperandyou.gov.au/node/256)'.

### Taxation as a system – what if?

This activity may contribute to student portfolios.

1. Display the diagram of a heap versus a system ([Resource 4 - PDF, 76KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T2.R4.pdf)).
2. Discuss the differences between a heap and a system.
3. Ask students to arrive at a definition of a system or provide the following definition:
   * A system is made of parts that have a purpose and are connected to each other. Altering any part of a system will change how it works.
4. Ask:
   * Can you think of any other systems?
5. Display the photo of a streetscape ([Resource 5 - PDF, 166KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T2.R5.pdf)).
6. Brainstorm the systems implied in the streetscape (eg: power, telecommunications, transport, roads, post)
7. Explain:
   * Taxation is a system. It relies on all its parts working together just like an electrical circuit. It also relies on honesty as it is based on self-assessment. The tax office trusts taxpayers to do the right thing.
   * The parts of the taxation system are:
     + Government (collects taxes and provides services)
     + Citizens (pay taxes and use services)
8. Invite students to create a visual representation of the taxation system. If possible, allow them to use ICT.
9. Play 'Village and the Boy Named Tax’ animation.

|  |
| --- |
| <iframe allowfullscreen="true" mozallowfullscreen="true" webkitallowfullscreen="true" allow="fullscreen" src="//publish.viostream.com/player/iframe/bd1bdiun8giu9f"></iframe>  Media: Village and the Boy Named Tax <https://tv.ato.gov.au/ato-tv/media?v=bd1bdiun8giu9f> (Duration: 2:56) |

1. Ask each Community Planning Group to pose a ‘what if’ question in relation to taxation. Examples include:
   * No one paid tax.
   * The government saved all its tax revenue for a rainy day.
   * Most taxpayers cheated on their tax return.
   * People with blue eyes did not have to pay tax.
   * All government spending was allocated to defence.
2. Select groups to ask one ‘What if’ question to the class. Each group collaboratively predicts the consequences of each scenario ([Resource 6 - PDF, 68KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T2.R6.pdf)).

#### Alternative activity

This activity is also available as an online quiz (Kahoot). The following is needed in order to play this online quiz.

* Teachers will have to register at [Kahoot.com](https://kahoot.com/).
* Each student (or pair of students) will need to have a device such as a mobile phone, tablet or computer.
* The computer screen will need to be projected in front of the class.

To play, follow these steps:

1. Log into [Kahoot.com](https://kahoot.com/) and search for ‘Tax spending in Australia’
2. Click on ‘Play’ and set up your Kahoot as either classic player or team mode.
3. Ask students to go to Kahoot on their devices (or [Kahoot.it](https://kahoot.it/) if they are playing on a computer).
4. The pin will appear on the screen.
5. Students input the unique pin.
6. Following the activity, ask:
   * Who pays for government services?
   * Who benefits from the services governments provide?
   * How do government services promote a ‘fair go’ for all Australians?

### Public versus private – classifying

1. Explain to students that a government service is available to all Australians because tax is used to meet the needs of the community. These are PUBLIC. However, there are also services and resources that are privately owned, and people must pay for them. These are PRIVATE.
2. Give each Community Planning Group a map of the closest CBD or local community and a piece of chart paper (or allow them to use an online map).
3. Each group identifies services and resources on the map that are ‘PRIVATE’ or ‘PUBLIC’.

#### Teacher tip

Students could colour code or write lists of private and public services and resources identified.

### Creating our ideal community – group planning

This activity may contribute to student portfolios.

1. Community Planning Groups allocate roles to each member for this task.
2. Each group decides what public and private services and resources will be provided in their ideal community – [Resource 7: creating our ideal community – Part 2](#Resource7creatingouridealcommunityPart2) (text version) or [PDF (85KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T2.R7.pdf).
3. Individual students:
   * select public services or resources from their list that support each of the following
     + Physical activity
     + Connecting to the environment.
   * Students explain how each of these services or resources support community wellbeing.

### Reflection – ethical actions

1. Discuss the following ethical principle: 'Always treat people as ends, not means' (Immanuel Kant).
2. Students provide an example of a time when they used this principle as a basis for action.

### Text versions of resources

The following is an accessible text version of resources for Years 5–6, Topic 2 – Community support:

* [Resource 7: creating our ideal community – Part 2](#Resource7creatingouridealcommunityPart2) (text version) or [PDF (85KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T2.R7.pdf)

We do not have accessible text versions for all resources. If a resource does not have a text version and you need an accessible version, email us at [schoolseducationprogram@ato.gov.au](mailto:schoolseducationprogram@ato.gov.au).

For a complete list of this topic’s resources, see [Resources](#Resources).

#### Resource 7: creating our ideal community – Part 2

This resource is for Years 5–6, Topic 2 – Community support, activity titled Creating our ideal community – group planning:

Along with this accessible version, which you can either print or use online, we also have the same resource available as a PDF – [Resource 7: creating our ideal community – Part 2 (PDF, 85KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T2.R7.pdf).

##### Instructions

1. Look at your community needs from Part 1 – see [Topic 1](#Topic1Communityrightsandresponsibilities). Make changes if you need to.
2. Decide which services and resources will be provided in your ideal community. Choose from the following list or add your own (circle those you will provide and add to the list if needed).
3. Sort the services and resources you have selected for your community into private and public.

##### Sample of services and resources to sort into private and public

* Roads
* Residential areas (housing)
* Parks and gardens
* Waste management (dump, recycling)
* Community bus depot and bus stops
* Cemetery
* Council office
* Shopping centre
* Food shops
* Petrol stations
* Bus stops
* Train stations
* Library
* Public toilets
* Visitor information centre
* Sport and recreation
* Community hall
* Schools
* Mobile phone tower
* Post office
* Centrelink
* Aged person facility
* Pool
* Aerodrome
* Marina
* Caravan park
* Police station
* Fire station
* Ambulance station
* Hospital
* Childcare centre
* Court (legal)
* Footpaths
* Bike paths
* Banks
* Dentist
* Doctor surgery
* Art gallery
* Museum
* Theatre
* Bus stops
* Streetlights

## Topic 3 – Collecting tax fairly

This primary school resource focuses on establishing strong foundations for learning about tax and super.

In this section

1. [Overview](#Overview22)
2. [Introduction – scenario](#Introductionscenario)
3. [Unequal contribution – modelling](#UnequalcontributionModelling)
4. [Fair contribution – problem solving](#FaircontributionProblemsolving)
5. [Tax models – worksheet and discussion](#TaxmodelsWorksheetanddiscussion)
6. [Creating our ideal community – group planning](#Creatingouridealcommunitygroupplanning12)
7. [Reflection – I used to think](#ReflectionIusedtothink10)
8. [Text versions of resources](#Textversionsofresources18)

### Overview

#### Tax talk

* There are different tax models that are used to make the tax system fair.
* Individuals and businesses have a responsibility to pay tax, such as income tax, company tax and GST.

#### Learning intention

In this topic, students:

* use mathematical and descriptive language to describe ‘fair’
* connect equivalent fractions, decimals and percentages
* propose and evaluate solutions to determine and justify the fairest one
* use mathematical reasoning to solve real-world problems
* understand different tax models.

#### Focus questions

* What is fair?
* How is tax fair?
* What are the different ways that tax is collected?

#### Activities

1. [Introduction – scenario](#Introductionscenario)
2. [Unequal contribution – modelling](#UnequalcontributionModelling)
3. [Fair contribution – problem solving](#FaircontributionProblemsolving)
4. [Tax models – worksheet and discussion](#TaxmodelsWorksheetanddiscussion)
5. [Creating our ideal community – group planning](#CreatingouridealcommunityGroupplanning)
6. [Reflection – I used to think](#ReflectionIusedtothink)

#### Resources

Some resources are available as both a PDF and as accessible text. If a resource does not have a text version and you need an accessible version, email us at [schoolseducationprogram@ato.gov.au](mailto:schoolseducationprogram@ato.gov.au).

##### Topic 3 resources

* [Resource 1: representing fractions, decimals and percentages (PDF, 146KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T3.R1.pdf)
* [Resource 2: tax models](#Resource2taxmodels) (text version) or [PDF (78KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T3.R2.pdf)
* [Resource 3: different tax models worksheet](#Resource3differenttaxmodelsworksheet) (text version) or [PDF (127KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T3.R3.pdf)
* [Resource 4: creating our ideal community – part 3](#Resource4Creatingouridealcommunitypart3) (text version) or [PDF (78KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T3.R4.pdf)
* 2 sets of playing cards

#### Australian Curriculum Connections

##### Content

* English
* Mathematics
* HASS
* HPE

##### General capabilities

* Literacy
* Numeracy
* Critical and Creative Thinking
* Personal and Social Capability
* Ethical Understanding

#### Curriculum mapping

* [Australian Curriculum mapping for Year 5 and Year 6](#_Australian_Curriculum_mapping_2)
* [NSW syllabuses mapping for Year 5 and Year 6](#_NSW_syllabuses_mapping_2)
* [Victorian syllabuses mapping for Year 5 and Year 6](#_Victorian_syllabuses_mapping_2)
* [Western Australia syllabuses mapping for Year 5 and Year 6](#_Western_Australia_syllabuses_2)

### Introduction – scenario

1. Read the following scenario:
   * Bilby is in urgent need of a new playing field and all the adult citizens have been asked to contribute $2,000 to the project. There are 200 adult citizens in Bilby. The playing field is expected to cost $400,000.
2. Ask:
   * Should all the citizens contribute $2,000 to the project? Why?
3. Record student thinking as the discussion progresses. (Yes, No and why)

#### Teacher tip

Adjust the values according to student ability. For instance, to simplify the problem, divide the values by 10 so the required contribution is $200, Jervis earns $1,000 and Ernabella earns $10,000. Or, values could be increased to present further challenge.

### Unequal contribution – modelling

This activity may contribute to student portfolios.

1. Explain that you are going to show how Bilby’s funding proposal will affect two different citizens – Jervis and Ernabella.
   * Jervis earns $10,000 a year
   * Ernabella earns $100,000 a year.
2. Explain that playing cards will be used to represent their income. Each playing card represents $2,000.
3. Ask:
   * How many cards out of a full deck of 52 will I need to represent Jervis’s income? (5 cards)
   * How many cards do I have left in the deck? (47)
   * Do I have enough cards left in the deck to represent Ernabella’s income? (no)
   * How many cards do I need to add? (3 cards)
4. Add three cards to the deck.
5. Invite a student to:
   * remove the appropriate number of cards to represent Jervis’s contribution to the Bilby council
   * remove Ernabella’s contribution.
6. Lay the 2 piles side by side.
7. Ask:
   * Is this fair?
   * What words could you use to describe how much each person has?
   * What words could you use to describe the difference between each pile?
   * Can both Jervis and Ernabella equally afford to contribute $2,000?
   * Should both Jervis and Ernabella contribute $2,000?

#### Teacher tip

Encourage both mathematical and descriptive language (eg 10 times as much, a huge pile, a big difference, unfair).

1. Students represent proportion using fractions, decimals and percentages ([Resource 1–- PDF, 146KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T3.R1.pdf)).
2. Ask:
   * Is paying a fixed contribution of $2,000 fair? Why? Why not?

#### Teacher tip

Students could be asked to model their thinking in different ways to vary the challenge of a task; number sentences, concrete materials, a word story are examples.

### Fair contribution – problem solving

1. Community Planning Groups collaborate to find a solution to make the contributions fairer.
2. Groups consider why their solution is fair and show their mathematical thinking.
3. Groups share their solution to the Bilby scenario. Throughout the sharing, guide students to evaluate whether their solution is a fair one.
4. Discuss:
   * Was it easy or difficult for you to find a fairer solution? Why?
   * In this example [show an example of student solution], Jervis and Ernabella both pay the same proportion of their income. Is it fairer than the original scenario?
   * In this example [show an example of student solution], Jervis and Ernabella pay a different proportion of their income. Is this a fair solution? Is it fairer than the original scenario?
   * Why is it our responsibility to contribute to community projects?
   * In our daily life, do we have a system that allows all citizens to make a fair financial contribution to community projects. What is this called? (taxation system).

### Tax models – worksheet and discussion

This activity may contribute to student portfolios.

1. Explain  
    The citizens of Bilby are being asked to pay a tax to fund a community resource. In Australia, everyone has a responsibility to pay tax. For example:
   * businesses pay company tax on their profits
   * individuals pay a goods and services tax (GST) on what they buy
   * individuals who earn an income pay income tax.
2. Display the slide on tax models ([Resource 2: tax models](#Resource2taxmodels) (text version) or [PDF (78KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T3.R2.pdf)) and explain each model.

#### Teacher tip

When explaining different tax models, draw on student solutions from Activity 3, if appropriate.

1. Individual students complete the different tax models worksheet – [Resource 3: different tax models worksheet](#Resource3differenttaxmodelsworksheet) (text version) or [PDF (127KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T3.R3.pdf).
2. Invite students to share their answers on whether the tax models were fair in each scenario. Encourage them to explain their reasoning.

### Creating our ideal community – group planning

This activity may contribute to student portfolios.

1. Students individually complete ‘Planning our ideal community, Part 3’ –[Resource 4: creating our ideal community – part 3](#Resource4Creatingouridealcommunitypart3) (text version) or [PDF (78KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T3.R4.pdf).
2. Each Community Planning Group discusses individual responses and agrees on a model for their ideal community and the models they will use for each taxable item (Encourage groups to collaboratively complete Resource 4).

### Reflection – I used to think

* Invite students to complete the sentence: 'I used to think… but now I think…'

### Text versions of resources

The following are accessible text versions of resources for Years 5–6, Topic 3 – Collecting tax fairly:

* [Resource 2: tax models](#Resource2taxmodels) (text version) or [PDF (78KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T3.R2.pdf)
* [Resource 3: different tax models worksheet](#Resource3differenttaxmodelsworksheet) (text version) or [PDF (127KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T3.R3.pdf)

We do not have accessible text versions for all resources. If a resource does not have a text version and you need an accessible version, email us at [schoolseducationprogram@ato.gov.au](mailto:schoolseducationprogram@ato.gov.au).

For a complete list of this topic’s resources, see [Resources](#Resources).

#### Resource 2: tax models

This resource is for Years 5–6, Topic 3 – Collecting tax fairly, activity titled Tax models – worksheet and discussion.

Along with this accessible version, which you can either print or use online, we also have the same resource available as a PDF – [Resource 2: tax models (PDF, 78KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T3.R2.pdf)

##### Regressive tax

A fixed amount or head tax (such as in the Bilby scenario where each citizen paid $2,000 regardless of their income). An example in Australia of a regressive tax is motor vehicle registration.

##### Proportional tax

A fixed percentage which is the same for everyone. The goods and services tax, which is currently 10% is an example of proportional tax, as is company tax.

##### Progressive tax

A tax that takes a larger percentage from high-income groups than from low-income groups. This is applied to income tax in Australia.

#### Resource 3: different tax models worksheet

This resource is for Years 5–6, Topic 3 – Collecting tax fairly, activity titled Tax models – worksheet and discussion.

Along with this accessible version, which you can either print or use online, we also have the same resource available as a PDF – [Resource 3: Different tax models worksheet (PDF, 127KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T3.R3.pdf).

##### Darwin's tips

When the class is asked to calculate percentages without using a calculator, Darwin is always the first to answer. Read his tips and see if they help you:

* 'I always begin with the easiest percentage to calculate – which is 10%. Because 10% is one-tenth of a number, I remove one zero: 10% of 20,000 = 2,000.'
* 'If I have to find a different percentage, like 20%, I start with the answer for 10% then double it because 20 is 2 × 10: 10% of 20,000 = 2,000 so 20% of 20,000 is 2,000 × 2 = 4,000.'

##### Regressive tax

An example of a regressive tax is motor vehicle registration.

If registration for each vehicle is $500, how much does each person in the table below have to pay for motor vehicle registration? Complete the blanks in the table below.

Motor vehicle registration worksheet

Columns 3 'Show your working' and 4 'Total amount of tax paid' are left intentionally blank so you can use them to report your answers

|  |  |  |  |
| --- | --- | --- | --- |
| Individual | Number of cars | Show your working | Total amount of tax paid |
| Indigo | 0 |  |  |
| Leonora | 1 |  |  |
| Burnie | 3 |  |  |

Is regressive tax a fair tax for motor vehicle registration? Why/Why not?

How do you think the state government spends motor vehicle registration fees?

##### Proportional tax

An example of proportional tax is the Goods and Services tax (GST)

If GST is 10%, how much does each person pay each year in GST? Complete the blanks in the table below:

GST worksheet

Columns 3 'Show your working' and 4 'Total amount of tax paid' are left intentionally blank so you can use them to report your answers

|  |  |  |  |
| --- | --- | --- | --- |
| Individual | Yearly spending on goods and services that are subject to GST | Show your working | Total amount of tax paid |
| Indigo | 10,000 |  |  |
| Leonora | 20,000 |  |  |
| Burnie | 50,000 |  |  |

Is proportional tax a fair tax for the goods and services we buy? Why/Why not?

##### Progressive tax

An example of progressive tax in Australia is income tax

Calculate the amount of tax paid by each person in the following table:

Progressive tax worksheet

Columns 3 'Percentage of income paid in tax' and 4 'Total amount of tax paid' are left intentionally blank so you can use them to report your answers.

|  |  |  |  |
| --- | --- | --- | --- |
| Individual | Yearly income | Percentage of income paid in tax | Total amount of tax paid |
| Indigo | $15,000 | 0% |  |
| Leonora | $50,000 | 20% |  |
| Burnie | $200,000 | 30% |  |

Is progressive tax a fair tax income? Why/Why not?

##### Total tax paid

Calculate the total tax paid by each citizen

Total tax paid worksheet

Columns are left intentionally blank so you can use them to report your answers.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Individual | Motor vehicle registration | GST | Income tax | Show your working | Total tax paid |
| Indigo |  |  |  |  |  |
| Leonora |  |  |  |  |  |
| Burnie |  |  |  |  |  |

How much does each person have left each year after paying tax?

Is the total amount of tax paid by each citizen fair? Why/Why not?

How much does each person have at the end of each week after all taxes are deducted?

Is the total amount of tax paid by each citizen fair? Why/why not?

#### Resource 4: Creating our ideal community (part 3)

This resource is for Years 5–6, Topic 3 – Collecting tax fairly, activity titled Tax models – worksheet and discussion.

Along with this accessible version, which you can either print or use online, we also have the same resource available as a PDF – [Resource 4: creating our ideal community – part 3 (PDF, 78KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T3.R4.pdf).

##### Questions about tax models

1. Based on the criteria of fairness, which tax model will be the main source of funds in your ideal community? Justify your response:
   * regressive
   * proportional
   * progressive
2. For each of the following, which model will you use to tax citizens? Justify your choice:
   * houses (rates)
   * good and services
   * motor vehicles
   * business profits
   * income

## Topic 4 – Responsible government spending

This topic explores responsible government spending and how tax money is allocated.

In this section

1. [Overview](#Overview23)
2. [Introduction – if I was Prime Minister...](#IntroductionIfIwasPrimeMinister)
3. [Tax spending – class discussion](#TaxspendingClassdiscussion)
4. [Social security and welfare – the distribution game](#Socialsecurityandwelfarethedistributiong)
5. [Redistributing income – finding fair solutions](#RedistributingincomeFindingfairsolutions)
6. [Creating our ideal community – group planning](#CreatingouridealcommunityGroupplanning)
7. [Reflection – promoting environmental quality](#ReflectionPromotingenvironmentalquality)
8. [Text versions of resources](#Textversionsofresources19)

### Overview

#### Tax talk

* The tax system redistributes income to ensure everyone is provided for.
* Governments spend taxpayers’ money responsibly to benefit the community.
* Tax spending gives all citizens a fair go.

#### Lesson intention

In this topic, students:

* explore how tax money is allocated
* construct and interpret graphical representations
* explain why the federal government redistributes income
* collaboratively provide and justify a mathematical solution to an unfair situation
* create and justify a budget to fund community services
* create a scaled map of an ideal community
* consider safety, health and wellbeing in their community designs.

#### Focus questions

* Where does tax money go?
* How does tax spending give citizens a ‘fair go’?
* What is responsible spending in our community?

#### Activities

1. [Introduction – if I was Prime Minister...](#IntroductionIfIwasPrimeMinister)
2. [Tax spending – class discussion](#TaxspendingClassdiscussion)
3. [Social security and welfare – the distribution game](#Socialsecurityandwelfarethedistributiong)
4. [Redistributing income – finding fair solutions](#RedistributingincomeFindingfairsolutions)
5. [Creating our ideal community – group planning](#CreatingouridealcommunityGroupplanning)
6. [Reflection – promoting environmental quality](#ReflectionPromotingenvironmentalquality)

#### Resources

Some resources are available as both a PDF and as accessible text. If a resource does not have a text version and you need an accessible version, email us at [schoolseducationprogram@ato.gov.au](mailto:schoolseducationprogram@ato.gov.au).

##### Topic 4 resources

* [Resource 1: where taxpayer’s money is spent](#Resource1wheretaxpayersmoneyisspent) (text version) or [PDF (72KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T4.R1.pdf)
* [Resource 2: cut-out coins for distribution game (PDF, 64KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T4.R2.pdf) – print this page twice
* [Resource 3: wealth cards (PDF, 235KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T4.R3.pdf)
* [Resource 4: distribution of wealth worksheet](#Resource4distributionofwealthworksheet) (text version) or [PDF (83KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T4.R4.pdf)
* [Resource 5: distribution of wealth – answers](#Resource5distributionofwealthanswers) (text version) or [PDF (81KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T4.R5.pdf)
* [Resource 6: spending on safety, health and wellbeing](#Resource6Spendingonsafetyhealthandwellbe) (text version) or [PDF (62KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T4.R6.pdf)
* [Resource 7: creating our ideal community – part 4](#Resource7creatingouridealcommunitypart4) (text version) or [PDF (92KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T4.R7.pdf)
* [Resource 8: creating our ideal community – part 5](#Resource8creatingouridealcommunitypart5) (text version) or [PDF (73KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T4.R8.pdf)
* [Resource 9: creating our ideal community – part 6 (PDF, 94KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T4.R9.pdf)
* Grid paper for mapping activity
* Recent news articles

#### Australian Curriculum Connections

##### Content

* English
* Mathematics
* HASS
* HPE

##### General capabilities

* Literacy
* Numeracy
* ICT
* Critical and Creative Thinking
* Personal and Social Capability
* Ethical Understanding

#### Curriculum mapping

* [Australian Curriculum mapping for Year 5 and Year 6](#_Australian_Curriculum_mapping_2)
* [NSW syllabuses mapping for Year 5 and Year 6](#_NSW_syllabuses_mapping_2)
* [Victorian syllabuses mapping for Year 5 and Year 6](#_Victorian_syllabuses_mapping_2)
* [Western Australia syllabuses mapping for Year 5 and Year 6](#_Western_Australia_syllabuses_2)

### Introduction – if I was Prime Minister...

1. Brainstorm issues that have been in the news regarding government spending. (Allow time for students to read news articles).
2. Explain to the class that the government led by the Prime Minister has the responsibility of deciding where taxpayer money will be spent in the coming year.
3. Provide students with the sentence starter ‘If I was Prime Minister, I would spend money on... because...’
4. Begin with an example:
   * If I was Prime Minister, I would spend money on education because children need to learn knowledge and skills which will help them in the future.
5. One-by-one, invite all students to complete a sentence.

#### Teacher tip

Refer students to the services recorded on the Level of government chart from Topic 2 or remind them of the Kahoot quiz they completed.

1. Ask:
   * Did you find it easy or challenging to justify your spending decision? Why?
   * Were any of our ideas related? Which ones and how were they related?
   * How did you feel about only putting forward one idea?
   * What do you think could happen if the community did not like the government’s spending decision?

### Tax spending – class discussion

1. Discuss:
   * Why should citizens pay tax?
   * How does tax work for you?
2. Display ‘Where tax money is spent’ pie chart on a whiteboard or screen ([Resource 1: where taxpayer’s money is spent](#Resource1wheretaxpayersmoneyisspent) (text version) or [PDF (72KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T4.R1.pdf)). Discuss what each spending category means.
3. Ask:
   * Where is most taxpayer money spent? (Social security and welfare)
   * Besides ‘Other purposes’ on what items were the second and third most amount of money spent? (Health and Education)
   * Why do you think these items are important?
   * How does the pie chart compare with your ideas about where money would be spent if you were the Prime Minister?

### Social security and welfare – the distribution game

This activity may contribute to student portfolios.

1. Ask:
   * Why do you think the federal government spends the largest proportion of its revenue on social security and welfare?
2. Explain that in this activity you will distribute the ‘Wealth of Bilby’ among students. This wealth is represented by 100 one-dollar coins.
3. Put 100 one-dollar coins at the front of the classroom ([Resource 2 – PDF, 64KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T4.R2.pdf))
4. Hand out the first 21 numbered wealth cards ([Resource 3 – PDF, 235KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T4.R3.pdf)).
5. Give remaining students a Kiandra or Burnie card.

#### Teacher tip

This game is designed for a class of between 21 and 30 students – It may have to be adjusted to suit smaller or larger classes.

1. Invite students to collect the number of coins indicated on their character card.
2. After all the coins have been collected, ask:
   * How did you feel about the way in which the coins were distributed?
   * Were you treated fairly? Explain.
3. Individual students complete the ‘Distribution of wealth worksheet’ – [Resource 4: distribution of wealth worksheet](#Resource4distributionofwealthworksheet) (text version) or [PDF (83KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T4.R4.pdf)
4. Ask:
   * Which is the largest group?
   * Which is the smallest group?
   * Which group has the largest share of wealth?
   * How do you think Kiandra and Burnie will be able to meet their basic needs if they have no money?
   * How are people with low wealth going to meet their needs?
5. Invite students to reflect on the following:
   * Does everyone have the right to basic needs?
   * Is having your needs met important for you to be happy?
   * How much should the wealthy help the poor?

#### Teacher tip

Answers to the distribution of wealth are in [Resource 5: distribution of wealth – answers](#Resource5distributionofwealthanswers) (text version) or [PDF (81KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T4.R5.pdf)

### Redistributing income – finding fair solutions

1. Community Planning Groups decide on their plan for the fair redistribution of coins. Each group should:
   * describe what the group plans to do and why.
   * show why their plan is fair.
2. Groups share their plans.
3. Discuss:
   * Why the redistribution of income is fair (or not)?

### Creating our ideal community – group planning

This activity may contribute to student portfolios.

1. Display the pie graph of government spending on services that promote safety, health, and wellbeing – [Resource 6: spending on safety, health and wellbeing](#Resource6Spendingonsafetyhealthandwellbe) (text version) or [PDF (62KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T4.R6.pdf).
2. Discuss how and why each category listed on the chart supports safety, health and wellbeing.
3. Discuss reasons why the government allocates a large portion of its budget (37%) to improving people’s safety, health and wellbeing.
4. Community planning groups allocate roles for this task and:
   * consider how their community will promote safety, health and wellbeing by completing Creating our community – Part 4 – [Resource 7: creating our ideal community – part 4](#Resource7creatingouridealcommunitypart4) (text version) or [PDF (92KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T4.R7.pdf).
   * develop a budget to fund their ideal community by completing Creating our ideal community – Part 5 – [Resource 8: creating our ideal community – part 5](#Resource8creatingouridealcommunitypart5) (text version) or [PDF (73KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T4.R8.pdf)
   * create a scaled map of their ideal community ([Resource 9 – PDF, 94KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T4.R9.pdf)).

### Reflection – promoting environmental quality

1. Community Planning Groups consider the following question:
   * How will your plan affect environmental quality?

#### Teacher tip

The reflection activity could be extended to support students to develop a deeper understanding of the relationship between people, places and environments.

### Text versions of resources

The following are accessible text versions of resources for Years 5–6, Topic 4 – Responsible government spending:

* [Resource 1: where taxpayer’s money is spent](#Resource1wheretaxpayersmoneyisspent) (text version) or [PDF (72KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T4.R1.pdf)
* [Resource 4: distribution of wealth worksheet](#Resource4distributionofwealthworksheet) (text version) or [PDF (83KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T4.R4.pdf)
* [Resource 5: distribution of wealth – answers](#Resource5distributionofwealthanswers) (text version) or [PDF (81KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T4.R5.pdf)
* [Resource 6: spending on safety, health and wellbeing](#Resource6Spendingonsafetyhealthandwellbe) (text version) or [PDF (62KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T4.R6.pdf)
* [Resource 7: creating our ideal community – part 4](#Resource7creatingouridealcommunitypart4) (text version) or [PDF (92KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T4.R7.pdf)
* [Resource 8: creating our ideal community – part 5](#Resource8creatingouridealcommunitypart5) (text version) or [PDF (73KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T4.R8.pdf)

We do not have accessible text versions for all resources. If a resource does not have a text version and you need an accessible version, email us at [schoolseducationprogram@ato.gov.au](mailto:schoolseducationprogram@ato.gov.au).

For a complete list of this topic’s resources, see [Resources](#Resources).

#### Resource 1: where taxpayer’s money is spent

This resource is for Years 5–6, Topic 4 – Responsible government spending, activity titled Tax spending – class discussion.

Along with this accessible version, which you can either print or use online, we also have the same resource available as a PDF – [Resource 1: where taxpayer’s money is spent (PDF, 72KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T4.R1.pdf).

Where tax money is spent

|  |  |
| --- | --- |
| Category | % of budget |
| Health | 16% |
| Housing and community amenities | 1% |
| Agriculture, forestry and fishing | 1% |
| Transport and communication | 1% |
| Education | 7% |
| Fuel and energy | 1% |
| Mining, manufacturing and construction | 1% |
| Public order and safety | 1% |
| Defence | 6% |
| Recreation and culture | 1% |
| Social security and welfare | 36% |
| General public services | 5% |
| Housing and community amenities | 1% |
| Other purposes | 22% |

#### 

#### Resource 4: distribution of wealth worksheet

This resource is for Years 5–6, Topic 4 – Responsible government spending, activity titled Social security and welfare – the distribution game.

Along with this accessible version, which you can either print or use online, we also have the same resource available as a PDF – [Resource 4: distribution of wealth worksheet (PDF, 83KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T4.R4.pdf).

##### How wealth in Bilby is distributed

1. Collect and record data on how wealth in Bilby is distributed. The following table might help.

Distribution of wealth worksheet

Columns 2 'Number of cards', 3 'Number of coins for each' and 4 'Total number of coins' are left blank. You can copy this worksheet and fill in blank columns with your collected data.

|  |  |  |  |
| --- | --- | --- | --- |
| Character | Number of cards | Number of coins for each | Total number of coins |
| Ernabella |  |  |  |
| Darwin |  |  |  |
| Callington |  |  |  |
| Diamantina |  |  |  |
| Indigo |  |  |  |
| Leonora |  |  |  |
| Jervis |  |  |  |
| Kiandra |  |  |  |
| Burnie |  |  |  |
| Total wealth | - | - |  |

##### Optional

To extend your thinking, add the category of gender to your data set.

1. Use a table to organise data into the following categories:
   * Great wealth – those with more than 11 coins
   * Some wealth – those with 5-8 coins
   * Little wealth – those with 1 or 2 coins
   * No wealth – those with no coins.
2. Show how the wealth of Bilby is shared by constructing both a table and a graph or graphs. Your displays should show:
   * The number of people in each wealth category
   * The total wealth of people in each wealth category
   * A breakdown of gender for each wealth category (if you included this in Question 1)
3. If possible, use a software program to create your displays. Choose appropriate displays (table and graph types) for the data.
4. What do your data displays tell you about how wealth is shared in Bilby? Refer to both the size of the population in each wealth category and the amount of wealth these people share. If possible, draw conclusions about differences in how wealth is distributed between males and females.

##### Optional

1. What graph/s did you choose to represent this data and why?
2. What other graphs could you use to represent the same information? Construct this graph.
3. Which of the two is clearer?

#### Resource 5: distribution of wealth – answers

This resource is for Years 5–6, Topic 4 – Responsible government spending, activity titled Social security and welfare – the distribution game.

Along with this accessible version, which you can either print or use online, we also have the same resource available as a PDF – [Resource 5: distribution of wealth – answers (PDF, 81KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T4.R5.pdf).

These are the answers for Resource 4: distribution of wealth worksheet.

How wealth was distributed

|  |  |  |  |
| --- | --- | --- | --- |
| Character | Number of cards | Number of coins for each | Total number of coins |
| Ernabella | 1 | 12 | 12 |
| Darwin | 2 | 11 | 22 |
| Callington | 2 | 8 | 16 |
| Diamantina | 4 | 7 | 28 |
| Indigo | 1 | 5 | 5 |
| Leonora | 6 | 2 | 12 |
| Jervis | 5 | 1 | 5 |
| Kiandra | 3 | 0 | 0 |
| Burnie | 1 | 0 | 0 |
| Total wealth | - | - | $100 |

Note that this answer sheet is based on a class of 25 students – answers will vary depending on the number of students.

How Bilby’s wealth is shared

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Wealth category | Total number of characters | Male | Female | Total amount of money |
| Great wealth (those with eleven or more coins) | 3 | 2 | 1 | 34 |
| Some wealth (those with five to eight coins) | 7 | 2 | 5 | 49 |
| Little wealth (those with 1 or two coins) | 11 | 5 | 6 | 17 |
| No wealth (those with no coins) | 4 | 1 | 3 | 0 |
| Total | 25 | 10 | 15 | 100 |

#### Resource 6: Spending on safety, health and wellbeing

This resource is for Years 5–6, Topic 4 – Responsible government spending, activity titled Creating our ideal community – group planning.

Along with this accessible version, which you can either print or use online, we also have the same resource available as a PDF – [Resource 6: spending on safety, health and wellbeing (PDF, 62KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T4.R6.pdf).

Government spending on services that promote safety, health and wellbeing

|  |  |
| --- | --- |
| Category | % of budget |
| Health | 14% |
| General public services | 5% |
| Public order and safety | 1% |
| Defence | 6% |
| Housing and community amenities | 1% |
| Transport and communication | 2% |
| Recreation and culture | 1% |
| Education | 7% |
| All other categories | 63% |

#### Resource 7: creating our ideal community – part 4

This resource is for Years 5–6, Topic 4 – Responsible government spending, activity titled Creating our ideal community – group planning.

Along with this accessible version, which you can either print or use online, we also have the same resource available as a PDF – [Resource 7: creating our ideal community – part 4 (PDF, 92KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T4.R7.pdf)

##### Research

1. In your groups, research how the spaces and places in communities can be designed to promote community safety, health and wellbeing.
2. Using findings from your research identify services or amenities that will:
   * encourage physical activity
   * help people feel connected
   * support people
   * make it easy to get around
   * let people relax or be entertained
   * connect people to the environment
   * keep people healthy
   * keep people safe
   * support community members to learn.
3. Analyse a range of maps of communities (including digital and satellite images) to explore:
   * where people live, work, learn, play and shop
   * location of services that help to keep people safe
   * types and location of community services
   * size and location of green spaces in the community
   * types and location of recreation facilities
   * transport networks
   * the distance between landmarks such as the distance between people and their work, how close parks are to houses, houses to schools, houses to recreation facilities, houses to shops, houses to refuse tips etc.
4. Decide on the following:
   * where people in your ideal community will live, work, play, learn and shop
   * the services your ideal community will provide to support safety, health and wellbeing
   * the location of these services so they are accessible
   * how people will get to the places they need to go.
5. A town planner is requesting further information before your plan is approved. Each member of your team is to answer the following:
   * How will your community plan support physical activity?
   * Describe how participation in physical activity contributes to health and wellbeing.
   * How will your proposal support happiness?

Revisit the list of public and private goods you listed in Your ideal community – Part 2 from Topic 2. Considering your research on supporting community safety, health and wellbeing, rewrite the list of services your community will provide:

#### Resource 8: creating our ideal community – part 5

This resource is for Years 5–6, Topic 4 – Responsible government spending, activity titled Creating our ideal community – group planning.

Along with this accessible version, which you can either print or use online, we also have the same resource available as a PDF – [Resource 8: creating our ideal community – part 5 (PDF, 73KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T4.R8.pdf).

##### Community budget

Look at your public services and resources in part 4.

Sort these into the relevant budget category below.

Work out what percentage of your total funding will be spent on each category. Explain your decisions

Community budget worksheet

Columns 2 'Public service/resource", 3 '% of budget' and 4 'Why' are left blank as you need to decide what applies for each budget category.

|  |  |  |  |
| --- | --- | --- | --- |
| Budget category | Public service/resource | % of budget | Why |
| Health services |  |  |  |
| Education |  |  |  |
| Recreation |  |  |  |
| The Arts |  |  |  |
| Public buildings and services |  |  |  |
| Transport |  |  |  |
| Communication |  |  |  |
| Environment |  |  |  |
| Public safety |  |  |  |
| Other |  |  |  |

Individually rank these budget categories in order of importance.

Explain your ranking.

Draw or use a computer to create a pie chart showing the proportion of the budget spent on each category.

What categories would you like to have allocated more funds to?

Why is this not possible?

## Topic 5 – Savings and superannuation

This primary school resource focuses on establishing strong foundations for learning about tax and super.

In this section

1. [Overview](#Overview24)
2. [Introduction – goal setting](#IntroductionGoalsetting)
3. [How to reach your goals – budgeting](#HowtoreachyourgoalsBudgeting)
4. [The benefits and costs of saving – estimating](#ThebenefitsandcostsofsavingEstimating)
5. [Long-term saving – saving worksheet](#LongtermsavingSavingworksheet)
6. [Saving for retirement – an introduction to superannuation](#SavingforretirementAnintroductiontosuper)
7. [Reflection – jingle or rap](#ReflectionJingleorrap)
8. [Extension – presentation](#ExtensionPresentation)
9. [Text versions of resources](#Textversionsofresources20)

### Overview

#### Super talk

* Saving requires planning and making informed choices.
* Superannuation plays a role in meeting future needs and wants.
* The ATO supports people to save for the future.

#### Learning intention

In this topic, students:

* create simple budgets to reach savings goals
* use efficient mental and written strategies and apply digital technologies to solve real-world problems
* make informed decisions by weighing costs and benefits, including opportunity cost
* appreciate the long-term benefits of short-term sacrifices
* understand and promote the importance of superannuation.

#### Focus questions

* What is the difference between short-term and long-term goals?
* How do I set and achieve savings goals?
* What are the costs and benefits of saving?
* What is superannuation and why is it important?

#### Activities

1. [Introduction – goal setting](#IntroductionGoalsetting)
2. [How to reach your goals – budgeting](#HowtoreachyourgoalsBudgeting)
3. [The benefits and costs of saving – estimating](#ThebenefitsandcostsofsavingEstimating)
4. [Long-term saving – saving worksheet](#LongtermsavingSavingworksheet)
5. [Saving for retirement – an introduction to superannuation](#SavingforretirementAnintroductiontosuper)
6. [Reflection – jingle or rap](#ReflectionJingleorrap)
7. [Extension – presentation](#ExtensionPresentation)

#### Resources

Some resources are available as both a PDF and as accessible text. If a resource does not have a text version and you need an accessible version, email us at [schoolseducationprogram@ato.gov.au](mailto:schoolseducationprogram@ato.gov.au).

##### Topic 5 resources

* [Resource 1: budget help](#Resource1budgethelp) (text version) or [PDF (89KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T5.R1.pdf)
* [Resource 2: saving worksheet (PDF, 97KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T5.R2.pdf)
* [Resource 3: graphic organiser for animation](#Resource3graphicorganiserforanimation) (text version) or [PDF (86KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T5.R3.pdf)
* [Resource 4: graphic organiser for animation – answer sheet](#Resource4graphicorganiserforanimation) (text version) or [PDF (88KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T5.R4.pdf)
* Shopping catalogues

#### Australian Curriculum Connections

##### Content

* English
* Mathematics
* HASS
* HPE

##### General capabilities

* Literacy
* Numeracy
* Information and Communication Technology Capability
* Creative and Critical Thinking
* Personal and Social Capability

#### Curriculum mapping

* [Australian Curriculum mapping for Year 5 and Year 6](#_Australian_Curriculum_mapping_2)
* [NSW syllabuses mapping for Year 5 and Year 6](#_NSW_syllabuses_mapping_2)
* [Victorian syllabuses mapping for Year 5 and Year 6](#_Victorian_syllabuses_mapping_2)
* [Western Australia syllabuses mapping for Year 5 and Year 6](#_Western_Australia_syllabuses_2)

### Introduction – goal setting

1. Explain to students that a goal is something that you would like to achieve. Goals can help you save for something you need or want. Goals can be:
   * personal (I want to save money for a game)
   * belong to a group of people (e.g. My class wants to raise money for a charity).
   * short-term (something that you would like to achieve within a day, week or month).
   * long-term goal (something which will take months or years to achieve).
2. Ask:
   * Why might money-related goal setting be important?
   * Is anyone saving their money for anything in particular?
   * How are you saving?
   * Are you saving a percentage of your money, all of your money?
   * Are you saving for a short-term goal? What is it?
   * Are you saving for a long-term goal? What is it?
   * Is it important that goals be realistic? Why or why not?
   * What does realistic mean?

### How to reach your goals – budgeting

This activity may contribute to student portfolios.

1. Put the following scenario on the board – Indigo has the following income and expenses:
   * monthly pocket money – $40
   * entertainment – $15
   * phone plan – $20
   * pay for watering the neighbour’s pot plants – $10
   * snack food – $10
2. Ask:
   * Does Indigo have enough money to meet her expenses each month?
   * How do you know?
   * What does Indigo earn each month?
3. Write the income items on the board under the heading ‘Income’.
4. Ask:
   * What are Indigo’s expenses?
5. Write the expense items on the board under the heading ‘Expenses’.
6. Students calculate total income and total expenses. Record the correct answers on the board.
7. Explain to students that the difference between income and expenses can be ‘savings’. Show as 'savings' under expenses and change 'total expenses' to $50, equal to income.
8. Explain to students that you have written a monthly budget.

Monthly budget

|  |  |
| --- | --- |
| Income | Expenses |
| Pocket money $40 | Entertainment $15 |
| Watering plants $10 | Phone $20 |
| – | Snack food $10 |
| – | Savings $5 |
| Total income $50 | Total expenses $50 |

1. Ask
   * Why it might be useful to keep a budget?
   * How could Indigo increase monthly savings for a large purchase in the future? (either increasing income or decreasing spending).
2. Students complete ‘Budget help’ – [Resource 1: budget help](#Resource1budgethelp) (text version) or [PDF (89KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T5.R1.pdf).

#### Teacher tip

Be mindful that some students may not earn money. If appropriate, celebrate when a student reaches their savings goal. After students have been working toward their goals for some time, discuss some of the challenges they met when trying to stay on track.

### The benefits and costs of saving – estimating

This activity may contribute to student portfolios.

1. Ask:
   * What can you buy with $1.00?
   * Hands up if you would spend $1.00 each day if you had it.
   * If you saved $1.00 each day, how much would you have at the end of the week?
   * What can you buy for $7.00?
   * Hands up if you would spend $7.00 a week if you could?
   * Imagine you saved $1.00 every day for 5 years. I wonder how much you would have.
2. Students estimate the answer and share their strategy with the class. Examples include:
   * I multiplied by 350 by 10 then halved it.
   * I multiplied 300 by 5, then I multiplied 50 by 5 and added it.

#### Teacher tip

Depending of levels of student readiness, you could model one approach and give students time to think of another approach.

1. Students write their strategy as number sentences. An example is: (350 × 10) ÷  2 = $1750
2. Students use a calculator to check the reasonableness of their answers.
3. Ask:
   * How reasonable was your answer?
   * How much would you have saved by not spending $1.00 each day? ($1,820)
   * What are some of the things you might be able to buy with this amount of money?
   * Do you think you would save that $1 a day or $7.00 a week instead of spending it?
   * How does the feeling you get from buying something influence your decision to spend or save?
   * What are the benefits of saving instead of spending?
   * What are the benefits of spending instead of saving?
   * What were the costs of saving $1.00 a day or $7.00 a week?
4. Explain to students that the cost of saving this amount of money is what they could have bought for $1.00 every day, or what they could have bought each week for $7.00. This is called ‘opportunity cost’.

#### Teacher tip

Provide students with internet access or shopping catalogues to see what they could buy with the amount they would have saved over five years.

### Long-term saving – saving worksheet

This activity may contribute to student portfolios.

1. Students complete the Saving worksheet ([Resource 2 – PDF, 97KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T5.R2.pdf)).

#### Teacher tip

Depending on the level of student readiness, this worksheet could be completed in pairs, or support provided to individual students.

1. When students have finished the worksheet, use a grouping strategy to organise students into groups of four.
2. Each group:
   * Compares their answer to the question: What percentage of income do you think Diamantina should save?
   * Explains their reasons why.
   * Considers the costs and benefits of each answer.
   * Agrees on a percentage and reasons for the decision (by weighing up costs and benefits)
   * Shares their answers and justification with the class.
3. As a class, decide what percentage of her income Diamantina should save. Ask:
   * What are the benefits of this decision?
   * What are the costs for Diamantina? What will she have to give up to save this much?

### Saving for retirement – an introduction to superannuation

1. Explain:
   * The federal government helps Australians to achieve long-term financial goals through the superannuation guarantee.
   * The Australian Taxation Office (ATO) makes sure that employers pay superannuation on behalf of their employees.
   * Superannuation is the money saved throughout your working life for when you retire. It is mostly made up of the money your employer puts in. You can also contribute to your super. Small contributions over time can make a huge difference later.
   * Your long-term goals are more likely to be achieved with this support.
2. Give students the graphic organiser ([Resource 3: graphic organiser for animation](#Resource3graphicorganiserforanimation) (text version) or [PDF (86KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T5.R3.pdf)) to guide them.
3. Discuss answers with students ([Resource 4: graphic organiser for animation – answer sheet](#Resource4graphicorganiserforanimation) (text version) or [PDF (88KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T5.R4.pdf)).

### Reflection – jingle or rap

This activity may contribute to student portfolios.

1. Explain that each Community Planning Group will create either a jingle or a rap that promotes the importance of superannuation to members of their ideal community.
2. Explain that a jingle is a short song or tune used in advertising or promotional campaigns and contains memorable slogans.
3. Play examples of jingles and ask students to identify the slogan in each. Examples of jingles include:
   * Weet-bix
   * Aeroplane jelly
   * Qantas
   * Vegemite
4. Explain that a rap can also be used in advertising and uses slogans.
5. Play examples and ask students to identify the slogans. Examples include:
   * Woolworths Cricket Blast
   * Kia Sportage
6. Play the student-produced ‘[Superannuation rap](https://youtu.be/m8OqORC8hj4)’ and ask them to identify as many slogans as they can.
7. Brainstorm the slogans used.
8. Students draft, edit and word process their jingle or rap. Remind them that the jingle or rap they produce should contain one or more hooks or slogans that explicitly promote superannuation.
9. Students explain why it is important to be informed when making financial decisions such as Superannuation.

#### Teacher tip

Allow students to research the benefits of superannuation to help them create their jingle or rap.

### Extension – presentation

This activity may contribute to student portfolios.

Students film their jingle or rap to showcase at the community presentations.

### Text versions of resources

The following are accessible text versions of resources for Years 5–6, Topic 5 – Savings and superannuation:

* [Resource 1: budget help](#Resource1budgethelp) (text version) or [PDF (89KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T5.R1.pdf)
* [Resource 3: graphic organiser for animation](#Resource3graphicorganiserforanimation) (text version) or [PDF (86KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T5.R3.pdf)
* [Resource 4: graphic organiser for animation – answer sheet](#Resource4graphicorganiserforanimation) (text version) or [PDF (88KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T5.R4.pdf)

We do not have accessible text versions for all resources. If a resource does not have a text version and you need an accessible version, email us at [schoolseducationprogram@ato.gov.au](mailto:schoolseducationprogram@ato.gov.au).

For a complete list of this topic’s resources, see [Resources](#Resources).

#### Resource 1: budget help

This resource is for Years 5–6, Topic 5 – Savings and superannuation, activity titled How to reach your goals – budgeting.

Along with this accessible version, which you can either print or use online, we also have the same resource available as a PDF – [Resource 1: budget help (PDF, 89KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T5.R1.pdf).

##### The goal

Darwin is looking through shopping catalogues and finds something he’d like to buy. He found an item that costs $100. He decides that he can save this money in 4 months. Can you help Darwin reach his savings goal?

I wonder if it is possible.

Let’s see

##### Darwin’s current budget

Prepare a monthly budget (a listing of expected income and expenses) for Darwin. Show your work in your workbooks.

Monthly income or expense

|  |  |
| --- | --- |
| Item | Amount $ |
| Pocket money | $40 |
| Music downloads | $10 |
| Movie streaming | $10 |
| Dog walking (money earned from neighbour) | $20 |
| Soccer fees ($5 a week) | $20 |
| Snack food | $10 |

How much money can Darwin save each month?

If Darwin saves this much, how long will it take for him to reach his savings goal?

If Darwin kept his income and expenses the same, how much money will he save in the four-month timeframe he set?

Is it possible for Darwin to reach his savings goal in the timeframe he set?

##### Darwin’s choices

Darwin has two choices:

* Change the timeframe of his savings goal – that is, take longer to reach his goal.
* Change his budget so he can reach his goal sooner.

Darwin doesn’t want to wait, so he has to reconsider his income and expenses. Help Darwin adjust his budget so he can reach his savings goal on time.

##### Darwin’s revised budget

Calculate how much Darwin will have to save each month to reach his savings goal on time. Darwin has three options:

* Increase his income.
* Reduce his expenses.
* Increase his income and reduce his expenses.

Revise Darwin’s monthly budget so that he reaches his savings goal on time. Show your work in your workbooks.

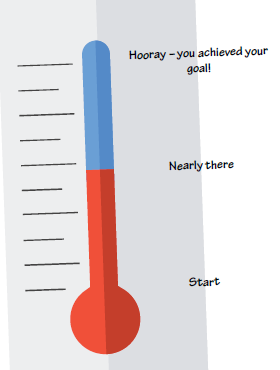
##### Extension

Show how Darwin can reach his goals by using each of the options above.

##### Your turn

Set a realistic savings goal. Be sure to identify how much you want to save and by when. List your income and expenses each month. Now prepare a budget for yourself so that you reach your goal.

Try to keep to your budget and save to reach your goal. Track your progress using a thermometer like this one.



#### Resource 3: graphic organiser for animation

This resource is for Years 5–6, Topic 5 – Savings and superannuation, activity titled Saving for retirement – an introduction to superannuation.

Along with this accessible version, which you can either print or use online, we also have the same resource available as a PDF – [Resource 3: graphic organiser for animation (PDF, 86KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T5.R3.pdf)

##### Questions

1. How does taxation support a community’s health?
2. How does taxation support a community’s safety?
3. How does taxation support a community's happiness?
4. What is superannuation?
5. Who pays superannuation?
6. What are the benefits of superannuation?
7. Why is superannuation important?

#### Resource 4: graphic organiser for animation – answer sheet

This resource is for Years 5–6, Topic 5 – Savings and superannuation, activity titled Saving for retirement – an introduction to superannuation.

Along with this accessible version, which you can either print or use online, we also have the same resource available as a PDF – [Resource 4: graphic organiser for animation – answer sheet (PDF, 88KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T5.R4.pdf).

##### Questions and possible answers

1. How does taxation support a community’s health?  
    By providing local hospitals and paying for equipment and medicine
2. How does taxation support a community’s safety?  
    By providing police and fire brigades
3. How does taxation support a community's happiness?  
    By providing public roads and infrastructure
4. What is superannuation?  
    Money put away for your retirement
5. Who pays superannuation?  
    Employers, but individuals can also contribute
6. What are the benefits of superannuation?  
    It grows over the years.  
    You can access it when your 60 years old.  
    Gives you money for retirement and the rest of your life.
7. Why is superannuation important?  
    You may struggle in retirement without it.

## Topic 6 – Our ideal community

This primary school resource focuses on establishing strong foundations for learning about tax and super.

In this section

1. [Overview](#Overview)
2. [Introduction – reviewing our community](#IntroductionReviewingourcommunity)
3. [Extension – improving our community](#ExtensionImprovingourcommunity)
4. [Community pitch – preparing to present](#CommunityPitch)
5. [Presenting the pitch – community group presentations](#PresentingthepitchCommunitygrouppresenta)
6. [Reflection – I used to think...](#ReflectionIusedtothink)
7. [Text versions of resources](#Textversionsofresources)

### Overview

#### Tax talk

Paying tax supports the community

#### Learning intention

In this topic, students:

* synthesise their learning to prepare a persuasive pitch
* plan, rehearse and deliver presentations to an authentic audience
* consider how taxation benefits communities.

#### Focus questions

* What makes an ideal community?
* How does taxation support communities?

#### Activities

1. [Introduction – reviewing our community](#IntroductionReviewingourcommunity)
2. [Extension – improving our community](#ExtensionImprovingourcommunity)
3. [Community pitch – preparing to present](#CommunityPitch)
4. [Presenting the pitch – community group presentations](#PresentingthepitchCommunitygrouppresenta)
5. [Reflection – I used to think...](#ReflectionIusedtothink)

#### Resources

Some resources are available as both a PDF and as accessible text. If a resource does not have a text version and you need an accessible version, email us at [schoolseducationprogram@ato.gov.au](mailto:schoolseducationprogram@ato.gov.au).

##### Topic 6 resources

* [Resource 1: list of tasks completed visualiser (PDF, 83KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T6.R1.pdf)
* [Resource 2: creating our ideal community](#Resource2creatingouridealcommunity) (text version) or [PDF (117KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T6.R2.pdf)
* [Resource 3: writing persuasive texts (PDF, 75KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T6.R3.pdf)
* [Resource 4: persuasive writing template (PDF, 81KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T6.R4.pdf)
* [Resource 5: group evaluation form](#Resource5Groupevaluationform) (text version) or [PDF (71KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T6.R5.pdf)

#### Australian Curriculum Connections

##### Content

* English
* HASS
* HPE

##### General capabilities

* Literacy
* ICT
* Personal and Social Capability

#### Curriculum mapping

* [Australian Curriculum mapping for Year 5 and Year 6](#_Australian_Curriculum_mapping_2)
* [NSW syllabuses mapping for Year 5 and Year 6](#_NSW_syllabuses_mapping_2)
* [Victorian syllabuses mapping for Year 5 and Year 6](#_Victorian_syllabuses_mapping_2)
* [Western Australia syllabuses mapping for Year 5 and Year 6](#_Western_Australia_syllabuses_2)

### Introduction – reviewing our community

1. Explain to students that they will be finalising their community plan to present to an audience of parents, teachers and community members.
2. Display the list of what students have already completed ([Resource 1 - PDF, 83KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T6.R1.pdf)):
   * Part 1 – Community profile and charter
   * Part 2 – A list of public and private resources and services provided in your community.
   * Part 3 – How members of your community will be taxed to pay for services.
   * Part 4 – How your community will support safety, health and wellbeing.
   * Part 5 – Your community budget
   * Part 6 – A scaled map of your community showing the location of facilities and services
3. Give Community Planning Groups time to complete and edit their community plans.

### Extension – improving our community

1. Display and discuss Our Community Plan – Part 7 ([Resource 2: creating our ideal community](#Resource2creatingouridealcommunity) (text version) or [PDF (117KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T6.R2.pdf)).
2. Community Planning Groups use ICT and research to add the final touches to their community including:
   * marketing material
   * creating a community vision

### Community pitch – preparing to present

This activity may contribute to student portfolios.

1. Individual students develop a pitch of their Community Planning Group’s ideal community. The pitch should convince the audience that their community:
   * promotes individual and community wellbeing
   * provides the services and resources needed by its citizens
   * spends government funds collected through tax responsibly
   * recognises the rights and responsibilities of all citizens
   * values diversity.

#### Teacher tip

Remind students to include their superannuation jingle in their presentations. Invite students for whom English is their second language or dialect, to translate their jingle into their first or background language and present it to family members who attend their pitch.

1. Give the following instructions:
   * Community Planning Groups decide on which sections each member will present to an audience.
   * Each pitch should be approximately seven minutes.
   * The audience should be given the opportunity to ask questions to each presenting group.
   * Digital presentation tools or displays may be used.
2. Community Planning Groups prepare their presentations of their ideal community.
3. Provide students with ([Resource 3 PDF, 75KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T6.R3.pdf)) and ([Resource 4 PDF, 81KB](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T6.R4.pdf)) to assist them to write their pitch.
4. Each student prepares, edits and publishes their pitch using ICT.

#### Teacher tip

Invite students to prepare an invitation list and write letters of invitation.

### Presenting the pitch – community group presentations

This activity may contribute to student portfolios.

1. Community Planning Groups present their pitch to an authentic audience.
2. Encourage questions from the audience.
3. Celebrate students’ success.

#### Teacher tip

Consider forming a panel of teachers, parents or community members to act as a ‘Development Panel’ as a way of assessing each pitch. Each teacher or parent could introduce himself or herself and outline their role on the panel. For example, The developer – looking to suit the needs of young people. The resident – looking to maximise their wellbeing. The Treasurer – looking to ensure responsible government spending.

### Reflection – I used to think...

This activity may contribute to student portfolios.

1. Sit in a circle and invite students to complete the sentence: “I used to think…but now I think…”
2. Students individually complete the ‘Group evaluation form’ ([Resource 5: group evaluation form](#Resource5Groupevaluationform) (text version) or [PDF (71KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T6.R5.pdf)).

### Text versions of resources

The following are accessible text versions of resources for Years 5–6, Topic 6 – Our ideal community:

* [Resource 2: creating our ideal community](#Resource2creatingouridealcommunity) (text version) or [PDF (117KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T6.R2.pdf)
* [Resource 5: group evaluation form](#Resource5Groupevaluationform) (text version) or [PDF (71KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T6.R5.pdf)

We do not have accessible text versions for all resources. If a resource does not have a text version and you need an accessible version, email us at [schoolseducationprogram@ato.gov.au](mailto:schoolseducationprogram@ato.gov.au).

For a complete list of this topic’s resources, see [Resources](#Resources).

#### Resource 2: creating our ideal community – Part 7

This resource is for Years 5–6, Topic 6 – Our ideal community, activity titled Extension – improving our community.

Along with this accessible version, which you can either print or use online, we also have the same resource available as a PDF – [Resource 2: creating our ideal community – Part 7 (PDF, 117KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T6.R2.pdf)

##### Marketing material

* Community logo
* Welcome sign
* Tourist brochure, include
  + photographs
  + logo
  + welcome message
  + values
  + local points of interest
  + health and wellbeing and services.

##### Create a vision for your community

* Opportunities for change?
* Innovation?
* Future thinking?
* Working as a team?
* Sustainable use of resources?

#### Resource 5: Group evaluation form

This resource is for Years 5–6, Topic 6 – Our ideal community, activity titled Reflection – I used to think....

Along with this accessible version, which you can either print or use online, we also have the same resource available as a PDF – [Resource 5: group evaluation form (PDF, 71KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/resource_5-6_T6.R5.pdf)

##### Scores

Score the following criteria (1-10) with 10 being the highest:

* How well did you work with others in your group (for example by listening to the views of others and contributing to each activity)
* How well did you stay on task when working in your group? Were there times when you did not try or slackened off?
* How well did you support other members of the group? (For example, by offering encouragement, valuing their ideas, making members feel welcome)
* How well did your group work together?
* How well did group members follow the established group rules?
* How successful was your group in achieving its goals?

##### Why you gave this score

What roles did you play in your group?

Which role were you best at?

Which role do you think you could improve on?

What actions could you take to be a more collaborative and effective member of a team?

## Australian Curriculum mapping for Foundation to Year 2

Australian Curriculum mapping for Foundation to Year 2.

In this section

1. [Unit mapping](#Unitmapping)
2. [Mapping for topic 1](#Mappingfortopic1)
3. [Mapping for topic 2](#Mappingfortopic2)
4. [Mapping for topic 3](#Mappingfortopic3)
5. [Mapping for topic 4](#Mappingfortopic4)
6. [Mapping for topic 5](#Mappingfortopic5)
7. [Mapping for topic 6](#Mappingfortopic6)

Along with these accessible versions, which you can either print or use online, we also have the same mapping available as PDFs:

* [Australian Curriculum unit mapping for Foundation to Year 2 (PDF, 215KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/F-2_unit.mapping_AC.pdf)
* [Australian Curriculum mapping for topic 1 Foundation to Year 2 (PDF, 153 KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_F-2_Topic1_AC.pdf)
* [Australian Curriculum mapping for topic 2 Foundation to Year 2 (PDF, 167 KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_F-2_Topic2_AC.pdf)
* [Australian Curriculum mapping for topic 3 Foundation to Year 2 (PDF, 184KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_F-2_Topic3_AC.pdf)
* [Australian Curriculum mapping for topic 4 Foundation to Year 2 (PDF, 169KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_F-2_Topic4_AC.pdf)
* [Australian Curriculum mapping for topic 5 Foundation to Year 2 (PDF, 178KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_F-2_Topic5_AC.pdf)
* [Australian Curriculum mapping for topic 6 Foundation to Year 2 (PDF, 177KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_F-2_Topic6_AC.pdf)

### Unit mapping

The following maps the Australian Curriculum to the Paying It Forward Foundation to Year 2 resources.

#### Unit mapping for Foundation Year

##### English

Language for interaction

* Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429) – topics 1, 3, 4, 5, 6

Text structure and organisation

* 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 (ACELA1432) – topics 3, 6

Expressing and developing ideas

* Recognise that texts are made up of words and groups of words that make meaning (ACELA1434) – topic 3
* Recognise that sentences are key units for expressing ideas (ACELA1435)
* Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437) – topics 1, 3, 4, 5, 6

Phonics and word knowledge

* Know how to read and write some high frequency words and other familiar words (ACELA1817) – topics 3, 6

Creating literature

* Innovate on familiar texts through play (ACELT1831) – topic 4

Interacting with others

* Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646) – topics 1, 2, 3, 4, 5, 6
* Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784) – topics 1, 2, 3, 4, 5, 6
* Deliver short oral presentations to peers (ACELY1647) – topics 4, 6

Interpreting, analysing, evaluation

* Read decodable and predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649) – topic 6
* Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650) – topics 3, 4, 5

Creating texts

* Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651) – topics 3, 4, 6
* Participate in shared editing of students’ own texts for meaning, spelling, capital letters and full stops (ACELY1652) – topic 6
* Produce some lower case and upper-case letters using learned letter formations (ACELY1653) – topics 3, 6

##### Mathematics

Number and place value

* Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point (ACMNA001) – topics 2, 5
* Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (ACMNA002) – topics 2, 5
* Subitise small collections of objects (ACMNA003) – topic 2
* Represent practical situations to model addition and sharing (ACMNA004) topic 2

Location and transformation

* Describe position and movement (ACMMG010) – topic 6

Data representation and interpretation

* Answer yes/no questions to collect information and make simple inferences (ACMSP011) – topic 5

##### Humanities and Social Sciences

Analysing

* Explore a point of view (ACHASSI005) – topic 5.
* Interpret data and information displayed in pictures and texts and on maps (ACHASSI007) – topic 5

Evaluating and reflecting

* Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (ACHASSI008) – topic 5

##### Health and Physical Education

* Practise personal and social skills to interact positively with others (ACPPS004) – topics 1, 2, 3, 4, 5, 6
* Identify and describe emotional responses people may experience in different situations (ACPPS005) – topics 1, 2, 3, 6
* Identify actions that promote health, safety and wellbeing (ACPPS006) – topics 3, 4, 6

##### Drama

* Explore role and dramatic action in dramatic play, improvisation and process drama (ACADRM027) – topics 1, 4, 6
* Use voice, facial expression, movement and space to imagine and establish role and situation (ACADRM028) – topics 1, 4, 6
* Present drama that communicates ideas, including stories from their community, to an audience (ACADRM029) – topics 1, 4, 6

##### Visual Arts

* Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107) – topic 4
* Create and display artworks to communicate ideas to an audience (ACAVAM108) – topic 4

#### Unit mapping for Year 1

##### English

Language for interaction

* Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787) – topics 1, 4, 6

Text structure and organisation

* Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449) – topics 3, 6

Expressing and developing ideas

* Identify the parts of a simple sentence that represent ‘What is happening?’, ‘What state is being described?’, ‘Who or what is involved?’ and the surrounding circumstances (ACELA1451) – topics 3, 6
* Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452) – topic 3
* Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454) – topics 1, 3, 5, 6

Phonics and word knowledge

* Understand how to spell one and two syllable words with common letter patterns (ACELA1778) – topics 3, 6
* Use visual memory to read and write high-frequency words (ACELA1821) – topics 3, 6

Creating literature

* Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary (ACELA1832) – topics 3, 4

Interacting with others

* Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656) – topics 1, 2, 3, 4, 5, 6
* Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788) – topics 1, 2, 3, 4, 5, 6
* Make short presentations using some introduced text structures and language, for example opening statements (ACELY1657) – topics 4, 6

Interpreting, analysing, evaluation

* Read decodable and predictable texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading (ACELY1659) – topics 4, 6
* Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660) – topics 3, 5

Creating texts

* Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661) – topics 2, 3, 4, 6
* Re-read student’s own texts and discuss possible changes to improve meaning, spelling and punctuation (ACELY1662) – topic 6
* Write using unjoined lower case and upper-case letters (ACELY1663) – topics 3, 6

##### Mathematics

Number and place value

* Develop confidence with number sequences to and from 100 by ones from any starting point. Skip count by twos, fives and tens starting from zero (ACMNA012) – topic 5
* Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts (ACMNA015) – topic 2

Money and financial mathematics

* Recognise, describe and order Australian coins according to their value (ACMNA017) – topics 2, 5

Patterns and algebra

* Investigate and describe number patterns formed by skip-counting (ACMNA018) – topic 5

Data representation and interpretation

* Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays (ACMSP263) – topic 5

##### Humanities and Social Sciences

Analysing

* Explore a point of view (ACHASSI022) – topic 5
* Interpret data and information displayed in pictures and texts and on maps (ACHASSI024) – topic 5

Evaluating and reflecting

* Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (ACHASSI025) – topic 5

#### Unit mapping for Year 2

##### English

Language for interaction

* Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462) – topics 1, 3, 6

Text structure and organisation

* Recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465) – topics 3, 6

Expressing and developing ideas

* Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (ACELA1467) – topics 3, 6
* Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/ phrases can be expanded using articles and adjectives (ACELA1468) – topic 3
* Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470) – topics 1, 3, 5, 6

Phonics and word knowledge

* Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words (ACELA1471) – topics 3, 6
* Use knowledge of letter patterns and morphemes to read and write high frequency words and words whose spelling is not predictable from their sounds (ACELA1823) – topics 3, 6

Interacting with others

* Listen for specific purposes and information, including instructions, and extend students’ own and others’ ideas in discussions (ACELY1666) – topics 1, 2, 3, 4, 5, 6
* Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789) – topics 1, 2, 3, 4, 5, 6
* Rehearse and deliver short presentations on familiar and new topics (ACELY1667) -topics 4, 6

Interpreting, analysing, evaluation

* Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1670) – topics 3, 5

Creating texts

* Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671) – topics 2, 3, 4, 6
* Re-read and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1672) – topic 6
* Write legibly and with growing fluency using unjoined upper case and lower-case letters (ACELY1673) – topics 3, 6

##### Mathematics

Number and place value

* Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and tens from any starting point, then moving to other sequences (ACMNA026) – topic 5
* Explore the connection between addition and subtraction (ACMNA029) – topic 2
* Solve simple addition and subtraction problems using a range of efficient mental and written strategies (ACMNA030) – topic 2
* Recognise and represent multiplication as repeated addition, groups and arrays (ACMNA031) – topic 2
* Recognise and represent division as grouping into equal sets and solve simple problems using these representations (ACMNA032) – topic 2

Money and financial mathematics

* Count and order small collections of Australian coins and notes according to their value (ACMNA034) – topics 2, 5

Patterns and algebra

* Solve problems by using number sentences for addition or subtraction (ACMNA036) – topics 2, 5

Data representation and interpretation:

* Create displays of data using lists, table and picture graphs and interpret them (ACMSP050) – topic 5

##### Humanities and Social Sciences

Analysing

* Explore a point of view (ACHASSI038) – topic 5
* Interpret data and information displayed in pictures and texts and on maps (ACHASSI040) – topic 5

Evaluating and reflecting

* Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (ACHASSI041) – topic 5

#### Unit mapping for Years 1 and 2

##### Health and Physical Education

* Describe ways to include others to make them feel they belong (ACPPS019) – topics 1, 4, 6
* Identify and practise emotional responses that account for own and others’ feelings (ACPPS020) – topics 1, 2, 3, 6
* Explore actions that help make the classroom a healthy, safe and active place (ACPPS022) – topics 3, 4, 6
* Use strategies to work in group situations (ACPMP030) – topics 1, 2, 3, 5
* Identify rules and fair play when participating in physical activities (ACPMP032)

##### Drama

* Explore role and dramatic action in dramatic play, improvisation and process drama (ACADRM027) – topics 1, 4, 6
* Use voice, facial expression, movement and space to imagine and establish role and situation (ACADRM028) – topics 1, 4, 6
* Present drama that communicates ideas, including stories from their community, to an audience (ACADRM029) – topics 1, 4, 6

##### Visual Arts

* Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107) – topic 4
* Create and display artworks to communicate ideas to an audience (ACAVAM108) – topic 4

#### Unit mapping for general capabilities

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.1 Comprehend texts – topics 3, 4, 5, 6
* 1.2 Navigate, read and view learning area texts – topics 3, 4, 5, 6
* 1.3 Listen and respond to learning area texts – topics 2, 3, 4, 5, 6
* 1.4 Interpret and analyse learning area texts – topics 1, 3, 4, 5

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – topics 1, 2, 3, 4, 6
* 2.2 Compose spoken, written, visual and multimodal learning area texts – topics 1, 2, 3, 4, 6
* 2.3 Use language to interact with others – topics 1, 2, 3, 4, 5, 6
* 2.4 Deliver presentations – topics 1, 3, 6

Text knowledge element

* 3.1 Use knowledge of text structures – topic 3
* 3.2 Use knowledge of text cohesion – topic 3

Grammar knowledge element

* 4.1 Use knowledge of sentence structures – topics 3, 6
* 4.2 Use knowledge of words and word groups – topics 3, 5, 6
* 4.3 Express opinion and point of view – topics 1, 3, 6

Word knowledge element

* 5.1 Understand learning area vocabulary – topics 1, 3, 5
* 5.2 Use spelling knowledge – topic 3

Visual knowledge element:

* 6.1 Understand how visual elements create meaning – topics 2, 3, 4, 6

##### Numeracy

Estimating and calculating with whole numbers element

* 1.1 Understand and use numbers in context – topics 2, 3, 5
* 1.2 Estimate and calculate – topics 2, 5
* 1.3 Use money – topics 2, 5

Using spatial reasoning element

* 4.2 Interpret maps and diagrams – topic 6

Interpreting statistical information element

* 5.1 Interpret data displays – topics 2, 5

##### Critical creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

* 1.3 Organise and process information – topics 4, 5, 6

Generating ideas, possibilities and actions element

* 2.1 Imagine possibilities and connect ideas – topics 1, 6
* 2.2 Consider alternatives – topic 5
* 2.3 Seek solutions and put ideas into action – topics 2, 3

Reflecting on thinking and processes element

* 3.3 Transfer knowledge into new contexts – topics 4, 6

Analysing, synthesising and evaluating reasoning and procedures element

* 4.1 Apply logic and reasoning – topics 2, 5, 6
* 4.2 Draw conclusions and design a course of action – topics 1, 5

##### Personal social capability

Self-awareness element

* 1.1 Recognise emotions – topics 1, 2, 3, 4, 5, 6
* 1.2 Recognise personal qualities and achievements – topic 3
* 1.3 Understand themselves as learners – topic 3
* 1.4 Develop reflective practice – topic 3

Self-management element

* 2.1 Express emotions appropriately – topic 3

Social awareness element:

* 3.1 Appreciate diverse perspectives – topic 2
* 3.2 Contribute to civil society – topic 6
* 3.3 Understand relationships – topic 6

Social management element

* 4.1 Communicate effectively – topics 1, 2, 3, 5, 6
* 4.2 Work collaboratively – topics 1, 2, 3, 5, 6
* 4.3 Make decisions – topics 3, 5
* 4.4 Negotiate and resolve conflict – topics 1, 3
* 4.5 Develop leadership skills – topics 1, 3, 4, 6

##### Ethical understanding

Understanding ethical concepts and issues element

* 1.1 Recognise ethical concepts – topics 1, 2, 3, 4, 5, 6
* 1.2 Explore ethical concepts in context – topics 1, 2, 3, 4, 5, 6

Reasoning in decision making and actions element

* 2.1 Reason and make ethical decisions – topics 2, 3, 5, 6
* 2.2 Consider consequences – topics 1, 3, 4, 5
* 2.3 Reflect on ethical action – topics 1, 3

Exploring values, rights and responsibilities element

* 3.1 Examine values – topic 1
* 3.2 Explore rights and responsibilities – topics 1, 4, 6
* 3.3 Consider points of view – topic 2

##### Intercultural understanding

Interacting and empathising with others element:

* 2.3 Empathise with others – topic 1

### Mapping for topic 1

The following maps [Paying It Forward, Foundation to Year 2, Topic 1: Fairness](#Topic1Fairness10) to the Australian curriculum.

#### Mapping for topic 1 Foundation Year

##### English

Language for interaction

* Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429) – activity 3

Expressing and developing ideas

* Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437) – activities 2, 3

Interacting with others

* Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646) – activities 1, 5, 6
* Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784) – activities 1, 5, 6

##### Health and Physical Education

* Practise personal and social skills to interact positively with others (ACPPS004) – activities 5, 6
* Identify and describe emotional responses people may experience in different situations (ACPPS005) – activities 1, 3, 4, 6

##### Drama

* Explore role and dramatic action in dramatic play, improvisation and process drama (ACADRM027) – activities 5, 6
* Use voice, facial expression, movement and space to imagine and establish role and situation (ACADRM028) – activities 5, 6
* Present drama that communicates ideas, including stories from their community, to an audience (ACADRM029) – activities 5, 6

#### Mapping for topic 1 Year 1

##### English

Language for interaction

* Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787) – activities 3, 5, 6

Expressing and developing ideas

* Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454) – activities 2, 3

Interacting with others

* Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656) – activities 1, 5, 6
* Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788) – activities 1, 5, 6

#### Mapping for topic 1 Year 2

##### English

Language for interaction

* Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462) – activity 3

Expressing and developing ideas

* Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470) – activities 2, 3

Interacting with others

* Listen for specific purposes and information, including instructions, and extend students’ own and others’ ideas in discussions (ACELY1666) – activities 1, 5, 6
* Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789) – activity 1, 5, 6

#### Mapping for topic 1 Years 1 and 2

##### Health and Physical Education

* Describe ways to include others to make them feel they belong (ACPPS019) – activities 1, 5, 6
* Identify and practise emotional responses that account for own and others’ feelings (ACPPS020) – activities 1, 3, 4, 5, 6
* Use strategies to work in group situations (ACPMP030) – activities 5, 6

##### Drama

* Explore role and dramatic action in dramatic play, improvisation and process drama (ACADRM027) – activities 5, 6
* Use voice, facial expression, movement and space to imagine and establish role and situation (ACADRM028) – activities 5, 6
* Present drama that communicates ideas, including stories from their community, to an audience (ACADRM029) – activities 5, 6

#### Mapping for topic 1 general capabilities

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.4 Interpret and analyse learning area texts – activity 4

Composing texts through listening, reading, and viewing element

* 2.2 Compose spoken, written, visual and multimodal learning area texts – activity 6
* 2.3 Use language to interact with others – activities 1, 5, 6
* 2.4 Deliver presentations – activity 6

Grammar knowledge element

* 4.3 Express opinion and point of view – activity 2

Word knowledge element

* 5.1 Understand learning area vocabulary – activity 3

##### Critical and creative thinking

Generating ideas, possibilities and actions element

* 2.1 Imagine possibilities and connect ideas – activity 5

Analysing, synthesising and evaluating reasoning and procedures element

* 4.2 Draw conclusions and design a course of action – activities 1, 6

##### Personal and social capability

Self-awareness element

* 1.1 Recognise emotions – activities 1, 3, 4

Social management element

* 4.1 Communicate effectively – activities 1, 5, 6
* 4.2 Work collaboratively – activities 1, 5, 6
* 4.4 Negotiate and resolve conflict – activities 5, 6
* 4.5 Develop leadership skills – activities 5, 6

##### Ethical understanding

Understanding ethical concepts and issues element

* 1.1 Recognise ethical concepts – activities 1, 3, 4, 5, 6
* 1.2 Explore ethical concepts in context – activities 1, 3, 4, 5, 6

Reasoning in decision making and actions element

* 2.2 Consider consequences-- - activity 6
* 2.3 Reflect on ethical action – activity 6

Exploring values, rights and responsibilities element

* 3.1 Examine values – activity 2
* 3.2 Explore rights and responsibilities – activity 2

##### Intercultural understanding

Interacting and empathising with others element

* 2.3 Empathise with others – activity 1

### Mapping for topic 2

The following maps [Paying It Forward, Foundation to Year 2, Topic 2: Sharing is a choice](#Topic2Sharingisachoice10) to the Australian curriculum.

#### Mapping for topic 2 Foundation Year

##### English

Interacting with others

* Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646) – activities 1, 2, 3, 4, 5, 6
* Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784) – activities 1, 4, 5, 6

Creating texts

* Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651) – activity 4

##### Mathematics

* Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point (ACMNA001) – activity 5
* Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (ACMNA002) – activities 1, 5, 6
* Subitise small collections of objects (ACMNA003) – activity 3
* Represent practical situations to model addition and sharing (ACMNA004) – activities 1, 5, 6

##### Health and Physical Education

* Practise personal and social skills to interact positively with others (ACPPS004) – activities 1, 4
* Identify and describe emotional responses people may experience in different situations (ACPPS005) – activity 3

#### Mapping for topic 2 Year 1

##### English

Interacting with others

* Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656) – activities 1, 2, 3, 4, 5, 6
* Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788) – activities 1, 4, 5, 6

Creating texts

* Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661) – activity 4

##### Mathematics

* Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts (ACMNA015) – activities 1, 3, 5, 6, Extension
* Recognise, describe and order Australian coins according to their value (ACMNA017) – activity 4

#### Mapping for topic 2 year 2

##### English

Interacting with others

* Listen for specific purposes and information, including instructions, and extend students’ own and others’ ideas in discussions (ACELY1666) – activities 1, 2, 3, 4, 5, 6
* Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789) – activities 1, 4, 5, 6

Creating texts

* Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671) – activity 4

##### Mathematics

* Explore the connection between addition and subtraction (ACMNA029) – activities 5, 6, Extension
* Solve simple addition problems using a range of efficient mental and written strategies (ACMNA030) – activities 5, 6, Extension
* Recognise and represent multiplication as repeated addition, groups and arrays (ACMNA031) – activities 3, Extension
* Recognise and represent division as grouping into equal sets and solve simple problems using these representations (ACMNA032) – activity 5
* Count small collections of Australian coins and notes according to their value (ACMNA034) – activity 5
* Solve problems by using number sentences for addition or subtraction (ACMNA036) – activities 5, 6, Extension

#### Mapping for topic 2 Years 1 and 2

##### Health and Physical Education

* Identify and practise emotional responses that account for own and others’ feelings (ACPPS020) – activity 3
* Use strategies to work in group situations (ACPMP030) – activities 1, 4

#### Mapping for topic 2 general capabilities

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.3 Listen and respond to learning area texts – activity 1, 5, 6

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – activity 4
* 2.2 Compose spoken, written, visual and multimodal learning area texts – activity 4
* 2.3 Use language to interact with others – activity 1

Visual knowledge element

* 6.1 Understand how visual elements create meaning – activity 4

##### Numeracy

Estimating and calculating with whole numbers element

* 1.1 Understand and use numbers in context – activity 1, 2, 5, 6
* 1.2 Estimate and calculate – activity 2, 5, 6
* 1.3 Use money – activity 5, 6

Interpreting statistical information element

* 5.1 Interpret data displays – activity 6

##### Critical and creative thinking

Generating ideas, possibilities and actions element

* 2.3 Seek solutions and put ideas into action – activity 4

Analysing, synthesising and evaluating reasoning and procedures element

* 4.1 Apply logic and reasoning – activity 6

##### Personal and social capability

Self-awareness element

* 1.1 Recognise emotions – activity 4

Social awareness element

* 3.1 Appreciate diverse perspectives – activity 6

Social management element

* 4.1 Communicate effectively – activity 4
* 4.2 Work collaboratively – activity 1, 4

##### Ethical understanding

Understanding ethical concepts and issues element

* 1.1 Recognise ethical concepts – activity 2, 3, 4, 6
* 1.2 Explore ethical concepts in context – activity 4, 6

Reasoning in decision making and actions element

* 2.1 Reason and make ethical decisions – activity 6

Exploring values, rights and responsibilities element:

* 3.3 Consider points of view – activity 5

### Mapping for topic 3

The following maps [Paying It Forward, Foundation to Year 2, Topic 3: A world with or without sharing](#Topic3Aworldwithorwithoutsharing10) to the Australian curriculum.

#### Mapping for topic 3 Foundation Year

##### English

Language for interaction

* Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429) – activity 2, 4

Text structure and organisation

* 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 (ACELA1432) – activity 5, 8

Expressing and developing ideas

* Recognise that texts are made up of words and groups of words that make meaning (ACELA1434) – activity 2, 3, 4, 5, 8
* Recognise that sentences are key units for expressing ideas (ACELA1435) – activity 2, 4, 5, 8
* Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437) – activity 2, 5, 8

Phonics and word knowledge

* Know how to read and write some high frequency words and other familiar words (ACELA1817) – activity 5, 8

Interacting with others

* Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646) – activity 2, 3, 4, 6, 7
* Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784) – activity 1, 3

Interpreting, analysing, evaluation

* Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650) – activity 2, 3, 6

Creating texts

* Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651) – activity 5, 8
* Produce some lower- case and upper-case letters using learned letter formations (ACELY1653) – activity 5, 8

##### Health and Physical Education

* Practise personal and social skills to interact positively with others (ACPPS004) – activity 1, 3
* Identify and describe emotional responses people may experience in different situations (ACPPS005) activity 1, 2, 5
* Identify actions that promote health, safety and wellbeing (ACPPS006) – activity 1, 4, 5, 7, 8

#### Mapping for topic 3 Year 1

##### English

Text structure and organisation

* Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449) – activity 5, 8

Expressing and developing ideas

* Identify the parts of a simple sentence that represent ‘What is happening?’, ‘What state is being described?’, ‘Who or what is involved?’ and the surrounding circumstances (ACELA1451) – activity 2, 3, 4, 5, 8
* Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452) – activity 3, 4, 5
* Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454) – activity 2, 5, 8

Phonics and word knowledge

* Understand how to spell one and two syllable words with common letter patterns (ACELA1778) – activity 5, 8
* Use visual memory to read and write high-frequency words (ACELA1821) – activity 5, 8

Creating literature

* Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary (ACELA1832) – activity 4, 5

Interacting with others

* Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656) – activity 2, 3, 4, 6, 7
* Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788) – activity 4

Interpreting, analysing, evaluation

* Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660) – activity 2, 3, 6

Creating texts

* Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661) – activity 5, 8
* Write using unjoined lower case- and upper-case letters (ACELY1663) – activity 5, 8

#### Mapping for topic 3 Year 2

##### English

Language for interaction

* Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462) – activity 2, 4

Text structure and organisation

* Recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465) – activity 5, 8

Expressing and developing ideas

* Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (ACELA1467) – activity 5, 8
* Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/ phrases can be expanded using articles and adjectives (ACELA1468) – activity 3, 4, 5, 8
* Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470) – activity 2, 5, 8

Phonics and word knowledge

* Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words (ACELA1471) – activity 5, 8
* Use knowledge of letter patterns and morphemes to read and write high frequency words and words whose spelling is not predictable from their sounds (ACELA1823) – activity 5, 8

Interacting with others

* Listen for specific purposes and information, including instructions, and extend students’ own and others’ ideas in discussions (ACELY1666) – activity 2, 3, 4, 6, 7
* Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789) – activity 1, 4

Creating texts

* Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671) – activity 5, 8
* Write legibly and with growing fluency using unjoined upper-case and lower-case letters (ACELY1673) – activity 5, 8

#### Mapping for topic 3 Years 1 and 2

##### Health and Physical Education

* Identify and practise emotional responses that account for own and others’ feelings (ACPPS020) – activity 1, 4, 5
* Explore actions that help make the classroom a healthy, safe and active place (ACPPS022) – activity 1, 4, 6, 7, 8
* Use strategies to work in group situations (ACPMP030) – activity 1, 4

#### Mapping for topic 3 general capabilities

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.1 Comprehend texts – activity 2, 3, 6
* 1.2 Navigate, read and view learning area texts – activity 2, 3, 6
* 1.3 Listen and respond to learning area texts – activity 2, 3, 6
* 1.4 Interpret and analyse learning area texts – activity 2, 3, 6

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – activity 4, 5, 8
* 2.2 Compose spoken, written, visual and multimodal learning area texts – activity 4, 5, 8
* 2.3 Use language to interact with others – activity 4, 7
* 2.4 Deliver presentations – activity 3, 4

Text knowledge element

* 3.1 Use knowledge of text structures – activity 5, 8
* 3.2 Use knowledge of text cohesion – activity 5, 8

Grammar knowledge element

* 4.1 Use knowledge of sentence structures – activity 5, 8
* 4.2 Use knowledge of words and word groups – activity 5, 8
* 4.3 Express opinion and point of view – activity 5, 6, 7

Word knowledge element

* 5.1 Understand learning area vocabulary – activity 3, 5, 8
* 5.2 Use spelling knowledge – activity 5, 8

Visual knowledge element

* 6.1 Understand how visual elements create meaning – activity 4, 5

##### Numeracy

Estimating and calculating with whole numbers element

* 1.1 Understand and use numbers in context – activity 1

##### Critical and creative thinking

Generating ideas, possibilities and actions element

* 2.3 Seek solutions and put ideas into action – activity 3

##### Personal and social capability

Self-awareness element

* 1.1 Recognise emotions – activity 1, 5, 7
* 1.2 Recognise personal qualities and achievements
* 1.3 Understand themselves as learners
* 1.4 Develop reflective practice – activity 1

Social management element

* 4.1 Communicate effectively – activity 3
* 4.2 Work collaboratively – activity 1, 4, 7
* 4.3 Make decisions – activity 1
* 4.5 Develop leadership skills – activity 1

##### Ethical understanding

Understanding ethical concepts and issues element

* 1.1 Recognise ethical concepts – activity 2, 5, 6, 7
* 1.2 Explore ethical concepts in context – activity 1, 2, 5, 6, 7

Reasoning in decision making and actions element

* 2.1 Reason and make ethical decisions – activity 1
* 2.2 Consider consequences – activity 5, 7
* 2.3 Reflect on ethical action – activity 1

##### Intercultural understanding

Interacting and empathising with others element

* 2.3 Empathise with others – activity 2, 8

### Mapping for topic 4

The following maps [Paying It Forward, Foundation to Year 2, Topic 4: Rules and responsibilities in the classroom](#Topic4Rulesandresponsibilitiesinthecla10) to the Australian curriculum.

#### Mapping for topic 4 Foundation Year

##### English

Language for interaction

* Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429) – activities 3, 5

Expressing and developing ideas

* Recognise that sentences are key units for expressing ideas (ACELA1435) – activity 3
* Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437) – activity 3

Creating literature

* Innovate on familiar texts through play (ACELT1831) – activity 5, 6

Interacting with others

* Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646) – activities 1, 2, 3, 4, 5, 6, 7
* Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784) – activities 4, 5, 6, 7
* Deliver short oral presentations to peers (ACELY1647) – activity 7

Interpreting, analysing, evaluation

* Read decodable and predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649) – activity 3

Creating texts

* Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651) – activities 2, 3

##### Health and Physical Education

* Practise personal and social skills to interact positively with others (ACPPS004) – activities 4, 5, 6, 7
* Identify actions that promote health, safety and wellbeing (ACPPS006) – activities 1, 2, 3, 4, 5, 6, 7

##### Drama

* Explore role and dramatic action in dramatic play, improvisation and process drama (ACADRM027) – activities 6, 7
* Use voice, facial expression, movement and space to imagine and establish role and situation (ACADRM028) – activities 6, 7
* Present drama that communicates ideas, including stories from their community, to an audience (ACADRM029) – activities 6, 7

##### Visual Arts

* Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107) – activity 2
* Create and display artworks to communicate ideas to an audience (ACAVAM108) – activity 2

#### Mapping for topic 4 Year 1

##### English

Language for interaction

* Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787) – activities 6, 7

Expressing and developing ideas

* Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454) – activity 3

Creating literature

* Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary (ACELA1832) – activities 6, 7

Interacting with others

* Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656) – activities 1,2, 3, 4, 5, 6, 7
* Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788) – activities 4, 5, 6, 7
* Make short presentations using some introduced text structures and language, for example opening statements (ACELY1657) – activity 7

Interpreting, analysing, evaluation

* Read decodable and predictable texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading (ACELY1659) – activity 3

Creating texts

* Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661) – activities 2, 3

#### Mapping for topic 4 Year 2

##### English

Interacting with others

* Listen for specific purposes and information, including instructions, and extend students’ own and others’ ideas in discussions (ACELY1666) – activities 1, 2, 3, 4, 5, 6, 7
* Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789) – activities 4, 5, 6, 7
* Rehearse and deliver short presentations on familiar and new topics (ACELY1667) – activity 7

Creating texts

* Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671) – activities 2, 3

#### Mapping for topic 4 Years 1 and 2

##### Health and Physical Education

* Describe ways to include others to make them feel they belong (ACPPS019) – activities 4, 5, 6, 7
* Explore actions that help make the classroom a healthy, safe and active place (ACPPS022) – activities 1, 2, 3, 4, 5, 6, 7

##### Drama

* Explore role and dramatic action in dramatic play, improvisation and process drama (ACADRM027) – activities 6, 7
* Use voice, facial expression, movement and space to imagine and establish role and situation (ACADRM028) – activities 6, 7
* Present drama that communicates ideas, including stories from their community, to an audience (ACADRM029) – activities 6, 7

##### Visual Arts

* Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107) – activity 2
* Create and display artworks to communicate ideas to an audience (ACAVAM108) – activity 2

#### Mapping for topic 4 general capabilities

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.1 Comprehend texts – activity 3
* 1.2 Navigate, read and view learning area texts – activity 3
* 1.3 Listen and respond to learning area texts – activity 1
* 1.4 Interpret and analyse learning area texts – activity 1

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – activities 3, 7
* 2.2 Compose spoken, written, visual and multimodal learning area texts – activities 3, 7
* 2.3 Use language to interact with others – activities 3, 4, 5, 6, 7

Visual knowledge element

* 6.1 Understand how visual elements create meaning – activities 6, 7

##### Critical and creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

* 1.3 Organise and process information – activity 1

Reflecting on thinking and processes element

* 3.3 Transfer knowledge into new contexts – activity 7

##### Personal and social capability

Self-awareness element

* 1.1 Recognise emotions – activity 7

Social management element

* 4.5 Develop leadership skills – activity 7

##### Ethical understanding

Understanding ethical concepts and issues element

* 1.1 Recognise ethical concepts – activities 1, 3, 6, 7
* 1.2 Explore ethical concepts in context – activities 3, 6, 7

Reasoning in decision making and actions element

* 2.2 Consider consequences – activities 1, 3

Exploring values, rights and responsibilities element

* 3.2 Explore rights and responsibilities – activities 2, 3, 4, 5, 6, 7

### Mapping for topic 5

The following maps [Paying It Forward, Foundation to Year 2, Topic 5: Spending and saving for needs and wants](#Topic5Spendingandsavingforneedsandwant10) to the Australian curriculum.

#### Mapping for topic 5 Foundation Year

##### English

Language for interaction

* Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429) – activities 1, 2, 3

Expressing and developing ideas

* Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437) – activities 1, 2, 3, 5

Interacting with others

* Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646) – activities 1, 2
* Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784) – activities 1, 2, 3, 5

Interpreting, analysing, evaluation

* Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650– activities 2, 6

##### Mathematics

* Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point (ACMNA001) – activities 4, 7
* Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (ACMNA002) – activities 4, 7
* Represent practical situations to model addition (ACMNA004) – activity 7
* Answer yes/no questions to collect information and make simple inferences (ACMSP011) – activity 7

##### Humanities and Social Sciences

Inquiry and skills

* Explore a point of view (ACHASSI005) – activity 2
* Interpret data and information displayed in pictures and texts (ACHASSI007) – activities 3, 7
* Draw simple conclusions based on discussions, observations and information displayed in pictures (ACHASSI008) – activity 7

##### Health and Physical Education

* Practise personal and social skills to interact positively with others (ACPPS004) – activity 2

#### Mapping for topic 5 Year 1

##### English

Expressing and developing ideas

* Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454) – activities 1, 2, 3

Interacting with others

* Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656) – activities 1, 2
* Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788) – activities 1, 2, 3

Interpreting, analysing, evaluation

* Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660) – activity 2

##### Mathematics

* Develop confidence with number sequences to and from 100 by ones from any starting point. Skip count by twos, fives and tens starting from zero (ACMNA012) – activities 4, 7
* Recognise, describe and order Australian coins according to their value (ACMNA017) – activity 7
* Investigate and describe number patterns formed by skip-counting (ACMNA018) – activity 7
* Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays (ACMSP263) – activity 7

##### Humanities and Social Sciences

Inquiry and skills

* Explore a point of view (ACHASSI022) – activity 2
* Interpret data and information displayed in pictures and texts (ACHASSI024) – activities 3, 7
* Draw simple conclusions based on discussions, observations and information displayed in pictures (ACHASSI025) – activity 7

#### Mapping for topic 5 Year 2

##### English

Expressing and developing ideas

* Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470) – activities 1, 2, 3

Interacting with others

* Listen for specific purposes and information, including instructions, and extend students’ own and others’ ideas in discussions (ACELY1666) – activities 1, 2
* Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789) – activities 1, 2, 3, 5

##### Mathematics

* Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and tens from any starting point, then moving to other sequences (ACMNA026) – activities 4, 7
* Count and order small collections of Australian coins and notes according to their value (ACMNA034) – activity 7
* Describe patterns with numbers and identify missing elements (ACMNA035) – activity 7
* Solve problems by using number sentences for addition or subtraction (ACMNA036) – activity 7
* Create displays of data using lists, table and picture graphs and interpret them (ACMSP050) – activity 7

##### Humanities and Social Sciences

Inquiry and skills

* Explore a point of view (ACHASSI038) – activity 2
* Interpret data and information displayed in pictures and texts (ACHASSI040) – activities 3, 7
* Draw simple conclusions based on discussions, observations and information displayed in pictures (ACHASSI041) – activity 7

#### Mapping for topic 5 Years 1 and 2

##### Health and Physical Education

* Use strategies to work in group situations (ACPMP030) – activity 1, 4

#### Mapping for topic 5 general capabilities

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.1 Comprehend texts – activity 2
* 1.2 Navigate, read and view learning area texts – activity 2
* 1.3 Listen and respond to learning area texts – activity 1, 2, 4, 5, 6, 7
* 1.4 Interpret and analyse learning area texts – activity 2

Composing texts through listening, reading, and viewing element

* 2.3 Use language to interact with others – activity 1, 3, 7

Grammar knowledge element

* 4.2 Use knowledge of words and word groups – activity 1, 2

Word knowledge element

* 5.1 Understand learning area vocabulary – activity 1, 2, 6

##### Numeracy

Estimating and calculating with whole numbers element

* 1.1 Understand and use numbers in context – activity 4, 7
* 1.2 Estimate and calculate – activity 4, 7
* 1.3 Use money – activity 4, 7

Interpreting statistical information element

* 5.1 Interpret data displays – activity 6

##### Critical and creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

* 1.3 Organise and process information – activity 3, 6, 7

Generating ideas, possibilities and actions element

* 2.2 Consider alternatives – activity 6

Analysing, synthesising and evaluating reasoning and procedures element

* 4.1 Apply logic and reasoning – activity 2, 6
* 4.2 Draw conclusions and design a course of action – activity 6

##### Personal and social capability

Self-awareness element

* 1.1 Recognise emotions – activity 4

Social management element

* 4.1 Communicate effectively – activity 3
* 4.2 Work collaboratively – activity 3
* 4.3 Make decisions – activity 3

##### Ethical understanding

Understanding ethical concepts and issues element

* 1.1 Recognise ethical concepts – activity 4
* 1.2 Explore ethical concepts in context: – activity 4

Reasoning in decision making and actions element

* 2.1 Reason and make ethical decisions
* 2.2 Consider consequences – activity 4

### Mapping for topic 6

The following maps [Paying It Forward, Foundation to Year 2, Topic 6: How I contribute to our classroom community](#Topic6HowIcontributetoourclassroomcommun) to the Australian curriculum.

#### Mapping for topic 6 Foundation Year

##### English

Language for interaction

* Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429) – activity 4

Text structure and organisation

* 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 (ACELA1432) – activity 3

Expressing and developing ideas:

* Recognise that sentences are key units for expressing ideas (ACELA1435) – activity 3
* Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437) – activities 1, 3

Phonics and word knowledge

* Know how to read and write some high frequency words and other familiar words (ACELA1817) – activities 3, 4

Interacting with others

* Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646) – activities 1, 2
* Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784) – activity 2
* Deliver short oral presentations to peers (ACELY1647) – activity 4

Interpreting, analysing, evaluation

* Read decodable and predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649) – activity 4

Creating texts

* Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651) – activity 3
* Participate in shared editing of students’ own texts for meaning, spelling, capital letters and full stops (ACELY1652) – activity 3
* Produce some lower case and upper-case letters using learned letter formations (ACELY1653) – activity 3

##### Mathematics

* Describe position and movement (ACMMG010) – activity 1

##### Health and Physical Education

* Practise personal and social skills to interact positively with others (ACPPS004) – activity 2
* Identify and describe emotional responses people may experience in different situations (ACPPS005) – activities 1, 3
* Identify actions that promote health, safety and wellbeing (ACPPS006) – activities 1, 3

##### Drama

* Explore role and dramatic action in dramatic play, improvisation and process drama (ACADRM027) – activity 2
* Use voice, facial expression, movement and space to imagine and establish role and situation (ACADRM028) – activity 2
* Present drama that communicates ideas, including stories from their community, to an audience (ACADRM029) – activities 2, 4

#### Mapping for topic 6 Year 1

##### English

Language for interaction

* Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787) – activity 2

Text structure and organisation

* Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449) – activity 2

Expressing and developing ideas

* Identify the parts of a simple sentence that represent ‘What is happening?’, ‘What state is being described?’, ‘Who or what is involved?’ and the surrounding circumstances (ACELA1451) – activity 2
* Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454) – activity 1

Phonics and word knowledge

* Understand how to spell one and two syllable words with common letter patterns (ACELA1778) – activity 3
* Use visual memory to read and write high-frequency words (ACELA1821) – activity 3

Interacting with others

* Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656) – activities 1, 2
* Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788) – activity 2
* Make short presentations using some introduced text structures and language, for example opening statements (ACELY1657) – activity 4

Interpreting, analysing, evaluation

* Read decodable and predictable texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading (ACELY1659) – activity 4

Creating texts

* Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661) – activity 3
* Re-read student’s own texts and discuss possible changes to improve meaning, spelling and punctuation (ACELY1662) – activity 3
* Write using unjoined lower case and upper-case letters (ACELY1663) – activity 3

#### Mapping for topic 6 Year 2

##### English

Language for interaction

* Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462) – activity 3

Text structure and organisation

* Recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465) – activity 3

Expressing and developing ideas

* Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (ACELA1467) – activity 3
* Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470) – activities 1, 3, 4

Phonics and word knowledge

* Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words (ACELA1471) – activity 3
* Use knowledge of letter patterns and morphemes to read and write high frequency words and words whose spelling is not predictable from their sounds (ACELA1823) – activities 3, 4

Interacting with others

* Listen for specific purposes and information, including instructions, and extend students’ own and others’ ideas in discussions (ACELY1666) – activities 1, 2
* Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789) – activity 2
* Rehearse and deliver short presentations on familiar and new topics (ACELY1667) – activity 4

Creating texts

* Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671) – activity 3
* Re-read and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1672) – activity 3
* Write legibly and with growing fluency using unjoined upper-case and lower-case letters (ACELY1673) – activity 3

#### Mapping for topic 6 Years 1 and 2

##### Health and Physical Education

* Describe ways to include others to make them feel they belong (ACPPS019) – activities 1, 2
* Identify and practise emotional responses that account for own and others’ feelings (ACPPS020) – activities 1, 3
* Explore actions that help make the classroom a healthy, safe and active place (ACPPS022) – activities 1, 3

##### Drama

* Explore role and dramatic action in dramatic play, improvisation and process drama (ACADRM027) – activity 2
* Use voice, facial expression, movement and space to imagine and establish role and situation (ACADRM028) – activity 2
* Present drama that communicates ideas, including stories from their community, to an audience (ACADRM029) – activities 2, 4

#### Mapping for topic 6 general capabilities

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.1 Comprehend texts – activity 4
* 1.2 Navigate, read and view learning area texts – activity 4
* 1.3 Listen and respond to learning area texts – activities 1, 2, 4

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – activity 3
* 2.2 Compose spoken, written, visual and multimodal learning area texts – activity 3
* 2.3 Use language to interact with others – activity 2
* 2.4 Deliver presentations – activity 3

Grammar knowledge element

* 4.1 Use knowledge of sentence structures – activity 3
* 4.2 Use knowledge of words and word groups – activity 3
* 4.3 Express opinion and point of view – activity 3

Visual knowledge element

* 6.1 Understand how visual elements create meaning – activity 2

##### Numeracy

Using spatial reasoning element

* 4.2 Interpret maps and diagrams – activity 1

##### Critical and creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

* 1.3 Organise and process information – activity 3

Generating ideas, possibilities and actions element

* 2.1 Imagine possibilities and connect ideas – activity 3

Reflecting on thinking and processes element

* 3.3 Transfer knowledge into new contexts – activities 1, 3

Analysing, synthesising and evaluating reasoning and procedures element

* 4.1 Apply logic and reasoning – activities 1, 3

##### Personal and social capability

Self-awareness element

* 1.1 Recognise emotions – activity 3

Social awareness element

* 3.2 Contribute to civil society – activities 2, 3, 4
* 3.3 Understand relationships – activity 3

Social management element

* 4.1 Communicate effectively – activities 2, 4
* 4.2 Work collaboratively – activity 2
* 4.5 Develop leadership skills – activity 2

##### Ethical understanding

Understanding ethical concepts and issues element

* 1.1 Recognise ethical concepts – activities 1, 2
* 1.2 Explore ethical concepts in context – activities 1, 2

Reasoning in decision making and actions element

* 2.1 Reason and make ethical decisions – activity 3
* 2.3 Reflect on ethical action – activities 1, 3

Exploring values, rights and responsibilities element

* 3.1 Examine values – activities 1, 2, 3
* 3.2 Explore rights and responsibilities – activities 1, 2, 3

## NSW syllabuses mapping for Foundation to Year 2

NSW syllabuses mapping for Foundation to Year 2.

In this section

1. [Unit mapping](#Unitmapping10)
2. [Mapping for topic 1](#Mappingfortopic110)
3. [Mapping for topic 2](#Mappingfortopic210)
4. [Mapping for topic 3](#Mappingfortopic310)
5. [Mapping for topic 4](#Mappingfortopic410)
6. [Mapping for topic 5](#Mappingfortopic510)
7. [Mapping for topic 6](#Mappingfortopic610)

Along with these accessible versions, which you can either print or use online, we also have the same mapping available as PDFs:

* [NSW syllabuses unit mapping for Foundation to Year 2 (PDF, 200KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/F-2_unit.mapping_NSW.pdf)
* [NSW syllabuses mapping for topic 1 Foundation to Year 2 (PDF, 165 KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_F-2_Topic1_NSW.pdf)
* [NSW syllabuses mapping for topic 2 Foundation to Year 2 (PDF 178 KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_F-2_Topic2_NSW.pdf)
* [NSW syllabuses mapping for topic 3 Foundation to Year 2 (PDF, 185KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_F-2_Topic3_NSW.pdf)
* [NSW syllabuses mapping for topic 4 Foundation to Year 2 (PDF, 182KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_F-2_Topic4_NSW.pdf)
* [NSW syllabuses mapping for topic 5 Foundation to Year 2 (PDF, 176KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_F-2_Topic5_NSW.pdf)
* [NSW syllabuses mapping for topic 6 Foundation to Year 2 (PDF, 152KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_F-2_Topic6_NSW.pdf)

### Unit mapping

The following maps the NSW Syllabuses to the Paying It Forward Foundation to Year 2 resources.

#### Unit mapping for Early stage 1

##### English

* ENe-1A communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction – topics 1, 2, 3, 4, 5, 6
* ENe-2A composes simple texts to convey an idea or message – topics 2, 3, 4, 6
* ENe-8B demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter topics 1, 3, 5, 6
* ENe-9B demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts – topics 3, 4, 5, 6
* ENe-10C thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts – topics 1, 4, 6
* ENe-11D responds to and composes simple texts about familiar aspects of the world and their own experiences – topics 1, 3, 4, 6
* ENe-12E demonstrates awareness of how to reflect on aspects of their own and others’ learning – topic 6

##### Mathematics

* MAe-1WM describes mathematical situations using everyday language, actions, materials and informal recordings – topics 2, 5
* MAe-2WM uses objects, actions, technology and/or trial and error to explore mathematical problems – topics 2, 3
* MAe-3WM uses concrete materials and/or pictorial representations to support conclusions – topics 2, 5
* MAe-4NA counts to 30, and orders, reads and represents numbers in the range 0 to 20 – topic 5
* MAe-5NA combines, separates and compares collections of objects, describes using everyday language, and records using informal methods – topic 2
* MAe-6NA groups, shares and counts collections of objects, describes using everyday language, and records using informal methods – topics 2, 3
* MAe-17SP represents data and interprets data displays made from objects – topics 2, 5

##### Health and Physical Education

* PDe-3 communicates ways to be caring, inclusive and respectful of others – topics 1, 2, 3, 4, 6
* PDe-6 explores contextual factors that influence an individual’s health, safety, wellbeing and participation in physical activity
* PDe-7 identifies actions that promote health, safety, wellbeing and physically active spaces – topics 3, 4, 6
* PDe-9 practises self-management skills in familiar and unfamiliar scenarios – topics 3, 4, 6
* PDe-10 uses interpersonal skills to effectively interact with others – topics 1, 2, 3, 4, 5, 6

##### Drama

* DRAES1.1 Uses imagination and the elements of drama in imaginative play and dramatic situations. – topics 1, 4, 6
* DRAES1.3 Dramatises personal experiences using movement, space and objects. – topics 1, 4, 6

##### Visual Arts

* VAES1.1 Makes simple pictures and other kinds of artworks about things and experiences. – topic 4
* VAES1.2 Experiments with a range of media in selected forms. – topic 4

#### Unit mapping for Stage 1

##### English

* EN1-1A communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations – topics 1, 2, 3, 4, 5, 6
* EN1-2A plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers – topics 2, 3, 6
* EN1-8B recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter – topic 5
* EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts – topics 3, 4, 5, 6
* EN1-10C thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts – topics 1, 4, 6
* EN1-11D responds to and composes a range of texts about familiar aspects of the world and their own experiences – topics 1, 3, 4, 6
* EN1-12E identifies and discusses aspects of their own and others’ learning – topic 6

##### Mathematics

* MA1-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols – topic 2
* MA1-2WM uses objects, diagrams and technology to explore mathematical problems – topic 2
* MA1-5NA uses a range of strategies and informal recording methods for addition and subtraction involving one- and two-digit numbers – topic 2
* MA1-6NA uses a range of mental strategies and concrete materials for multiplication and division – topic 2
* MA1-17SP gathers and organises data, displays data in lists, tables and picture graphs, and interprets the results

##### Health and Physical Education

* PD1-1 describes the qualities and characteristics that make them similar and different to others
* PD1-3 recognises and describes the qualities that enhance inclusive and respectful relationships – topics 1, 2, 3, 4, 6
* PD1-7 explores actions that help make home and school healthy, safe and physically active spaces – topics 3, 4, 6
* PD1-9 demonstrates self-management skills in taking responsibility for their own actions – topics 3, 4, 6
* PD1-10 describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong – topics 1, 2, 3, 4, 6

##### Drama

* DRAS1.1 Takes on roles in drama to explore familiar and imagined situations. – topics 1, 4, 6
* DRAS1.2 Conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice. – topics 1, 4, 6
* DRAS1.3 Interacts collaboratively to communicate the action of the drama with others. – topics 1, 4, 6

##### Visual Arts

* VAS1.1 Makes artworks in a particular way about experiences of real and imaginary things. – topic 4
* VAS1.2 Uses the forms to make artworks according to varying requirements. – topic 4

#### Unit mapping for learning across the curriculum

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.1 Comprehend text – topics 3, 4, 5, 6
* 1.2 Navigate, read and view learning area texts – topics 3, 4, 5, 6
* 1.3 Listen and respond to learning area texts – topics 2, 3, 4, 5, 6
* 1.4 Interpret and analyse learning area texts – topics 1, 3, 4, 5

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – topics 1, 2, 3, 4, 6
* 2.2 Compose spoken, written, visual and multimodal learning area texts – topics 1, 2, 3, 4, 6
* 2.3 Use language to interact with others – topics 1, 2, 3, 4, 5, 6
* 2.4 Deliver presentations – topics 1, 3, 6

Text knowledge element

* 3.1 Use knowledge of text structures – topic 3
* 3.2 Use knowledge of text cohesion – topic 3

Grammar knowledge element

* 4.1 Use knowledge of sentence structures – topics 3, 6
* 4.2 Use knowledge of words and word groups – topics 3, 5, 6
* 4.3 Express opinion and point of view – topics 1, 3, 6

Word knowledge element

* 5.1 Understand learning area vocabulary – topics 1, 3, 5
* 5.2 Use spelling knowledge – topic 3

Visual knowledge element

* 6.1 Understand how visual elements create meaning – topics 2, 3, 4, 6

##### Numeracy

Estimating and calculating with whole numbers element

* 1.1 Understand and use numbers in context – topics 2, 3, 5
* 1.2 Estimate and calculate – topics 2, 5
* 1.3 Use money – topics 2, 5

Using spatial reasoning element

* 4.2 Interpret maps and diagrams – topic 6

Interpreting statistical information element

* 5.1 Interpret data displays – topics 2, 5

##### Critical creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

* 1.3 Organise and process information – topics 4, 5, 6

Generating ideas, possibilities and actions element

* 2.1 Imagine possibilities and connect ideas – topics 1, 6
* 2.2 Consider alternatives – topic 5
* 2.3 Seek solutions and put ideas into action – topics 2, 3

Reflecting on thinking and processes element

* 3.3 Transfer knowledge into new contexts – topics 4, 6

Analysing, synthesising and evaluating reasoning and procedures element

* 4.1 Apply logic and reasoning – topics 2, 5, 6
* 4.2 Draw conclusions and design a course of action – topics 1, 5

##### Personal social capability

Self-awareness element

* 1.1 Recognise emotions – topics 1, 2, 3, 4, 5, 6
* 1.2 Recognise personal qualities and achievements – topic 3
* 1.3 Understand themselves as learners – topic 3
* 1.4 Develop reflective practice – topic 3

Self-management element

* 2.1 Express emotions appropriately – topic 3

Social awareness element

* 3.1 Appreciate diverse perspectives – topic 2
* 3.2 Contribute to civil society – topic 6
* 3.3 Understand relationships – topic 6

Social management element

* 4.1 Communicate effectively – topics 1, 2, 3, 5, 6
* 4.2 Work collaboratively – topics 1, 2, 3, 5, 6
* 4.3 Make decisions – topics 3, 5
* 4.4 Negotiate and resolve conflict – topics 1, 3
* 4.5 Develop leadership skills – topics 1, 3, 4, 6

##### Ethical understanding

Understanding ethical concepts and issues element

* 1.1 Recognise ethical concepts – topics 1, 2, 3, 4, 5, 6
* 1.2 Explore ethical concepts in context – topics 1, 2, 3, 4, 5, 6

Reasoning in decision making and actions element

* 2.1 Reason and make ethical decisions – topics 2, 3, 5, 6
* 2.2 Consider consequences – topics 1, 3, 4, 5
* 2.3 Reflect on ethical action – topics 1, 3

Exploring values, rights and responsibilities element

* 3.1 Examine values – topic 1
* 3.2 Explore rights and responsibilities – topics 1, 4, 6
* 3.3 Consider points of view – topic 2

##### Intercultural understanding

Interacting and empathising with others element

* 2.3 Empathise with others – topic 1

### Mapping for topic 1

The following maps [Paying It Forward, Foundation to Year 2, Topic 1: Fairness](#Topic1Fairness10) to the NSW syllabuses.

#### Mapping for topic 1 Early stage 1

##### English

* ENe-1A communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction – activities 1, 2, 3, 5, 6
* ENe-8B demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter – activity 3
* ENe-10C thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts – activities 4, 5, 6
* ENe-11D responds to and composes simple texts about familiar aspects of the world and their own experiences – activities 5, 6

##### Personal Development, Health and Physical Education

* PDe-3 communicates ways to be caring, inclusive and respectful of others – activities 1, 2, 6
* PDe-10 uses interpersonal skills to effectively interact with others – activities 1, 5, 6

##### Drama

* DRAES1.1 Uses imagination and the elements of drama in imaginative play and dramatic situations. – activities 5, 6
* DRAES1.3 Dramatises personal experiences using movement, space and objects – activities 5, 6

#### Mapping for topic 1 Stage 1

##### English

* EN1-1A communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations – activities 1, 2, 3, 5, 6
* EN1-10C thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts – activities 4, 5, 6
* EN1-11D responds to and composes a range of texts about familiar aspects of the world and their own experiences – activities 5, 6

##### Personal Development, Health and Physical Education

* PD1-3 recognises and describes the qualities that enhance inclusive and respectful relationships – activities 1, 2, 6
* PD1-10 describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong – activities 1, 5, 6

##### Drama

* DRAS1.1 Takes on roles in drama to explore familiar and imagined situations. – activities 5, 6
* DRAS1.2 Conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice. – activities 5, 6
* DRAS1.3 Interacts collaboratively to communicate the action of the drama with others. – activities 5, 6

#### Mapping for learning across the curriculum for topic 1

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.4 Interpret and analyse learning area texts – activity 4

Composing texts through listening, reading, and viewing element

* 2.2 Compose spoken, written, visual and multimodal learning area texts – activity 6
* 2.3 Use language to interact with others – activities 1, 5, 6
* 2.4 Deliver presentations – activity 6

Grammar knowledge element

* 4.3 Express opinion and point of view – activity 2

Word knowledge element

* 5.1 Understand learning area vocabulary – activity 3

##### Critical and creative thinking

Generating ideas, possibilities and actions element

* 2.1 Imagine possibilities and connect ideas – activity 5

Analysing, synthesising and evaluating reasoning and procedures element

* 4.2 Draw conclusions and design a course of action – activities 1, 6

##### Personal and social capability

Self-awareness element

* 1.1 Recognise emotions – activities 1, 3, 4

Social management element

* 4.1 Communicate effectively – activities 1, 5, 6
* 4.2 Work collaboratively – activities 1, 5, 6
* 4.4 Negotiate and resolve conflict – activities 5, 6
* 4.5 Develop leadership skills – activities 5, 6

##### Ethical understanding

Understanding ethical concepts and issues element

* 1.1 Recognise ethical concepts – activities 1, 3, 4, 5, 6
* 1.2 Explore ethical concepts in context – activities 1, 3, 4, 5, 6

Reasoning in decision making and actions element

* 2.2 Consider consequences – activity 6
* 2.3 Reflect on ethical action – activity 6

Exploring values, rights and responsibilities element

* 3.1 Examine values – activity 2
* 3.2 Explore rights and responsibilities – activity 2

##### Intercultural understanding

Interacting and empathising with others element

* 2.3 Empathise with others – activity 1

###### Civics and citizenship

* Activities 2, 4, 5, 6

### Mapping for topic 2

The following maps [Paying It Forward, Foundation to Year 2, Topic 2: Sharing is a choice](#Topic2Sharingisachoice10) to the NSW syllabuses.

#### Mapping for topic 2 Early stage 1

##### English

* ENe-1A communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction – activities 1, 2, 3, 4, 5, 6
* ENe-2A composes simple texts to convey an idea or message – activity 4

##### Mathematics

* MAe-1WM describes mathematical situations using everyday language, actions, materials and informal recordings – activities 1, 5, 6
* MAe-2WM uses objects, actions, technology and/or trial and error to explore mathematical problems – activities 1, 5, 6
* MAe-3WM uses concrete materials and/or pictorial representations to support conclusions – activities 5, 6
* MAe-5NA combines, separates and compares collections of objects, describes using everyday language, and records using informal methods – activity 3
* MAe-6NA groups, shares and counts collections of objects, describes using everyday language, and records using informal methods – activities 1, 3, 5, 6

##### Personal Development, Health and Physical Education

* PDe-3 communicates ways to be caring, inclusive and respectful of others – activities 2, 4
* PDe-10 uses interpersonal skills to effectively interact with others – activities 1, 4, 6

#### Mapping for topic 2 Stage 1

##### English

* EN1-1A communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations – activities 1, 2, 3, 4, 5, 6
* EN1-2A plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers – activity 4

##### Mathematics

* MA1-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols – activities 1, 5, 6, Extensions
* MA1-2WM uses objects, diagrams and technology to explore mathematical problems – activities 1, 5, 6, Extensions
* MA1-5NA uses a range of strategies and informal recording methods for addition involving one- and two-digit numbers – activities 5, 6, Extensions
* MA1-6NA uses a range of mental strategies and concrete materials for multiplication and division – activities 1, 5

##### Personal Development, Health and Physical Education

* PD1-3 recognises and describes the qualities that enhance inclusive and respectful relationships – activities 2, 4
* PD1-10 describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong – activities 1, 4, 6

#### Mapping for learning across the curriculum for topic 2

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.3 Listen and respond to learning area texts – activities 1, 5, 6

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – activity 4
* 2.2 Compose spoken, written, visual and multimodal learning area texts – activity 4
* 2.3 Use language to interact with others – activity 1

Visual knowledge element

* 6.1 Understand how visual elements create meaning – activity 4

##### Numeracy

Estimating and calculating with whole numbers element

1.1 Understand and use numbers in context – activities 1, 2, 5, 6

1.2 Estimate and calculate – activities 2, 5, 6

1.3 Use money – activities 5, 6

Interpreting statistical information element

* 5.1 Interpret data displays – activity 5

##### Critical and creative thinking

Generating ideas, possibilities and actions element

* 2.3 Seek solutions and put ideas into action – activity 4

Analysing, synthesising and evaluating reasoning and procedures element

* 4.1 Apply logic and reasoning – activity 5

##### Personal and social capability

Self-awareness element

* 1.1 Recognise emotions – activity 4

Social awareness element

* 3.1 Appreciate diverse perspectives – activity 5

Social management element

* 4.1 Communicate effectively – activity 4
* 4.2 Work collaboratively – activities 1, 4

##### Ethical understanding

Understanding ethical concepts and issues element

* 1.1 Recognise ethical concepts – activities 2, 3, 4, 6
* 1.2 Explore ethical concepts in context – activities 4, 6

Reasoning in decision making and actions element

* 2.1 Reason and make ethical decisions – activity 6

Exploring values, rights and responsibilities element

* 3.3 Consider points of view – activity 5

##### Civics and citizenship

* Activities 2, 3, 4, 5, 6

### Mapping for topic 3

The following maps [Paying It Forward, Foundation to Year 2, Topic 3: A world with or without sharing](#Topic3Aworldwithorwithoutsharing10) to the NSW syllabuses.

#### Mapping for topic 3 Early stage 1

##### English

* ENe-1A communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction – activities 1, 3, 4, 6
* ENe-2A composes simple texts to convey an idea or message – activities 4, 5, 8
* ENe-8B demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter – activities 2, 3, 6
* ENe-9B demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts – activities 2, 3, 4, 5
* ENe-11D responds to and composes simple texts about familiar aspects of the world and their own experiences – activities 2, 3, 4, 5, 8

##### Mathematics

* MAe-2WM uses objects, actions, technology and/or trial and error to explore mathematical problems – activity 1
* MAe-6NA groups, shares and counts collections of objects, describes using everyday language, and records using informal methods – activity 1

##### Personal Development, Health and Physical Education

* PDe-3 communicates ways to be caring, inclusive and respectful of others – activity 4
* PDe-7 identifies actions that promote health, safety, wellbeing and physically active spaces – activities 4, 6
* PDe-9 practises self-management skills in familiar and unfamiliar scenarios – activities 1, 4
* PDe-10 uses interpersonal skills to effectively interact with others – activities 1, 4

#### Mapping for topic 3 Stage 1

##### English

* EN1-1A communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations – activities 1, 3, 4, 6
* EN1-2A plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers – activities 4, 5, 8
* EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts – activities 2, 3, 4, 5
* EN1-11D responds to and composes a range of texts about familiar aspects of the world and their own experiences – activities 2, 3, 4, 5, 8

##### Personal Development, Health and Physical Education

* PD1-3 recognises and describes the qualities that enhance inclusive and respectful relationships – activity 4
* PD1-7 explores actions that help make home and school healthy, safe and physically active spaces – activities 4, 6
* PD1-9 demonstrates self-management skills in taking responsibility for their own actions – activities 1, 4
* PD1-10 describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong – activities 1, 4

#### Mapping for learning across the curriculum for topic 3

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.1 Comprehend texts – activities 2, 3, 6
* 1.2 Navigate, read and view learning area texts – activities 2, 3, 6
* 1.3 Listen and respond to learning area texts – activities 2, 3, 6
* 1.4 Interpret and analyse learning area texts – activities 2, 3, 6

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – activities 4, 5, 8
* 2.2 Compose spoken, written, visual and multimodal learning area texts – activities 4, 5, 8
* 2.3 Use language to interact with others – activities 4, 7
* 2.4 Deliver presentations – activities 3, 4

Text knowledge element

* 3.1 Use knowledge of text structures – activities 5, 8
* 3.2 Use knowledge of text cohesion – activities 5, 8

Grammar knowledge element

* 4.1 Use knowledge of sentence structures – activities 5, 8
* 4.2 Use knowledge of words and word groups – activities 5, 8
* 4.3 Express opinion and point of view – activities 5, 6, 7

Word knowledge element

* 5.1 Understand learning area vocabulary – activities 3, 5, 8
* 5.2 Use spelling knowledge – activities 5, 8

Visual knowledge element

* 6.1 Understand how visual elements create meaning – activities 3, 4

##### Numeracy

Estimating and calculating with whole numbers element

* 1.1 Understand and use numbers in context – activity 1

##### Critical and creative thinking

Generating ideas, possibilities and actions element

* 2.3 Seek solutions and put ideas into action – activity 4

##### Personal and social capability

Self-awareness element

* 1.1 Recognise emotions – activities 1, 5, 7
* 1.2 Recognise personal qualities and achievements
* 1.3 Understand themselves as learners
* 1.4 Develop reflective practice – activity 1

Social management element

* 4.1 Communicate effectively – activity 4
* 4.2 Work collaboratively – activities 1, 4, 7
* 4.3 Make decisions – activity 1
* 4.5 Develop leadership skills – activity 1

##### Ethical understanding

Understanding ethical concepts and issues element

* 1.1 Recognise ethical concepts – activities 2, 5, 6, 7
* 1.2 Explore ethical concepts in context – activities 1, 2, 5, 6, 7

Reasoning in decision making and actions element

* 2.1 Reason and make ethical decisions – activity 1
* 2.2 Consider consequences – activities 5, 7
* 2.3 Reflect on ethical action – activity 1

##### Intercultural understanding

Interacting and empathising with others element

* 2.3 Empathise with others – activities 2, 8

##### Civics and citizenship

* Activities 2, 4, 6, 7, 8

### Mapping for topic 4

The following maps [Paying It Forward, Foundation to Year 2, Topic 4: Rules and responsibilities in the classroom](#Topic4Rulesandresponsibilitiesinthecla10) to the NSW syllabuses.

#### Mapping for topic 4 Early stage 1

##### English

* ENe-1A communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction – activities 2, 3, 4, 5, 6, 7
* ENe-2A composes simple texts to convey an idea or message – activity 3
* ENe-4A demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies – activity 3
* ENe-9B demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts – activity 3
* ENe-10C thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts – activities 6, 7

##### Personal Development, Health and Physical Education

* PDe-3 communicates ways to be caring, inclusive and respectful of others – activities 2, 4, 5, 6
* PDe-7 identifies actions that promote health, safety, wellbeing and physically active spaces – activities 2, 4, 5, 6
* PDe-9 practises self-management skills in familiar and unfamiliar scenarios – activities 6, 7
* PDe-10 uses interpersonal skills to effectively interact with others – activities 4, 5, 6, 7

##### Drama

* DRAES1.1 Uses imagination and the elements of drama in imaginative play and dramatic situations. – activities 5, 6
* DRAES1.3 Dramatises personal experiences using movement, space and objects. – activities 5, 6

##### Visual Arts

* VAES1.1 Makes simple pictures and other kinds of artworks about things and experiences. – activity 2
* VAES1.2 Experiments with a range of media in selected forms. – activity 2

#### Mapping for topic 4 Stage 1

##### English

* EN1-1A communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations – activities 2, 3, 4, 5, 6, 7
* EN1-4A draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies – activity 3
* EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts – activity 3
* EN1-10C thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts – activity 3
* EN1-11D responds to and composes a range of texts about familiar aspects of the world and their own experiences – activities 6, 7

##### Personal Development, Health and Physical Education

* PD1-3 recognises and describes the qualities that enhance inclusive and respectful relationships – activities 2, 4, 5, 6
* PD1-7 explores actions that help make home and school healthy, safe and physically active spaces – activities 2, 4, 5, 6
* PD1-9 demonstrates self-management skills in taking responsibility for their own actions – activities 6, 7
* PD1-10 describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong – activities 4, 5, 6, 7

##### Drama

* DRAS1.1 Takes on roles in drama to explore familiar and imagined situations. – activities 6, 7
* DRAS1.2 Conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice. – activities 6, 7
* DRAS1.3 Interacts collaboratively to communicate the action of the drama with others. – activities 6, 7

##### Visual Arts

* VAS1.1 Makes artworks in a particular way about experiences of real and imaginary things. – activity 2
* VAS1.2 Uses the forms to make artworks according to varying requirements. – activity 2

#### Mapping for learning across the curriculum for topic 4

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.1 Comprehend texts – activity 3
* 1.2 Navigate, read and view learning area texts – activity 3
* 1.3 Listen and respond to learning area texts – activity 1
* 1.4 Interpret and analyse learning area texts – activity 1

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – activities 3, 7
* 2.2 Compose spoken, written, visual and multimodal learning area texts – activities 3, 7
* 2.3 Use language to interact with others – activities 3, 4, 5, 6, 7

Visual knowledge element

* 6.1 Understand how visual elements create meaning – activities 6, 7

##### Critical and creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

* 1.3 Organise and process information – activity 1

Reflecting on thinking and processes element

* 3.3 Transfer knowledge into new contexts – activity 7

##### Personal and social capability

Self-awareness element

* 1.1 Recognise emotions – activity 7

Social management element

* 4.5 Develop leadership skills – activity 7

##### Ethical understanding

Understanding ethical concepts and issues element

* 1.1 Recognise ethical concepts – activities 1, 3, 6, 7
* 1.2 Explore ethical concepts in context – activities 3, 6, 7

Reasoning in decision making and actions element

* 2.2 Consider consequences – activities 1, 3

Exploring values, rights and responsibilities element

* 3.2 Explore rights and responsibilities – activities 1, 2, 3, 4, 5, 6, 7

##### Civics and citizenship

* Activities 2, 3, 4, 5, 6, 7

### Mapping for topic 5

The following maps [Paying It Forward, Foundation to Year 2, Topic 5: Spending and saving for needs and wants](#Topic5Spendingandsavingforneedsandwant10) to the NSW syllabuses.

#### Mapping for topic 5 Early stage 1

##### English

* ENe-1A communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction – activities 1, 3
* ENe-8B demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter – activity 6
* ENe-9B demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts – activities 2, 5

##### Mathematics

* MAe-1WM describes mathematical situations using everyday language, actions, materials and informal recordings – activity 7
* MAe-3WM uses concrete materials and/or pictorial representations to support conclusions – activity 7
* MAe-4NA counts to 30, and orders, reads and represents numbers in the range 0 to 20 – activities 4, 7
* MAe-17SP represents data and interprets data displays made from objects – activity 7

##### Personal Development, Health and Physical Education

* PDe-10 uses interpersonal skills to effectively interact with others – activities 1, 3

#### Mapping for topic 5 Stage 1

##### English

* EN1-1A communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations – activities 1, 3
* EN1-8B recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter – activity 6
* EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts – activities 2, 5

##### Mathematics

* Develop confidence with number sequences to and from 100 by ones from any starting point. Skip count by twos, fives and tens starting from zero (ACMNA012) – activities 4, 7

#### Mapping for learning across the curriculum for topic 5

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.1 Comprehend texts – activity 2
* 1.2 Navigate, read and view learning area texts – activity 2
* 1.3 Listen and respond to learning area texts – activities 1, 2, 4, 5, 6, 7
* 1.4 Interpret and analyse learning area texts – activity 2

Composing texts through listening, reading, and viewing element

* 2.3 Use language to interact with others – activities 1, 3, 7

Grammar knowledge element

* 4.2 Use knowledge of words and word groups – activities 1, 2

Word knowledge element

* 5.1 Understand learning area vocabulary – activities 1, 2, 6

##### Numeracy

Estimating and calculating with whole numbers element

* 1.1 Understand and use numbers in context – activities 4, 7
* 1.2 Estimate and calculate – activities 4, 7
* 1.3 Use money – activities 4, 7

##### Critical and creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

* 1.3 Organise and process information – activities 3, 6, 7

Generating ideas, possibilities and actions element

* 2.2 Consider alternatives – activity 6

Analysing, synthesising and evaluating reasoning and procedures element

* 4.1 Apply logic and reasoning – activities 2, 6
* 4.2 Draw conclusions and design a course of action – activity 6

##### Personal and social capability

Self-awareness element

* 1.1 Recognise emotions – activity 4

Social management element

* 4.1 Communicate effectively – activity 3
* 4.2 Work collaboratively – activity 3
* 4.3 Make decisions – activity 3

##### Ethical understanding

Understanding ethical concepts and issues element

* 1.1 Recognise ethical concepts – activity 4
* 1.2 Explore ethical concepts in context – activity 4

Reasoning in decision making and actions element

* 2.1 Reason and make ethical decisions
* 2.2 Consider consequences – activity 4

### Mapping for topic 6

The following maps [Paying It Forward, Foundation to Year 2, Topic 6: How I contribute to our classroom community](#Topic6HowIcontributetoourclassroomcommun) to the NSW syllabuses.

#### Mapping for topic 6 Early stage 1

##### English

* ENe-1A communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction – activities 2, 4
* ENe-2A composes simple texts to convey an idea or message – activity 3
* ENe-4A demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies – activity 4
* ENe-8B demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter – activity 4
* ENe-9B demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts – activities 2, 3, 4
* ENe-10C thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts – activity 2
* ENe-11D responds to and composes simple texts about familiar aspects of the world and their own experiences – activities 2, 3
* ENe-12E demonstrates awareness of how to reflect on aspects of their own and others’ learning – activity 1

##### Personal Development, Health and Physical Education

* PDe-3 communicates ways to be caring, inclusive and respectful of others – activities 1, 3
* PDe-7 identifies actions that promote health, safety, wellbeing and physically active spaces – activities 1, 3
* PDe-9 practises self-management skills in familiar and unfamiliar scenarios – activity 2
* PDe-10 uses interpersonal skills to effectively interact with others – activity 2

##### Drama

* DRAES1.1 Uses imagination and the elements of drama in imaginative play and dramatic situations. – activity 2
* DRAES1.3 Dramatises personal experiences using movement, space and objects. – activity 2

#### Mapping for topic 6 Stage 1

##### English

* EN1-1A communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations – activities 2, 4
* EN1-2A plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers – activity 3
* EN1-4A draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies – activity 4
* EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts – activities 1, 2, 3
* EN1-10C thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts – activity 2
* EN1-11D responds to and composes a range of texts about familiar aspects of the world and their own experiences – activities 2, 3
* ENe-12E demonstrates awareness of how to reflect on aspects of their own and others’ learning – activity 1

##### Personal Development, Health and Physical Education

* PD1-3 recognises and describes the qualities that enhance inclusive and respectful relationships – activities 1, 3
* PD1-7 explores actions that help make home and school healthy, safe and physically active spaces – activities 1, 3
* PD1-9 demonstrates self-management skills in taking responsibility for their own actions – activity 2
* PD1-10 describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong – activity 2

##### Drama

* DRAS1.1 Takes on roles in drama to explore familiar and imagined situations – activity 2
* DRAS1.2 Conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice. – activity 2
* DRAS1.3 Interacts collaboratively to communicate the action of the drama with others. – activity 2

#### Mapping for learning across the curriculum for topic 6

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.1 Comprehend texts – activity 4
* 1.2 Navigate, read and view learning area texts – activity 4
* 1.3 Listen and respond to learning area texts – activities 1, 2, 4
* 1.4 Interpret and analyse learning area texts

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – activity 3
* 2.2 Compose spoken, written, visual and multimodal learning area texts – activity 3
* 2.3 Use language to interact with others – activity 2
* 2.4 Deliver presentations – activity 3

Grammar knowledge element

* 4.1 Use knowledge of sentence structures – activity 3
* 4.2 Use knowledge of words and word groups – activity 3
* 4.3 Express opinion and point of view – activity 3

Visual knowledge element

* 6.1 Understand how visual elements create meaning – activity 2

##### Numeracy

Using spatial reasoning element

* 4.2 Interpret maps and diagrams – activity 1

##### Information and Communication Technology (ICT) Critical and creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

* 1.3 Organise and process information – activity 3

Generating ideas, possibilities and actions element

* 2.1 Imagine possibilities and connect ideas – activity 3

Reflecting on thinking and processes element

* 3.3 Transfer knowledge into new contexts – activities 1, 3

Analysing, synthesising and evaluating reasoning and procedures element

* 4.1 Apply logic and reasoning – activities 1, 3

##### Personal and social capability

Self-awareness element

* 1.1 Recognise emotions – activity 3

Social awareness element

* 3.2 Contribute to civil society – activities 2, 3, 4
* 3.3 Understand relationships – activity 3

Social management element

* 4.1 Communicate effectively – activities 2, 4
* 4.2 Work collaboratively– activity 2
* 4.5 Develop leadership skills – activity 2

##### Ethical understanding

Understanding ethical concepts and issues element

* 1.1 Recognise ethical concepts – activities 1, 2
* 1.2 Explore ethical concepts in context – activities 1, 2

Reasoning in decision making and actions element

* 2.1 Reason and make ethical decisions – activity 3
* 2.3 Reflect on ethical action – activities 1, 3

Exploring values, rights and responsibilities element

* 3.1 Examine values – activities 1, 2, 3
* 3.2 Explore rights and responsibilities – activities 1, 2, 3

##### Civics and citizenship

* Activities 1, 2, 3, 4

## Victorian syllabuses mapping for Foundation to Year 2

Paying It Forward Foundation to Year 2 resources are mapped to the Victorian syllabuses.

In this section

1. [Unit mapping](#Unitmapping11)
2. [Mapping for topic 1](#Mappingfortopic111)
3. [Mapping for topic 2](#Mappingfortopic211)
4. [Mapping for topic 3](#Mappingfortopic311)
5. [Mapping for topic 4](#Mappingfortopic411)
6. [Mapping for topic 5](#Mappingfortopic511)
7. [Mapping for topic 6](#Mappingfortopic611)

Along with these accessible versions, which you can either print or use online, we also have the same mapping available as PDFs:

* [Victorian syllabuses unit mapping for Foundation to Year 2 (PDF, 213KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/F-2_unit.mapping_VIC.pdf)
* [Victorian syllabuses mapping for topic 1 Foundation to Year 2 (PDF, 175 KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_F-2_Topic1_VIC.pdf)
* [Victorian syllabuses mapping for topic 2 Foundation to Year 2 (PDF 172 KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_F-2_Topic2_VIC.pdf)
* [Victorian syllabuses mapping for topic 3 Foundation to Year 2 (PDF, 187KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_F-2_Topic3_VIC.pdf)
* [Victorian syllabuses mapping for topic 4 Foundation to Year 2 (PDF, 181KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_F-2_Topic4_VIC.pdf)
* [Victorian syllabuses mapping for topic 5 Foundation to Year 2 (PDF, 170KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_F-2_Topic5_VIC.pdf)
* [Victorian syllabuses mapping for topic 6 Foundation to Year 2 (PDF, 184KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_F-2_Topic6_VIC.pdf)

### Unit mapping

The following maps the Victorian syllabuses to the Paying It Forward Foundation to Year 2 resources.

#### Unit mapping for Foundation level

##### English

###### Reading and viewing

Expressing and developing ideas

* Recognise that sentences are key units for expressing ideas (VCELA143) – topic 3
* Recognise that texts are made up of words and groups of words that make meaning (VCELA144) – topic 3

Interpreting, analysing, evaluating

* Read texts with familiar structures and features, practising phrasing and fluency, and monitor meaning using concepts about print and emerging phonic, semantic, contextual and grammatical knowledge (VCELY152) – topics 4, 6
* Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (VCELY153) – topics 3, 5

###### Writing

Text structure and organisation

* Understand that punctuation is a feature of written text different from letters and recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (VCELA156) – topics 3, 6

Phonics and word knowledge

* Understand that spoken sounds and words can be written and know how to write some high-frequency words and other familiar words including their name (VCELA157) – topics 3, 6

Creating literature

* Retell familiar literary texts through performance, use of illustrations and images (VCELT159) – topics 3, 4

Creating texts

* Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (VCELY160) – topics 2, 3, 4, 6
* Participate in shared editing of students’ own texts for meaning, spelling, capital letters and full stops (VCELY161) – topic 6
* Understand that sounds in English are represented by upper- and lower-case letters that can be written using learned letter formation patterns for each case (VCELY162) – topics 3, 6

###### Speaking and listening

Language for interaction

* Understand that language can be used to explore ways of expressing needs, likes and dislikes (VCELA166) – topics 1, 3, 4, 5, 6

Expressing and developing ideas

* Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (VCELA167) – topics 1, 3, 5, 6

Interacting with others

* Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak (VCELY174) – topics 1, 2, 3, 4, 5, 6
* Deliver short oral presentations to peers, using appropriate voice levels, articulation, body language, gestures and eye contact (VCELY175) – topics 4, 6

##### Mathematics

Number and place value

* Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point (VCMNA069) – topics 2, 5
* Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (VCMNA070) – topics 2, 5
* Subitise small collections of objects (VCMNA071) – topic 2
* Represent practical situations to model addition and subtraction (VCMNA073) – topics 2, 5
* Represent practical situations to model sharing (VCMNA074) – topic 2

Money and financial mathematics

* Represent simple, everyday financial situations involving money (VCMNA075) – topics 2, 5

Location and transformation

* Describe position and movement (VCMMG082) – topic 6

Data representation and interpretation

* Interpret simple data displays about yes/no questions (VCMSP085) – topic 5

##### Health and Physical Education

* Practise personal and social skills to interact with others (VCHPEP060) – topics 1, 2, 3, 4, 5, 6
* Identify and describe emotional responses people may experience in different situations (VCHPEP061) – topics 1, 2, 3, 6
* Identify actions that promote health, safety and wellbeing (VCHPEP062) – topics 3, 4, 6

##### Drama

* Explore ideas for characters and situations through dramatic play (VCADRE017) – topics 1, 4, 6
* Use voice, facial expression, movement and space to imagine and improvise characters and situations (VCADRD018) – topics 1, 4, 6
* Present drama that communicates ideas and stories (VCADRP019) – topics 1, 4, 6

##### Visual Arts

* Experiment with different materials and techniques to make artworks (VCAVAV018) – topic 4
* Create and display artworks (VCAVAP019) – topic 4

#### Unit mapping for Level 1

##### English

###### Reading and viewing

Expressing and developing ideas

* Identify the parts of a simple sentence that represent ‘What’s happening?’, ‘Who or what is involved?’ and the surrounding circumstances (VCELA178) – topic 4
* Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (VCELA179) – topic 4

Interpreting, analysing, evaluating

* Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (VCELY186) – topics 2, 5
* Read texts with familiar features and structures using developing phrasing, fluency, phonic, semantic, contextual, and grammatical knowledge and emerging text processing strategies, including prediction, monitoring meaning and rereading (VCELY187) – topics 4, 6

###### Writing

Text structure and organisation

* Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (VCELA190) – topics 3, 6
* Understand how to use visual memory to write high-frequency words, and that some high-frequency words have regular and irregular spelling components (VCELA184) – topics 3, 6

Creating literature

* Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (VCELT192) – topics 2, 3, 4
* Build on familiar texts by using similar characters, repetitive patterns or vocabulary (VCELT193) – topics 2, 3, 4

Creating texts

* Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements (VCELY194) – topics 2, 3, 4, 6
* Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation (VCELY195) – topic 6
* Understand how to use learned formation patterns to represent sounds and write words using combinations of unjoined upper- and lower-case letters (VCELY196) – topics 3, 6

###### Speaking and listening

Language for interaction

* Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (VCELA201) – topics 1, 4

Expressing and developing ideas

* Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (VCELA202) – topics 1, 3, 4, 5, 6

Language for interaction

* Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (VCELY210) – topics 1, 2, 3, 4, 5
* Make short presentations, speaking clearly and using appropriate voice and pace, and using some introduced text structures and language (VCELY211) – topics 4, 6

##### Mathematics

Number and place value

* Develop confidence with number sequences to and from 100 by ones from any starting point. Skip count by twos, fives and tens starting from zero (VCMNA086) – topic 5
* Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts (VCMNA089) – topics 2, 5
* Represent practical situations that model sharing (VCMNA090) – topic 2

Money and financial mathematics

* Recognise, describe and order Australian coins according to their value (VCMNA092) – topics 2, 5

Data representation and interpretation

* Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays (VCMSP102) – topic 5

#### Unit mapping for Level 2

##### English

###### Reading and viewing

Expressing and developing ideas

* Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (VCELA214) – topic 3
* Understand that nouns represent people, places, things and ideas and include common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives(VCELA216) – topic 3

Interpreting, analysing, evaluation

* Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (VCELY222) – topics 3, 6

###### Writing

Text structure and organisation

* Recognise that capital letters signal proper nouns and commas are used to separate items in lists (VCELA225) – topics 3, 6

Phonics and word knowledge

* Understand how to use digraphs, long vowels, blends, silent letters and syllabification to spell simple words including compound words (VCELA226) – topic 3
* Use visual memory to write high-frequency words and words where spelling is not predictable from the sounds (VCELA227) – topics 3, 6

Creating texts

* Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (VCELY230) – topics 2, 3, 4, 6
* Reread and edit text for spelling, sentence-boundary punctuation and text structure (VCELY231) – topic 6
* Write words and sentences legibly using upper- and lower-case letters that are applied with growing fluency using an appropriate pen/pencil grip and body position (VCELY232) – topics 3, 6

Language for interaction

Text structure and organisation

* Identify language that can be used for appreciating texts and the qualities of people and things (VCELA236) – topics 1, 3

Expressing and developing ideas

* Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (VCELA237) – topics 1, 3, 5, 6

Interacting with others

* Listen for specific purposes and information, including instructions, and extend students’ own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner (VCELY244) – topics 1, 2, 3, 4, 5
* Rehearse and deliver short presentations on familiar and new topics, speaking clearly and varying tone, volume and pace appropriately, and using supportive props (VCELY245) – topics 4, 6

##### Mathematics

Number and place value

* Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences (VCMNA103) – topic 5
* Explore the connection between addition and subtraction (VCMNA106) – topic 2
* Solve simple addition and subtraction problems using a range of efficient mental and written strategies(VCMNA107) – topic 2
* Recognise and represent multiplication as repeated addition, groups and arrays (VCMNA108) – topic 2
* Recognise and represent division as grouping into equal sets and solve simple problems using these representations (VCMNA109) – topic 2

Money and financial mathematics

* Count and order small collections of Australian coins and notes according to their value (VCMNA111) – topics 2, 5

Patterns and algebra

* Solve problems by using number sentences for addition or subtraction (VCMNA113) – topics 2, 5

Data representation and interpretation

* Create displays of data using lists, table and picture graphs and interpret them (VCMSP128) – topic 5

#### Unit mapping for Levels 1 and 2

##### Health and Physical Education

* Describe ways to include others to make them feel that they belong (VCHPEP075) – topics 1, 3, 4, 6
* Identify and practise emotional responses that account for own and others’ feelings (VCHPEP076) – topics 1, 2, 3, 6
* Explore actions that help make the classroom a healthy, safe and active place (VCHPEP078) – topics 3, 4, 6
* Use strategies to work in group situations (VCHPEM085) – topics 2, 3, 5

##### Drama

* Explore roles, characters and dramatic action in dramatic play, improvisation and process drama (VCADRE021) – topics 1, 4
* Use voice, facial expression, movement and space to imagine and establish role and situation (VCADRD022) – topics 1, 4
* Present drama that communicates ideas, including stories from their community, to an audience (VCADRP023) – topics 1, 4

##### Visual Arts

* Experiment with different materials, techniques and processes to make artworks in a range of art forms (VCAVAV022) – topic 4
* Create and display artworks to express ideas to an audience (VCAVAP023) – topic 4

#### Unit mapping for general capabilities

##### Foundation level

###### Personal social capability

###### Self-awareness and management

Recognition and expression of emotions

* Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations (VCPSCSE001) – topics 1, 2, 3, 4, 6

Development of resilience

* Recognise that problems or challenges are a normal part of life and that there are actions that can be undertaken to manage problems (VCPSCSE003) – topics 1, 3, 6

###### Social awareness and management

Relationships and diversity

* Practise the skills required to include others and make friends with peers, teachers and other adults (VCPSCSE005) – topic 6

Collaboration

* Name and practise basic skills required to work collaboratively with peers (VCPSCSE006) – topics 1, 2, 3, 4, 5, 6
* Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict (VCPSCSE007) – topics 1, 3, 4, 6

##### Levels 1 and 2

###### Personal social capability

###### Self-awareness and management

Recognition and expression of emotions

* Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (VCPSCSE008) – topics 1, 2, 3, 4, 6

###### Social awareness and management

Relationships and diversity

* Listen to others’ ideas, and recognise that others may see things differently (VCPSCSE012) – topics 1, 4, 5, 6

Collaboration

* Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (VCPSCSE0148) – topics 1, 2, 3, 4, 5, 6
* Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict (VCPSCSE015) – topics 1, 6

##### Foundation to Level 2

###### Critical creative thinking

Questions and possibilities

* Consider personal reactions to situations or problems and how these reactions may influence thinking (VCCCTQ002) – topic 5

Reasoning

* Examine words that show reasons and words that show conclusions (VCCCTQ004) – topics 2, 5, 6
* Compare and contrast information and ideas in own and others reasoning (VCCCTQ005) – topic 6
* Consider how reasons and examples are used to support a point of view and illustrate meaning (VCCCTQ006) – topics 1, 2, 6

Meta-Cognition

* Investigate ways to problem-solve, using egocentric and experiential language (VCCCTQ009) – topics 1, 2, 3, 4, 5

###### Ethical understanding

Understanding Concepts

* Explore the meaning of right and wrong, good and bad, as concepts concerned with the outcomes of acts (VCECU001) – topics 1, 2, 3, 4, 5, 6

Decision Making and Actions

* Explore the type of acts often considered right and those often considered wrong and the reasons why they are considered so (VCECU002) – topics 1, 3, 4, 5, 6
* Explore the effects that personal feelings can have on how people behave in situations where ethical issues are involved (VCECU003) – topics 3, 4, 6

### Mapping for topic 1

The following maps [Paying It Forward, Foundation to Year 2, Topic 1: Fairness](#Topic1Fairness10) to the Victorian syllabuses.

#### Mapping for topic 1 Foundation level

##### English

Speaking and listening

* Understand that language can be used to explore ways of expressing needs, likes and dislikes (VCELA166) – activity 3
* Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (VCELA167) – activities 2, 3
* Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak (VCELY174) – activities 1, 5, 6Health and Physical Education

##### Health and Physical Education

* Practise personal and social skills to interact with others (VCHPEP060) – activities 1, 4, 5, 6
* Identify and describe emotional responses people may experience in different situations (VCHPEP061) – activities 1, 3, 4, 5, 6

##### Drama

* Explore ideas for characters and situations through dramatic play (VCADRE017) – activities 5, 6
* Use voice, facial expression, movement and space to imagine and improvise characters and situations (VCADRD018) – activities 5, 6
* Present drama that communicates ideas and stories (VCADRP019) – activities 5, 6

#### Mapping for topic 1 Level 1

##### English

Speaking and listening

* Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (VCELA201) – activity 3
* Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts(VCELA202) – activities 2, 3
* Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (VCELY210) – activities 1, 5, 6

#### Mapping for topic 1 Level 2

##### English

Speaking and listening

* Identify language that can be used for appreciating texts and the qualities of people and things (VCELA236) – activity 3
* Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (VCELA237) – activities 2, 3
* Listen for specific purposes and information, including instructions, and extend students’ own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner (VCELY244) – activities 1, 5, 6

#### Mapping for topic 1 Levels 1 and 2

##### Health and Physical Education

* Describe ways to include others to make them feel that they belong (VCHPEP075) – activities 1, 5, 6
* Identify and practise emotional responses that account for own and others’ feelings (VCHPEP076) – activities 1, 3, 4, 5, 6

##### Drama

* Explore roles, characters and dramatic action in dramatic play, improvisation and process drama (VCADRE021) – activities 5, 6
* Use voice, facial expression, movement and space to imagine and establish role and situation (VCADRD022) – activities 5, 6
* Present drama that communicates ideas, including stories from their community, to an audience (VCADRP023) – activities 5, 6

#### Mapping for topic 1 general capabilities

##### Foundation level

###### Personal social capability

###### Self-awareness and management

Recognition and expression of emotions

* Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations (VCPSCSE001) – activities 1, 3, 4, 6

Development of resilience

* Recognise that problems or challenges are a normal part of life and that there are actions that can be undertaken to manage problems (VCPSCSE003) – activities 1, 6

###### Social awareness and management

Collaboration

* Name and practise basic skills required to work collaboratively with peers (VCPSCSE006) – activity 6
* Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict (VCPSCSE007) – activities 1, 4

##### Levels 1 and 2

###### Personal social capability

###### Self-awareness and management

Recognition and expression of emotions

* Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (VCPSCSE008) – activity 3

###### Social awareness and management

Relationships and diversity

* Listen to others’ ideas, and recognise that others may see things differently (VCPSCSE012) – activities 1, 5, 6

Collaboration

* Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (VCPSCSE0148) – activities 5, 6
* Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict (VCPSCSE015) – activity 6

##### Foundation to Level 2

###### Critical creative thinking

Reasoning

* Consider how reasons and examples are used to support a point of view and illustrate meaning (VCCCTQ006) – activities 1, 6

Meta-Cognition

* Investigate ways to problem-solve, using egocentric and experiential language (VCCCTQ009) – activity 1

###### Ethical understanding

Understanding Concepts

* Explore the meaning of right and wrong, good and bad, as concepts concerned with the outcomes of acts (VCECU001) – activities 1, 6

Decision Making and Actions

* Explore the type of acts often considered right and those often considered wrong and the reasons why they are considered so (VCECU002) – activity 1

### Mapping for topic 2

The following maps [Paying It Forward, Foundation to Year 2, Topic 2: Sharing is a choice](#Topic2Sharingisachoice10) to the Victorian syllabuses.

#### Mapping for topic 2 Foundation level

##### English

Writing

* Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (VCELY160) – activity 4

Speaking and listening

* Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak (VCELY174) – activities 1, 2, 3, 4, 5, 6

##### Mathematics

* Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point (VCMNA069) – activity 5
* Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (VCMNA070) – activities 1, 5, 6
* Subitise small collections of objects (VCMNA071) – activity 3
* Represent practical situations to model addition and subtraction (VCMNA073) – activities 1, 5, 6
* Represent practical situations to model sharing (VCMNA074) – activities 2, 5, 6
* Represent simple, everyday financial situations involving money (VCMNA075) – activity 5

##### Health and Physical Education

* Practise personal and social skills to interact with others (VCHPEP060) – activities 1, 4
* Identify and describe emotional responses people may experience in different situations (VCHPEP061) – activity 3

#### Mapping for topic 2 Level 1

##### English

Writing

* Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements (VCELY194) – activity 4

Speaking and listening

* Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (VCELY210) – activities 1, 2, 3, 4, 5, 6

##### Mathematics

* Represent and solve simple addition and subtraction problems using a range of strategies including counting on,partitioning and rearranging parts (VCMNA089) – activities 1, 3, 5 6, Extension
* Represent practical situations that model sharing (VCMNA090) – activities 1, 3, 5 6, Extension
* Recognise, describe and order Australian coins according to their value (VCMNA092) – activity 5

#### Mapping for topic 2 Level 2

##### English

Writing

* Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (VCELY230) – activity 4

Speaking and listening

* Listen for specific purposes and information, including instructions, and extend students’ own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner (VCELY244) – activities 1, 2, 3, 4, 5, 6

##### Mathematics

* Explore the connection between addition and subtraction (VCMNA106) – activities 5 6, Extension
* Solve simple addition problems using a range of efficient mental and written strategies (VCMNA107) – activities 4, 5 6, Extension
* Recognise and represent multiplication as repeated addition, groups and arrays (VCMNA108) – activities 3, 5, Extension
* Recognise and represent division as grouping into equal sets and solve simple problems using these representations (VCMNA109) – activities 1, 5
* Count and order small collections of Australian coins and notes according to their value (VCMNA111) – activities 4, 5
* Solve problems by using number sentences for addition or subtraction (VCMNA113) – activities 5 6, Extension

#### Mapping for topic 2 Levels 1 and 2

##### Health and Physical Education

* Identify and practise emotional responses that account for own and others’ feelings (VCHPEP076) – activity 3
* Use strategies to work in group situations (VCHPEM085) – activities 1, 4

#### Mapping for topic 2 general capabilities

##### Foundation level

###### Personal social capability

###### Self-awareness and management

Recognition and expression of emotions

* Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations (VCPSCSE001) – activity 4

Collaboration

* Name and practise basic skills required to work collaboratively with peers (VCPSCSE006) – activities 1, 4

##### Levels 1 and 2

###### Personal social capability

###### Self-awareness and management

Recognition and expression of emotions

* Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (VCPSCSE008) – activity 4

Collaboration

* Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (VCPSCSE0148) – activities 1, 4

##### Foundation to Level 2

###### Critical creative thinking

Reasoning

* Examine words that show reasons and words that show conclusions (VCCCTQ004) – activities 5, 6
* Consider how reasons and examples are used to support a point of view and illustrate meaning (VCCCTQ006) – activities 5, 6

Meta-Cognition

* Investigate ways to problem-solve, using egocentric and experiential language (VCCCTQ009) – activity 4

###### Ethical understanding

Understanding Concepts

* Explore the meaning of right and wrong, good and bad, as concepts concerned with the outcomes of acts (VCECU001) – activity 6

### Mapping for topic 3

The following maps [Paying It Forward, Foundation to Year 2, Topic 3: A world with or without sharing](#Topic3Aworldwithorwithoutsharing10) to the Victorian syllabuses.

#### Mapping for topic 3 Foundation level

##### English

Reading and viewing

* Recognise that sentences are key units for expressing ideas (VCELA143) – activities 2, 3, 6
* Recognise that texts are made up of words and groups of words that make meaning (VCELA144– activities 2, 3, 6
* Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (VCELY153) – activities 2, 3, 6

Writing

* Understand that punctuation is a feature of written text different from letters and recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (VCELA156) – activities 5, 8
* Understand that spoken sounds and words can be written and know how to write some high-frequency words and other familiar words including their name (VCELA157) – activities 5, 8
* Retell familiar literary texts through performance, use of illustrations and images (VCELT159) – activities 4, 5
* Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (VCELY160) – activities 5, 8
* Understand that sounds in English are represented by upper- and lower-case letters that can be written using learned letter formation patterns for each case (VCELY162) – activities 5, 8

Speaking and listening

* Understand that language can be used to explore ways of expressing needs, likes and dislikes (VCELA166) – activities 2, 4, 7
* Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (VCEA167) – activities 2, 4, 7
* Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak (VCELY174) – activities 1, 2, 3, 4, 6 ,7

##### Health and Physical Education

* Practise personal and social skills to interact with others (VCHPEP060) – activities 1, 4
* Identify and describe emotional responses people may experience in different situations (VCHPEP061) – activities 1, 2, 5
* Identify actions that promote health, safety and wellbeing (VCHPEP062) – activities 1, 4, 5, 7, 8

#### Mapping for topic 3 Level 1

##### English

Reading and viewing

* Identify the parts of a simple sentence that represent ‘What’s happening?’, ‘Who or what is involved?’ and the surrounding circumstances (VCELA178) – activities 2, 3, 6
* Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (VCELA179) – activities 2, 3, 6
* Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (VCELY186) – activities 2, 3, 6

Writing

* Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (VCELA190) – activities 5, 8
* Understand how to use visual memory to write high-frequency words, and that some high-frequency words have regular and irregular spelling components (VCELA184) – activities 5, 8
* Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (VCELT192) – activities 4, 5
* Build on familiar texts by using similar characters, repetitive patterns or vocabulary (VCELT193) – activities 4, 5
* Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements (VCELY194) – activities 5, 8
* Understand how to use learned formation patterns to represent sounds and write words using combinations of unjoined upper- and lower-case letters (VCELY196) 5, 8

Speaking and listening

* Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (VCELA202) – activities 2, 3, 4, 7
* Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (VCELY210) – activities 1, 2, 3, 4, 6, 7

#### Mapping for topic 3 Level 2

##### English

Reading and viewing

* Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (VCELA214) – activities 2, 3, 6
* Understand that nouns represent people, places, things and ideas and include common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives(VCELA216) – activities 2, 3, 6
* Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (VCELY222) – activities 2, 3, 6

Writing

* Recognise that capital letters signal proper nouns and commas are used to separate items in lists (VCELA225) – activities 5, 8
* Understand how to use digraphs, long vowels, blends, silent letters and syllabification to spell simple words including compound words (VCELA226) – activities 5, 8
* Use visual memory to write high-frequency words and words where spelling is not predictable from the sounds (VCELA227) – activities 5, 8
* Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (VCELY230) – activities 5, 8
* Write words and sentences legibly using upper- and lower-case letters that are applied with growing fluency using an appropriate pen/pencil grip and body position (VCELY232) – activities 5, 8

Speaking and listening

* Identify language that can be used for appreciating texts and the qualities of people and things (VCELA236) – activities 2, 4, 7
* Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (VCELA237) – activities 2, 3, 4, 7
* Listen for specific purposes and information, including instructions, and extend students’ own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner (VCELY244) – activities 1, 2, 3, 4, 6, 7

#### Mapping for topic 3 Levels 1 and 2

##### Health and Physical Education

* Describe ways to include others to make them feel that they belong (VCHPEP075) – activities 1, 4
* Identify and practise emotional responses that account for own and others’ feelings (VCHPEP076) – activities 1, 2, 5
* Explore actions that help make the classroom a healthy, safe and active place (VCHPEP078) – activities 1, 4, 5, 7, 8
* Use strategies to work in group situations (VCHPEM085) – activities 1, 4

#### Mapping for topic 3 general capabilities

##### Foundation level

###### Personal social capability

###### Self-awareness and management

Recognition and expression of emotions

* Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations (VCPSCSE001) – activities 1, 2, 5, 7

Development of resilience

* Recognise that problems or challenges are a normal part of life and that there are actions that can be undertaken to manage problems (VCPSCSE003) – activity 1

###### Social awareness and management

Collaboration

* Name and practise basic skills required to work collaboratively with peers (VCPSCSE006) – activities 1, 4, 7
* Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict (VCPSCSE007) – activity 1

##### Levels 1 and 2

###### Personal social capability

###### Social awareness and management

Relationships and diversity

* Listen to others’ ideas, and recognise that others may see things differently (VCPSCSE012) – activities 1, 7

Collaboration

* Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (VCPSCSE0148) – activities 1, 4, 7

##### Foundation to Level 2

###### Critical creative thinking

Meta-Cognition

* Investigate ways to problem-solve, using egocentric and experiential language (VCCCTQ009) – activities 1, 4

###### Ethical understanding

Understanding Concepts

* Explore the meaning of right and wrong, good and bad, as concepts concerned with the outcomes of acts (VCECU001) – activities 6, 7

Decision Making and Actions

* Explore the type of acts often considered right and those often considered wrong and the reasons why they are considered so (VCECU002) – activities 6, 7
* Explore the effects that personal feelings can have on how people behave in situations where ethical issues are involved (VCECU003) – activities 5, 7

### Mapping for topic 4

The following maps [Paying It Forward, Foundation to Year 2, Topic 4: Rules and responsibilities in the classroom](#Topic4Rulesandresponsibilitiesinthecla10) to the Victorian syllabuses.

#### Mapping for topic 4 Foundation level

##### English

Reading and viewing

* Read texts with familiar structures and features, practising phrasing and fluency, and monitor meaning using concepts about print and emerging phonic, semantic, contextual and grammatical knowledge (VCELY152) – activity 3

Writing

* Retell familiar literary texts through performance, use of illustrations and images (VCELT159) – activities 2, 3, 6, 7
* Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (VCELY160) – activities 2, 3

Speaking and listening

* Understand that language can be used to explore ways of expressing needs, likes and dislikes (VCELA166) – activity 3
* Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak (VCELY174) – activities 1, 2, 3, 4, 5, 6, 7
* Deliver short oral presentations to peers, using appropriate voice levels, articulation, body language, gestures and eye contact (VCELY175) – activities 6, 7

##### Health and Physical Education

* Practise personal and social skills to interact with others (VCHPEP060) – activities 4, 5, 6, 7
* Identify actions that promote health, safety and wellbeing (VCHPEP062) – activities 1, 2, 3, 4, 5, 6, 7

##### Drama

* Explore ideas for characters and situations through dramatic play (VCADRE017) – activities 6, 7
* Use voice, facial expression, movement and space to imagine and improvise characters and situations (VCADRD018) – activities 6, 7
* Present drama that communicates ideas and stories (VCADRP019) – activities 6, 7

##### Visual Arts

* Experiment with different materials and techniques to make artworks (VCAVAV018) – activity 2
* Create and display artworks (VCAVAP019) – activity 2

#### Mapping for topic 4 Level 1

##### English

Reading and viewing

* Read texts with familiar features and structures using developing phrasing, fluency, phonic, semantic, contextual, and grammatical knowledge and emerging text processing strategies, including prediction, monitoring meaning and rereading (VCELY187) – activity 3

Writing

* Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (VCELT192) – activities 2, 3, 6, 7
* Build on familiar texts by using similar characters, repetitive patterns or vocabulary (VCELT193) – activity 3
* Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements (VCELY194) – activities 2, 3

Speaking and listening

* Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (VCELA201) – activities 6, 7
* Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (VCELA202) – activity 3
* Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (VCELY210) – activities 1, 2, 3, 4, 5, 6, 7
* Make short presentations, speaking clearly and using appropriate voice and pace, and using some introduced text structures and language (VCELY211) – activity 7

#### Mapping for topic 4 Level 2

##### English

Writing

* Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (VCELY230) – activities 2, 3

Speaking and listening

* Listen for specific purposes and information, including instructions, and extend students’ own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner (VCELY244) – activities 1, 3, 4, 5, 6, 7
* Rehearse and deliver short presentations on familiar and new topics, speaking clearly and varying tone, volume and pace appropriately, and using supportive props (VCELY245) – activity 7

#### Mapping for topic 4 Levels 1 and 2

##### Health and Physical Education

* Describe ways to include others to make them feel that they belong (VCHPEP075)
* Explore actions that help make the classroom a healthy, safe and active place (VCHPEP078) – activities 4, 5, 6, 7

##### Drama

* Explore roles, characters and dramatic action in dramatic play, improvisation and process drama (VCADRE021) – activities 6, 7
* Use voice, facial expression, movement and space to imagine and establish role and situation (VCADRD022) – activities 6, 7
* Present drama that communicates ideas, including stories from their community, to an audience (VCADRP023) – activities 6, 7

##### Visual Arts

* Experiment with different materials, techniques and processes to make artworks in a range of art forms (VCAVAV022) – activity 2
* Create and display artworks to express ideas to an audience (VCAVAP023) – activity 2

#### Mapping for topic 4 general capabilities

##### Foundation level

###### Personal and social capability

###### Self-awareness and management

Recognition and expression of emotions

* Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations (VCPSCSE001) – topics 6, 7

###### Social awareness and management

Relationships and diversity

Collaboration

* Name and practise basic skills required to work collaboratively with peers (VCPSCSE006) – topics 6, 7
* Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict (VCPSCSE007) – topic 7

##### Levels 1 and 2

###### Personal and social capability

###### Self-awareness and management

Recognition and expression of emotions

* Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (VCPSCSE008) – topic 7

###### Social awareness and management

Relationships and diversity

* Listen to others’ ideas, and recognise that others may see things differently (VCPSCSE012) – topics 3, 4, 5, 6, 7

Collaboration

* Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (VCPSCSE0148) – topics 6, 7

##### Foundation level to Level 2

###### Critical and creative thinking

Meta-Cognition

* Investigate ways to problem-solve, using egocentric and experiential language (VCCCTQ009) – topic 7

###### Ethical capability

Understanding Concepts

* Explore the meaning of right and wrong, good and bad, as concepts concerned with the outcomes of acts (VCECU001) – topic 1

Decision Making and Actions

* Explore the type of acts often considered right and those often considered wrong and the reasons why they are considered so (VCECU002) – topic 3
* Explore the effects that personal feelings can have on how people behave in situations where ethical issues are involved (VCECU003) – topic 7

### Mapping for topic 5

The following maps [Paying It Forward, Foundation to Year 2, Topic 5: Spending and saving for needs and wants](#Topic5Spendingandsavingforneedsandwant10) to the Victorian syllabuses.

#### Mapping for topic 5 Foundation level

##### English

Reading and viewing

* Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (VCELY153) – activities 2, 6

Speaking and listening

* Understand that language can be used to explore ways of expressing needs, likes and dislikes (VCELA166) – activities 1, 2, 3
* Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (VCELA167) – activities 1, 2, 3, 5
* Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak (VCELY174) – activities 1, 2, 3, 5

##### Mathematics

* Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point (VCMNA069) – activities 4, 7
* Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (VCMNA070) – activities 4, 7
* Represent practical situations to model addition and subtraction (VCMNA073) – activities 4, 7
* Represent simple, everyday financial situations involving money (VCMNA075) – activities 4, 7
* Interpret simple data displays about yes/no questions (VCMSP085) – activity 7

##### Health and Physical Education

* Practise personal and social skills to interact with others (VCHPEP060) – activities 2, 6

#### Mapping for topic 5 Level 1

##### English

Reading and viewing

* Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (VCELY186) – activities 2, 6

Speaking and listening

* Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (VCELA202) – activities 1, 2, 3
* Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (VCELY210) – activities 1, 2, 3, 5

##### Mathematics

* Skip count by twos, fives and tens starting from zero (VCMNA086) – activities 4, 7
* Recognise, describe and order Australian coins according to their value (VCMNA092) – activity 7
* Investigate and describe number patterns formed by skip counting and patterns with objects (VCMNA093) – activity 7
* Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays (VCMSP102) – activity 7

#### Mapping for topic 5 Level 2

##### English

Speaking and listening

* Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (VCELA237) – activities 1, 2, 3
* Listen for specific purposes and information, including instructions, and extend students’ own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner (VCELY244) – activities 1, 2, 3, 5

##### Mathematics

* Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences (VCMNA103) – activities 4, 7
* Count and order small collections of Australian coins and notes according to their value (VCMNA111) – activities 4, 7
* Describe patterns with numbers and identify missing elements (VCMNA112) – activity 7
* Solve problems by using number sentences for addition or subtraction (VCMNA113) – activity 7
* Create displays of data using lists, table and picture graphs and interpret them (VCMSP128) – activity 7

#### Mapping for topic 5 Levels 1 and 2

##### Health and Physical Education

* Use strategies to work in group situations (VCHPEM085) – activities 2, 3

#### Mapping for topic 5 general capabilities

##### Foundation level

###### Personal and social capability

Social awareness and management

Collaboration

* Name and practise basic skills required to work collaboratively with peers (VCPSCSE006) – topic 3

##### Levels 1 and 2

###### Personal and social capability

###### Self-awareness and management

###### Social awareness and management

Relationships and diversity

* Listen to others’ ideas, and recognise that others may see things differently (VCPSCSE012) - topics 1, 3

Collaboration

* Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (VCPSCSE0148) – topic 3

##### Foundation level to Level 2

###### Critical and creative thinking

Questions and possibilities

* Consider personal reactions to situations or problems and how these reactions may influence thinking (VCCCTQ002) – topic 6

Reasoning

* Examine words that show reasons and words that show conclusions (VCCCTQ004) – topic 2

Meta-Cognition

* Investigate ways to problem-solve, using egocentric and experiential language (VCCCTQ009) – topic 3

###### Ethical capability

Understanding Concepts

* Explore the meaning of right and wrong, good and bad, as concepts concerned with the outcomes of acts (VCECU001) – topic 4

Decision Making and Actions

* Explore the type of acts often considered right and those often considered wrong and the reasons why they are considered so (VCECU002) – topic 4

### Mapping for topic 6

The following maps [Paying It Forward, Foundation to Year 2, Topic 6: How I contribute to our classroom community](#Topic6HowIcontributetoourclassroomcommun) to the Victorian syllabuses.

#### Mapping for topic 6 Foundation level

##### English

Reading and viewing

* Read texts with familiar structures and features, practising phrasing and fluency, and monitor meaning using concepts about print and emerging phonic, semantic, contextual and grammatical knowledge (VCELY152) – activity 4

Writing

* Understand that punctuation is a feature of written text different from letters and recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (VCELA156) – activity 3
* Understand that spoken sounds and words can be written and know how to write some high-frequency words and other familiar words including their name (VCELA157) – activity 3
* Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (VCELY160) – activity 3
* Participate in shared editing of students’ own texts for meaning, spelling, capital letters and full stops (VCELY161) – activity 3
* Understand that sounds in English are represented by upper- and lower-case letters that can be written using learned letter formation patterns for each case (VCELY162) – activity 3

Speaking and listening

* Understand that language can be used to explore ways of expressing needs, likes and dislikes (VCELA166) – activity 4
* Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (VCELA167) – activity 4
* Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak (VCELY174) – activities 1, 2
* Deliver short oral presentations to peers, using appropriate voice levels, articulation, body language, gestures and eye contact (VCELY175) – activity 4

##### Mathematics

* Describe position and movement (VCMMG082) – activity 1

##### Health and Physical Education

* Practise personal and social skills to interact with others (VCHPEP060) – activity 2
* Identify and describe emotional responses people may experience in different situations (VCHPEP061) – activities 1, 3
* Identify actions that promote health, safety and wellbeing (VCHPEP062) – activities 1, 3

##### Drama

* Explore ideas for characters and situations through dramatic play (VCADRE017) – activity 2
* Use voice, facial expression, movement and space to imagine and improvise characters and situations (VCADRD018) – activity 2
* Present drama that communicates ideas and stories (VCADRP019) – activities 2, 4

#### Mapping for topic 6 Level 1

##### English

Reading and viewing

* Read texts with familiar structures and features, practising phrasing and fluency, and monitor meaning using concepts about print and emerging phonic, semantic, contextual and grammatical knowledge (VCELY152) – activity 4

Writing

* Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (VCELA190) – activity 3
* Understand how to use visual memory to write high-frequency words, and that some high-frequency words have regular and irregular spelling components (VCELA184) – activity 3
* Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements (VCELY194) – activity 3
* Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation (VCELY195) – activity 3
* Understand how to use learned formation patterns to represent sounds and write words using combinations of unjoined upper- and lower-case letters (VCELY196) – activity 3

Speaking and listening

* Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (VCELA201) – activity 2
* Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (VCELA202) – activities 1, 4
* Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (VCELY210) – activities 1, 2
* Make short presentations, speaking clearly and using appropriate voice and pace, and using some introduced text structures and language (VCELY211) – activity 4

#### Mapping for topic 6 Level 2

##### English

Writing

* Recognise that capital letters signal proper nouns and commas are used to separate items in lists( VCELA225) – activity 3
* Use visual memory to write high-frequency words and words where spelling is not predictable from the sounds (VCELA227) – activity 3
* Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (VCELY230) – activity 3
* Reread and edit text for spelling, sentence-boundary punctuation and text structure (VCELY231) – activity 3
* Write words and sentences legibly using upper- and lower-case letters that are applied with growing fluency using an appropriate pen/pencil grip and body position (VCELY232) – activity 3

Speaking and listening

* Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (VCELA237) – activities 1, 4
* Listen for specific purposes and information, including instructions, and extend students’ own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner (VCELY244) – activities 1, 2
* Rehearse and deliver short presentations on familiar and new topics, speaking clearly and varying tone, volume and pace appropriately, and using supportive props (VCELY245) – activity 4

#### Mapping for topic 6 Levels 1 and 2

##### Health and Physical Education

* Describe ways to include others to make them feel that they belong (VCHPEP075) – activities 1, 2
* Identify and practise emotional responses that account for own and others’ feelings (VCHPEP076) – activities 1, 3
* Explore actions that help make the classroom a healthy, safe and active place (VCHPEP078) – activities 1, 3

##### Drama

* Explore roles, characters and dramatic action in dramatic play, improvisation and process drama (VCADRE021) – activity 2
* Use voice, facial expression, movement and space to imagine and establish role and situation (VCADRD022) – activity 2
* Present drama that communicates ideas, including stories from their community, to an audience (VCADRP023) – activities 2, 4

#### Mapping for topic 6 general capabilities

##### Foundation level

###### Personal and social capability

Self-awareness and management

Recognition and expression of emotions

* Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations (VCPSCSE001) – activity 3
* Development of resilience Recognise that problems or challenges are a normal part of life and that there are actions that can be undertaken to manage problems (VCPSCSE003) – activity 1

###### Social awareness and management

Relationships and diversity

* Practise the skills required to include others and make friends with peers, teachers and other adults (VCPSCSE005) – activity 2

Collaboration

* Name and practise basic skills required to work collaboratively with peers (VCPSCSE006) – activity 2
* Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict (VCPSCSE007) – activity 3

##### Levels 1 and 2

###### Personal and social capability

###### Self-awareness and management

Recognition and expression of emotions

* Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (VCPSCSE008) – activity 3

###### Social awareness and management

Relationships and diversity

* Listen to others’ ideas, and recognise that others may see things differently (VCPSCSE012) – activities 1, 2

Collaboration

* Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (VCPSCSE0148) – activity 2
* Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict (VCPSCSE015) – activity 3

##### Foundation to Level 2

###### Critical and creative thinking

Reasoning

* Examine words that show reasons and words that show conclusions (VCCCTQ004) – activities 1, 3
* Compare and contrast information and ideas in own and others reasoning (VCCCTQ005) – activity 3
* Consider how reasons and examples are used to support a point of view and illustrate meaning (VCCCTQ006) – activity 3

###### Ethical capability

Understanding Concepts

* Explore the meaning of right and wrong, good and bad, as concepts concerned with the outcomes of acts (VCECU001) – activity 1

Decision Making and Actions

* Explore the type of acts often considered right and those often considered wrong and the reasons why they are considered so (VCECU002) – activity 1
* Explore the effects that personal feelings can have on how people behave in situations where ethical issues are involved (VCECU003) – activities 2, 3

## Western Australia syllabuses mapping for Foundation to Year 2

Paying It Forward Foundation to Year 2 resources are mapped to the Western Australia syllabuses.

In this section

1. [Unit mapping](#Unitmapping12)
2. [Mapping for topic 1](#Mappingfortopic112)
3. [Mapping for topic 2](#Mappingfortopic212)
4. [Mapping for topic 3](#Mappingfortopic312)
5. [Mapping for topic 4](#Mappingfortopic412)
6. [Mapping for topic 5](#Mappingfortopic512)
7. [Mapping for topic 6](#Mappingfortopic612)

Along with these accessible versions, which you can either print or use online, we also have the same mapping available as PDFs:

* [Western Australia syllabuses unit mapping for Foundation to Year 2 (PDF, 232KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/F-2_unit.mapping_WA.pdf)
* [Western Australia syllabuses mapping for topic 1 Foundation to Year 2 (PDF, 174KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_F-2_Topic1_WA.pdf)
* [Western Australia syllabuses mapping for topic 2 Foundation to Year 2 (PDF 171KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_F-2_Topic2_WA.pdf)
* [Western Australia syllabuses mapping for topic 3 Foundation to Year 2 (PDF, 192KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_F-2_Topic3_WA.pdf)
* [Western Australia syllabuses mapping for topic 4 Foundation to Year 2 (PDF, 183KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_F-2_Topic4_WA.pdf)
* [Western Australia syllabuses mapping for topic 5 Foundation to Year 2 (PDF, 191KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_F-2_Topic5_WA.pdf)
* [Western Australia syllabuses mapping for topic 6 Foundation to Year 2 (PDF, 195KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_F-2_Topic6_WA.pdf)

### Unit mapping

The following maps the Western Australia syllabuses to the Paying It Forward Foundation to Year 2 resources.

#### Unit mapping for pre-primary

##### English

Language for interaction

* Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429) – topics 1, 3, 4, 5, 6

Text structure and organisation

* 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 (ACELA1432) – topics 3, 6

Expressing and developing ideas

* Recognise that texts are made up of words and groups of words that make meaning (ACELA1434) – topic 3
* Recognise that sentences are key units for expressing ideas (ACELA1435) – topics 3, 4, 6
* Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437) – topics 1, 3, 4, 5, 6

Phonics and word knowledge

* Know how to read and write some high frequency words and other familiar words (ACELA1817) – topics 3, 6

Creating literature

* Innovate on familiar texts through play (ACELT1831) – topic 4

Interacting with others

* Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646) – topics 1, 2, 3, 4, 5, 6
* Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784) – topics 1, 2, 3, 4, 5, 6
* Deliver short oral presentations to peers (ACELY1647) – topics 4, 6

Interpreting, analysing, evaluation

* Read decodable and predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649) – topic 6
* Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650) – topics 3, 4, 5

Creating texts

* Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651) – topics 3, 4, 6
* Participate in shared editing of students’ own texts for meaning, spelling, capital letters and full stops (ACELY1652) – topic 6
* Produce some lower case and upper-case letters using learned letter formations (ACELY1653) – topics 3, 6

##### Mathematics

Number and place value

* Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point (ACMNA001) – topics 2, 5
* Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (ACMNA002) – topics 2, 5
* Subitise small collections of objects (ACMNA003) – topic 2
* Represent practical situations to model addition and sharing (ACMNA004) – topic 2

Location and transformation

* Describe position and movement (ACMMG010) – topic 6
* Data representation and interpretation Answer yes/no questions to collect information and make simple inferences (ACMSP011) – topic 5

##### Humanities and Social Sciences

Analysing

* Explore points of view (e.g. understand that their point of view may differ from others) (WAHASS06) – topic 5
* Process information and/or data collected (e.g. sequence familiar events, answer questions, discuss observations) (WAHASS05) – topic 5

Evaluating

* Draw conclusions based on discussions of observations (e.g. answer questions, contribute to guided discussions) (WAHASS08) – topic 5
* Participate in decision-making processes (e.g. engage in group discussions, make shared decisions) (WAHASS09) – topic 5

##### Health and Physical Education

* Personal and social skills to interact with others: expressing needs, wants and feelings active listening self-discipline (ACPPS004) – topics 1, 2, 3, 4, 5, 6
* Emotional responses individuals may experience in different situations, such as feeling: happy, sad, excited, tired, angry scared, confused (ACPPS005) – topics 1, 2, 3, 6
* Appropriate language and actions to communicate feelings in different situations (ACPPS005) – topics 1, 2, 4, 6
* Actions that promote health, safety and wellbeing, such as: eating healthy food, practising appropriate personal hygiene routines, identifying household substances that can be dangerous, following safety symbols and procedures (ACPPS006) – topics 3, 4, 6

##### Drama

* Use of stimuli (photos, sounds or music) to develop dramatic action about the real and imagined worlds (ACADRM027) – topics 1, 4, 6
* Exploration and experimentation of two (2) elements of drama: voice (loud, soft) movement (big, small) to create drama (ACADRM028) – topics 1, 4, 6
* Simple stories based on stimuli and available technologies (ACADRM029) – topics 1, 4, 6
* Audience behaviour (being attentive, responding appropriately) when viewing drama (ACADRR030) – topics 1, 4

##### 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) – topic 4
* Sharing artwork with others (ACAVAM108) – topic 4

#### Unit mapping for Year 1

##### English

Language for interaction

* Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787) – topics 1, 4, 6

Text structure and organisation

* Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449) – topics 3, 6

Expressing and developing ideas

* Identify the parts of a simple sentence that represent ‘What is happening?’, ‘What state is being described?’, ‘Who or what is involved?’ and the surrounding circumstances (ACELA1451) – topics 3, 6
* Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452) – topic 3
* Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454) – topics 1, 3, 5 ,6

Phonics and word knowledge

* Understand how to spell one and two syllable words with common letter patterns (ACELA1778) – topics 3, 6
* Use visual memory to read and write high-frequency words (ACELA1821) – topics 3, 6

Creating literature

* Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary (ACELA1832) – topics 3, 4

Interacting with others

* Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656) – topics 1,2, 3, 4, 5, 6
* Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788) – topics 1,2, 3, 4, 5, 6
* Make short presentations using some introduced text structures and language, for example opening statements (ACELY1657) – topics 4, 6

Interpreting, analysing, evaluation

* Read decodable and predictable texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading (ACELY1659) – topics 4, 6
* Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660) – topics 3, 4

Creating texts

* Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661) – topics 2, 3, 4, 6
* Re-read student’s own texts and discuss possible changes to improve meaning, spelling and punctuation (ACELY1662) – topic 6
* Write using unjoined lower case and upper-case letters (ACELY1663) – topics 3, 6

##### Mathematics

Number and place value

* Develop confidence with number sequences to and from 100 by ones from any starting point. Skip count by twos, fives and tens starting from zero (ACMNA012) – topic 5
* Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts (ACMNA015) – topic 2

Money and financial mathematics

* Recognise, describe and order Australian coins according to their value (ACMNA017) – topics 2, 5

Patterns and algebra

* Investigate and describe number patterns formed by skip-counting (ACMNA018) – topic 5

Data representation and interpretation

* Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays (ACMSP263) – topic 5

##### Humanities and Social Sciences

Analysing

* Process information and/or data collected (e.g. sequence information or events, categorise information, combine information from different sources) (WAHASS18) – topic 5

Evaluating

* Draw conclusions based on information and/or data displayed in pictures, texts and maps (e.g. form categories, make generalisations based on patterns) (WAHASS21) – topic 5
* Participate in decision-making processes (e.g. engage in group discussions, make shared decisions, share views) (WAHASS22) – topic 5

##### Health and Physical Education

* Appreciation and encouragement of the behaviour of others through the use of: manners positive language praise (ACPPS019) – topics 1, 2, 3, 4, 5, 6
* Positive ways to react to their own emotions in different situations, such as: walking away seeking help remaining calm (ACPPS020) – topics 1, 2, 3, 6
* Actions that support a safe classroom, such as: moving around safely sharing appropriately following class rules (ACPPS022) – topics 3, 4, 6
* Importance of rules and fair play in partner, group activities and minor games (ACPMP032) – topic 4

##### Drama

* Use of dramatic action to sequence events to communicate an idea or message (ACADRM027) – topics 1, 4, 6
* 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) – topics 1, 4, 6
* Use of known stories and personal experiences to create drama with simple objects and available technologies (ACADRM029) – topics 1, 4, 6
* Audience behaviour (paying attention to the development of a story) when viewing drama (ACADRR030) – topics 1, 4,

##### Visual Arts

* Exploration of different materials, media and/or technologies, when creating artwork (ACAVAM107) – topic 4
* Display of artwork (ACAVAM108) – topic 4

#### Unit mapping for Year 2

##### English

Language for interaction

* Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462) – topics 1, 3, 6

Text structure and organisation

* Recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465) – topics 3, 6

Expressing and developing ideas

* Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (ACELA1467) – topics 3, 6
* Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/ phrases can be expanded using articles and adjectives (ACELA1468) – topic 3
* Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470) – topics 1, 3, 5, 6

Phonics and word knowledge

* Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words (ACELA1471) – topics 3, 6
* Use knowledge of letter patterns and morphemes to read and write high frequency words and words whose spelling is not predictable from their sounds (ACELA1823) – topics 3, 6

Interacting with others

* Listen for specific purposes and information, including instructions, and extend students’ own and others’ ideas in discussions (ACELY1666) – topics 1, 2, 3, 4, 5, 6
* Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789) – topics 1, 2, 3, 4, 5, 6
* Rehearse and deliver short presentations on familiar and new topics (ACELY1667) – topics 4, 6

Interpreting, analysing, evaluation

* Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1670) – topics 3, 5

Creating texts

* Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671) – topics 2, 3, 4, 6
* Re-read and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1672) – topic 6
* Write legibly and with growing fluency using unjoined upper case and lower-case letters (ACELY1673) – topics 3, 6

##### Mathematics

Number and place value

* Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and tens from any starting point, then moving to other sequences (ACMNA026) – topic 5
* Explore the connection between addition and subtraction (ACMNA029) – topic 2
* Solve simple addition and subtraction problems using a range of efficient mental and written strategies (ACMNA030) – topic 2
* Recognise and represent multiplication as repeated addition, groups and arrays (ACMNA031) – topic 2
* Recognise and represent division as grouping into equal sets and solve simple problems using these representations (ACMNA032) – topic 2

Money and financial mathematics

* Count and order small collections of Australian coins and notes according to their value (ACMNA034) – topics 2, 5

Patterns and algebra

* Solve problems by using number sentences for addition or subtraction (ACMNA036) – topics 2, 5

Data representation and interpretation

* Create displays of data using lists, table and picture graphs and interpret them (ACMSP050) – topic 5

##### Humanities and Social Sciences

Analysing

* Explore points of view (e.g. understand that stories can be told from different perspectives) (WAHASS19) – topic 5
* Process information and/or data collected (e.g. sequence information or events, categorise information, combine information from different sources) (WAHASS18) – topic 5

Evaluating and reflecting

* Draw conclusions based on information and/or data displayed in pictures, texts and maps (e.g. form categories, make generalisations based on patterns) (WAHASS21) – topic 5
* Participate in decision-making processes (e.g. engage in group discussions, make shared decisions, share views) (WAHASS22) – topic 5

##### Health and Physical Education

* Strategies to include others in activities and games (ACPPS019) – topics 1, 2, 3, 4, 5, 6
* Ways to interpret the feelings of others in different situations, such as: words other people use facial expressions body language (ACPPS020) – topics 1, 2, 3, 6
* Actions that keep people safe and healthy in and outside the classroom, such as: staying hydrated, being sun smart, following school rules (ACPPS022) – topics 3, 4, 6
* Importance of rules and fair play in partner, group activities and minor games (ACPMP032) – topic 4

##### Drama

* Use of dramatic action to sequence events communicating an idea, message or story (ACADRM027) – topics 1, 4, 6
* 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) – topics 1, 4, 6
* Development of drama to communicate important personal events or fictional stories using objects, puppets, images and/or available technologies (ACADRM029) – topics 1, 4, 6

##### Visual Arts

* Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107) – topic 4
* Create and display artworks to communicate ideas to an audience (ACAVAM108) – topic 4

#### Unit mapping for general capabilities

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.1 Comprehend texts – topics 3, 4, 5, 6
* 1.2 Navigate, read and view learning area texts – topics 3, 4, 5, 6
* 1.3 Listen and respond to learning area texts – topics 2, 3, 4, 5, 6
* 1.4 Interpret and analyse learning area texts – topics 1, 3, 4, 5

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – topics 1, 2, 3, 4, 6
* 2.2 Compose spoken, written, visual and multimodal learning area texts – topics 1, 2, 3, 4, 6
* 2.3 Use language to interact with others – topics 1, 2, 3, 4, 5, 6
* 2.4 Deliver presentations – topics 1, 3, 6

Text knowledge element

* 3.1 Use knowledge of text structures – topic 3
* 3.2 Use knowledge of text cohesion – topic 3

Grammar knowledge element

* 4.1 Use knowledge of sentence structures – topics 3, 6
* 4.2 Use knowledge of words and word groups – topics 3, 5, 6
* 4.3 Express opinion and point of view – topics 1, 3, 6

Word knowledge element

* 5.1 Understand learning area vocabulary – topics 1, 3, 5
* 5.2 Use spelling knowledge – topic 3

Visual knowledge element

* 6.1 Understand how visual elements create meaning – topics 2, 3, 4, 6

##### Numeracy

Estimating and calculating with whole numbers element

* 1.1 Understand and use numbers in context – topics 2, 3, 5
* 1.2 Estimate and calculate – topics 2, 5
* 1.3 Use money – topics 2, 5

Using spatial reasoning element

* 4.2 Interpret maps and diagrams – topic 6

Interpreting statistical information element

* 5.1 Interpret data displays – topics 2, 5

##### Critical creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

* 1.3 Organise and process information – topics 4, 5, 6

Generating ideas, possibilities and actions element

* 2.1 Imagine possibilities and connect ideas – topics 1, 6
* 2.2 Consider alternatives – topic 5
* 2.3 Seek solutions and put ideas into action – topics 2, 3

Reflecting on thinking and processes element

* 3.3 Transfer knowledge into new contexts – topics 4, 6

Analysing, synthesising and evaluating reasoning and procedures element

* 4.1 Apply logic and reasoning – topics 2, 5, 6
* 4.2 Draw conclusions and design a course of action – topics 1, 5

##### Personal social capability

Self-awareness element

* 1.1 Recognise emotions – topics 1, 2, 3, 4, 5, 6
* 1.2 Recognise personal qualities and achievements – topic 3
* 1.3 Understand themselves as learners – topic 3
* 1.4 Develop reflective practice – topic 3

Self-management element

* 2.1 Express emotions appropriately – topic 3

Social awareness element

* 3.1 Appreciate diverse perspectives – topic 2
* 3.2 Contribute to civil society – topic 6
* 3.3 Understand relationships – topic 6

Social management element

* 4.1 Communicate effectively – topics 1, 2, 3, 5, 6
* 4.2 Work collaboratively – topics 1, 2, 3, 5, 6
* 4.3 Make decisions – topics 3, 5
* 4.4 Negotiate and resolve conflict – topics 1, 3
* 4.5 Develop leadership skills – topics 1, 3, 4, 6

##### Ethical understanding

Understanding ethical concepts and issues element

* 1.1 Recognise ethical concepts – topics 1, 2, 3, 4, 5, 6
* 1.2 Explore ethical concepts in context – topics 1, 2, 3, 4, 5, 6

Reasoning in decision making and actions element

* 2.1 Reason and make ethical decisions – topics 2, 3, 5, 6
* 2.2 Consider consequences – topics 1, 3, 4, 5
* 2.3 Reflect on ethical action – topics 1, 3

Exploring values, rights and responsibilities element

* 3.1 Examine values – topic 1
* 3.2 Explore rights and responsibilities – topics 1, 4, 6
* 3.3 Consider points of view – topic 2

##### Intercultural understanding

Interacting and empathising with others element

* 2.3 Empathise with others – topic 1

### Mapping for topic 1

The following maps [Paying It Forward, Foundation to Year 2, Topic 1: Fairness](#Topic1Fairness10) to the Western Australia syllabuses.

#### Mapping for topic 1 pre-primary

##### English

Language for interaction

* Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429) – activity 3

Expressing and developing ideas

* Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437) – activities 2, 3

Interacting with others

* Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646) – activities 1, 5, 6
* Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784) – activities 1, 5, 6

##### Health and Physical Education

* Personal and social skills to interact with others: expressing needs, wants and feelings active listening self-discipline (ACPPS004) – activities 1, 4, 5, 6
* Emotional responses individuals may experience in different situations, such as feeling: happy, sad, excited, tired, angry scared, confused (ACPPS005) – activities 1, 3, 4, 5, 6
* Appropriate language and actions to communicate feelings in different situations (ACPPS005) – activities 1, 2, 4, 6

##### Drama

* Use of stimuli (photos, sounds or music) to develop dramatic action about the real and imagined worlds (ACADRM027) – activities 5, 6
* Exploration and experimentation of two (2) elements of drama: voice (loud, soft) movement (big, small) to create drama (ACADRM028) – activities 5, 6
* Simple stories based on stimuli and available technologies (ACADRM029) – activities 5, 6
* Audience behaviour (being attentive, responding appropriately) when viewing drama (ACADRR030) – activities 4, 6

#### Mapping for topic 1 Year 1

##### English

Language for interaction

* Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787) – activity 3

Expressing and developing ideas

* Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454) – activities 2, 3

Interacting with others

* Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656) – activities 1, 5, 6
* Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788) – activities 1, 5, 6

##### Health and Physical Education

* Appreciation and encouragement of the behaviour of others through the use of: manners positive language praise (ACPPS019) – activities 1, 5, 6
* Positive ways to react to their own emotions in different situations, such as: walking away seeking help remaining calm (ACPPS020) – activities 1, 3, 4, 5, 6

##### Drama

* Use of dramatic action to sequence events to communicate an idea or message (ACADRM027) – activities 5, 6
* 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) – activities 5, 6
* Use of known stories and personal experiences to create drama with simple objects and available technologies (ACADRM029) – activities 5, 6
* Audience behaviour (paying attention to the development of a story) when viewing drama (ACADRR030) – activities 4, 5, 6

#### Mapping for topic 1 Year 2

##### English

Language for interaction

* Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462) – activity 3
* Expressing and developing ideas Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470) – activities 2, 3

Interacting with others

* Listen for specific purposes and information, including instructions, and extend students’ own and others’ ideas in discussions (ACELY1666) – activities 1, 5, 6
* Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789) – activities 1, 5, 6

##### Health and Physical Education

* Strategies to include others in activities and games (ACPPS019) – activities 1, 5, 6
* Ways to interpret the feelings of others in different situations, such as: words other people use facial expressions body language (ACPPS020) – activities 1, 3, 4, 5, 6

##### Drama

* Use of dramatic action to sequence events communicating an idea, message or story (ACADRM027) – activities 5, 6
* 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) – activities 5, 6
* Development of drama to communicate important personal events or fictional stories using objects, puppets, images and/or available technologies (ACADRM029) – activities 5, 6

#### Unit mapping for general capabilities

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.4 Interpret and analyse learning area texts – activity 4

Composing texts through listening, reading, and viewing element

* 2.2 Compose spoken, written, visual and multimodal learning area texts – activity 6
* 2.3 Use language to interact with others – activities 1, 5, 6
* 2.4 Deliver presentations – activity 6

Grammar knowledge element

* 4.3 Express opinion and point of view – activity 2

Word knowledge element

* 5.1 Understand learning area vocabulary – activity 3

##### Critical and creative thinking

Generating ideas, possibilities and actions element

* 2.1 Imagine possibilities and connect ideas – activity 5

Analysing, synthesising and evaluating reasoning and procedures element

* 4.2 Draw conclusions and design a course of action – activities 1, 6

##### Personal and social capability

Self-awareness element

* 1.1 Recognise emotions – activities 1, 3, 4

Social management element

* 4.1 Communicate effectively – activities 1, 5, 6
* 4.2 Work collaboratively – activities 1, 5, 6
* 4.4 Negotiate and resolve conflict – activities 5, 6
* 4.5 Develop leadership skills – activities 5, 6

##### Ethical understanding

Understanding ethical concepts and issues element

* 1.1 Recognise ethical concepts – activities 1, 3, 4, 5, 6
* 1.2 Explore ethical concepts in context – activities 1, 3, 4, 5, 6

Reasoning in decision making and actions element

* 2.2 Consider consequences – activity 6
* 2.3 Reflect on ethical action – activity 6

Exploring values, rights and responsibilities element

* 3.1 Examine values – activity 2
* 3.2 Explore rights and responsibilities – activity 2

##### Intercultural understanding

Interacting and empathising with others element

* 2.3 Empathise with others – activity 1

### Mapping for topic 2

The following maps [Paying It Forward, Foundation to Year 2, Topic 2: Sharing is a choice](#Topic2Sharingisachoice10) to the Western Australia syllabuses.

#### Mapping for topic 2 pre-primary

##### English

Interacting with others

* Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646) – activities 1, 2, 3, 4, 5, 6
* Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784) – activities 1, 4, 5, 6

Creating texts

* Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651) – activity 4

##### Mathematics

* Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point (ACMNA001) – activity 5
* Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (ACMNA002) – activities 1, 5, 6
* Subitise small collections of objects (ACMNA003) – activity 3
* Represent practical situations to model addition and sharing (ACMNA004) – activities 1, 5, 6
* Participate in decision-making processes (e.g. engage in group discussions, make shared decisions) (WAHASS09) – activity 5

##### Health and Physical Education

* Personal and social skills to interact with others: expressing needs, wants and feelings active listening self discipline (ACPPS004) – activities 1, 4
* Emotional responses individuals may experience in different situations, such as feeling: happy, sad, excited, tired, angry scared, confused (ACPPS005) – activity 3
* Appropriate language and actions to communicate feelings in different situations (ACPPS005) – activity 3

#### Mapping for topic 2 Year 1

##### English

Interacting with others

* Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656) – activities 1, 2, 3, 4, 5, 6
* Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788) – activities 1, 4, 5, 6

Creating texts

* Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661) – activity 4

##### Mathematics

* Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts (ACMNA015) – activities 3, 5, 6, Extension
* Recognise, describe and order Australian coins according to their value (ACMNA017) – activity 5

##### Health and Physical Education

* Appreciation and encouragement of the behaviour of others through the use of: manners positive language praise (ACPPS019) – activities 1, 4
* Positive ways to react to their own emotions in different situations, such as: walking away, seeking help, remaining calm (ACPPS020) – activity 3

#### Mapping for topic 2 Year 2

##### English

Interacting with others

* Listen for specific purposes and information, including instructions, and extend students’ own and others’ ideas in discussions (ACELY1666) – activities 1, 2, 3, 4, 5, 6
* Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789) – activities 1, 4, 5, 6

Creating texts

* Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671) – activity 4

##### Mathematics

* Explore the connection between addition and subtraction (ACMNA029) – activities 5, 6, Extension
* Solve simple addition problems using a range of efficient mental and written strategies (ACMNA030) – activities 5, 6, Extension
* Recognise and represent multiplication as repeated addition, groups and arrays (ACMNA031) – activities 3, Extension
* Recognise and represent division as grouping into equal sets and solve simple problems using these representations (ACMNA032) – activities 1, 5
* Count and order small collections of Australian coins and notes according to their value (ACMNA034) – activity 5
* Solve problems by using number sentences for addition or subtraction (ACMNA036) – activities 5, 6, Extension

##### Health and Physical Education

* Strategies to include others in activities and games (ACPPS019) – activities 1, 4,
* Ways to interpret the feelings of others in different situations, such as: words other people use facial expressions body language (ACPPS020) – activity 3

#### Mapping for topic 2 general capabilities

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.3 Listen and respond to learning area texts – activities 1, 5, 6

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – activity 4
* 2.2 Compose spoken, written, visual and multimodal learning area texts – activity 4
* 2.3 Use language to interact with others – activity 1

Visual knowledge element

* 6.1 Understand how visual elements create meaning – activity 4

##### Numeracy

Estimating and calculating with whole numbers element

* 1.1 Understand and use numbers in context – activities 1, 2, 5, 6
* 1.2 Estimate and calculate – activities 2, 5, 6
* 1.3 Use money – activities 5, 6

Interpreting statistical information element

* 5.1 Interpret data displays – activity 5

##### Critical and creative thinking

Generating ideas, possibilities and actions element

* 2.3 Seek solutions and put ideas into action – activity 4

Analysing, synthesising and evaluating reasoning and procedures element

* 4.1 Apply logic and reasoning – activity 5

##### Personal and social capability

Self-awareness element

* 1.1 Recognise emotions – activity 4

Social awareness element

* 3.1 Appreciate diverse perspectives – activity 5

Social management element

* 4.1 Communicate effectively – activity 4
* 4.2 Work collaboratively – activities 1, 4

##### Ethical understanding

Understanding ethical concepts and issues element

* 1.1 Recognise ethical concepts – activities 2, 3, 4, 6
* 1.2 Explore ethical concepts in context – activities 4, 6

Reasoning in decision making and actions element

* 2.1 Reason and make ethical decisions – activity 6

Exploring values, rights and responsibilities element

* 3.3 Consider points of view – activity 5

### Mapping for topic 3

The following maps [Paying It Forward, Foundation to Year 2, Topic 3: A world with or without sharing](#Topic3Aworldwithorwithoutsharing10) to the Western Australia syllabuses.

#### Mapping for topic 3 pre-primary

##### English

Language for interaction

* Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429) – activities 2, 4

Text structure and organisation

* 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 (ACELA1432) – activities 5, 8

Expressing and developing ideas

* Recognise that texts are made up of words and groups of words that make meaning (ACELA1434) – activities 2, 3, 4, 5, 8
* Recognise that sentences are key units for expressing ideas (ACELA1435) – activities 2, 4, 5, 8
* Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437) – activities 2, 5, 8

Phonics and word knowledge

* Know how to read and write some high frequency words and other familiar words (ACELA1817) – activities 5, 8

Interacting with others

* Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646) – activities 2, 3, 4, 6, 7
* Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784) – activities 1, 4

Interpreting, analysing, evaluation

* Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650) – activities 2, 3, 6

Creating texts

* Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651) – activities 5, 8
* Produce some lower- case and upper-case letters using learned letter formations (ACELY1653) – activities 5, 8

##### Health and Physical Education

* Personal and social skills to interact with others: expressing needs, wants and feelings active listening self-discipline (ACPPS004) – activities 1, 4
* Emotional responses individuals may experience in different situations, such as feeling: happy, sad, excited, tired, angry scared, confused (ACPPS005) – activities 1, 2, 5
* Actions that promote health, safety and wellbeing, such as: eating healthy food, practising appropriate personal hygiene routines, identifying household substances that can be dangerous, following safety symbols and procedures (ACPPS006) – activities 1, 4, 5, 7, 8

#### Mapping for topic 3 Year 1

##### English

Text structure and organisation

* Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449) – activities 5, 8

Expressing and developing ideas

* Identify the parts of a simple sentence that represent ‘What is happening?’, ‘What state is being described?’, ‘Who or what is involved?’ and the surrounding circumstances (ACELA1451) – activities 2, 3, 4, 5, 8
* Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452) – activities 2, 3, 4
* Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454) – activities 2, 5, 8

Phonics and word knowledge

* Understand how to spell one and two syllable words with common letter patterns (ACELA1778) – activities 5, 8
* Use visual memory to read and write high-frequency words (ACELA1821) – activities 5, 8

Creating literature

* Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary (ACELA1832) – activities 4, 5

Interacting with others

* Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656) – activities 2, 3, 4, 6, 7
* Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788) – activities 1, 4

Interpreting, analysing, evaluation

* Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660) – activities 2, 3, 6

Creating texts

* Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661) – activities 5, 8
* Write using unjoined lower case- and upper-case letters (ACELY1663) – activities 5, 8

##### Health and Physical Education

* Appreciation and encouragement of the behaviour of others through the use of: manners positive language praise (ACPPS019) – activities 1, 4
* Positive ways to react to their own emotions in different situations, such as: walking away seeking help remaining calm (ACPPS020) – activities 1, 4
* Actions that support a safe classroom, such as: moving around safely sharing appropriately following class rules (ACPPS022) – activities 1, 4, 6, 7, 8

#### Mapping for topic 3 Year 2

##### English

Language for interaction

* Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462) – activities 2, 4

Text structure and organisation

* Recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465) – activities 5, 8

Expressing and developing ideas

* Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (ACELA1467) – activities 3, 4, 5, 8
* Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/ phrases can be expanded using articles and adjectives (ACELA1468) – activities 2, 5, 8
* Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470) – activities 5, 8

Phonics and word knowledge

* Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words (ACELA1471) – activities 5, 8
* Use knowledge of letter patterns and morphemes to read and write high frequency words and words whose spelling is not predictable from their sounds (ACELA1823) – activities 5, 8

Interacting with others

* Listen for specific purposes and information, including instructions, and extend students’ own and others’ ideas in discussions (ACELY1666) – activities 2, 3, 4, 6, 7
* Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789) – activities 1, 4

Creating texts

* Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671) – activities 5, 8
* Write legibly and with growing fluency using unjoined upper-case and lower-case letters (ACELY1673) – activities 5, 8

##### Health and Physical Education

Strategies to include others in activities and games (ACPPS019) – activities 1, 4

* Ways to interpret the feelings of others in different situations, such as: words other people use facial expressions body language (ACPPS020) – activities 1, 4
* Actions that keep people safe and healthy in and outside the classroom, such as: staying hydrated, being sun smart, following school rules (ACPPS022) – activities 1, 4, 6, 7, 8

#### Mapping for topic 3 general capabilities

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.1 Comprehend texts – activities 2, 3, 6
* 1.2 Navigate, read and view learning area texts – activities 2, 3, 6
* 1.3 Listen and respond to learning area texts – activities 2, 3, 6
* 1.4 Interpret and analyse learning area texts – activities 2, 3, 6

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – activities 4, 5, 8
* 2.2 Compose spoken, written, visual and multimodal learning area texts – activities 4, 5, 8
* 2.3 Use language to interact with others – activities 4, 7
* 2.4 Deliver presentations – activities 3, 4

Text knowledge element

* 3.1 Use knowledge of text structures – activities 5, 8
* 3.2 Use knowledge of text cohesion – activities 5, 8

Grammar knowledge element

* 4.1 Use knowledge of sentence structures – activities 5, 8
* 4.2 Use knowledge of words and word groups – activities 5, 8
* 4.3 Express opinion and point of view – activities 5, 6, 7

Word knowledge element

* 5.1 Understand learning area vocabulary – activities 3, 5, 8
* 5.2 Use spelling knowledge – activities 5, 8

Visual knowledge element

* 6.1 Understand how visual elements create meaning – activities 4, 5

##### Numeracy

Estimating and calculating with whole numbers element

* 1.1 Understand and use numbers in context – activity 1

##### Critical and creative thinking

Generating ideas, possibilities and actions element

* 2.3 Seek solutions and put ideas into action – activity 4

##### Personal and social capability

Self-awareness element

* 1.1 Recognise emotions – activities 1, 5, 7
* 1.2 Recognise personal qualities and achievements
* 1.3 Understand themselves as learners
* 1.4 Develop reflective practice – activity 1

Social management element

* 4.1 Communicate effectively – activity 4
* 4.2 Work collaboratively – activities 1, 4, 7
* 4.3 Make decisions – activity 1
* 4.5 Develop leadership skills – activity 1

##### Ethical understanding

Understanding ethical concepts and issues element

* 1.1 Recognise ethical concepts – activities 2, 5, 6, 7
* 1.2 Explore ethical concepts in context – activities 1, 2, 5, 6, 7

Reasoning in decision making and actions element

* 2.1 Reason and make ethical decisions – activity 1
* 2.2 Consider consequences – activities 5, 7
* 2.3 Reflect on ethical action – activity 1

##### Intercultural understanding

Interacting and empathising with others element

* 2.3 Empathise with others – activities 2, 8

### Mapping for topic 4

The following maps [Paying It Forward, Foundation to Year 2, Topic 4: Rules and responsibilities in the classroom](#Topic4Rulesandresponsibilitiesinthecla10) to the Western Australia syllabuses.

#### Mapping for topic 4 pre-primary

##### English

Language for interaction

* Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429) – activities 3, 5

Expressing and developing ideas

* Recognise that sentences are key units for expressing ideas (ACELA1435) – activity 3
* Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437) – activity 3

Creating literature

* Innovate on familiar texts through play (ACELT1831) – activities 5, 6

Interacting with others

* Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646) – activities 1, 2, 3, 4, 5, 6, 7
* Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784) – activities 4, 5, 6, 7
* Deliver short oral presentations to peers (ACELY1647) – activity 7

Interpreting, analysing, evaluation

* Read decodable and predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649) – activity 3

Creating texts

* Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651) – activities 2, 3

##### Health and Physical Education

* Personal and social skills to interact with others: expressing needs, wants and feelings, active listening, self-discipline (ACPPS004) – activities 4, 5, 6, 7
* Appropriate language and actions to communicate feelings in different situations (ACPPS005) – activity 1
* Actions that promote health, safety and wellbeing, such as: eating healthy food, practising appropriate personal hygiene routines, identifying household substances that can be dangerous, following safety symbols and procedures (ACPPS006) – activities 1, 2, 3, 4, 5, 6, 7

##### Drama

* Use of stimuli (photos, sounds or music) to develop dramatic action about the real and imagined worlds (ACADRM027) – activities 6, 7
* Exploration and experimentation of two (2) elements of drama: voice (loud, soft) movement (big, small) to create drama (ACADRM028) – activities 6, 7
* Simple stories based on stimuli and available technologies (ACADRM029) – activities 6, 7
* Audience behaviour (being attentive, responding appropriately) when viewing drama (ACADRR030) – activity 7

##### 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) – activity 2
* Sharing artwork with others (ACAVAM108) – activity 2

#### Mapping for topic 4 Year 1

##### English

Language for interaction

* Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787) – activities 6, 7
* Expressing and developing ideas Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454) – activity 3

Creating literature

* Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary (ACELA1832) – activities 6, 7

Interacting with others

* Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656) – activities 1, 2, 3, 4, 5, 6, 7
* Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788) 4, 5, 6, 7
* Make short presentations using some introduced text structures and language, for example opening statements (ACELY1657) – activity 7

Interpreting, analysing, evaluation

* Read decodable and predictable texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading (ACELY1659) – activity 3

Creating texts

* Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661) – activities 2, 3

##### Health and Physical Education

* Appreciation and encouragement of the behaviour of others through the use of manners positive language praise (ACPPS019) – activities 4, 5, 6, 7
* Actions that support a safe classroom, such as: moving around safely sharing appropriately following class rules (ACPPS022) – activities 1, 2, 3, 4, 5, 6, 7
* Importance of rules and fair play in partner, group activities and minor games (ACPMP032) – activities 6, 7

##### Drama

* Use of dramatic action to sequence events to communicate an idea or message (ACADRM027) – activities 6, 7
* 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) – activities 6, 7
* Use of known stories and personal experiences to create drama with simple objects and available technologies (ACADRM029) – activities 6, 7
* Audience behaviour (paying attention to the development of a story) when viewing drama (ACADRR030) – activity 7

##### Visual Arts

* Exploration of different materials, media and/or technologies, when creating artwork (ACAVAM107) – activity 2
* Display of artwork (ACAVAM108) – activity 2

#### Mapping for topic 4 Year 2

##### English

Interacting with others

* Listen for specific purposes and information, including instructions, and extend students’ own and others’ ideas in discussions (ACELY1666) – activities 1, 2, 3, 4, 5, 6, 7
* Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789) – activities 4, 5, 6, 7
* Rehearse and deliver short presentations on familiar and new topics (ACELY1667) – activity 7

Creating texts

* Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671) – activities 2, 3

##### Health and Physical Education

* Strategies to include others in activities and games (ACPPS019) – activities 4, 5, 6, 7
* Actions that keep people safe and healthy in and outside the classroom, such as: staying hydrated being sun smart following school rules – activities 1, 2, 3, 4, 5, 6, 7
* Importance of rules and fair play in partner, group activities and minor games (ACPMP032) – activities 2, 6, 7

##### Drama

* Use of dramatic action to sequence events communicating an idea, message or story (ACADRM027) – activities 6, 7
* 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) – activities 6, 7
* Development of drama to communicate important personal events or fictional stories using objects, puppets, images and/or available technologies (ACADRM029) – activities 6, 7
* Use of dramatic action to sequence events communicating an idea, message or story (ACADRM027) – activity 7

##### Visual Arts

* Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107) – activity 2
* Create and display artworks to communicate ideas to an audience (ACAVAM108) – activity 2

#### Mapping for topic 4 general capabilities

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.1 Comprehend texts – activity 3
* 1.2 Navigate, read and view learning area texts – activity 3
* 1.3 Listen and respond to learning area texts – activity 1
* 1.4 Interpret and analyse learning area texts – activity 1

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – activities 3, 7
* 2.2 Compose spoken, written, visual and multimodal learning area texts – activities 3, 7
* 2.3 Use language to interact with others – activities 3, 4, 5, 6, 7

Visual knowledge element

* 6.1 Understand how visual elements create meaning – activities 6, 7

##### Critical and creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

* 1.3 Organise and process information – activity 1

Reflecting on thinking and processes element

* 3.3 Transfer knowledge into new contexts – activity 7

##### Personal and social capability

Self-awareness element

* 1.1 Recognise emotions – activity 7

Social management element

* 4.5 Develop leadership skills – activity 7

##### Ethical understanding

Understanding ethical concepts and issues element

* 1.1 Recognise ethical concepts – activities 1, 3, 6, 7
* 1.2 Explore ethical concepts in context – activities 3, 6, 7

Reasoning in decision making and actions element

* 2.2 Consider consequences – activities 1, 3

Exploring values, rights and responsibilities element

* 3.2 Explore rights and responsibilities – activities 2, 3, 4, 5, 6, 7

### Mapping for topic 5

The following maps [Paying It Forward, Foundation to Year 2, Topic 5: Spending and saving for needs and wants](#Topic5Spendingandsavingforneedsandwant10) to the Western Australia syllabuses.

#### Mapping for topic 5 pre-primary

##### English

Language for interaction

* Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429) – activities 1, 2, 3

Expressing and developing ideas

* Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437) – activities 1, 2, 3, 5

Interacting with others

* Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646) – activities 1, 2
* Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784) – activity 3

Interpreting, analysing, evaluation

* Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650) – activities 2, 6

##### Mathematics

* Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point (ACMNA001) – activity 7
* Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (ACMNA002) – activities 4, 7
* Represent practical situations to model addition (ACMNA004) – activity 7
* Answer yes/no questions to collect information and make simple inferences (ACMSP011) – activity 7

##### Humanities and Social Sciences

* Explore points of view (e.g. understand that their point of view may differ from others) (WAHASS06) – activity 2
* Process information and/or data collected (e.g. sequence familiar events, answer questions, discuss observations) (WAHASS05) – activities 3, 7
* Represent information gathered in different formats (e.g. drawings, diagrams, story maps, role-plays) (WAHASS07) – activity 7
* Draw conclusions based on discussions of observations (e.g. answer questions, contribute to guided discussions) (WAHASS08) – activity 7
* Participate in decision-making processes (e.g. engage in group discussions, make shared decisions) (WAHASS09) – activity 6

##### Health and Physical Education

* Personal and social skills to interact with others: expressing needs, wants and feelings, active listening, self-discipline (ACPPS004) – activities 2, 3

#### Mapping for topic 5 Year 1

##### English

Expressing and developing ideas

* Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454) – activities 1, 2, 3

Interacting with others

* Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656) – activities 1, 2
* Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788) – activities 1, 2, 3, 5

Interpreting, analysing, evaluation

* Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660) – activity 2

##### Mathematics

* Develop confidence with number sequences to and from 100 by ones from any starting point. Skip count by twos, fives and tens starting from zero (ACMNA012) – activities 4, 7
* Recognise, describe and order Australian coins according to their value (ACMNA017) – activity 7
* Investigate and describe number patterns formed by skip-counting (ACMNA018) – activity 7
* Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays (ACMSP263) – activity 7

##### Humanities and Social Sciences

* Explore points of view (e.g. understand that stories can be told from different perspectives) (WAHASS19) – activity 2
* Process information and/or data collected (e.g. sequence information or events, categorise information, combine information from different sources) (WAHASS18) – activities 3, 7
* Represent collected information and/or data in to different formats (e.g. tables, maps, plans) (WAHASS20) – activity 7
* Draw conclusions based on information and/or data displayed in pictures (e.g. form categories, make generalisations based on patterns) (WAHASS21) – activity 7
* Participate in decision-making processes (e.g. engage in group discussions, make shared decisions, share views) (WAHASS22) – activity 6

##### Health and Physical Education

* Appreciation and encouragement of the behaviour of others through the use of: manners positive language praise (ACPPS019) – activities 2, 3

#### Mapping for topic 5 Year 2

##### English

Expressing and developing ideas

* Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470) – activities 1, 2, 3

Interacting with others

* Listen for specific purposes and information, including instructions, and extend students’ own and others’ ideas in discussions (ACELY1666) – activities 1, 2, 7
* Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789) – activities 1, 2, 3, 5, 7

##### Mathematics

* Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and tens from any starting point, then moving to other sequences (ACMNA026) – activities 4, 7
* Count and order small collections of Australian coins and notes according to their value (ACMNA034) – activity 7
* Describe patterns with numbers and identify missing elements (ACMNA035) – activity 7
* Solve problems by using number sentences for addition or subtraction (ACMNA036) – activity 7
* Create displays of data using lists, table and picture graphs and interpret them (ACMSP050) – activity 7

##### Humanities and Social Sciences

* Explore points of view (e.g. understand that stories can be told from different perspectives) (WAHASS19) – activity 2
* Process information and/or data collected (e.g. sequence information or events, categorise information, combine information from different sources) (WAHASS18) – activities 3, 7
* Represent collected information and/or data in to different formats (e.g. tables, maps, plans) (WAHASS20) – activity 7
* Draw conclusions based on information and/or data displayed in pictures (e.g. form categories, make generalisations based on patterns) (WAHASS21) – activity 7
* Participate in decision-making processes (e.g. engage in group discussions, make shared decisions, share views) (WAHASS22) – activities 6, 7

##### Health and Physical Education

* Strategies to include others in activities and games (ACPPS019) – activities 2, 3

#### Mapping for topic 5 general capabilities

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.1 Comprehend texts – activity 2
* 1.2 Navigate, read and view learning area texts – activity 2
* 1.3 Listen and respond to learning area texts – activities 1, 2, 4, 5, 6, 7
* 1.4 Interpret and analyse learning area texts – activity 2

Composing texts through listening, reading, and viewing element

* 2.3 Use language to interact with others – activities 1, 3, 7

Grammar knowledge element

* 4.2 Use knowledge of words and word groups – activities 1, 2

Word knowledge element

* 5.1 Understand learning area vocabulary 1, 2, 6

##### Numeracy

Estimating and calculating with whole numbers element

* 1.1 Understand and use numbers in context – activities 4, 7
* 1.2 Estimate and calculate – activities 4, 7
* 1.3 Use money – activities 4, 7

##### Critical and creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

* 1.3 Organise and process information – activities 3, 6, 7

Generating ideas, possibilities and actions element

* 2.2 Consider alternatives – activity 6

Analysing, synthesising and evaluating reasoning and procedures element

* 4.1 Apply logic and reasoning – activities 2, 6
* 4.2 Draw conclusions and design a course of action – activity 6

##### Personal and social capability

Self-awareness element

* 1.1 Recognise emotions – activity 4

Social management element

* 4.1 Communicate effectively – activity 3
* 4.2 Work collaboratively – activity 3
* 4.3 Make decisions – activity 3

##### Ethical understanding

Understanding ethical concepts and issues element

* 1.1 Recognise ethical concepts – activity 4
* 1.2 Explore ethical concepts in context – activity 4

Reasoning in decision making and actions element

* 2.1 Reason and make ethical decisions
* 2.2 Consider consequences – activity 4

### Mapping for topic 6

The following maps [Paying It Forward, Foundation to Year 2, Topic 6: How I contribute to our classroom community](#Topic6HowIcontributetoourclassroomcommun) to the Western Australia syllabuses.

#### Mapping for topic 6 pre-primary

##### English

Language for interaction

* Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429) – activity 4

Text structure and organisation

* 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 (ACELA1432) – activity 3

Expressing and developing ideas

* Recognise that sentences are key units for expressing ideas (ACELA1435) – activity 3
* Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437) – activities 1, 3

Phonics and word knowledge

* Know how to read and write some high frequency words and other familiar words (ACELA1817) – activities 3, 4

Interacting with others

* Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646) – activities 1, 2
* Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784) – activity 2
* Deliver short oral presentations to peers (ACELY1647) – activity 4

Interpreting, analysing, evaluation

* Read decodable and predictable texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading (ACELY1659) – activity 4

Creating texts

* Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651) – activity 3
* Participate in shared editing of students’ own texts for meaning, spelling, capital letters and full stops (ACELY1652) – activity 3
* Produce some lower case and upper-case letters using learned letter formations (ACELY1653) – activity 3

##### Mathematics

* Describe position and movement (ACMMG010) – activity 1

##### Health and Physical Education

* Personal and social skills to interact with others: expressing needs, wants and feelings active listening self-discipline (ACPPS004) – activity 2
* Emotional responses individuals may experience in different situations, such as feeling: happy, sad, excited, tired, angry scared, confused (ACPPS005) – activities 1, 2, 3
* Appropriate language and actions to communicate feelings in different situations (ACPPS005) – activities 1, 3
* Actions that promote health, safety and wellbeing, such as: eating healthy food, practising appropriate personal hygiene routines, identifying household substances that can be dangerous, following safety symbols and procedures (ACPPS006) – activities 1, 3

##### Drama

* Use of stimuli (photos, sounds or music) to develop dramatic action about the real and imagined worlds (ACADRM027) – activity 2
* Exploration and experimentation of two (2) elements of drama: voice (loud, soft) movement (big, small) to create drama (ACADRM028) – activity 2
* Simple stories based on stimuli and available technologies (ACADRM029) – activities 2, 4

#### Mapping for topic 6 Year 1

##### English

Language for interaction

* Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787) – activity 2

Text structure and organisation

* Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449) – activity 2

Expressing and developing ideas

* Identify the parts of a simple sentence that represent ‘What is happening?’, ‘What state is being described?’, ‘Who or what is involved?’ and the surrounding circumstances (ACELA1451) – activity 2
* Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454) – activity 1

Phonics and word knowledge

* Understand how to spell one and two syllable words with common letter patterns (ACELA1778) – activity 3
* Use visual memory to read and write high-frequency words (ACELA1821) – activity 3

Interacting with others

* Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656) – activities 1, 2
* Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788) – activity 2
* Make short presentations using some introduced text structures and language, for example opening statements (ACELY1657) – activity 4

Interpreting, analysing, evaluation

* Read decodable and predictable texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading (ACELY1659) – activity 4

Creating texts

* Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661) – activity 3
* Re-read student’s own texts and discuss possible changes to improve meaning, spelling and punctuation (ACELY1662) – activity 3
* Write using unjoined lower case and upper-case letters (ACELY1663) – activity 3

##### Health and Physical Education

* Appreciation and encouragement of the behaviour of others through the use of manners positive language praise (ACPPS019) – activities 1, 2
* Positive ways to react to their own emotions in different situations, such as: walking away seeking help remaining calm (ACPPS020) – activities 1, 3
* Actions that support a safe classroom, such as: moving around safely sharing appropriately following class rules (ACPPS022) – activities 1, 3

##### Drama

* Use of dramatic action to sequence events communicating an idea, message or story (ACADRM027) – activity 2
* 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) – activity 2
* Development of drama to communicate important personal events or fictional stories using objects, puppets, images and/or available technologies (ACADRM029) – activities 2, 4

#### Mapping for topic 6 Year 2

##### English

Language for interaction

* Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462) – activity 3

Text structure and organisation

* Recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465) – activity 3

Expressing and developing ideas

* Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (ACELA1467) – activity 3
* Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470) – activities 1, 3, 4

Phonics and word knowledge

* Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words (ACELA1471) – activity 3
* Use knowledge of letter patterns and morphemes to read and write high frequency words and words whose spelling is not predictable from their sounds (ACELA1823) – activities 3, 4

Interacting with others

* Listen for specific purposes and information, including instructions, and extend students’ own and others’ ideas in discussions (ACELY1666) – activities 1, 2
* Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789) – activity 2
* Rehearse and deliver short presentations on familiar and new topics (ACELY1667) – activity 4

Creating texts

* Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671) – activity 3
* Re-read and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1672) – activity 3
* Write legibly and with growing fluency using unjoined upper-case and lower-case letters (ACELY1673) – activity 3

##### Health and Physical Education

* Strategies to include others in activities and games (ACPPS019) – activities 1, 2
* Ways to interpret the feelings of others in different situations, such as: words other people use facial expressions body language (ACPPS020) – activities 1, 3
* Actions that keep people safe and healthy in and outside the classroom, such as: staying hydrated, being sun smart, following school rules (ACPPS022) – activities 1, 3

##### Drama

* Use of dramatic action to sequence events communicating an idea, message or story (ACADRM027) – activity 2
* 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) – activity 2
* Development of drama to communicate important personal events or fictional stories using objects, puppets, images and/or available technologies (ACADRM029) – activities 2, 4

#### Mapping for topic 6 general capabilities

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.1 Comprehend texts – activity 4
* 1.2 Navigate, read and view learning area texts – activity 4
* 1.3 Listen and respond to learning area texts – activities 1, 2, 4
* 1.4 Interpret and analyse learning area texts

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – activity 3
* 2.2 Compose spoken, written, visual and multimodal learning area texts – activity 3
* 2.3 Use language to interact with others – activity 2
* 2.4 Deliver presentations – activity 3

Grammar knowledge element

* 4.1 Use knowledge of sentence structures – activity 3
* 4.2 Use knowledge of words and word groups – activity 3
* 4.3 Express opinion and point of view – activity 3

Visual knowledge element

* 6.1 Understand how visual elements create meaning – activity 2

##### Numeracy

Using spatial reasoning element

* 4.2 Interpret maps and diagrams – activity 1

##### Information and Communication Technology capability (ICT)

###### Critical and creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

* 1.3 Organise and process information – activity 3

Generating ideas, possibilities and actions element

* 2.1 Imagine possibilities and connect ideas – activity 3

Reflecting on thinking and processes element

* 3.3 Transfer knowledge into new contexts – activities 1, 3

Analysing, synthesising and evaluating reasoning and procedures element

* 4.1 Apply logic and reasoning – activities 1, 3

##### Personal and social capability

Self-awareness element

* 1.1 Recognise emotions – activity 3

Social awareness element

* 3.2 Contribute to civil society – activities 2, 3, 4
* 3.3 Understand relationships – activity 3

Social management element

* 4.1 Communicate effectively – activities 2, 4
* 4.2 Work collaboratively – activity 2
* 4.5 Develop leadership skills – activity 2

##### Ethical understanding

Understanding ethical concepts and issues element

* 1.1 Recognise ethical concepts – activities 1, 2
* 1.2 Explore ethical concepts in context – activities 1, 2

Reasoning in decision making and actions element

* 2.1 Reason and make ethical decisions – activity 3
* 2.3 Reflect on ethical action – activities 1, 3

Exploring values, rights and responsibilities element

* 3.1 Examine values – activities 1, 2, 3
* 3.2 Explore rights and responsibilities – activities 1, 2, 3

## Australian Curriculum mapping for Year 3 and Year 4

Paying It Forward Foundation to Year 2 resources are mapped to the Australian curriculum.

In this section

1. [Unit mapping](#Unitmapping13)
2. [Mapping for topic 1](#Mappingfortopic113)
3. [Mapping for topic 2](#Mappingfortopic213)
4. [Mapping for topic 3](#Mappingfortopic313)
5. [Mapping for topic 4](#Mappingfortopic413)
6. [Mapping for topic 5](#Mappingfortopic513)
7. [Mapping for topic 6](#Mappingfortopic613)

Along with these accessible versions, which you can either print or use online, we also have the same mapping available as PDFs:

* [Australian Curriculum unit mapping for Years 3 and 4 (PDF, 226KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/3-4_unit.mapping_AC.pdf)
* [Australian Curriculum mapping for topic 1 Years 3 and 4 (PDF, 157KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_3-4_Topic1_AC.pdf)
* [Australian Curriculum mapping for topic 2 Years 3 and 4 (PDF, 174KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_3-4_Topic2_AC.pdf)
* [Australian Curriculum mapping for topic 3 Years 3 and 4 (PDF, 170KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_3-4_Topic3_AC.pdf)
* [Australian Curriculum mapping for topic 4 Years 3 and 4 (PDF, 164KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_3-4_Topic4_AC.pdf)
* [Australian Curriculum mapping for topic 5 Years 3 and 4 (PDF, 167 KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_3-4_Topic5_AC.pdf)
* [Australian Curriculum mapping for topic 6 Years 3 and 4 (PDF, 164KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_3-4_Topic4_AC.pdf)

### Unit mapping

The following maps the Australian Curriculum to the Paying It Forward Year 3 and Year 4 resources.

#### Unit mapping for Year 3

##### English

Language for interaction

* Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476) – topics 2, 3, 4, 5

Text structure and organisation

* Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478) – topic 5
* Understand that paragraphs are a key organisational feature of written texts (ACELA1479) – topic 6

Expressing and developing ideas

* Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (ACELA1481) – topic 6

Phonics and word knowledge

* Understand how to use letter-sound relationships and less common letter patterns to spell words (ACELA1485) – topic 6
* Recognise and know how to write most high frequency words including some homophones (ACELA1486) – topic 6

Interacting with others

* Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) – topics 1, 2, 3, 4, 5, 6
* Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792) – topics 1, 2, 3, 4, 5, 6
* Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677) – topic 6

Interpreting, analysing, evaluation

* Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678) – topic 5
* Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680) – topic 5

Creating texts

* Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682) – topics 2,, 3, 4, 5, 6
* Re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683) – topics 2, 6
* Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685) – topics 2, 3, 4, 6

##### Mathematics

Number and place value

* Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems (ACMNA053) – topic 5
* Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies (ACMNA057) – topic 5

Fractions and decimals

* Model and represent unit fractions including 1/2, 1/4, 1/3, 1/5 and their multiples to a complete whole (ACMNA058) – topic 2

Money and financial mathematics

* Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents (ACMNA059) – topic 2

Patterns and algebra

* Describe, continue, and create number patterns resulting from performing addition or subtraction (ACMNA060) – topic 4

Location and transformation

* Create and interpret simple grid maps to show position and pathways (ACMMG065) – topic 4

Data representation and interpretation

* Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording (ACMSP068) – topic 6
* Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies (ACMSP069) – topic 6
* Interpret and compare data displays (ACMSP070) – topic 6

##### HASS

Researching

* Locate and collect information and data from different sources, including observations (ACHASSI053) – topic 6
* Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate conventions (ACHASSI054) – topics 4, 6

Analysing

* Interpret data and information displayed in different formats, to identify and describe distributions and simple patterns (ACHASSI057) – topics 4, 6

Evaluating and reflecting

* Draw simple conclusions based on analysis of information and data (ACHASSI058) – topics 3, 5, 6
* Interact with others with respect to share points of view (ACHASSI059) – topics 1, 2, 3, 5, 6
* Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI060) – topics 3, 6

Communicating

* Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline- specific terms (ACHASSI061) – topics 1, 3, 6

Civics and Citizenship

* The importance of making decisions democratically (ACHASSK070) – topics 3, 6
* Who makes rules, why rules are important and the consequences of rules not being followed (ACHASSK071) – topic 3
* Why people participate within communities and how students can actively participate and contribute (ACHASSK072) – topics 1, 6

#### Unit mapping for Year 4

##### English

Language for interaction

* Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488) – topics 2, 3, 4, 5

Text structure and organisation

* Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478) – topic 5
* Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491) – topic 6

Expressing and developing ideas

* Understand that the meaning of sentences can be enriched through the use of noun groups/ phrases and verb groups/phrases and prepositional phrases (ACELA1493) – topic 6

Phonics and word knowledge

* Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words (ACELA1779) – topic 6
* Read and write a large core of high frequency words including homophones and know how to use context to identify correct spelling (ACELA1780) – topic 6

Interacting with others

* Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) – topics 1, 2, 3, 4, 5, 6
* Use interaction skills such as acknowledging another’s point of view and linking students’ response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688) – topics 1, 2, 3, 4, 5, 6
* Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689) – topic 6

Interpreting, analysing, evaluation

* Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690) – topic 5
* Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692) – topic 5

Creating texts

* Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694) – topics 2, 3, 4, 5, 6
* Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695) – topics 2, 6
* Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697) – topics 2, 3, 4, 6

##### Mathematics

Number and place value

* Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems (ACMNA073) – topic 5
* Investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9 (ACMNA074) – topic 4
* Develop efficient mental and written strategies, and use appropriate digital technologies for multiplication and for division where there is no remainder (ACMNA076) – topics 4, 5

Fractions and decimals

* Investigate equivalent fractions used in contexts (ACMNA077) – topic 2
* Count by quarters halves and thirds, including with mixed numerals. Locate and represent these fractions on a number line (ACMNA078) – topic 2
* Make connections between fractions and decimal notation Make connections between fractions and decimal notation (ACMNA079) – topic 2, 5

Money and financial mathematics

* Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies (ACMNA080) – topic 2

Patterns and algebra

* Explore and describe number patterns resulting from performing multiplication (ACMNA081) – topic 4
* Solve word problems by using number sentences involving multiplication or division where there is no remainder (ACMNA082) – topic 4

Location and transformation

* Use simple scales, legends and directions to interpret information contained in basic maps (ACMMG090) – topic 4

Data representation and interpretation

* Select and trial methods for data collection, including survey questions and recording sheets (ACMSP095) – topic 6
* Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values (ACMSP096) – topic 6
* Evaluate the effectiveness of different displays in illustrating data features including variability (ACMSP097) – topic 6

##### HASS

Researching

* Locate and collect information and data from different sources, including observations (ACHASSI074) – topic 6
* Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate conventions (ACHASSI075) – topics 4, 6

Analysing

* Interpret data and information displayed in different formats, to identify and describe distributions and simple patterns (ACHASSI078) – topics 4, 6

Evaluating and reflecting

* Draw simple conclusions based on analysis of information and data (ACHASSI079) – topics 3, 5, 6
* Interact with others with respect to share points of view (ACHASSI080) – topics 1, 2, 3, 5, 6
* Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI081) – topics 3, 6

Communicating

* Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline- specific terms (ACHASSI082) – topics 1, 3, 4 6

Civics and Citizenship

* The role of local government and the decisions it makes on behalf of the community (ACHASSK091) – topics – 1, 6
* The differences between ‘rules’ and ‘laws’, why laws are important and how they affect the lives of people, including experiences of Aboriginal and Torres Strait Islander Peoples (ACHASSK092) – topic 3
* The different cultural, religious and/or social groups to which they and others in the community belong (ACHASSK093) – topic 1

Health and Physical Education

* Explore how success, challenge and failure strengthen identities (ACPPS033) – topic 1
* Identify and practise strategies to promote health, safety and wellbeing (ACPPS036) – topic 3
* Describe how respect, empathy and valuing diversity can positively influence relationships (ACPPS037) – topics 1, 6
* Examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing (ACPPS041) – topic 1
* Examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing (ACPPS041) – topic 2
* Research own heritage and cultural identities, and explore strategies to respect and value diversity (ACPPS042) – topics 2, 3
* Adopt inclusive practices when participating in physical activities (ACPMP048) – topic 2
* Apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities (ACPMP050) – topics 2, 3

#### Unit mapping for general capabilities

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.1 Comprehend texts - topic 5
* 1.2 Navigate, read and view learning area texts – topics 5, 6
* 1.3 Listen and respond to learning area texts – topics 1, 2, 3, 4, 5
* 1.4 Interpret and analyse learning area texts – topics 3, 4, 5

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – topics 1, 2, 3, 5, 6
* 2.2 Compose spoken, written, visual and multimodal learning area texts – topics 1, 2, 3, 4, 5, 6
* 2.3 Use language to interact with others – topics 1, 2, 3, 4, 5, 6
* 2.4 Deliver presentations – topic 6

Text knowledge element

* 3.1 Use knowledge of text structures – topic 6
* 3.2 Use knowledge of text cohesion – topic 6

Grammar knowledge element

* 4.1 Use knowledge of sentence structures – topic 6
* 4.2 Use knowledge of words and word groups – topic 6
* 4.3 Express opinion and point of view – topics 1, 2, 3, 6

Word knowledge element

* 5.1 Understand learning area vocabulary – topic 6
* 5.2 Use spelling knowledge – topic 6

Visual knowledge element

* 6.1 Understand how visual elements create meaning – topics 1, 3, 4, 5

##### Numeracy

Estimating and calculating with whole numbers element

* 1.1 Understand and use numbers in context – topics 4, 5
* 1.2 Estimate and calculate – topics 2, 4, 5
* 1.3 Use money – topics 2, 4

Recognising and using patterns and relationships element

* 2.1 Recognise and use patterns and relationships – topic 4

Using fractions, decimals, percentages, ratios and rates element

* 3.1 Interpret proportional reasoning – topic 2

Using spatial reasoning element

* 4.2 Interpret maps and diagrams – topic 4

Interpreting statistical information element

* 5.1 Interpret data displays – topic 6

##### Information and Communication Technology capability (ICT)

Investigating with ICT element

* 2.1 Define and plan information searches – topic 4
* 2.2 Locate, generate and access data and information – topic 4

Creating with ICT element

* 3.1 Generate ideas, plans and processes – topics 3, 6
* 3.2 Generate solutions to challenges and learning area tasks – topics 2, 3, 4, 6

Managing and operating ICT element

* 5.1 Select and use hardware and software – topics 2, 3, 4, 6

##### Critical creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

* 1.2 Identify and clarify information and ideas – topics 1, 4, 5, 6
* 1.3 Organise and process information – topics 4, 5, 6

Generating ideas, possibilities and actions element

* 2.1 Imagine possibilities and connect ideas – topic 3
* 2.2 Consider alternatives – topics 3, 5
* 2.3 Seek solutions and put ideas into action – topics 2, 3, 5

Reflecting on thinking and processes element

* 3.1 Think about thinking (metacognition) – topics 1, 2
* 3.2 Reflect on processes – topic 3
* 3.3 Transfer knowledge into new contexts – topics 2, 3

Analysing, synthesising and evaluating reasoning and procedures element

* 4.1 Apply logic and reasoning – topics 1, 2, 3, 5, 6
* 4.2 Draw conclusions and design a course of action – topics 2, 3, 6
* 4.3 Evaluate procedures and outcomes – topics 2, 3, 6

##### Personal social capability

Self-awareness element

* 1.1 Recognise emotions – topics 2, 3
* 1.2 Recognise personal qualities and achievements – topics 1, 3
* 1.4 Develop reflective practice – topics 1, 3

Self-management element

* 2.2 Develop self-discipline and set goals – topic 5

Social awareness element

* 3.1 Appreciate diverse perspectives – topics 1, 5, 6
* 3.2 Contribute to civil society – topics 1, 6
* 3.3 Understand relationships – topics 1, 2

Social management element

* 4.1 Communicate effectively – topics 1, 2
* 4.2 Work collaboratively – topics 1, 2, 3, 4, 5
* 4.3 Make decisions– topics 2, 3, 5
* 4.5 Develop leadership skills – topic 6

##### Ethical understanding

Understanding ethical concepts and issues element

* 1.1 Recognise ethical concepts – topics 2, 3
* 1.2 Explore ethical concepts in context – topics 2, 3

Reasoning in decision making and actions element

* 2.1 Reason and make ethical decisions – topics 2, 3
* 2.2 Consider consequences – topics 2, 3
* 2.3 Reflect on ethical action – topic 3

Exploring values, rights and responsibilities element

* 3.2 Explore rights and responsibilities – topics 3, 6
* 3.3 Consider points of view – topics 2, 3

##### Intercultural understanding

Recognising culture and developing respect element

* 1.1 Investigate culture and cultural identity – topic 1
* 1.3 Develop respect for cultural diversity – topic 1, 6

Interacting and empathising with others element

* 2.2 Consider and develop multiple perspectives – topics 5, 6
* 2.3 Empathise with others – topics 3, 6

Interacting with others element

* 3.2 Challenge stereotypes and prejudices – topic 1

### Mapping for topic 1

The following maps [Paying It Forward, Year 3 and Year 4, Topic 1: Belonging and inclusion](#Topic1Belongingandinclusion) to the Australian curriculum.

#### Mapping for topic 1 Year 3

##### English

Interacting with others

* Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) – activities 2, 3
* Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792) – activities 1, 2, 3, 6

##### HASS

Inquiry and skills

* Interact with others with respect to share points of view (ACHASSI059) – activities 2, 3
* Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline- specific terms (ACHASSI061) – activity 4

Civics and Citizenship

* Why people participate within communities and how students can actively participate (ACHASSK072) – activity 4

#### Mapping for topic 1 Year 4

##### English

Interacting with others

* Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) – activities 1, 2, 3
* Use interaction skills such as acknowledging another’s point of view and linking students’ response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688) – activities 1, 2, 3, 6

##### HASS

Inquiry and skills

* Interact with others with respect to share points of view (ACHASSI080) – activities 2, 3
* Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline- specific terms (ACHASSI082) – activity 4

Civics and Citizenship

* The role of local government and the decisions it makes on behalf of the community (ACHASSK091) – activity 5
* The different cultural, religious and/or social groups to which they and others in the community belong (ACHASSK093) – activities 2, 4

#### Mapping for topic 1 Years 3 and 4

##### Health and Physical Education

* Explore how success, challenge and failure strengthen identities (ACPPS033) – activity 2
* Describe how respect, empathy and valuing diversity can positively influence relationships (ACPPS037) – activity 2
* Examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing (ACPPS041) – activity 4
* Research own heritage and cultural identities, and explore strategies to respect and value diversity (ACPPS042) – activity 2

#### Mapping for topic 1 general capabilities

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.3 Listen and respond to learning area texts activities 1, 2, 5

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – activities 2, 4
* 2.2 Compose spoken, written, visual and multimodal learning area texts – activities 2, 4
* 2.3 Use language to interact with others - activity 2

Grammar knowledge element

* 4.3 Express opinion and point of view – activity 3

Visual knowledge element

* 6.1 Understand how visual elements create meaning – activities 2, 4

##### Critical and creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

* 1.2 Identify and clarify information and ideas – activity 5

Reflecting on thinking and processes element

* 3.1 Think about thinking (metacognition) – activity 6

Analysing, synthesising and evaluating reasoning and procedures element

* 4.1 Apply logic and reasoning – activity 3

##### Personal and social capability

Self-awareness element

* 1.2 Recognise personal qualities and achievements – activities 1, 2
* 1.4 Develop reflective practice – activity 2

Social awareness element

* 3.1 Appreciate diverse perspectives – activity 2
* 3.2 Contribute to civil society – activity 4
* 3.3 Understand relationships – activity 2

Social management element

* 4.1 Communicate effectively – activity 2
* 4.2 Work collaboratively – activity 2

##### Intercultural understanding

Recognising culture and developing respect element

* 1.1 Investigate culture and cultural identity – activity 2
* 1.3 Develop respect for cultural diversity – activity 2

Interacting with others element

* 3.2 Challenge stereotypes and prejudices – activity 2

### Mapping for topic 2

The following maps [Paying It Forward, Year 3 and Year 4, Topic 2: Fairness and equity](#Topic2Fairnessandequity) to the Australian curriculum.

#### Mapping for topic 2 Year 3

##### English

Language for interaction

* Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476) – topic 4

Interacting with others

* Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) – topics 1, 2, 4, 7
* Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792) – topic 4
* Creating texts
* Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682) – topic 8
* Re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683) – topic 8
* Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685) – topic 8

##### Mathematics

* Model and represent unit fractions including 1/2, 1/4, 1/3, 1/5 and their multiples to a complete whole (ACMNA058) – topics 5, 6
* Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents (ACMNA059) – topic 4

##### HASS

* Interact with others with respect to share points of view (ACHASSI059) – topics 4, 5

#### Mapping for topic 2 Year 4

##### English

Language for interaction

* Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488) – topics 1, 4

Interacting with others

* Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) – topics 4, 7
* Use interaction skills such as acknowledging another’s point of view and linking students’ response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688) – topics 1, 4

Creating texts

* Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694) – topic 8
* Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695) – topic 8
* Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697) – topic 8

##### Mathematics

* Investigate equivalent fractions used in contexts (ACMNA077) – topic 5
* Make connections between fractions and decimal notation (ACMNA079) – topic 5
* Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies (ACMNA080) – topic 4

#### Mapping for topic 2 Years 3 and 4

##### English

Language for interaction

* Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488) – topics 1, 4

Interacting with others

* Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) – topics 4, 7
* Use interaction skills such as acknowledging another’s point of view and linking students’ response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688) – topics 1, 4

Creating texts

* Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694) – topic 8
* Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695) – topic 8
* Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697) – topic 8
* Mathematics
* Investigate equivalent fractions used in contexts (ACMNA077) – topic 5
* Make connections between fractions and decimal notation (ACMNA079) – topic 5
* Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies (ACMNA080) – topic 4

##### HASS

* Interact with others with respect to share points of view (ACHASSI080) – topics 4, 5

##### Health and Physical Education

* Adopt inclusive practices when participating in physical activities (ACPMP048) – topics 3, 4
* Apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities (ACPMP050) – topic 3

#### General capabilities for mapping topic 2

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.3 Listen and respond to learning area texts – activities 2, 3, 7, 8

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – activity 8
* 2.2 Compose spoken, written, visual and multimodal learning area texts – activity 8
* 2.3 Use language to interact with others – activity 1, 7

Grammar knowledge element

* 4.3 Express opinion and point of view – activity 8

##### Numeracy

Estimating and calculating with whole numbers element

* 1.1 Understand and use numbers in context – activities 5, 6
* 1.2 Estimate and calculate – activity 4
* 1.3 Use money – activity 4

Using fractions, decimals, percentages, ratios and rates element

* 3.2 Interpret proportional reasoning – activity 4

##### Information and Communication Technology capability (ICT)

Creating with ICT element

* 3.2 Generate solutions to challenges and learning area tasks – activity 8

Managing and operating ICT element

* 5.1 Select and use hardware and software – activity 8

##### Critical and creative thinking

Generating ideas, possibilities and actions element

* 2.3 Seek solutions and put ideas into action – activities 4, 8

Reflecting on thinking and processes element

* 3.1 Think about thinking (metacognition) – activity 4
* 3.3 Transfer knowledge into new contexts – activities 5, 8

Analysing, synthesising and evaluating reasoning and procedures element

* 4.1 Apply logic and reasoning – activities 7, 8
* 4.2 Draw conclusions and design a course of action – activities 5, 7
* 4.3 Evaluate procedures and outcomes – activity 5

##### Personal and social capability

Self-awareness element

* 1.1 Recognise emotions – activity 8

Social awareness element

* 3.3 Understand relationships – activity 8

Social management element

* 4.1 Communicate effectively – activity 1
* 4.2 Work collaboratively – activities 1, 4, 7
* 4.3 Make decisions – activities 4, 7

##### Ethical understanding

Understanding ethical concepts and issues element

* 1.1 Recognise ethical concepts – activities 1, 2, 3, 4, 5, 7, 8
* 1.2 Explore ethical concepts in context – activities 2, 3, 4, 7, 8

Reasoning in decision making and actions element

* 2.1 Reason and make ethical decisions – activities 7, 9
* 2.2 Consider consequences – activities 7, 9

Exploring values, rights and responsibilities element

* 3.3 Consider points of view – activities 3, 7

### Mapping for topic 3

The following maps [Paying It Forward, Year 3 and Year 4, Topic 3: Rights, rules and responsibilities](#Topic3Rightsrulesandresponsibilities) to the Australian curriculum.

#### Mapping for topic 3 Year 3

##### English

Language for interaction

* Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476) – activities 2, 4, 5

Interacting with others

* Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) – activities 2, 5, 7
* Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792) – activities 2, 4, 5

Creating texts

* Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682) – activity 3
* Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685) – activity 3

##### HASS

Inquiry and skills

* Draw simple conclusions based on analysis of information and data (ACHASSI058) – activities 5, 7
* Interact with others with respect to share points of view (ACHASSI059) – activities 2, 5, 7
* Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI060) – activities 3, 5
* Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline- specific terms (ACHASSI061) – activities 3, 5, 6, 7

Civics and Citizenship

* The importance of making decisions democratically (ACHASSK070) – activity 5
* Who makes rules, why rules are important and the consequences of rules not being followed (ACHASSK071) – activities 6, 7

#### Mapping for topic 3 Year 4

##### English

Language for interaction

* Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488) – activities 2, 5, 7

Interacting with others

* Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) – activities 1, 2, 4, 5, 7
* Use interaction skills such as acknowledging another’s point of view and linking students’ response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688) – activities 2, 4, 5

Creating texts

* Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694) – activity 3
* Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697) – activity 3

##### HASS

Inquiry and skills

* Draw simple conclusions based on analysis of information and data (ACHASSI079) – activities 5, 7
* Interact with others with respect to share points of view (ACHASSI080) – activities 2, 5
* Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI081) – activities 3, 5
* Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline- specific terms (ACHASSI082) – activities 3, 5, 6, 7,

Civics and Citizenship

* The differences between ‘rules’ and ‘laws’, why laws are important and how they affect the lives of people, including experiences of Aboriginal and Torres Strait Islander Peoples (ACHASSK092) – activities 6, 7

#### Mapping for topic 3 Years 3 and 4

##### Health and Physical Education

* Identify and practise strategies to promote health, safety and wellbeing (ACPPS036) – activity 3
* Apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities (ACPMP050) – activity 4

#### Mapping for topic 3 general capabilities

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.3 Listen and respond to learning area texts – activities 1, 4, 8
* 1.4 Interpret and analyse learning area texts – activity 5

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – activities 3, 5, 6, 8
* 2.2 Compose spoken, written, visual and multimodal learning area texts – activities 3, 5, 6, 8
* 2.3 Use language to interact with others – activities 2, 4, 5, 8

Grammar knowledge element

* 4.3 Express opinion and point of view – activity 8

Visual knowledge element

* 6.1 Understand how visual elements create meaning – activity 3

##### Information and Communication Technology capability (ICT)

Creating with ICT element

* 3.1 Generate ideas, plans and processes – activity 7
* 3.2 Generate solutions to challenges and learning area tasks – activities 3, 7

Managing and operating ICT element

* 5.1 Select and use hardware and software – activities 3, 7

##### Critical and creative thinking

Generating ideas, possibilities and actions element

* 2.1 Imagine possibilities and connect ideas – activities 5, 8
* 2.2 Consider alternatives – activity 5
* 2.3 Seek solutions and put ideas into action – activity 5

Reflecting on thinking and processes element

* 3.2 Reflect on processes – activity 5
* 3.3 Transfer knowledge into new contexts – activity 8

Analysing, synthesising and evaluating reasoning and procedures element

* 4.1 Apply logic and reasoning – activities 5, 6, 8
* 4.2 Draw conclusions and design a course of action – activity 5
* 4.3 Evaluate procedures and outcomes – activity 5

##### Personal and social capability

Self-awareness element

* 1.1 Recognise emotions – activity 4
* 1.2 Recognise personal qualities and achievements – activity 8
* 1.4 Develop reflective practice – activity 8

Social management element

* 4.2 Work collaboratively – activities 2, 4, 5, 8
* 4.3 Make decisions – activity 5

##### Ethical understanding

Understanding ethical concepts and issues element

* 1.1 Recognise ethical concepts – activities 4, 5, 6
* 1.2 Explore ethical concepts in context – activity 5

Reasoning in decision making and actions element

* 2.1 Reason and make ethical decisions – activity 5
* 2.2 Consider consequences – activities 5, 6, 7
* 2.3 Reflect on ethical action – activity 5

Exploring values, rights and responsibilities element

* 3.2 Explore rights and responsibilities – activities 1, 2, 3
* 3.3 Consider points of view – activities 5, 7

##### Intercultural understanding

Interacting and empathising with others element

* 2.3 Empathise with others – activity 2

### Mapping for topic 4

The following maps [Paying It Forward, Year 3 and Year 4, Topic 4: Government services in our community](#Topic4Governmentservicesinourcommunity) to the Australian curriculum.

#### Mapping for topic 4 Year 3

##### English

Language for interaction

* Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476) – activity 4

Interacting with others

* Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) – activities 1, 4
* Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792) – activities 1, 4

Creating texts

* Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682) – activities 3, 7
* Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685) – activities 3, 7

##### Mathematics

* Describe, continue, and create number patterns resulting from performing addition or subtraction (ACMNA060) – activity 6
* Create and interpret simple grid maps to show position and pathways (ACMMG065) – activity 6

##### HASS

Inquiry and skills

* Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate conventions (ACHASSI054) – activity 5
* Interpret data and information displayed in different formats, to identify and describe distributions and simple patterns (ACHASSI057) – activity 5

#### Mapping for topic 4 Year 4

##### English

Language for interaction

* Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488) – activity 4

Interacting with others

* Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) – activity 1
* Use interaction skills such as acknowledging another’s point of view and linking students’ response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688) – activity 4, 7

Creating texts

* Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694) – activity 2, 7
* Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697) – activity 2

#### Mathematics

* Investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9 (ACMNA074) – activity 6
* Develop efficient mental and written strategies, and use appropriate digital technologies for multiplication and for division where there is no remainder (ACMNA076) – activity 6
* Explore and describe number patterns resulting from performing multiplication (ACMNA081) – activity 6
* Solve word problems by using number sentences involving multiplication or division where there is no remainder (ACMNA082) – activity 6
* Use simple scales, legends and directions to interpret information contained in basic maps (ACMMG090) – activity 6

##### HASS

Inquiry and skills

* Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate conventions (ACHASSI075) – activity 5
* Interpret data and information displayed in different formats, to identify and describe distributions and simple patterns (ACHASSI078) – activity 5

Civics and Citizenship

* The role of local government and the decisions it makes on behalf of the community (ACHASSK091) – activity 5

#### Mapping for topic 4 Years 3 and 4

##### Health and Physical Education

* Examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing (ACPPS041) – activities 1, 2, 3, 5

#### Mapping for topic 4 general capabilities

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.3 Listen and respond to learning area texts – activity 1
* 1.4 Interpret and analyse learning area texts – activity 1

Composing texts through listening, reading, and viewing element

* 2.2 Compose spoken, written, visual and multimodal learning area texts – activity 1
* 2.3 Use language to interact with others – activities 4, 6, 7

Visual knowledge element

* 6.1 Understand how visual elements create meaning – activity 3

##### Numeracy

Estimating and calculating with whole numbers element

* 1.1 Understand and use numbers in context – activity 5
* 1.2 Estimate and calculate – activity 5
* 1.3 Use money– activity 5

Recognising and using patterns and relationships element

* 2.1 Recognise and use patterns and relationships – activity 5

Using spatial reasoning element

* 4.2 Interpret maps and diagrams – activity 5

##### Information and Communication Technology

Investigating with ICT element

* 2.1 Define and plan information searches – activity 5
* 2.2 Locate, generate and access data and information – activity 5

Creating with ICT element

* 3.2 Generate solutions to challenges and learning area tasks – activity 3

Managing and operating ICT element

* 5.1 Select and use hardware and software – activity3

##### Critical creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

* 1.2 Identify and clarify information and ideas – activity 5
* 1.3 Organise and process information – activity 4

##### Personal social capability

Social management element

* 4.2 Work collaboratively – activity 4

### Mapping for topic 5

The following maps [Paying It Forward, Year 3 and Year 4, Topic 5: Savings and budgets](#Topic5Savingsandbudgets) to the Australian curriculum.

#### Mapping for topic 5 Year 3

##### English

Language for interaction

* Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476) – activities 3, 8

Text structure and organisation

* Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478) – activity 7

Interacting with others

* Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) – activities 3, 4, 8
* Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792) – activities 3, 4, 7

Interpreting, analysing, evaluation

* Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678) – activity 7
* Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680) – activity 7

Creating texts

* Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682) – activity 7

##### Mathematics

* Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems (ACMNA053) – activity 6
* Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies (ACMNA057) – activity 6

##### HASS

Inquiry and skills

* Draw simple conclusions based on analysis of information and data (ACHASSI058) – activity 3
* Interact with others with respect to share points of view (ACHASSI059) – activity 3

#### Mapping for topic 5 Year 4

##### English

Language for interaction

* Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488) – activities 3, 4, 7, 8

Interacting with others

* Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) – activities 2, 3, 4, 6, 8
* Use interaction skills such as acknowledging another’s point of view and linking students’ response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688) – activities 3, 4, 7

Interpreting, analysing, evaluation

* Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690) – activity 7
* Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692) – activity 7

Creating texts

* Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694) – activity 7

##### Mathematics

* Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems (ACMNA073) – activity 6
* Develop efficient mental and written strategies, and use appropriate digital technologies for multiplication and for division where there is no remainder (ACMNA076) – activity 6
* Recognise that the place value system can be extended to tenths and hundredths. Make connections between fractions and decimal notation (ACMNA079) – activity 6

##### HASS

Inquiry and skills

* Draw simple conclusions based on analysis of information and data (ACHASSI079) – activities 3, 4
* Interact with others with respect to share points of view (ACHASSI080) – activity 3

#### Mapping for topic 5 general capabilities

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.1 Comprehend texts – activities 4, 7
* 1.2 Navigate, read and view learning area texts – activities 4, 7
* 1.3 Listen and respond to learning area texts – activity 7
* 1.4 Interpret and analyse learning area texts – activities 3, 7, 8

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – activity 7
* 2.2 Compose spoken, written, visual and multimodal learning area texts – activity 7
* 2.3 Use language to interact with others – activity 7

Grammar knowledge element

* 4.1 Use knowledge of sentence structures – activity 4

Visual knowledge element

* 6.1 Understand how visual elements create meaning – activities 7, 8

##### Numeracy

Estimating and calculating with whole numbers element

* 1.1 Understand and use numbers in context – activities 4, 6
* 1.2 Estimate and calculate – activities 4, 6
* 1.3 Use money – activities 4, 6

##### Critical and creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

* 1.2 Identify and clarify information and ideas – activity 9
* 1.3 Organise and process information – activity 3

Generating ideas, possibilities and actions element

* 2.2 Consider alternatives – activity 2
* 2.3 Seek solutions and put ideas into action – activity 2

Analysing, synthesising and evaluating reasoning and procedures element

* 4.1 Apply logic and reasoning – activity 2

##### Personal and social capability

Self-management element

* 2.2 Develop self-discipline and set goals – activities 1, 2

Social awareness element

* 3.1 Appreciate diverse perspectives – activity 3

Social management element

* 4.2 Work collaboratively – activities 3, 7, 8
* 4.3 Make decisions – activity 3

##### Intercultural understanding

Interacting and empathising with others element

* 2.2 Consider and develop multiple perspectives – activity 3

### Mapping for topic 6

The following maps [Paying It Forward, Year 3 and Year 4, Topic 6: Improving my community](#Topic6Improvingmycommunity) to the Australian curriculum.

#### Mapping for topic 6 Year 3

##### English

Text structure and organisation

* Understand that paragraphs are a key organisational feature of written texts (ACELA1479) – activity 3

Expressing and developing ideas

* Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (ACELA1481) – activity 3

Phonics and word knowledge

* Understand how to use letter-sound relationships and less common letter patterns to spell words (ACELA1485) – activity 3
* Recognise and know how to write most high frequency words including some homophones (ACELA1486) – activity 3

Interacting with others

* Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) – activities 1, 4
* Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792) – activities 1, 4
* Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677) – activity 6

Creating texts

* Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682) – activity 3
* Re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683) – activity 3
* Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685) – activities 3, 5

##### Mathematics

* Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording (ACMSP068) – activity 1
* Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies (ACMSP069) – activity 1
* Interpret and compare data displays (ACMSP070) – activity 1

##### HASS

Inquiry and skills

* Locate and collect information and data from different sources, including observations (ACHASSI053) – activity 1
* Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate conventions (ACHASSI054) – activity 1
* Interpret data and information displayed in different formats, to identify and describe distributions and simple patterns (ACHASSI057) – activity 1
* Draw simple conclusions based on analysis of information and data (ACHASSI058) – activities 1, 4
* Interact with others with respect to share points of view (ACHASSI059) – activity 4
* Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI060) – activities 5, 6
* Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline- specific terms (ACHASSI061) – activities 1, 3, 6

Civics and Citizenship

* The importance of making decisions democratically (ACHASSK070) – activity 1
* Why people participate within communities and how students can actively participate and contribute (ACHASSK072) – activities 5, 6

#### Mapping for topic 6 Year 4

##### English

Text structure and organisation

* Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491) – activity 3

Expressing and developing ideas

* Understand that the meaning of sentences can be enriched through the use of noun groups/ phrases and verb groups/phrases and prepositional phrases (ACELA1493) – activity 3

Phonics and word knowledge

* Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words (ACELA1779) – activity 3
* Read and write a large core of high frequency words including homophones and know how to use context to identify correct spelling (ACELA1780) – activity 3

Interacting with others

* Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) – activities 2, 4
* Use interaction skills such as acknowledging another’s point of view and linking students’ response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688) – activities 1, 4
* Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689) – activity 6

Creating texts

* Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694) – activity 3
* Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695) – activity 3
* Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697) – activities 3, 5

##### Mathematics

* Select and trial methods for data collection, including survey questions and recording sheets (ACMSP095) – activity 1
* Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values (ACMSP096) – activity 1
* Evaluate the effectiveness of different displays in illustrating data features including variability (ACMSP097) – activity 1

##### HASS

Inquiry and skills

* Locate and collect information and data from different sources, including observations (ACHASSI074) – activity 1
* Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate conventions (ACHASSI075) – activities 1, 2
* Interpret data and information displayed in different formats, to identify and describe distributions and simple patterns (ACHASSI078) – activity 1
* Draw simple conclusions based on analysis of information and data (ACHASSI079) – activities 1, 2, 4
* Interact with others with respect to share points of view (ACHASSI080) – activity 4
* Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI081) – activities 5, 6
* Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline- specific terms (ACHASSI082) – activities 1, 3, 6

Civics and Citizenship

* The role of local government and the decisions it makes on behalf of the community (ACHASSK091) – activities 1, 2, 3, 5

#### Mapping for topic 6 Years 3 and 4

##### Health and Physical Education

* Describe how respect, empathy and valuing diversity can positively influence relationships (ACPPS037) – activity 4

#### Mapping for topic 6 general capabilities

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.1 Comprehend texts – activity 3
* 1.2 Navigate, read and view learning area texts – activity 3
* 1.3 Listen and respond to learning area texts – activities 3, 5
* 1.4 Interpret and analyse learning area texts – activity 3

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – activity 3
* 2.2 Compose spoken, written, visual and multimodal learning area texts – activity 3
* 2.3 Use language to interact with others – activities 1, 4
* 2.4 Deliver presentations – activity 6

Text knowledge element

* 3.1 Use knowledge of text structures – activity 3
* 3.2 Use knowledge of text cohesion – activity 3

Grammar knowledge element

* 4.1 Use knowledge of sentence structures – activity 3
* 4.2 Use knowledge of words and word groups – activity 3
* 4.3 Express opinion and point of view – activity 3

Word knowledge element

* 5.1 Understand learning area vocabulary – activity 3
* 5.2 Use spelling knowledge – activity 3

##### Numeracy

Interpreting statistical information element

* 5.1 Interpret data displays – activity 1

##### Information and Communication Technology Capability (ICT)

Creating with ICT element

* 3.1 Generate ideas, plans and processes – activity 5
* 3.2 Generate solutions to challenges and learning area tasks – activities 3, 5

Managing and operating ICT element

* 5.1 Select and use hardware and software – activities 3, 5, 6

##### Critical and creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

* 1.2 Identify and clarify information and ideas – activity 2
* 1.3 Organise and process information – activity 2

Generating ideas, possibilities and actions element

* 2.1 Imagine possibilities and connect ideas – activities 2, 3
* 2.3 Seek solutions and put ideas into action – activity 3

Reflecting on thinking and processes element

* 3.2 Reflect on processes – activity 6
* 3.3 Transfer knowledge into new contexts – activity 1

Analysing, synthesising and evaluating reasoning and procedures element

* 4.1 Apply logic and reasoning – activity 3
* 4.2 Draw conclusions and design a course of action – activities 3, 5
* 4.3 Evaluate procedures and outcomes – activity 6

##### Personal and social capability

Social awareness element

* 3.1 Appreciate diverse perspectives – activities 2, 4
* 3.2 Contribute to civil society – activities 2, 5

Social management element

* 4.5 Develop leadership skills – activity 3

##### Ethical understanding

Exploring values, rights and responsibilities element

* 3.2 Explore rights and responsibilities – activity 4

##### Intercultural understanding

Recognising culture and developing respect element

* 1.3 Develop respect for cultural diversity – activity 4

Interacting and empathising with others element

* 2.2 Consider and develop multiple perspectives – activity 4
* 2.3 Empathise with others – activity 4

## NSW syllabuses mapping for Year 3 and Year 4

Paying It Forward Foundation to Year 2 resources are mapped to the NSW syllabuses.

In this section

1. [Unit mapping](#Unitmapping14)
2. [Mapping for topic 1](#Mappingfortopic114)
3. [Mapping for topic 2](#Mappingfortopic214)
4. [Mapping for topic 3](#Mappingfortopic314)
5. [Mapping for topic 4](#Mappingfortopic414)
6. [Mapping for topic 5](#Mappingfortopic514)
7. [Mapping for topic 6](#Mappingfortopic614)

Along with these accessible versions, which you can either print or use online, we also have the same mapping available as PDFs:

* [NSW syllabuses unit mapping for Year 3 and 4 (PDF, 214KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/3-4_unit.mapping_NSW.pdf)
* [NSW syllabuses mapping for topic 1 Year 3 and 4 (PDF, 166KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_3-4_Topic1_NSW.pdf)
* [NSW syllabuses mapping for topic 2 Year 3 and 4 (PDF, 188KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_3-4_Topic2_NSW.pdf)
* [NSW syllabuses mapping for topic 3 Year 3 and 4 (PDF, 202KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_3-4_Topic3_NSW.pdf)
* [NSW syllabuses mapping for topic 4 Year 3 and 4 (PDF, 146KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_3-4_Topic4_NSW.pdf)
* [NSW syllabuses mapping for topic 5 Year 3 and 4 (PDF, 196 KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_3-4_Topic5_NSW.pdf)
* [NSW syllabuses mapping for topic 6 Year 3 and 4 (PDF, 190KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_3-4_Topic6_NSW.pdf)

### Unit mapping

* [Unit mapping for Stage 2](#UnitmappingforStage1)
* [Unit mapping for learning across the curriculum](#Generalcapabilitiesforunitmapping)

#### Unit mapping for Stage 2

##### English

* EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts – topics 1, 2, 3, 4, 5, 6
* EN2-2A plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language – topics 2, 4, 5, 6
* EN2-4A uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies – topic 5
* EN2-6B identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features – topics 3, 6
* EN2-7B identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts – topics 2, 4, 5, 6
* EN2-9B uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts – topics 2, 4, 5, 6
* ENe-11D responds to and composes simple texts about familiar aspects of the world and their own experiences – topic 5
* EN2-12E recognises and uses an increasing range of strategies to reflect on their own and others’ learning – topics 1, 3, 6

##### Mathematics

* MA2-1WM uses appropriate terminology to describe, and symbols to represent, mathematical ideas – topics 2, 5
* MA2-2WM selects and uses appropriate mental or written strategies, or technology, to solve problems – topics 2, 4, 5
* MA2-3WM checks the accuracy of a statement and explains the reasoning used – topics 2, 5
* MA2-4NA applies place value to order, read and represent numbers of up to five digits – topic 5
* MA2-5NA uses mental and written strategies for addition and subtraction involving two-, three-, four- and five-digit numbers – topics 2, 4, 5
* MA2-6NA uses mental and informal written strategies for multiplication and division – topics 4, 5
* MA2-7NA represents, models and compares commonly used fractions and decimals – topic 2

##### Geography

* GE2-1 examines features and characteristics of places and environments – topics 4, 6
* GE2-4 acquires and communicates geographical information using geographical tools for inquiry – topics 4, 6

##### Health and Physical Education

* PD2-3 explains how empathy, inclusion and respect can positively influence relationships – topics 1, 6
* PD2-7 describes strategies to make home and school healthy, safe and physically active spaces – topics 3, 4, 6
* PD2-9 demonstrates self-management skills to respond to their own and others’ actions – topics 2, 3, 6
* PD2-10 demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations – topics 1, 2, 3, 4, 5, 6

#### Unit mapping for learning across the curriculum

##### English

Comprehending texts through listening, reading, and viewing element

* 1.1 Comprehend texts – topic 5
* 1.2 Navigate, read and view learning area texts – topics 5, 6
* 1.3 Listen and respond to learning area texts – topics 1, 2, 3, 4, 5
* 1.4 Interpret and analyse learning area texts – topics 3, 4, 5

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – topics 1, 2, 3, 5, 6
* 2.2 Compose spoken, written, visual and multimodal learning area texts – topics 1, 2, 3, 4, 5, 6
* 2.3 Use language to interact with others – topics 1,2, 3, 4, 5, 6
* 2.4 Deliver presentations – topic 6

Text knowledge element

* 3.1 Use knowledge of text structures – topic 6
* 3.2 Use knowledge of text cohesion – topic 6

Grammar knowledge element

* 4.1 Use knowledge of sentence structures – topic 6
* 4.2 Use knowledge of words and word groups – topic 6
* 4.3 Express opinion and point of view – topics 1, 2, 3, 6

Word knowledge element

* 5.1 Understand learning area vocabulary – topic 6
* 5.2 Use spelling knowledge – topic 6

Visual knowledge element

* 6.1 Understand how visual elements create meaning – topics 1, 3, 4, 5

##### Numeracy

Estimating and calculating with whole numbers element

* 1.1 Understand and use numbers in context – topics 4, 5
* 1.2 Estimate and calculate – topics 2, 4, 5
* 1.3 Use money – topics 2, 4

Recognising and using patterns and relationships element

* 2.1 Recognise and use patterns and relationships – topic 4

Using fractions, decimals, percentages, ratios and rates element

* 3.1 Interpret proportional reasoning – topic 2

Using spatial reasoning element

* 4.2 Interpret maps and diagrams – topic 4

Interpreting statistical information element

* 5.1 Interpret data displays – topic 6

##### Information and Communication Technology capability (ICT)

Investigating with ICT element

* 2.1 Define and plan information searches – topic 4
* 2.2 Locate, generate and access data and information – topic 4

Creating with ICT element

* 3.1 Generate ideas, plans and processes – topics 3, 6
* 3.2 Generate solutions to challenges and learning area tasks – topics 2, 3, 4, 6

Managing and operating ICT element

* 5.1 Select and use hardware and software – topics 2, 3, 4, 6

##### Critical creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

* 1.2 Identify and clarify information and ideas – topics 1, 4, 5, 6
* 1.3 Organise and process information – topics 4, 5, 6

Generating ideas, possibilities and actions element

* 2.1 Imagine possibilities and connect ideas – topic 3
* 2.2 Consider alternatives – topics 3, 5
* 2.3 Seek solutions and put ideas into action – topics 2, 3, 5

Reflecting on thinking and processes element

* 3.1 Think about thinking (metacognition) – topics 1, 2
* 3.2 Reflect on processes – topic 3
* 3.3 Transfer knowledge into new contexts – topics 2, 3

Analysing, synthesising and evaluating reasoning and procedures element

* 4.1 Apply logic and reasoning – topics 1, 2, 3, 5, 6
* 4.2 Draw conclusions and design a course of action – topics 2, 3, 6
* 4.3 Evaluate procedures and outcomes – topics 2, 3, 6

##### Personal social capability

Self-awareness element

* 1.1 Recognise emotions – topics 2, 3
* 1.2 Recognise personal qualities and achievements – topics 1, 3
* 1.4 Develop reflective practice – topics 1, 3

Self-management element

* 2.2 Develop self-discipline and set goals – topic 5

Social awareness element

* 3.1 Appreciate diverse perspectives – topics 1, 5, 6
* 3.2 Contribute to civil society – topics 1, 6
* 3.3 Understand relationships – topics 1, 2

Social management element

* 4.1 Communicate effectively – topics 1, 2
* 4.2 Work collaboratively – topics 1, 2, 3, 4, 5
* 4.3 Make decisions – topics 2, 3, 5
* 4.5 Develop leadership skills – topic 6

##### Ethical understanding

Understanding ethical concepts and issues element

* 1.1 Recognise ethical concepts – topics 2, 3
* 1.2 Explore ethical concepts in context – topics 2, 3

Reasoning in decision making and actions element

* 2.1 Reason and make ethical decisions – topics 2, 3
* 2.2 Consider consequences – topics 2, 3
* 2.3 Reflect on ethical action – topic 3

Exploring values, rights and responsibilities element

* 3.2 Explore rights and responsibilities – topics 3, 6
* 3.3 Consider points of view – topics 2, 3

##### Intercultural understanding

Recognising culture and developing respect element

* 1.1 Investigate culture and cultural identity – topic 1
* 1.3 Develop respect for cultural diversity – topics 1, 6

Interacting and empathising with others element

* 2.2 Consider and develop multiple perspectives – topics 5, 6
* 2.3 Empathise with others – topics 3, 6

Interacting with others element

* 3.2 Challenge stereotypes and prejudices – topic 1

##### Civics and citizenship

* Topics 1, 2, 3, 4, 5, 6

##### Difference and diversity

* Topics 1, 6

### Mapping for topic 1

The following maps [Paying It Forward, Year 3 and Year 4, Topic 1: Belonging and inclusion](#Topic1Belongingandinclusion) to the NSW syllabuses.

#### Mapping for topic 1 Stage 2

##### English

* EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts – topics 2, 3
* EN2-12E recognises and uses an increasing range of strategies to reflect on their own and others’ learning – topic 6

##### PDHPE

* PD2-10 demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations – topic 2

#### Learning across the curriculum for topic 1

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.3 Listen and respond to learning area texts – topics 1, 2, 5

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – topics 2, 4
* 2.2 Compose spoken, written, visual and multimodal learning area texts – topics 2, 4
* 2.3 Use language to interact with others – topic 2

Grammar knowledge element

* 4.3 Express opinion and point of view – topic 3

Visual knowledge element

* Understand how visual elements create meaning – topics 2, 4

##### Critical and creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

* 1.2 Identify and clarify information and ideas – topic 5

Reflecting on thinking and processes element

* 3.1 Think about thinking (metacognition) – topic 6

Analysing, synthesising and evaluating reasoning and procedures element

* 4.1 Apply logic and reasoning – topic 3

##### Personal and social capability

Self-awareness element

* 1.2 Recognise personal qualities and achievements – topics 1, 2
* 1.4 Develop reflective practice – topic 2

Social awareness element

* 3.1 Appreciate diverse perspectives – topic 2
* 3.2 Contribute to civil society – topic 4
* 3.3 Understand relationships – topic 2

Social management element

4.1 Communicate effectively – topic 2

4.2 Work collaboratively – topic 2

##### Intercultural understanding

Recognising culture and developing respect element

* 1.1 Investigate culture and cultural identity – topic 2
* 1.3 Develop respect for cultural diversity – topic 2

Interacting with others element

* 3.2 Challenge stereotypes and prejudices – topic 2

##### Civics and citizenship

* Topics 2, 3, 4, 5

##### Difference and diversity

* Topics 1, 2

### Mapping for topic 2

The following maps [Paying It Forward, Year 3 and Year 4, Topic 2: Fairness and equity](#Topic2Fairnessandequity) to the NSW syllabuses.

#### Mapping for topic 2 Stage 2

##### English

* EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts – topics 1, 4, 7, 9
* EN2-2A plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language – topic 8
* EN2-7B identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts – topic 8
* EN2-9B uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts – topic 8

##### Mathematics

* MA2-1WM uses appropriate terminology to describe, and symbols to represent, mathematical ideas – topics 4, 5, 6
* MA2-2WM selects and uses appropriate mental or written strategies, or technology, to solve problems – topic 4
* MA2-3WM checks the accuracy of a statement and explains the reasoning used – topic 4
* MA2-5NA uses mental and written strategies for addition and subtraction involving two-, three-, four- and five-digit numbers – topic 4
* MA2-7NA represents, models and compares commonly used fractions and decimals – topics 5, 6

##### PDHPE

* PD2-9 demonstrates self-management skills to respond to their own and others’ actions – topics 2, 3, 7
* PD2-10 demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations – topic 4

#### Learning across the curriculum for topic 2

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.3 Listen and respond to learning area texts – topics 2, 3, 7, 8

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – topic 8
* 2.2 Compose spoken, written, visual and multimodal learning area texts – topic 8
* 2.3 Use language to interact with others topics 1, 7

Grammar knowledge element

* 4.3 Express opinion and point of view – topic 8

##### Numeracy

Estimating and calculating with whole numbers element

* 1.1 Understand and use numbers in context – topics 5, 6
* 1.2 Estimate and calculate – topic 4
* 1.3 Use money – topic 4

Recognising and using patterns and relationships element

* 2.1 Recognise and use patterns and relationships – topics 4, 5, 6

##### Information and Communication Technology capability (ICT)

Creating with ICT element

* 3.2 Generate solutions to challenges and learning area tasks – topic 8

Managing and operating ICT element

* 5.1 Select and use hardware and software – topic 8

##### Critical and creative thinking

Generating ideas, possibilities and actions element

* 2.3 Seek solutions and put ideas into action – topics 4, 8

Reflecting on thinking and processes element

* 3.1 Think about thinking (metacognition) – topic 4
* 3.3 Transfer knowledge into new contexts – topics 5, 8

Analysing, synthesising and evaluating reasoning and procedures element

* 4.1 Apply logic and reasoning – topics 7, 8
* 4.2 Draw conclusions and design a course of action – topics 5, 7
* 4.3 Evaluate procedures and outcomes – topic 5

##### Personal and social capability

Self-awareness element

* 1.1 Recognise emotions – topic 8

Social awareness element

* 3.3 Understand relationships – topic 8

Social management element

* 4.1 Communicate effectively – topic 1
* 4.2 Work collaboratively – topics 1, 4, 7
* 4.3 Make decisions – topics 4, 7

##### Ethical understanding

Understanding ethical concepts and issues element

* 1.1 Recognise ethical concepts – topics 1, 2, 3, 4, 5, 7, 8
* 1.2 Explore ethical concepts in context – topics 2, 3, 4, 7, 8

Reasoning in decision making and actions element

* 2.1 Reason and make ethical decisions – topic 7
* 2.2 Consider consequences – topic 7

Exploring values, rights and responsibilities element

* 3.3 Consider points of view – topics 3, 7

##### Civics and citizenship

* Topics 1, 2, 7, 8

### Mapping for topic 3

The following maps [Paying It Forward, Year 3 and Year 4, Topic 3: Rights, rules and responsibilities](#Topic3Rightsrulesandresponsibilities) to the NSW syllabuses.

#### Mapping for topic 3 Stage 2

##### English

* EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts – topics 2, 4, 5
* EN2-6B identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features – topics 2, 5, 7
* EN2-12E recognises and uses an increasing range of strategies to reflect on their own and others’ learning – topic 5

##### PDHPE

* PD2-9 demonstrates self-management skills to respond to their own and others’ actions features – topics 4, 5
* PD2-10 demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations features – topics 4, 5, 7

#### Learning across the curriculum for topic 3

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.3 Listen and respond to learning area texts – topics 1, 4, 8
* 1.4 Interpret and analyse learning area texts – topic 5

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – topics 3, 5, 6, 8
* 2.2 Compose spoken, written, visual and multimodal learning area texts – topics 3, 5, 6, 8
* 2.3 Use language to interact with others – topics 2, 4, 5, 8

Grammar knowledge element

* 4.3 Express opinion and point of view – topic 8

Visual knowledge element

* 6.1 Understand how visual elements create meaning – topic 3

##### Information and Communication Technology capability (ICT)

Creating with ICT element

* 3.1 Generate ideas, plans and processes – topic 7
* 3.2 Generate solutions to challenges and learning area tasks – topics 3, 7

Managing and operating ICT element

* 5.1 Select and use hardware and software – topics 3, 7

##### Critical and creative thinking

Generating ideas, possibilities and actions element

* 2.1 Imagine possibilities and connect ideas – topics 5, 8
* 2.2 Consider alternatives – topic 5
* 2.3 Seek solutions and put ideas into action – topic 5

Reflecting on thinking and processes element

* 3.2 Reflect on processes – topic 5
* 3.3 Transfer knowledge into new contexts – topic 8

Analysing, synthesising and evaluating reasoning and procedures element

* 4.1 Apply logic and reasoning – topics 5, 6, 8
* 4.2 Draw conclusions and design a course of action – topic 5
* 4.3 Evaluate procedures and outcomes – topic 5

##### Personal and social capability

Self-awareness element

* 1.1 Recognise emotions – topic 4
* 1.2 Recognise personal qualities and achievements – topic 8
* 1.4 Develop reflective practice – topic 8

Social management element

* 4.2 Work collaboratively – topics 2, 4, 5, 8
* 4.3 Make decisions – topic 5

##### Ethical understanding

Understanding ethical concepts and issues element

* 1.1 Recognise ethical concepts – topics 4, 5, 6
* 1.2 Explore ethical concepts in context – topic 5

Reasoning in decision making and actions element

* 2.1 Reason and make ethical decisions – topic 5
* 2.2 Consider consequences – topics 5, 6, 7
* 2.3 Reflect on ethical action – topic 5

Exploring values, rights and responsibilities element

* 3.2 Explore rights and responsibilities – topics 1, 2, 3
* 3.3 Consider points of view – topics 5, 7

##### Civics and citizenship

* Topics 1, 2, 3, 4, 5, 6, 7

### Mapping for topic 4

The following maps [Paying It Forward, Year 3 and Year 4, Topic 4: Government services in our community](#Topic4Governmentservicesinourcommunity) to the NSW syllabuses.

#### Mapping for topic 4 Stage 2

##### English

* EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts – topics 14, 6
* EN2-2A plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language – topics 3, 7
* EN2-7B identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts – topics 3, 7
* EN2-9B uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts – topics 3, 7

##### Mathematics

* MA2-2WM selects and uses appropriate mental or written strategies, or technology, to solve problems – topic 6
* MA2-5NA uses mental and written strategies for addition and subtraction involving two-, three-, four- and five-digit numbers – topic 6
* MA2-6NA uses mental and informal written strategies for multiplication and division – topic 6

##### Geography

* GE2-1 examines features and characteristics of places and environments – topic 5
* GE2-4 acquires and communicates geographical information using geographical tools for inquiry – topic 5

##### PDHPE

* PD2-6 describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity – topic 5

#### Learning across the curriculum for topic 4

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.3 Listen and respond to learning area texts – topic 1
* 1.4 Interpret and analyse learning area texts – topic 1

Composing texts through listening, reading, and viewing element

* 2.2 Compose spoken, written, visual and multimodal learning area texts – topic 1
* 2.3 Use language to interact with others – topics 4, 6, 7

Visual knowledge element

* 6.1 Understand how visual elements create meaning – topic 3

##### Numeracy

Estimating and calculating with whole numbers element

* 1.1 Understand and use numbers in context – topic 6
* 1.2 Estimate and calculate – topic 6
* 1.3 Use money – topic 6

Recognising and using patterns and relationships element

* 2.1 Recognise and use patterns and relationships – topic 5

Using spatial reasoning element

* 4.2 Interpret maps and diagrams – topic 5

##### Information and Communication Technology capability

Investigating with ICT element

* 2.1 Define and plan information searches – topic 5
* 2.2 Locate, generate and access data and information – topic 5

Creating with ICT element

* 3.2 Generate solutions to challenges and learning area tasks – topic 3

Managing and operating ICT element

* 5.1 Select and use hardware and software – topic 3

##### Critical creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

* 1.2 Identify and clarify information and ideas – topic 5
* 1.3 Organise and process information – topic 4

##### Personal social capability

Social management element

* 4.2 Work collaboratively – topic 4

##### Civics and citizenship

* Topics 1, 2, 3, 4, 5, 6

### Mapping for topic 5

The following maps [Paying It Forward, Year 3 and Year 4, Topic 5: Savings and budgets](#Topic5Savingsandbudgets) to the NSW syllabuses.

#### Mapping for topic 5 Stage 2

##### English

* EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts – topics 3, 4, 5, 7 9
* EN2-2A plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language – topics 6, 9
* EN2-4A uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies – topic 6
* EN2-7B identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts – topics 6, 9
* EN2-9B uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts – topics 6, 9
* EN2-11D responds to and composes a range of texts that express viewpoints of the world similar to and different from their own – topic 6

##### Mathematics

* MA2-1WM uses appropriate terminology to describe, and symbols to represent, mathematical ideas – topic 5
* MA2-2WM selects and uses appropriate mental or written strategies, or technology, to solve problems – topic 5
* MA2-3WM checks the accuracy of a statement and explains the reasoning used – topic 5
* MA2-4NA applies place value to order, read and represent numbers of up to five digits – topic 5
* MA2-5NA uses mental and written strategies for addition and subtraction involving two-, three-, four- and five-digit numbers – topic 5
* MA2-6NA uses mental and informal written strategies for multiplication and division – topic 5

#### Learning across the curriculum for topic 5

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.1 Comprehend texts – topics 4, 7
* 1.2 Navigate, read and view learning area texts – topics 4, 7
* 1.3 Listen and respond to learning area texts – topic 7
* 1.4 Interpret and analyse learning area texts – topics 4, 7, 8

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – topic 7
* 2.2 Compose spoken, written, visual and multimodal learning area texts – topics 2, 7
* 2.3 Use language to interact with others – topics 3, 7

Grammar knowledge element

* 4.1 Use knowledge of sentence structures – topic 4

Visual knowledge element

* 6.1 Understand how visual elements create meaning – topics 7, 8

##### Numeracy

Estimating and calculating with whole numbers element

* 1.1 Understand and use numbers in context – topics 4, 6
* 1.2 Estimate and calculate – topics 4, 6
* 1.3 Use money – topics 4, 6

##### Critical and creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

* 1.2 Identify and clarify information and ideas – topic 9
* 1.3 Organise and process information – topic 3

Generating ideas, possibilities and actions element

* 2.2 Consider alternatives – topic 2
* 2.3 Seek solutions and put ideas into action – topic 2

Analysing, synthesising and evaluating reasoning and procedures element

* 4.1 Apply logic and reasoning – topic 2

##### Personal and social capability

Self-management element

* 2.2 Develop self-discipline and set goals – topics 1, 2

Social awareness element

* 3.1 Appreciate diverse perspectives – topic 3

Social management element

* 4.2 Work collaboratively – topics 3, 7, 8
* 4.3 Make decisions – topic 3

##### Intercultural understanding

Interacting and empathising with others element

* 2.2 Consider and develop multiple perspectives – topic 3

### Mapping for topic 6

The following maps [Paying It Forward, Year 3 and Year 4, Topic 6: Improving my community](#Topic6Improvingmycommunity) to the NSW syllabuses.

#### Mapping for topic 6 Stage 2

##### English

* EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts – topics 3, 4, 5, 6
* EN2-2A plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language – topic 3
* EN2-6B identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features – topic 6
* EN2-7B identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts – topic 3
* EN2-9B uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts – topic 3
* EN2-12E recognises and uses an increasing range of strategies to reflect on their own and others’ learning – topic 6

##### Mathematics

* MA5.2-3WM constructs arguments to prove and justify results – topic 1
* MA2-18SP selects appropriate methods to collect data, and constructs, compares, interprets and evaluates data displays, including tables, picture graphs and column graphs – topic 1

##### Geography

* GE2-1 examines features and characteristics of places and environments – topic 2
* GE2-4 acquires and communicates geographical information using geographical tools for inquiry – topics 1, 2

##### PDHPE

* PD2-3 explains how empathy, inclusion and respect can positively influence relationships – topic 4
* PD2-10 demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations – topic 4

#### Learning across the curriculum for topic 6

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.1 Comprehend texts – topic 3
* 1.2 Navigate, read and view learning area texts – topic 3
* 1.3 Listen and respond to learning area texts – topic 3
* 1.4 Interpret and analyse learning area texts – topics 3, 5

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – topic 3
* 2.2 Compose spoken, written, visual and multimodal learning area texts – topic 3
* 2.3 Use language to interact with others – topics 1, 4
* 2.4 Deliver presentations – topic 6

Text knowledge element

* 3.1 Use knowledge of text structures – topic 3
* 3.2 Use knowledge of text cohesion – topic 3

Grammar knowledge element

* 4.1 Use knowledge of sentence structures – topic 3
* 4.2 Use knowledge of words and word groups – topic 3
* 4.3 Express opinion and point of view – topic 3

Word knowledge element

* 5.1 Understand learning area vocabulary – topic 3
* 5.2 Use spelling knowledge – topic 3

##### Numeracy

Interpreting statistical information element

* 5.1 Interpret data displays – topic 1

##### Information and Communication Technology Capability (ICT)

Creating with ICT element

* 3.1 Generate ideas, plans and processes – topic 5
* 3.2 Generate solutions to challenges and learning area tasks – topics 3, 5

Managing and operating ICT element

* 5.1 Select and use hardware and software – topics 3, 5, 6

##### Critical and creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

* 1.2 Identify and clarify information and ideas – topic 2
* 1.3 Organise and process information – topic 2

Generating ideas, possibilities and actions element

* 2.1 Imagine possibilities and connect ideas – topic 2, 3
* 2.3 Seek solutions and put ideas into action – topic 3

Reflecting on thinking and processes element

* 3.2 Reflect on processes – topic 6
* 3.3 Transfer knowledge into new contexts – topic 2

Analysing, synthesising and evaluating reasoning and procedures element

* 4.1 Apply logic and reasoning – topic 3
* 4.2 Draw conclusions and design a course of action – topics 3, 5
* 4.3 Evaluate procedures and outcomes – topic 6

##### Personal and social capability

Social awareness element

* 3.1 Appreciate diverse perspectives – topics 2, 4
* 3.2 Contribute to civil society – topics 2, 5

Social management element

* 4.5 Develop leadership skills – topic 4

##### Ethical understanding

Exploring values, rights and responsibilities element

* 3.2 Explore rights and responsibilities – topic 4

##### Intercultural understanding

Recognising culture and developing respect element

* 1.3 Develop respect for cultural diversity – topic 4

Interacting and empathising with others element

* 2.2 Consider and develop multiple perspectives – topic 4
* 2.3 Empathise with others – topic 4

##### Civics and citizenship

* Topics 1, 2, 3, 4, 5, 6

##### Difference and diversity

* Topic 4

## Victorian syllabuses mapping for Year 3 and Year 4

Paying It Forward Foundation to Year 2 resources are mapped to the Victorian syllabuses.

In this section

1. [Unit mapping](#Unitmapping15)
2. [Mapping for topic 1](#Mappingfortopic115)
3. [Mapping for topic 2](#Mappingfortopic215)
4. [Mapping for topic 3](#Mappingfortopic315)
5. [Mapping for topic 4](#Mappingfortopic415)
6. [Mapping for topic 5](#Mappingfortopic515)
7. [Mapping for topic 6](#Mappingfortopic615)

Along with these accessible versions, which you can either print or use online, we also have the same mapping available as PDFs:

* [Victorian syllabuses unit mapping for Year 3 and 4 (PDF, 212KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/3-4_unit.mapping_VIC.pdf)
* [Victorian syllabuses mapping for topic 1 Year 3 and 4 (PDF, 178KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_3-4_Topic1_VIC.pdf)
* [Victorian syllabuses mapping for topic 2 Year 3 and 4 (PDF, 182KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_3-4_Topic2_VIC.pdf)
* [Victorian syllabuses mapping for topic 3 Year 3 and 4 (PDF, 166KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_3-4_Topic3_VIC.pdf)
* [Victorian syllabuses mapping for topic 4 Year 3 and 4 (PDF, 177KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_3-4_Topic4_VIC.pdf)
* [Victorian syllabuses mapping for topic 5 Year 3 and 4 (PDF, 168KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_3-4_Topic5_VIC.pdf)
* [Victorian syllabuses mapping for topic 6 Year 3 and 4 (PDF, 163KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_3-4_Topic6_VIC.pdf)

### Unit mapping

#### Unit mapping for level 3

##### English

###### Reading and viewing

Text structure and organisation

* Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context, including tense and types of sentences (VCELA246) – topic 5

Interpreting, analysing, evaluation

* Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (VCELY257) – topic 5

###### Writing

Text structure and organisation

* Understand that paragraphs are a key organisational feature of written texts (VCELA259) – topic 6

Expressing and developing ideas

* Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (VCELA261) – topic 6

Phonics and word knowledge

* Understand how to use letter–sound relationships and less common letter combinations to spell words (VCELA263) – topic 6

Creating texts

* Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose (VCELY266) – topics 2, 3, 4, 5, 6
* Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (VCELY267) – topics 2, 6
* Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (VCELY269) – topics 2, 3, 4, 6

###### Speaking and listening

Interacting with others

* Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (VCELA271) – topics 2, 3, 4, 5
* Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications (VCELY275) – topics 1, 2, 3, 4, 5, 6
* Plan and deliver short presentations, providing some key details in logical sequence, using appropriate tone, pace, pitch and volume (VCELY276) – topic 6

##### Mathematics

Number and place value

* Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems (VCMNA131) – topic 5
* Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies (VCMNA135) – topic 5

Fractions and decimals

* Model and represent unit fractions including 1/2, 1/4, 1/3, 1/5 and their multiples to a complete whole (VCMNA136) – topic 2

Money and financial mathematics

* Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents (VCMNA137) – topic 2

Patterns and algebra

* Describe, continue, and create number patterns resulting from performing addition or subtraction (VCMNA138) – topic 4

Location and transformation

* Create and interpret simple grid maps to show position and pathways (VCMMG143) – topic 6

Data representation and interpretation

* Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording (VCMSP148) – topic 6
* Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies (VCMSP149) – topic 6
* Interpret and compare data displays (VCMSP150) – topic 6

#### Unit mapping for level 4

##### English

###### Reading and viewing

Text structure and organisation

* Identify features used in imaginative, informative and persuasive texts to meet the purpose of the text, and understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (VCELA277) – topic 5

Interpreting, analysing, evaluation

* Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (VCELY288) – topic 5

###### Writing

Text structure and organisation

* Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (VCELA290) – topic 6

Expressing and developing ideas

* Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (VCELA292) – topic 6

Phonics and word knowledge

* Understand how to use phonic generalisations to identify and write words with more complex letter combinations (VCELA294) – topic 6
* Understand how to use spelling patterns and generalisations including syllabification, letter combinations including double letters, and morphemic knowledge to build word families (VCELA295) – topic 6

Creating texts

* Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (VCELY299) – topics 2, 3, 4, 5, 6
* Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (VCELY300) – topics 2, 6
* Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (VCELY269) – topics 2, 3, 4, 6

###### Speaking and listening

Interacting with others

* Understand that social interactions influence the way people engage with ideas and respond to others (VCELA304) – topics 2, 3, 4, 5
* Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills (VCELY307) – topics 1, 2, 3, 4, 5, 6
* Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular audiences and purposes such as informative, persuasive and imaginative, including multimodal elements (VCELY308) – topic 6

##### Mathematics

Number and place value

* Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems (VCMNA153) – topic 5
* Investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9 (VCMNA154) – topic 4
* Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder(VCMNA156) – topics 4, 5

Fractions and decimals

* Investigate equivalent fractions used in contexts(VCMNA157) – topic 2
* Count by quarters, halves and thirds, including with mixed numerals. Locate and represent these fractions on a number line (VCMNA158) – topic 2
* Recognise that the place value system can be extended to tenths and hundredths (VCMNA159) – topic 5

Money and financial mathematics

* Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies (VCMNA160) – topic 2

Patterns and algebra

* Explore and describe number patterns resulting from performing multiplication (VCMNA161) – topic 4
* Solve word problems by using number sentences involving multiplication or division where there is no remainder (VCMNA162) – topic 4

Location and transformation

* Use simple scales, legends and directions to interpret information contained in basic maps (VCMMG172) – topic 4

Data representation and interpretation

* Select and trial methods for data collection, including survey questions and recording sheets (VCMSP178) – topic 6
* Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values (VCMSP179) – topic 6
* Evaluate the effectiveness of different displays in illustrating data features including variability (VCMSP180) – topic 6

#### Unit mapping for levels 3 and 4

##### Civics and citizenship

* Identify how and why decisions are made democratically in communities (VCCCG002) – topics 3, 6
* Explain the roles of local government and some familiar services provided at the local level (VCCCG003) – topics 4, 6
* Explain how and why people make rules (VCCCL004) – topic 3
* Distinguish between rules and laws and discuss why rules and laws are important (VCCCL005) – topic 3
* Investigate why and how people participate within communities and cultural and social groups (VCCCC006) – topics 1, 6
* Describe the different cultural, religious and/or social groups to which they and others in the community may belong (VCCCC007) – topic 1

##### Geography

* Interpret maps and other geographical data and information to develop identifications, descriptions, explanations and conclusions, using geographical terminology including simple grid references, compass direction and distance (VCGGC076) – topic 4

##### Health and Physical Education

* Examine how success, challenge and failure strengthen personal identities (VCHPEP088) – topic 1
* Identify and practise strategies to promote health, safety and wellbeing (VCHPEP091) – topics 3, 5
* Describe factors that can positively influence relationships and personal wellbeing (VCHPEP092) – topic 6
* Examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing (VCHPEP096) – topics 1, 4
* Adopt inclusive practices when participating in physical activities (VCHPEM102) – topic 2
* Apply basic rules and scoring systems, and demonstrate fair play when participating (VCHPEM104) – topics 2, 3

#### Unit mapping for general capabilities

##### Levels 3 and 4

###### Personal social capability

Self-awareness and management

Recognition and expression of emotions

* Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCSE016) – topic 2

Development of resilience

* Identify personal strengths and select personal qualities that could be further developed (VCPSCSE017) – topics 1, 3

###### Social awareness and management

Relationships and diversity

* Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion (VCPSCSE020) – topics 1, 6
* Identify the importance of including others in activities, groups and games (VCPSCSE022) – topics 1, 2, 6

Collaboration

* Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate (VCPSCSE023) – topics 3, 5

###### Critical and creative thinking

Questions and possibilities

* Explore reactions to a given situation or problem and consider the effect of pre-established preferences (VCCCTQ011) – topics 2, 3, 6
* Investigate different techniques to sort facts and extend known ideas to generate novel and imaginative ideas (VCCCTQ012) – topic 4

Reasoning

* Examine and use the structure of a basic argument, with an aim, reasons and conclusion to present a point of view (VCCCTR013) – topics 2, 3, 5, 6
* Distinguish between main and peripheral ideas in own and others information and points of view (VCCCTR014) – topics 2, 3, 5, 6
* Investigate why and when the consequences of a point of view should be considered (VCCCTR015) – topic 6
* Identify and use ‘If, then…’ and ‘what if…’ reasoning (VCCCTR016) – topics 2, 3, 4, 5, 6
* Explore distinctions when organising and sorting information and ideas from a range of sources (VCCCTR017) – topics 5, 6

Meta-Cognition

* Consider concrete and pictorial models to facilitate thinking, including a range of visualisation strategies (VCCCTM018) – topics 3, 6
* Examine an increased range of learning strategies, including visualisation, note-taking, peer instruction and incubation, and reflect on how these can be applied to different tasks to reach a goal (VCCCTM019) – topics 3, 5
* Investigate a range of problem-solving strategies, including brainstorming, identifying, comparing and selecting options, and developing and testing hypotheses (VCCCTM020) – topics 3, 4

###### Ethical capability

Understanding Concepts

* Explore the contested meaning of concepts including fairness and harm and how they can seem to differ in different situations (VCECU004) – topics 2, 3
* Explore the extent to which particular acts might be regarded by different people as good or bad, right or wrong, better or worse, and explain why (VCECU005) – topics 2, 3
* Discuss the ways to identify ethical considerations in a range of problems (VCECU006) – topics 2, 3

Decision Making and Actions

* Discuss the role of personal values and dispositions in ethical decision making and actions (VCECD008) – topics 2, 3

###### Intercultural capability

Cultural Diversity

* Explain the role of cultural traditions in the development of personal, group and national identities (VCICCD007) – topic 1
* Identify how understandings between culturally diverse groups can be encouraged and achieved (VCICCD008) – topics 1, 6

### Mapping for topic 1

The following maps [Paying It Forward, Year 3 and Year 4, Topic 1: Belonging and inclusion](#Topic1Belongingandinclusion) to the Victorian syllabuses.

#### Mapping for topic 1 level 3

##### English

Speaking and listening

* Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications (VCELY275) – activities 1, 2, 3, 6

#### Mapping for topic 1 level 4

##### English

Speaking and listening

* Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills (VCELY307) – activities 1, 2, 3, 6

#### Mapping for topic 1 levels 3 and 4

##### Civics and citizenship

* Investigate why and how people participate within communities and cultural and social groups (VCCCC006) – activity 4
* Describe the different cultural, religious and/or social groups to which they and others in the community may belong (VCCCC007) – activities 2, 4

##### Health and Physical Education

* Examine how success, challenge and failure strengthen personal identities (VCHPEP088) – activity 2
* Examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing (VCHPEP096) – activity 4

#### Mapping for topic 1 general capabilities

##### Levels 3 and 4

###### Personal social capability

Self-awareness and management

Development of resilience

* Identify personal strengths and select personal qualities that could be further developed (VCPSCSE017) – activities 2, 3

###### Social awareness and management

Relationships and diversity

* Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion (VCPSCSE020) – activity 2
* Identify the importance of including others in activities, groups and games (VCPSCSE022) – activities 2, 3

###### Intercultural capability

Cultural diversity

* Explain the role of cultural traditions in the development of personal, group and national identities (VCICCD007) – activity 2
* Identify how understandings between culturally diverse groups can be encouraged and achieved (VCICCD008) – activity 2

### Mapping for topic 2

The following maps [Paying It Forward, Year 3 and Year 4, Topic 2: Fairness and equity](#Topic2Fairnessandequity) to the Victorian syllabuses.

#### Mapping for topic 2 level 3

##### English

Speaking and listening

* Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (VCELA271) – activity 4
* Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications (VCELY275) – activities 1, 2, 4, 7

Writing

* Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose (VCELY266) – activity 9
* Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (VCELY267) – activity 9
* Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (VCELY269) – activity 9

##### Mathematics

* Model and represent unit fractions including 1/2, 1/4, 1/3, 1/5 and their multiples to a complete whole (VCMNA136) – activities 5, 6
* Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents (VCMNA137) – activity 4

#### Mapping for topic 2 level 4

##### English

Speaking and listening

* Understand that social interactions influence the way people engage with ideas and respond to others (VCELA304) – activities 1, 4
* Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills (VCELY307) – activities 1, 2, 4

Writing

* Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (VCELY299) – activity 8
* Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (VCELY300) – activity 8
* Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (VCELY302) – activity 8

##### Mathematics

* Investigate equivalent fractions used in contexts(VCMNA157) – activity 5
* Make connections between fractions and decimal notation (VCMNA159) – activity 5
* Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies (VCMNA160) – activity 4

#### Mapping for topic 2 levels 3 and 4

##### Health and Physical Education

* Adopt inclusive practices when participating in physical activities (VCHPEM102) – activities 3,4
* Apply basic rules and scoring systems, and demonstrate fair play when participating (VCHPEM104) – activity 3

#### Mapping for topic 2 general capabilities

##### Levels 3 and 4

###### Personal social capability

Self-awareness and management

Recognition and expression of emotions

* Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCSE016) – activity 8

###### Critical and creative thinking

Questions and possibilities

* Explore reactions to a given situation or problem and consider the effect of pre-established preferences (VCCCTQ011) – activities 4, 8

Reasoning

* Examine and use the structure of a basic argument, with an aim, reasons and conclusion to present a point of view (VCCCTR013) – activity 7
* Distinguish between main and peripheral ideas in own and others information and points of view (VCCCTR014) – activity 5
* Identify and use ‘If, then…’ and ‘what if…’ reasoning (VCCCTR016) – activities 7, 8

###### Ethical capability

Understanding concepts

* Explore the contested meaning of concepts including fairness and harm and how they can seem to differ in different situations (VCECU004) – activities 1, 2, 4, 7, 8
* Explore the extent to which particular acts might be regarded by different people as good or bad, right or wrong, better or worse, and explain why (VCECU005) – activities 3, 6
* Discuss the ways to identify ethical considerations in a range of problems (VCECU006) – activity 9

Decision making and actions

* Discuss the role of personal values and dispositions in ethical decision making and actions (VCECD008) – activities 8, 9

### Mapping for topic 3

The following maps [Paying It Forward, Year 3 and Year 4, Topic 3: Rights, rules and responsibilities](#Topic3Rightsrulesandresponsibilities) to the Victorian syllabuses.

#### Mapping for topic 3 level 3

##### English

Speaking and listening

* Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (VCELA271) – activities 2, 4, 5
* Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications (VCELY275) – activities 2, 4, 5, 7

Writing

* Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose (VCELY266) – activity 3
* Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (VCELY269) – activity 3

#### Mapping for topic 3 level 4

##### English

Speaking and listening

* Understand that social interactions influence the way people engage with ideas and respond to others (VCELA304) – activities 2, 5, 7
* Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills (VCELY307) – activities 1, 2, 4, 5, 7

Writing

* Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (VCELY299) – activity 3
* Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (VCELY302) – activity 3

#### Mapping for topic 3 levels 3 and 4

##### Civics and citizenship

* Identify how and why decisions are made democratically in communities (VCCCG002) – activity 5
* Explain how and why people make rules (VCCCL004) – activities 6, 7
* Distinguish between rules and laws and discuss why rules and laws are important (VCCCL005) – activities 6, 7

##### Health and Physical Education

* Identify and practise strategies to promote health, safety and wellbeing (VCHPEP091) – activity 3
* Apply basic rules and scoring systems, and demonstrate fair play when participating (VCHPEM104) – activity 4

#### Mapping for topic 3 general capabilities

##### Levels 3 and 4

###### Personal social capability

Self-awareness and management

Development of resilience

* Identify personal strengths and select personal qualities that could be further developed (VCPSCSE017) – activity 8

###### Social awareness and management

Collaboration

* Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate (VCPSCSE023) – activities 2, 4, 5

###### Critical and creative thinking

Questions and possibilities

* Explore reactions to a given situation or problem and consider the effect of pre-established preferences (VCCCTQ011) – activity 5

Reasoning

* Examine and use the structure of a basic argument, with an aim, reasons and conclusion to present a point of view (VCCCTR013) – activities 5, 6, 7
* Distinguish between main and peripheral ideas in own and others information and points of view (VCCCTR014) – activity 7
* Identify and use ‘If, then…’ and ‘what if…’ reasoning (VCCCTR016) – activities 7, 8

Meta-cognition

* Consider concrete and pictorial models to facilitate thinking, including a range of visualisation strategies (VCCCTM018) – activities 7, 8
* Examine an increased range of learning strategies, including visualisation, note-taking, peer instruction and incubation, and reflect on how these can be applied to different tasks to reach a goal (VCCCTM019) – activity 7
* Investigate a range of problem-solving strategies, including brainstorming, identifying, comparing and selecting options, and developing and testing hypotheses (VCCCTM020) – activity 7

###### Ethical capability

Understanding concepts

* Explore the contested meaning of concepts including fairness and harm and how they can seem to differ in different situations (VCECU004) – activity 4
* Explore the extent to which particular acts might be regarded by different people as good or bad, right or wrong, better or worse, and explain why (VCECU005) – activity 5
* Discuss the ways to identify ethical considerations in a range of problems (VCECU006) – activities 4, 7

Decision making and actions

* Discuss the role of personal values and dispositions in ethical decision making and actions (VCECD008) – activity 8

### Mapping for topic 4

The following maps [Paying It Forward, Year 3 and Year 4, Topic 4: Government services in our community](#Topic4Governmentservicesinourcommunity) to the Victorian syllabuses.

#### Mapping for topic 4 level 3

##### English

Speaking and listening

* Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (VCELA271) – activities 4, 6
* Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications (VCELY275) – activities 1, 4, 6

Writing

* Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose (VCELY266) – activities 3, 7
* Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (VCELY269) – activity 3

##### Mathematics

* Describe, continue, and create number patterns resulting from performing addition or subtraction (VCMNA138) – activity 3
* Create and interpret simple grid maps to show position and pathways (VCMMG143) – activity 3

#### Mapping for topic 4 level 4

##### English

Speaking and listening

* Understand that social interactions influence the way people engage with ideas and respond to others (VCELA304) – activity 7
* Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills (VCELY307) – activities 1, 6, 7

Writing

* Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (VCELY299) – activities 3, 7
* Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (VCELY302) – activity 3

##### Mathematics

* Investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9 (VCMNA154) – activity 6
* Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder (VCMNA156) – activity 6
* Explore and describe number patterns resulting from performing multiplication (VCMNA161) – activity 6
* Solve word problems by using number sentences involving multiplication or division where there is no remainder (VCMNA162) – activity 6
* Use simple scales, legends and directions to interpret information contained in basic maps (VCMMG172) – activity 6

#### Mapping for topic 4 levels 3 and 4

##### Civics and citizenship

* Explain the roles of local government and some familiar services provided at the local level (VCCCG003) – activities 1, 4, 5, 6, 7

##### Geography

* Interpret maps and other geographical data and information to develop identifications (VCGGC076) – activity 5

##### Health and Physical Education

* Examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing (VCHPEP096) – activity 5

#### Mapping for topic 4 general capabilities

##### Levels 3 and 4

###### Critical and creative thinking

Questions and possibilities

* Investigate different techniques to sort facts and extend known ideas to generate novel and imaginative ideas (VCCCTQ012) – activity 4

Reasoning

* Identify and use ‘If, then…’ and ‘what if…’ reasoning (VCCCTR016) – activity 4

Meta-lognition

* Investigate a range of problem-solving strategies, including brainstorming, identifying, comparing and selecting options, and developing and testing hypotheses (VCCCTM020) – activities 2, 4

### Mapping for topic 5

The following maps [Paying It Forward, Year 3 and Year 4, Topic 5: Savings and budgets](#Topic5Savingsandbudgets) to the Victorian syllabuses.

#### Mapping for topic 5 level 3

##### English

Reading and viewing

* Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context, including tense and types of sentences (VCELA246) – activity 7
* Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (VCELY257) – activity 7

Speaking and listening

* Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (VCELA271) – activities 3, 7
* Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications (VCELY275) – activities 3, 4, 6, 9

Writing

* Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose (VCELY266) – activity 7

##### Mathematics

* Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems (VCMNA131) – activities 5, 6
* Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies (VCMNA135) – activities 5, 6

#### Mapping for topic 5 level 4

##### English

Reading and viewing

* Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context, including tense and types of sentences (VCELA246) – activity 7
* Identify features used in imaginative, informative and persuasive texts to meet the purpose of the text, and understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (VCELA277) – activity 7
* Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (VCELY288) – activity 7

Writing

* Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (VCELY299) – activity 7

Speaking and listening

* Understand that social interactions influence the way people engage with ideas and respond to others (VCELA304) – activities 3, 7
* Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills (VCELY307) – activities 2, 3, 4, 6, 9

##### Mathematics

* Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems (VCMNA153) – activity 7
* Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder (VCMNA156) – activity 7
* Recognise that the place value system can be extended to tenths and hundredths. Make connections between fractions and decimal notation (VCMNA159) – activity 7

#### Mapping for topic 5 general capabilities

##### Levels 3 and 4

###### Personal social capability

Social awareness and management

Collaboration

* Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate (VCPSCSE023) – activities 3, 7

###### Critical and creative thinking

Questions and possibilities

* Investigate different techniques to sort facts and extend known ideas to generate novel and imaginative ideas (VCCCTQ012) – activity 7

Reasoning

* Identify and use ‘If, then…’ and ‘what if…’ reasoning(VCCCTR016) – activity 2
* Explore distinctions when organising and sorting information and ideas from a range of sources (VCCCTR017) – activities 7, 9

Meta-cognition

* Examine an increased range of learning strategies, including visualisation, note-taking, peer instruction and incubation, and reflect on how these can be applied to different tasks to reach a goal (VCCCTM019) – activities 1, 2

### Mapping for topic 6

The following maps [Paying It Forward, Year 3 and Year 4, Topic 6: Improving my community](#Topic6Improvingmycommunity) to the Victorian syllabuses.

#### Mapping for topic 6 level 3

##### English

Writing

* Understand that paragraphs are a key organisational feature of written texts (VCELA259) – activity 3
* Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (VCELA261) – activity 3
* Understand how to use letter–sound relationships and less common letter combinations to spell words (VCELA263) – activity 3
* Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose (VCELY266) – activity 3
* Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (VCELY267) – activity 3
* Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (VCELY269) – activity 3

Speaking and listening

* Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications (VCELY275) - activities 1, 3, 4
* Plan and deliver short presentations, providing some key details in logical sequence, using appropriate tone, pace, pitch and volume (VCELY276) – activity 6

##### Mathematics

* Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording (VCMSP148) – activity 1
* Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies (VCMSP149) – activity 1
* Interpret and compare data displays (VCMSP150) – activity 1

#### Mapping for topic 6 level 4

##### English

Writing

* Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (VCELA290) – activity 3
* Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (VCELA292) – activity 3
* Understand how to use phonic generalisations to identify and write words with more complex letter combinations (VCELA294) – activity 3
* Understand how to use spelling patterns and generalisations including syllabification, letter combinations including double letters, and morphemic knowledge to build word families (VCELA295) – activity 3
* Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (VCELY299) – activity 3
* Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (VCELY300) – activity 3
* Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (VCELY302) - activities 3, 5

Speaking and listening

* Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills (VCELY307) - activities 1, 2, 4
* Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular audiences and purposes such as informative, persuasive and imaginative, including multimodal elements (VCELY308) – activity 6

##### Mathematics

* Select and trial methods for data collection, including survey questions and recording sheets (VCMSP178) – activity 1
* Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values (VCMSP179) – activity 1
* Evaluate the effectiveness of different displays in illustrating data features including variability (VCMSP180) – activity 1

#### Mapping for topic 6 levels 3 and 4

##### Civics and citizenship

* Identify how and why decisions are made democratically in communities (VCCCG002) – activity 1
* Explain the roles of local government and some familiar services provided at the local level (VCCCG003) – activity 3
* Investigate why and how people participate within communities and cultural and social groups (VCCCC006) – activities 5, 6

##### Health and Physical Education

* Describe factors that can positively influence relationships and personal wellbeing (VCHPEP092) – activity 4

#### Mapping for topic 6 general capabilities

##### Levels 3 and 4

###### Personal social capability

Social awareness and management

Relationships and diversity

* Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion (VCPSCSE020) – activity 4
* Identify the importance of including others in activities, groups and games (VCPSCSE022) – activity 4

###### Critical and creative thinking

Questions and possibilities

* Explore reactions to a given situation or problem and consider the effect of pre-established preferences (VCCCTQ011) – activity 1

Reasoning

* Examine and use the structure of a basic argument, with an aim, reasons and conclusion to present a point of view (VCCCTR013) – activities 1, 3
* Distinguish between main and peripheral ideas in own and others information and points of view(VCCCTR014) – activity 3
* Investigate why and when the consequences of a point of view should be considered (VCCCTR015) – activity 1
* Identify and use ‘If, then…’ and ‘what if…’ reasoning(VCCCTR016) – activities 3, 6
* Explore distinctions when organising and sorting information and ideas from a range of sources (VCCCTR017) – activity 3

Meta-Cognition

* Consider concrete and pictorial models to facilitate thinking, including a range of visualisation strategies (VCCCTM018) – activity 5

###### Intercultural capability

Cultural diversity

* Identify how understandings between culturally diverse groups can be encouraged and achieved (VCICCD008) – activity 4

## Western Australia syllabuses mapping for Year 3 and Year 4

Paying It Forward Year 3 and Year 4 resources are mapped to the Western Australia syllabuses.

In this section

1. [Unit mapping](#Unitmapping16)
2. [Mapping for topic 1](#Mappingfortopic116)
3. [Mapping for topic 2](#Mappingfortopic216)
4. [Mapping for topic 3](#Mappingfortopic316)
5. [Mapping for topic 4](#Mappingfortopic416)
6. [Mapping for topic 5](#Mappingfortopic516)
7. [Mapping for topic 6](#Mappingfortopic616)

Along with these accessible versions, which you can either print or use online, we also have the same mapping available as PDFs:

* [Western Australia syllabuses unit mapping for Year 3 and 4 (PDF, 222KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/3-4_unit.mapping_WA.pdf)
* [Western Australia syllabuses mapping for topic 1 Year 3 and 4 (PDF, 162KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_3-4_Topic1_WA.pdf)
* [Western Australia syllabuses mapping for topic 2 Year 3 and 4 (PDF, 197KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_3-4_Topic2_WA.pdf)
* [Western Australia syllabuses mapping for topic 3 Year 3 and 4 (PDF, 177KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_3-4_Topic3_WA_.pdf)
* [Western Australia syllabuses mapping for topic 4 Year 3 and 4 (PDF, 186KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_3-4_Topic4_WA.pdf)
* [Western Australia syllabuses mapping for topic 5 Year 3 and 4 (PDF, 184KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_3-4_Topic5_WA.pdf)
* [Western Australia syllabuses mapping for topic 6 Year 3 and 4 (PDF, 184KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_3-4_Topic6_WA.pdf)

### Unit mapping

#### Unit mapping for Year 3

##### English

Language for interaction

* Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476) – topics 2, 3, 4, 5

Text structure and organisation

* Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478) – topic 5
* Understand that paragraphs are a key organisational feature of written texts (ACELA1479) – topic 6

Expressing and developing ideas

* Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (ACELA1481) – topic 6

Phonics and word knowledge

* Understand how to use letter-sound relationships and less common letter patterns to spell words (ACELA1485) – topic 6
* Recognise and know how to write most high frequency words including some homophones (ACELA1486) – topic 6

Interacting with others

* Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) – topics 1, 2, 3, 4, 5, ,6
* Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792) – topics 1, 2, 3, 4, 5, 6
* Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677) – topic 6

Interpreting, analysing, evaluation

* Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678) – topic 5
* Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680) – topic 5

Creating texts

* Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682) – topics 2, 3, 4, 5, 6
* Re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683) – topics 2, 6
* Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685) – topics 2, 3, 4, 6

##### Mathematics

Number and place value

* Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems (ACMNA053) – topic 5
* Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies (ACMNA057) – topic 5

Fractions and decimals

* Model and represent unit fractions including 1/2, 1/4, 1/3, 1/5 and their multiples to a complete whole (ACMNA058) – topic 2

Money and financial mathematics

* Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents (ACMNA059) – topic 2

Patterns and algebra

* Describe, continue, and create number patterns resulting from performing addition or subtraction (ACMNA060) – topic 4

Location and transformation

* Create and interpret simple grid maps to show position and pathways (ACMMG065) – topic 4

Data representation and interpretation

* Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording (ACMSP068) – topic 6
* Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies (ACMSP069) – topic 6
* Interpret and compare data displays (ACMSP070) – topic 6
* Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values (ACMSP096) – topic 6
* Evaluate the effectiveness of different displays in illustrating data features including variability (ACMSP097) – topic 6

##### HASS

Researching

* Identify current understanding of a topic (e.g. brainstorm, KWL chart) (WAHASS26) – topics 1, 4, 6
* Locate and collect information from a variety of sources (e.g. photographs, maps, books, interviews, internet) (WAHASS28) – topics 4, 6
* Record selected information and/or data (e.g. use graphic organisers, develop note-taking strategies) (WAHASS29) – topics 4, 6

Analysing

* Interpret data and information displayed in pictures and texts and on maps (ACHASSI007, ACHASSI024, ACHASSI040) – topics 4, 6

Evaluating

* Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps (e.g. show similarities and differences) (WAHASS35) – topics 3, 5, 6
* Use decision-making processes (e.g. share views, recognise different points of view, identify issues, identify possible solutions, plan for action in groups) (WAHASS36) – topics 1, 3, 5, 6

Communicating and reflecting

* Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic), appropriate to audience and purpose, using relevant terms (WAHASS37) – topics 1, 3, 6
* Reflect on learning, identify new understandings and act on findings in different ways (e.g. complete a KWL chart, propose action in response to new knowledge) (WAHASS39) – topics 3, 6

Civics and citizenship

* Communities make decisions in different ways and voting is a way that groups make decisions democratically (ACHASSK070) – topics 3, 6
* Who makes rules, why rules are important and the consequences of rules not being followed (ACHASSK071) – topic 3
* Why people participate in community groups, such as a school or community project, and how students can actively participate and contribute to their local community (ACHASSK072) – topics 1, 6

##### Health and Physical Education

* Factors that strengthen personal identities, such as the influence of: family, friends, school (ACPPS033) – topic 1
* Actions in daily routines that promote health, safety and wellbeing: healthy eating appropriate levels of physical activity (ACPPS036) – topic 3
* Behaviours that show empathy and respect for others (ACPPS037) – topics 1, 6
* Cooperation skills to ensure everyone is included in all physical activities (ACPMP048) – topic 2
* Basic rules in a variety of physical activities and ways in which they keep activities safe and fair (ACPMP050) – topics 2, 3

#### Unit mapping for Year 4

##### English

Language for interaction

* Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488) – topics 2, 3, 4, 5

Text structure and organisation

* Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478) – topic 5
* Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491) – topic 6

Expressing and developing ideas

* Understand that the meaning of sentences can be enriched through the use of noun groups/ phrases and verb groups/phrases and prepositional phrases (ACELA1493) – topic 6

Phonics and word knowledge

* Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words (ACELA1779) – topic 6
* Read and write a large core of high frequency words including homophones and know how to use context to identify correct spelling (ACELA1780) – topic 6

Interacting with others

* Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) – topics 1, 2, 3, 4, 5, 6
* Use interaction skills such as acknowledging another’s point of view and linking students’ response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688) – topics 1, 2, 3, 4, 5, 6
* Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689) – topic 6

Interpreting, analysing, evaluation

* Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690) – topic 5
* Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692) – topic 5

Creating texts

* Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694) – topics 2, 3, 4, 5, 6
* Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695) – topics 2, 6
* Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697) – topics 2, 3, 4, 6

##### Mathematics

Number and place value

* Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems (ACMNA073) – topic 5
* Investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9 (ACMNA074) – topic 4
* Develop efficient mental and written strategies, and use appropriate digital technologies for multiplication and for division where there is no remainder (ACMNA076) – topics 4, 5

Fractions and decimals

* Investigate equivalent fractions used in contexts (ACMNA077) – topic 2
* Count by quarters halves and thirds, including with mixed numerals. Locate and represent these fractions on a number line (ACMNA078) – topic 2
* Make connections between fractions and decimal notation Make connections between fractions and decimal notation (ACMNA079) – topics 2, 5

Money and financial mathematics

* Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies (ACMNA080) – topic 2

Patterns and algebra

* Explore and describe number patterns resulting from performing multiplication (ACMNA081) – topic 4
* Solve word problems by using number sentences involving multiplication or division where there is no remainder (ACMNA082) – topic 4

Location and transformation

* Use simple scales, legends and directions to interpret information contained in basic maps (ACMMG090) – topic 4

Data representation and interpretation

* Select and trial methods for data collection, including survey questions and recording sheets (ACMSP095) – topic 6
* Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values (ACMSP096) – topic 6
* Evaluate the effectiveness of different displays in illustrating data features including variability (ACMSP097) – topic 6

##### HASS

Researching

* Identify current understanding of a topic (e.g. brainstorm, KWL chart) (WAHASS26) – topics 1, 4, 6
* Locate and collect information from a variety of sources (e.g. photographs, maps, books, interviews, internet) (WAHASS28) – topics 4, 6
* Record selected information and/or data (e.g. use graphic organisers, develop note-taking strategies) (WAHASS29) – topics 4, 6

Analysing

* Interpret data and information displayed in pictures and texts and on maps (ACHASSI007, ACHASSI024, ACHASSI040) – topics 4, 6

Evaluating

* Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps (e.g. show similarities and differences) (WAHASS35) – topics 3, 5, 6
* Use decision-making processes (e.g. share views, recognise different points of view, identify issues, identify possible solutions, plan for action in groups) (WAHASS36) – topics 1, 3, 5, 6

Communicating and reflecting

* Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic), appropriate to audience and purpose, using relevant terms (WAHASS37) – topics 1, 6
* Reflect on learning, identify new understandings and act on findings in different ways (e.g. complete a KWL chart, propose action in response to new knowledge) (WAHASS39) – topics 3, 6

Civics and citizenship

* The purpose of government and some familiar services provided by local government (e.g. libraries, health, arts, parks, environment and waste, pools and sporting facilities, pet management) (ACHASSK091) – topics 1, 4, 6
* The importance and purpose of laws (e.g. to maintain social cohesion, to reflect society's values) (ACHASSK092)
* People belong to diverse groups, such as cultural, religious and/or social groups, and this can shape identity (ACHASSK093) – topic 3

#### Health and Physical Education

* Strategies to ensure safety and wellbeing at home and at school, such as: following school rules identifying and choosing healthier foods for themselves (ACPPS036; ACPPS040) – topic 3
* The positive influence of respect, empathy and the valuing of differences in relationships (ACPPS037) – topics 1, 6
* Cooperation skills and practices to ensure everyone is included in all physical activities (ACPMP048) – topic 2
* Basic rules and scoring systems to keep physical activities safe and fair (ACPMP050) – topics 2, 3

#### Unit mapping for general capabilities

##### No

Comprehending texts through listening, reading, and viewing element

* 1.1 Comprehend texts – topic 5
* 1.2 Navigate, read and view learning area texts – topics 5, 6
* 1.3 Listen and respond to learning area texts – topics 1, 2, 3, 4, 5
* 1.4 Interpret and analyse learning area texts – topics 3, 4, 5

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – topics 1, 2, 3, 5, 6
* 2.2 Compose spoken, written, visual and multimodal learning area texts – topics 1, 2, 3, 4, 5, 6
* 2.3 Use language to interact with others – topics 1, 2, 3, 4, 5, 6
* 2.4 Deliver presentations – topic 6

Text knowledge element

* 3.1 Use knowledge of text structures – topic 6
* 3.2 Use knowledge of text cohesion – topic 6

Grammar knowledge element

* 4.1 Use knowledge of sentence structures – topic 6
* 4.2 Use knowledge of words and word groups – topic 6
* 4.3 Express opinion and point of view – topics 1, 2, 3, 6

Word knowledge element

* 5.1 Understand learning area vocabulary – topic 6
* 5.2 Use spelling knowledge – topic 6

Visual knowledge element

* 6.1 Understand how visual elements create meaning – topics 1, 3, 4, 5

##### Numeracy

Estimating and calculating with whole numbers element

* 1.1 Understand and use numbers in context – topics 4, 5
* 1.2 Estimate and calculate – topics 2, 4, 5
* 1.3 Use money – topics 2, 4

Recognising and using patterns and relationships element

* 2.1 Recognise and use patterns and relationships – topic 4

Using fractions, decimals, percentages, ratios and rates element

* 3.1 Interpret proportional reasoning – topic 2

Using spatial reasoning element

* 4.2 Interpret maps and diagrams – topic 4

Interpreting statistical information element

* 5.1 Interpret data displays – topic 6

##### Information and Communication Technology capability (ICT)

Investigating with ICT element

* 2.1 Define and plan information searches – topic 4
* 2.2 Locate, generate and access data and information – topic 4

Creating with ICT element

* 3.1 Generate ideas, plans and processes – topics 3, 6
* 3.2 Generate solutions to challenges and learning area tasks – topics 2, 3, 4, 6

Managing and operating ICT element

* 5.1 Select and use hardware and software – topics 2, 3, 4, 6

##### Critical creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

* 1.2 Identify and clarify information and ideas – topics 1, 4, 5, 6
* 1.3 Organise and process information – topics 4, 5, 6

Generating ideas, possibilities and actions element

* 2.1 Imagine possibilities and connect ideas – topic 3
* 2.2 Consider alternatives – topics 3, 5
* 2.3 Seek solutions and put ideas into action – topics 2, 3, 5

Reflecting on thinking and processes element

* 3.1 Think about thinking (metacognition) – topics 1, 2
* 3.2 Reflect on processes – topic 3
* 3.3 Transfer knowledge into new contexts – topics 2, 3

Analysing, synthesising and evaluating reasoning and procedures element

* 4.1 Apply logic and reasoning – topics 1, 2, 3, 5, 6
* 4.2 Draw conclusions and design a course of action – topics 2, 3, 6
* 4.3 Evaluate procedures and outcomes – topics 2, 3, 6

##### Personal social capability

Self-awareness element

* 1.1 Recognise emotions – topics 2, 3
* 1.2 Recognise personal qualities and achievements – topics 1, 3
* 1.4 Develop reflective practice – topics 1, 3

Self-management element

* 2.2 Develop self-discipline and set goals – topic 5

Social awareness element

* 3.1 Appreciate diverse perspectives – topics 1, 5, 6
* 3.2 Contribute to civil society – topics 1, 6
* 3.3 Understand relationships– topics 1, 2

Social management element

* 4.1 Communicate effectively – topics 1, 2
* 4.2 Work collaboratively – topics 1, 2, 3, 4, 5
* 4.3 Make decisions – topics 2, 3, 5
* 4.5 Develop leadership skills – topic 6

##### Ethical understanding

Understanding ethical concepts and issues element

* 1.1 Recognise ethical concepts – topics 2, 3
* 1.2 Explore ethical concepts in context – topics 2, 3

Reasoning in decision making and actions element

* 2.1 Reason and make ethical decisions – topics 2, 3
* 2.2 Consider consequences – topics 2, 3
* 2.3 Reflect on ethical action – topic 3

Exploring values, rights and responsibilities element

* 3.2 Explore rights and responsibilities – topics 3, 6
* 3.3 Consider points of view – topics 2, 3

##### Intercultural understanding

Recognising culture and developing respect element

* 1.1 Investigate culture and cultural identity – topic 1
* 1.3 Develop respect for cultural diversity – topics 1, 6

Interacting and empathising with others element

* 2.2 Consider and develop multiple perspectives – topics 5, 6
* 2.3 Empathise with others – topics 3, 6

Interacting with others element

* 3.2 Challenge stereotypes and prejudices – topic 1

### Mapping for topic 1

The following maps [Paying It Forward, Year 3 and Year 4, Topic 1: Belonging and inclusion](#Topic1Belongingandinclusion) to the Western Australia syllabuses.

#### Mapping for topic 1 Year 3

##### English

Interacting with others

* Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) – activities 2, 3
* Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792) – activities 1, 2, 3, 6

##### HASS

Inquiry and skills

* Identify current understanding of a topic (e.g. brainstorm, KWL chart) (WAHASS26) – activity 3
* Use decision-making processes (e.g. share views, recognise different points of view, identify issues, identify possible solutions, plan for action in groups) (WAHASS36) – activities 2, 3
* Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic), appropriate to audience and purpose, using relevant terms (WAHASS37) – activity 4

Civics and Citizenship

* Why people participate in community groups, such as a school or community project, and how students can actively participate and contribute to their local community (ACHASSK072) – activity 4

##### Health and Physical Education

* Factors that strengthen personal identities, such as the influence of: family, friends, school (ACPPS033) – activity 2

##### English

* Behaviours that show empathy and respect for others (ACPPS037) – activity 2

#### Mapping for topic 1 Year 4

##### English

Interacting with others

* Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) – activities1, 2, 3
* Use interaction skills such as acknowledging another’s point of view and linking students’ response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688) – activities 1, 2, 3, 6

##### HASS

Inquiry and skills

* Identify current understanding of a topic (e.g. brainstorm, KWL chart) (WAHASS26) – activity 3
* Use decision-making processes (e.g. share views, recognise different points of view, identify issues, identify possible solutions, plan for action in groups) (WAHASS36) – activities 2, 3
* Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic), appropriate to audience and purpose, using relevant terms (WAHASS37) – activity 4

Civics and citizenship

* The purpose of government and some familiar services provided by local government (e.g. libraries, health, arts, parks, environment and waste, pools and sporting facilities, pet management) (ACHASSK091) – activity 5
* People belong to diverse groups, such as cultural, religious and/or social groups, and this can shape identity (ACHASSK093) – activities 2, 4

##### Health and Physical Education

* The positive influence of respect, empathy and the valuing of differences in relationships (ACPPS037) – activity 2

#### Mapping for topic 1 general capabilities

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.3 Listen and respond to learning area texts – activities 1, 2, 5

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – activities 2, 4
* 2.2 Compose spoken, written, visual and multimodal learning area texts – activities 2, 4
* 2.3 Use language to interact with others – activity 2

Grammar knowledge element

* 4.3 Express opinion and point of view – activity 3

Visual knowledge element

* 6.1 Understand how visual elements create meaning – activities 2, 4

##### Critical and creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

* 1.2 Identify and clarify information and ideas – activity 5

Reflecting on thinking and processes element

* 3.1 Think about thinking (metacognition) – activity 6

Analysing, synthesising and evaluating reasoning and procedures element

* 4.1 Apply logic and reasoning – activity 3

##### Personal and social capability

Self-awareness element

* 1.2 Recognise personal qualities and achievements – activities 1, 2
* 1.4 Develop reflective practice – activity 2

Social awareness element

* 3.1 Appreciate diverse perspectives – activity 2
* 3.2 Contribute to civil society – activity 4
* 3.3 Understand relationships – activity 2

Social management element

* 4.1 Communicate effectively – activity 2
* 4.2 Work collaboratively – activity 2

##### Intercultural understanding

Recognising culture and developing respect element

* 1.1 Investigate culture and cultural identity – activity 2
* 1.3 Develop respect for cultural diversity – activity 2

Interacting with others element

* 3.2 Challenge stereotypes and prejudices – activity 2

### Mapping for topic 2

The following maps [Paying It Forward, Year 3 and Year 4, Topic 2: Fairness and equity](#Topic2Sharingisachoice10) to the Western Australia syllabuses.

#### Mapping for topic 2 Year 3

##### English

Language for interaction

* Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476) – activity 4

Interacting with others

* Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) – activities 1, 2, 4, 7
* Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792) – activity 4

Creating texts

* Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682) – activity 8
* Re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683) – activity 8
* Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685) – activity 8

##### Mathematics

* Model and represent unit fractions including 1/2, 1/4, 1/3, 1/5 and their multiples to a complete whole (ACMNA058) – activities 5, 6
* Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents (ACMNA059) – activity 4

##### Health and Physical Education

* Cooperation skills to ensure everyone is included in all physical activities (ACPMP048) – activities 3, 4
* Basic rules in a variety of physical activities and ways in which they keep activities safe and fair (ACPMP050) – activity 3

#### Mapping for topic 2 Year 4

##### English

Language for interaction

* Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488) – activities 1, 4

Interacting with others

* Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) – activities 4, 7
* Use interaction skills such as acknowledging another’s point of view and linking students’ response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688) – activities 1, 4

Creating texts

* Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694) – activity 8
* Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695) – activity 8
* Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697) – activity 8

##### Mathematics

* Investigate equivalent fractions used in contexts (ACMNA077) – activity 5
* Make connections between fractions and decimal notation (ACMNA079) – activity 5
* Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies (ACMNA080) – activity 4

##### Health and Physical Education

* Cooperation skills and practices to ensure everyone is included in all physical activities (ACPMP048) – activities 3, 4
* Basic rules and scoring systems to keep physical activities safe and fair (ACPMP050) – activity 3

#### Mapping for topic 2 general capabilities

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.3 Listen and respond to learning area texts – activities 2, 3, 7, 8

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – activity 8
* 2.2 Compose spoken, written, visual and multimodal learning area texts – activity 8
* 2.3 Use language to interact with others – activities 1, 7

Grammar knowledge element

* 4.3 Express opinion and point of view – activity 8

##### Numeracy

Estimating and calculating with whole numbers element

* 1.1 Understand and use numbers in context – activities 5, 6
* 1.2 Estimate and calculate – activity 4
* 1.3 Use money – activity 4

Using fractions, decimals, percentages, ratios and rates element

* 3.2 Interpret proportional reasoning – activity 4

##### Information and Communication Technology capability (ICT)

Creating with ICT element

* 3.2 Generate solutions to challenges and learning area tasks – activity 8

Managing and operating ICT element

* 5.1 Select and use hardware and software – activity 8

##### Critical and creative thinking

Generating ideas, possibilities and actions element

* 2.3 Seek solutions and put ideas into action – activities 4, 8

Reflecting on thinking and processes element

* 3.1 Think about thinking (metacognition) – activity 4
* 3.3 Transfer knowledge into new contexts – activities 5, 8

Analysing, synthesising and evaluating reasoning and procedures element

* 4.1 Apply logic and reasoning – activities 7, 8
* 4.2 Draw conclusions and design a course of action – activities 5, 7
* 4.3 Evaluate procedures and outcomes – activity 5

##### Personal and social capability

Self-awareness element

* 1.1 Recognise emotions – activity 8

Social awareness element

* 3.3 Understand relationships – activity 8

Social management element

* 4.1 Communicate effectively – activity 1
* 4.2 Work collaboratively – activities 1, 4, 7
* 4.3 Make decisions – activities 4, 7

##### Ethical understanding

Understanding ethical concepts and issues element

* 1.1 Recognise ethical concepts – activities 1, 2, 3, 4, 5 7, 8
* 1.2 Explore ethical concepts in context – activities 2, 3, 4, 7, 8

Reasoning in decision making and actions element

* 2.1 Reason and make ethical decisions – activities 7, 9
* 2.2 Consider consequences – activities 7, 9

Exploring values, rights and responsibilities element

* 3.3 Consider points of view – activities 3, 7

### Mapping for topic 3

The following maps [Paying It Forward, Year 3 and Year 4, Topic 3: Rights, rules and responsibilities](#Topic3Rightsrulesandresponsibilities) to the Western Australia syllabuses.

#### Mapping for topic 3 Year 3

##### English

Language for interaction

* Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476) – activities 2, 4, 5

Interacting with others

* Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) – activities 2, 5, 7
* Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792) – activities 2, 4, 5

Creating texts

* Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682) – activity 3
* Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685) – activity 3

##### HASS

Inquiry and skills

* Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps (e.g. show similarities and differences) (WAHASS35) – activities 5, 7
* Use decision-making processes (e.g. share views, recognise different points of view, identify issues, identify possible solutions, plan for action in groups) (WAHASS36) – activities 2, 5, 6, 7
* Reflect on learning, identify new understandings and act on findings in different ways (e.g. complete a KWL chart, propose action in response to new knowledge) (WAHASS39) – activities 3, 5
* Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic), appropriate to audience and purpose, using relevant terms (WAHASS37) – activities 3, 5, 6, 7

Civics and citizenship

* Communities make decisions in different ways and voting is a way that groups make decisions democratically (ACHASSK070) – activity 5
* Who makes rules, why rules are important and the consequences of rules not being followed (ACHASSK071) – activities 6, 7

##### Health and Physical Education

* Actions in daily routines that promote health, safety and wellbeing: healthy eating appropriate levels of physical activity (ACPPS036) – activity 3
* Basic rules in a variety of physical activities and ways in which they keep activities safe and fair (ACPMP050) – activity 4

#### Mapping for topic 3 Year 4

##### English

Language for interaction

* Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488) – activities 2, 5, 7

Interacting with others

* Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) – activities 1, 2, 4, 5, 7
* Use interaction skills such as acknowledging another’s point of view and linking students’ response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688) – activities 2, 4, 5

Creating texts

* Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694) – activity 3
* Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697) – activity 3

##### HASS

Inquiry and skills

* Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps (e.g. show similarities and differences) (WAHASS35) – activities 5, 7
* Use decision-making processes (e.g. share views, recognise different points of view, identify issues, identify possible solutions, plan for action in groups) (WAHASS36) – activities 2, 5, 6, 7
* Reflect on learning, identify new understandings and act on findings in different ways (e.g. complete a KWL chart, propose action in response to new knowledge) (WAHASS39) – activities 3, 5
* Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic), appropriate to audience and purpose, using relevant terms (WAHASS37) – activities 3, 5, 7

Civics and citizenship

* The importance and purpose of laws (e.g. to maintain social cohesion, to reflect society's values) (ACHASSK092) – activities 6, 7

##### Health and Physical Education

* Strategies to ensure safety and wellbeing at home and at school, such as: following school rules identifying and choosing healthier foods for themselves (ACPPS036; ACPPS040) – activity 3
* Basic rules and scoring systems to keep physical activities safe and fair (ACPMP050) – activity 4

#### Mapping for topic 3 general capabilities

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.3 Listen and respond to learning area texts – activities 1, 4, 8
* 1.4 Interpret and analyse learning area texts – activity 5

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – activities 3, 5, 6, 8
* 2.2 Compose spoken, written, visual and multimodal learning area texts – activities 3, 5, 6, 8
* 2.3 Use language to interact with others – activities 2, 4, 5, 8

Grammar knowledge element

* 4.3 Express opinion and point of view – activity 8

Visual knowledge element

* 6.1 Understand how visual elements create meaning – activity 3

##### Information and Communication Technology capability (ICT)

Creating with ICT element

* 3.1 Generate ideas, plans and processes – activity 7
* 3.2 Generate solutions to challenges and learning area tasks – activities 3, 7

Managing and operating ICT element

* 5.1 Select and use hardware and software – activities 3, 7

##### Critical and creative thinking

Generating ideas, possibilities and actions element

* 2.1 Imagine possibilities and connect ideas – activities 5, 8
* 2.2 Consider alternatives – activity 5
* 2.3 Seek solutions and put ideas into action – activity 5

Reflecting on thinking and processes element

* 3.2 Reflect on processes – activity 5
* 3.3 Transfer knowledge into new contexts – activity 8

Analysing, synthesising and evaluating reasoning and procedures element

* 4.1 Apply logic and reasoning – activities 5, 6, 8
* 4.2 Draw conclusions and design a course of action – activity 5
* 4.3 Evaluate procedures and outcomes – activity 5

##### Personal and social capability

Self-awareness element

* 1.1 Recognise emotions – activity 4
* 1.2 Recognise personal qualities and achievements – activity 8
* 1.4 Develop reflective practice – activity 8

Social management element

* 4.2 Work collaboratively – activities 2, 4, 5, 8
* 4.3 Make decisions – activity 5

##### Ethical understanding

Understanding ethical concepts and issues element

* 1.1 Recognise ethical concepts – activities 4, 5, 6
* 1.2 Explore ethical concepts in context – activity 5

Reasoning in decision making and actions element

* 2.1 Reason and make ethical decisions – activity 5
* 2.2 Consider consequences – activities 5, 6, 7
* 2.3 Reflect on ethical action – activity 5

Exploring values, rights and responsibilities element

* 3.2 Explore rights and responsibilities – activities 1, 2, 3
* 3.3 Consider points of view – activities 5, 7

##### Intercultural understanding

Interacting and empathising with others element

* 2.3 Empathise with others – activity 2

### Mapping for topic 4

The following maps [Paying It Forward, Year 3 and Year 4, Topic 4: Government services in our community](#Topic4Governmentservicesinourcommunity) to the Western Australia syllabuses.

#### Mapping for topic 4 Year 3

##### English

Language for interaction

* Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476) – activity 4

Interacting with others

* Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) – activities 1, 4
* Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792) – activities 1, 4

Creating texts

* Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682) – activities 3, 7
* Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685) – activity 3

##### Mathematics

* Describe, continue, and create number patterns resulting from performing addition or subtraction (ACMNA060) – activity 6
* Create and interpret simple grid maps to show position and pathways (ACMMG065) – activity 6

##### HASS

Inquiry and skills

* Identify current understanding of a topic (e.g. brainstorm, KWL chart) (WAHASS26) – activities 1, 2
* Record selected information and/or data (e.g. use graphic organisers, develop note-taking strategies) (WAHASS29) – activities 4, 5
* Interpret information and/or data collected (e.g. sequence events in chronological order, identify patterns and trends, make connections between old and new information) – activity 5

#### Mapping for topic 4 Year 4

##### English

Language for interaction

* Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488) – activity 4

Interacting with others

* Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) – activity 1
* Use interaction skills such as acknowledging another’s point of view and linking students’ response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688) – activities 4, 7

Creating texts

* Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694) – activities 2, 7
* Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697) – activity 2

##### Mathematics

* Investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9 (ACMNA074) – activity 6
* Develop efficient mental and written strategies, and use appropriate digital technologies for multiplication and for division where there is no remainder (ACMNA076) – activity 6
* Explore and describe number patterns resulting from performing multiplication (ACMNA081) – activity 6
* Solve word problems by using number sentences involving multiplication or division where there is no remainder (ACMNA082) – activity 6
* Use simple scales, legends and directions to interpret information contained in basic maps (ACMMG090) – activity 6

##### HASS

Inquiry and skills

* Identify current understanding of a topic (e.g. brainstorm, KWL chart) (WAHASS26) – activities 1, 2
* Record selected information and/or data (e.g. use graphic organisers, develop note-taking strategies) (WAHASS29) – activities 4, 5
* Interpret information and/or data collected (e.g. sequence events in chronological order, identify patterns and trends, make connections between old and new information) – activity 5

Civics and citizenship

* The purpose of government and some familiar services provided by local government (e.g. libraries, health, arts, parks, environment and waste, pools and sporting facilities, pet management) (ACHASSK091) – activities 1, 4, 5, 6, 7

#### Mapping for topic 4 general capabilities

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.3 Listen and respond to learning area texts – activity 1
* 1.4 Interpret and analyse learning area texts – activity 1

Composing texts through listening, reading, and viewing element

* 2.2 Compose spoken, written, visual and multimodal learning area texts – activity 1
* 2.3 Use language to interact with others – activities 4, 6, 7

Visual knowledge element

* 6.1 Understand how visual elements create meaning – activity 3

##### Numeracy

Estimating and calculating with whole numbers element

* 1.1 Understand and use numbers in context – activity 6
* 1.2 Estimate and calculate – activity 6
* 1.3 Use money – activity 6

Recognising and using patterns and relationships element

* 2.1 Recognise and use patterns and relationships – activity 5

Using spatial reasoning element

* 4.2 Interpret maps and diagrams – activity 5

##### Information and Communication Technology capability

Investigating with ICT element

* 2.1 Define and plan information searches – activity 5
* 2.2 Locate, generate and access data and information – activity 5

Creating with ICT element

* 3.2 Generate solutions to challenges and learning area tasks – activity 3

Managing and operating ICT element

* 5.1 Select and use hardware and software – activity 3

##### Critical creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

* 1.2 Identify and clarify information and ideas – activity 5
* 1.3 Organise and process information – activity 4

##### Personal social capability

Social management element

* 4.2 Work collaboratively – activity 4

### Mapping for topic 5

The following maps [Paying It Forward, Year 3 and Year 4, Topic 5: Savings and budgets](#Topic5Savingsandbudgets) to the Western Australia syllabuses.

#### Mapping for topic 5 Year 3

##### English

Language for interaction

* Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476) – activities 3, 8

Text structure and organisation

* Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478) – activity 7

Interacting with others

* Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) – activities 3, 4, 8
* Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792) – activities 3, 4, 7

Interpreting, analysing, evaluation

* Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678) – activity 7
* Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680) – activity 7

Creating texts

* Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682) – activity 7

##### Mathematics

* Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems (ACMNA053) – activity 6
* Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies (ACMNA057) – activity 6

##### HASS

Inquiry and skills

* Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps (e.g. show similarities and differences) (WAHASS35) – activities 3, 4
* Use decision-making processes (e.g. share views, recognise different points of view, identify issues, identify possible solutions, plan for action in groups) (WAHASS36) – activities 1, 2, 3, 4

#### Mapping for topic 5 Year 4

##### English

Language for interaction

* Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488) – activities 3, 4, 7, 8

Interacting with others

* Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) – activities 2, 3, 4, 6, 8
* Use interaction skills such as acknowledging another’s point of view and linking students’ response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688) – activities 3, 4, 7

Interpreting, analysing, evaluation

* Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690) – activity 6
* Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692) – activity 6

Creating texts

* Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694) – activity 6

##### Mathematics

* Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems (ACMNA073) – activity 5
* Develop efficient mental and written strategies, and use appropriate digital technologies for multiplication and for division where there is no remainder (ACMNA076) – activity 6
* Recognise that the place value system can be extended to tenths and hundredths. Make connections between fractions and decimal notation (ACMNA079) – activity 6

##### HASS

Inquiry and skills

* Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps (e.g. show similarities and differences) (WAHASS35) – activities 3, 4
* Use decision-making processes (e.g. share views, recognise different points of view, identify issues, identify possible solutions, plan for action in groups) (WAHASS36) – activities 1, 2, 3, 4
* Draw simple conclusions based on analysis of information and data (ACHASSI079) – activities 3, 4
* Interact with others with respect to share points of view (ACHASSI080) – activity 3

#### Mapping for topic 5 general capabilities

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.1 Comprehend texts – activities 4, 7
* 1.2 Navigate, read and view learning area texts – activities 4, 7
* 1.3 Listen and respond to learning area texts – activity 7
* 1.4 Interpret and analyse learning area texts – activities 4, 7, 8

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – activity 7
* 2.2 Compose spoken, written, visual and multimodal learning area texts – activities 2, 7
* 2.3 Use language to interact with others – activities 3, 7

Grammar knowledge element

* 4.1 Use knowledge of sentence structures – activity 4

Visual knowledge element

* 6.1 Understand how visual elements create meaning – activities 7, 8

##### Numeracy

Estimating and calculating with whole numbers element

* 1.1 Understand and use numbers in context – activities 4, 6
* 1.2 Estimate and calculate – activities 4, 6
* 1.3 Use money – activities 4, 6

##### Critical and creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

* 1.2 Identify and clarify information and ideas – activity 9
* 1.3 Organise and process information – activity 3

Generating ideas, possibilities and actions element

* 2.2 Consider alternatives – activity 2
* 2.3 Seek solutions and put ideas into action – activity 2

Analysing, synthesising and evaluating reasoning and procedures element

* 4.1 Apply logic and reasoning – activity 2

##### Personal and social capability

Self-management element

* 2.2 Develop self-discipline and set goals – activities 1, 2

Social awareness element

* 3.1 Appreciate diverse perspectives – activity 3

Social management element

* 4.2 Work collaboratively – activities 3, 7, 8
* 4.3 Make decisions – activity 3

##### Intercultural understanding

Interacting and empathising with others element

* 2.2 Consider and develop multiple perspectives – activity 3

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.1 Comprehend texts – activities 4, 7
* 1.2 Navigate, read and view learning area texts – activities 4, 7
* 1.3 Listen and respond to learning area texts – activity 7
* 1.4 Interpret and analyse learning area texts – activities 4, 7, 8

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – activity 7
* 2.2 Compose spoken, written, visual and multimodal learning area texts – activities 2, 7
* 2.3 Use language to interact with others – activities 3, 7

Grammar knowledge element

* 4.1 Use knowledge of sentence structures – activity 4

Visual knowledge element

* 6.1 Understand how visual elements create meaning – activities 7, 8

##### Numeracy

Estimating and calculating with whole numbers element

* 1.1 Understand and use numbers in context – activities 4, 7
* 1.2 Estimate and calculate – activities 4, 7

##### Critical and creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

* 1.2 Identify and clarify information and ideas – activity 9
* 1.3 Organise and process information – activity 3

Generating ideas, possibilities and actions element

* 2.2 Consider alternatives – activity 2
* 2.3 Seek solutions and put ideas into action – activity 2

Analysing, synthesising and evaluating reasoning and procedures element

* 4.1 Apply logic and reasoning – activity 2

##### Personal and social capability

Self-management element

* 2.2 Develop self-discipline and set goals – activities 1, 2

Social awareness element

* 3.1 Appreciate diverse perspectives – activity 3

Social management element

* 4.2 Work collaboratively – activities 3, 7, 8
* 4.3 Make decisions – activity 3

##### Intercultural understanding

Interacting and empathising with others element

* 2.2 Consider and develop multiple perspectives – activity 3

### Mapping for topic 6

The following maps [Paying It Forward, Year 3 and Year 4, Topic 6: Improving my community](#Topic6Improvingmycommunity) to the Western Australia syllabuses.

#### Mapping for topic 6 Year 3

##### English

Text structure and organisation

* Understand that paragraphs are a key organisational feature of written texts (ACELA1479) – activity 3

Expressing and developing ideas

* Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (ACELA1481) – activity 3

Phonics and word knowledge

* Understand how to use letter-sound relationships and less common letter patterns to spell words (ACELA1485) – activity 3
* Recognise and know how to write most high frequency words including some homophones (ACELA1486) – activity 3

Interacting with others

* Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) – activities 1, 4
* Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792) – activities 1, 4
* Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677) – activity 6

Creating texts

* Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682) – activity 3
* Re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683) – activity 3
* Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685) – activities 3, 5

##### Mathematics

* Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording (ACMSP068) – activity 1
* Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies (ACMSP069) – activity 1
* Interpret and compare data displays (ACMSP070) – activity 1

##### HASS

Inquiry and skills

* Identify current understanding of a topic (e.g. brainstorm, KWL chart) (WAHASS26) – activities 1, 2
* Locate and collect information from a variety of sources (e.g. photographs, maps, books, interviews, internet) (WAHASS28) – activity 1
* Record selected information and/or data (e.g. use graphic organisers, develop note-taking strategies) (WAHASS29) – activity 1
* Interpret data and information displayed in pictures and texts and on maps (ACHASSI007, ACHASSI024, ACHASSI040) – activity 1
* Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps (e.g. show similarities and differences) (WAHASS35) – activities 1, 4
* Use decision-making processes (e.g. share views, recognise different points of view, identify issues, identify possible solutions, plan for action in groups) (WAHASS36) – activities 4, 5
* Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic), appropriate to audience and purpose, using relevant terms (WAHASS37) – activities 1, 3, 6
* Reflect on learning, identify new understandings and act on findings in different ways (e.g. complete a KWL chart, propose action in response to new knowledge) (WAHASS39) – activities 5, 6

Civics and citizenship

* Communities make decisions in different ways and voting is a way that groups make decisions democratically (ACHASSK070) – activity 1
* Why people participate in community groups, such as a school or community project, and how students can actively participate and contribute to their local community (ACHASSK072) – activities 5, 6

##### Health and Physical Education

* Behaviours that show empathy and respect for others (ACPPS037) – activity 4

#### Mapping for topic 6 Year 4

##### English

Text structure and organisation

* Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491) – activity 3
* Expressing and developing ideas Understand that the meaning of sentences can be enriched through the use of noun groups/ phrases and verb groups/phrases and prepositional phrases (ACELA1493) – activity 3

Phonics and word knowledge

* Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words (ACELA1779) – activity 3
* Read and write a large core of high frequency words including homophones and know how to use context to identify correct spelling (ACELA1780) – activity 3

Interacting with others

* Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) – activities 2, 4
* Use interaction skills such as acknowledging another’s point of view and linking students’ response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688) – activities 1, 4
* Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689) – activity 6

Creating texts

* Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694) – activity 3
* Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695) – activity 3
* Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697) – activities 3, 5

##### Mathematics

* Select and trial methods for data collection, including survey questions and recording sheets (ACMSP095) – activity 1
* Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values (ACMSP096) – activity 1
* Evaluate the effectiveness of different displays in illustrating data features including variability (ACMSP097) – activity 1

##### HASS

Inquiry and skills

* Identify current understanding of a topic (e.g. brainstorm, KWL chart) (WAHASS26) – activities 1, 2
* Locate and collect information from a variety of sources (e.g. photographs, maps, books, interviews, internet) (WAHASS28) – activity 1
* Record selected information and/or data (e.g. use graphic organisers, develop note-taking strategies) (WAHASS29) – activity 1
* Interpret data and information displayed in pictures and texts and on maps (ACHASSI007, ACHASSI024, ACHASSI040) – activity 1
* Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps (e.g. show similarities and differences) (WAHASS35) – activities 1, 2, 4
* Use decision-making processes (e.g. share views, recognise different points of view, identify issues, identify possible solutions, plan for action in groups) (WAHASS36) – activities 4, 5
* Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic), appropriate to audience and purpose, using relevant terms (WAHASS37) – activities 1, 3, 6
* Reflect on learning, identify new understandings and act on findings in different ways (e.g. complete a KWL chart, propose action in response to new knowledge) (WAHASS39) – activities 5, 6

Civics and citizenship

* The purpose of government and some familiar services provided by local government (e.g. libraries, health, arts, parks, environment and waste, pools and sporting facilities, pet management) (ACHASSK091) – activities 1, 2, 3, 5

##### Health and Physical Education

* The positive influence of respect, empathy and the valuing of differences in relationships (ACPPS037) – activity 4

#### Mapping for topic 6 general capabilities

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.1 Comprehend texts – activity 3
* 1.2 Navigate, read and view learning area texts – activity 3
* 1.3 Listen and respond to learning area texts – activities 3, 5
* 1.4 Interpret and analyse learning area texts – activity 3

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – activity 3
* 2.2 Compose spoken, written, visual and multimodal learning area texts – activity 3
* 2.3 Use language to interact with others – activities 1, 4
* 2.4 Deliver presentations – activity 6

Text knowledge element

* 3.1 Use knowledge of text structures – activity 3
* 3.2 Use knowledge of text cohesion – activity 3

Grammar knowledge element

* 4.1 Use knowledge of sentence structures – activity 3
* 4.2 Use knowledge of words and word groups – activity 3
* 4.3 Express opinion and point of view – activity 3

Word knowledge element

* 5.1 Understand learning area vocabulary – activity 3
* 5.2 Use spelling knowledge – activity 3

##### Numeracy

Interpreting statistical information element

* 5.1 Interpret data displays – activity 1

##### Information and Communication Technology capability (ICT)

Creating with ICT element

* 3.1 Generate ideas, plans and processes – activity 5
* 3.2 Generate solutions to challenges and learning area tasks – activities 3, 5

Managing and operating ICT element

* 5.1 Select and use hardware and software – activities 3, 5, 6

##### Critical and creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

* 1.2 Identify and clarify information and ideas – activity 2
* 1.3 Organise and process information – activity 2

Generating ideas, possibilities and actions element

* 2.1 Imagine possibilities and connect ideas – activities 2, 3
* 2.3 Seek solutions and put ideas into action – activity 3

Reflecting on thinking and processes element

* 3.2 Reflect on processes – activity 6
* 3.3 Transfer knowledge into new contexts – activity 2

Analysing, synthesising and evaluating reasoning and procedures element

* 4.1 Apply logic and reasoning – activity 3
* 4.2 Draw conclusions and design a course of action – activities 2, 5
* 4.3 Evaluate procedures and outcomes – activity 6

##### Personal and social capability

Social awareness element

* 3.1 Appreciate diverse perspectives
* 3.2 Contribute to civil society

Social management element

* 4.5 Develop leadership skills – activity 5

##### Ethical understanding

Exploring values, rights and responsibilities element

* 3.2 Explore rights and responsibilities – activity 4

##### Intercultural understanding

Recognising culture and developing respect element

* 1.3 Develop respect for cultural diversity – activity 4

Interacting and empathising with others element

* 2.2 Consider and develop multiple perspectives – activity 4
* 2.3 Empathise with others – activity 4

## Australian Curriculum mapping for Year 5 and Year 6

Paying It Forward Year 5 and Year 6 resources are mapped to the Australian curriculum.

In this section

1. [Unit mapping](#Unitmapping17)
2. [Mapping for topic 1](#Mappingfortopic117)
3. [Mapping for topic 2](#Mappingfortopic217)
4. [Mapping for topic 3](#Mappingfortopic317)
5. [Mapping for topic 4](#Mappingfortopic417)
6. [Mapping for topic 5](#Mappingfortopic517)
7. [Mapping for topic 6](#Mappingfortopic617)

Along with these accessible versions, which you can either print or use online, we also have the same mapping available as PDFs:

* [Australian Curriculum unit mapping for Years 5 and 6 (PDF, 216KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/5-6_unit.mapping_AC.pdf)
* [Australian Curriculum mapping for topic 1 Years 5 and 6 (PDF, 170KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_5-6_Topic1_AC.pdf)
* [Australian Curriculum mapping for topic 2 Years 5 and 6 (PDF, 171KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_5-6_Topic2_AC.pdf)
* [Australian Curriculum mapping for topic 3 Years 5 and 6 (PDF, 165KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_5-6_Topic3_AC.pdf)
* [Australian Curriculum mapping for topic 4 Years 5 and 6 (PDF, 176KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_5-6_Topic4_AC.pdf)
* [Australian Curriculum mapping for topic 5 Years 5 and 6 (PDF, 181KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_5-6_Topic5_AC.pdf)
* [Australian Curriculum mapping for topic 6 Years 5 and 6 (PDF, 176KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_5-6_Topic4_AC.pdf)

### Unit mapping

The following maps the Australian Curriculum to the Paying It Forward Year 5 and Year 6 resources.

#### Unit mapping for Year 5

##### English

Text structure and organisation

* Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (ACELA1505) – topics 5, 6

Expressing and developing ideas

* Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507) – topics 5, 6
* Understand how noun groups/phrases and adjective groups/ phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508) – topics 5, 6
* Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512) – topics 5, 6

Interacting with others

* Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students’ own experiences and present and justify a point of view (ACELY1699) – topics 1, 2, 3, 4, 5
* Use interaction skills, for example paraphrasing, questioning and interpreting nonverbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) – topics 1, 2, 3, 4, 5, 6
* Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700) – topics 5, 6

Interpreting, analysing, evaluation

* Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703) – topics 1, 2

Creating texts

* Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704) – topics 5, 6
* Re-read and edit student’s own and others’ work using agreed criteria for text structures and language features (ACELY1705) – topics 5, 6
* Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707) – topic 6

##### Mathematics

Number and place value

* Use estimation and rounding to check the reasonableness of answers to calculations (ACMNA099) – topic 5
* Solve problems involving division by a one-digit number, including those that result in a remainder (ACMNA101) – topic 3
* Use efficient mental and written strategies and apply appropriate digital technologies to solve problems (ACMNA291) – topics 3, 5
* Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies (ACMNA100) – topic 5

Fractions and decimals

* Compare and order common unit fractions and locate and represent them on a number line (ACMNA102) – topic 3
* Recognise that the place value system can be extended beyond hundredths (ACMNA104) – topic 3
* Compare, order and represent decimals (ACMNA105) – topic 3

Money and financial mathematics

* Create simple financial plans (ACMNA106) – topics 4, 5

Location and transformation

* Use a grid reference system to describe locations. Describe routes using landmarks and directional language (ACMMG113) – topic 4

Data representation and interpretation

* Pose questions and collect categorical or numerical data by observation or survey (ACMSP118) – topic 4
* Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies (ACMSP119) – topic 4

##### HASS

Researching

* Locate and collect relevant information and data from primary and secondary sources (ACHASSI095) – topics 1, 2, 4, 5
* Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline appropriate conventions (ACHASSI096) – topics 1, 2, 4

Analysing

* Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI099) – topics 3, 4,
* Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI100) – topics 2, 3, 4

Evaluating and reflecting

* Evaluate evidence to draw conclusions (ACHASSI101) – topics 3, 4
* Work in groups to generate responses to issues and challenges (ACHASSI102) – topics 1, 3, 4, 5
* Use criteria to make decisions and judgments and consider advantages and disadvantages of preferring one decision over others (ACHASSI103) – topic 5
* Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI104) – topics 2, 4

Communicating

* Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI105) – topics 1, 4, 6

Civics and citizenship

* The environmental and human influences on the location and characteristics of a place and the management of spaces within them (ACHASSK113) – topic 4
* The key values that underpin Australia’s democracy (ACHASSK115) – topic 1
* How people with shared beliefs and values work together to achieve a civic goal (ACHASSK118) – topic 2

Economics and business

* The difference between needs and wants and why choices need to be made about how limited resources are used (ACHASSK119) – topics 4, 5
* Influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices (ACHASSK121) – topic 5

#### Unit mapping for Year 6

##### English

Text structure and organisation

* Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520) – activities 5, 6

Expressing and developing ideas

* Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522) – activities 5, 6
* Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/ phrases (ACELA1523) – activities 5, 6
* Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525) – activities 5, 6

Interacting with others

* Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) – activities 1, 2, 3, 4, 5
* Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) – activities 1, 2, 3, 4, 5, 6
* Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710) – activities 5, 6

Interpreting, analysing, evaluation

* Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713) – activities 1, 2

Creating texts

* Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714) – activities 5, 6
* Re-read and edit students’ own and others’ work using agreed criteria and explaining editing choices (ACELY1715) – activity 6
* Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717) – activity 6

##### Mathematics

Number and place value

* Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers (ACMNA123) – activities 3, 4, 5

Fractions and decimals

* Compare fractions with related denominators and locate and represent them on a number line (ACMNA125) – activity 3
* Find a simple fraction of a quantity where the result is a whole number, with and without digital technologies (ACMNA127) – activity 3
* Make connections between equivalent fractions, decimals and percentages (ACMNA131) – activities 3, 5

Patterns and algebra

* Explore the use of brackets and order of operations to write number sentences (ACMNA134) – activity 5

Location and transformation

* Introduce the Cartesian coordinate system using all four quadrants (ACMMG143) – activity 4

Data representation and interpretation

* Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables (ACMSP147) – activity 4

##### HASS

Researching

* Locate and collect relevant information and data from primary and secondary sources (ACHASSI123) – activities 1, 2, 4, 5
* Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline appropriate conventions (ACHASSI124) – activities 1, 2, 4

Analysing

* Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI127) – activities 3, 4, 5
* Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI128) – activities 2, 3, 4

Evaluating and reflecting

* Evaluate evidence to draw conclusions (ACHASSI129) – activities 3, 4
* Work in groups to generate responses to issues and challenges (ACHASSI130) – activities 1, 4, 5
* Use criteria to make decisions and judgments and consider advantages and disadvantages of preferring one decision over others (ACHASSI131) – activity 5
* Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI132) – activities 2, 5

Communicating

* Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI133) – activities 1, 4, 6

Civics and citizenship

* The roles and responsibilities of Australia’s three levels of government (ACHASSK144) – activity 2
* Where ideas for new laws can come from and how they become law (ACHASSK146) – activity 1
* The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens (ACHASSK147) – activity 1

Economics and business

* How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs (ACHASSK149) – activities 4, 5

#### Unit mapping for Years 5 and 6

##### Health and Physical Education

* Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053) – activity 2
* Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to natural and built environments (ACPPS059) – activities 2, 4
* Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMP067) – activities 1, 2, 3, 4, 5, 6

#### Unit mapping for general capabilities

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.1 Comprehend texts – activities 1, 2, 5
* 1.2 Navigate, read and view learning area texts – activities 1, 2, 5
* 1.3 Listen and respond to learning area texts – activities 1, 2, 3, 4, 5
* 1.4 Interpret and analyse learning area texts – activities 1, 2, 3, 5

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – activities 1, 3, 5, 6
* 2.2 Compose spoken, written, visual and multimodal learning area texts – activities 1, 3, 5, 6
* 2.3 Use language to interact with others – activities 1,2, 3, 4, 5, 6
* 2.4 Deliver presentations – activities 5, 6

Text knowledge element

* 3.1 Use knowledge of text structures – activities 5, 6
* 3.2 Use knowledge of text cohesion – activities 5, 6

Grammar knowledge element

* 4.1 Use knowledge of sentence structures – activities 5, 6
* 4.2 Use knowledge of words and word groups – activities 5, 6
* 4.3 Express opinion and point of view – activities 5, 6

Word knowledge element

* 5.1 Understand learning area vocabulary – activities 1, 2, 5, 6
* 5.2 Use spelling knowledge – activities 5, 6

Visual knowledge element

* 6.1 Understand how visual elements create meaning – activity 6

##### Numeracy

Estimating and calculating with whole numbers element

* 1.1 Understand and use numbers in context – activities 3, 4, 5
* 1.2 Estimate and calculate – activities 3, 4, 5
* 1.3 Use money – activities 3, 4, 5

Using fractions, decimals, percentages, ratios and rates element

* 3.1 Interpret proportional reasoning – activity 5
* 3.2 Apply proportional reasoning – activity 5

Using spatial reasoning element

* 4.2 Interpret maps and diagrams – activities 2, 4

Interpreting statistical information element

* 5.1 Interpret data displays – activities 2, 4, 5, 6

##### Information and Communication Technology capability (ICT)

Applying social and ethical protocols and practices when using ICT element

* 1.1 Recognise intellectual property – activity 4

Investigating with ICT element

* 2.1 Define and plan information searches – activities 1, 4, 5, 6
* 2.2 Locate, generate and access data and information – activities 1, 2, 4, 5, 6
* 2.3 Select and evaluate data and information – activities 1, 4, 5, 6

Creating with ICT element

* 3.1 Generate ideas, plans and processes – activities 2, 6
* 3.2 Generate solutions to challenges and learning area tasks – activities 5, 6

Managing and operating ICT element

* 5.1 Select and use hardware and software – activities 2, 4, 5, 6

##### Critical and creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

* 1.2 Identify and clarify information and ideas – activities 1, 2, 4
* 1.3 Organise and process information – activities 1, 2, 4

Generating ideas, possibilities and actions element

* 2.1 Imagine possibilities and connect ideas – activities 2, 3, 4
* 2.2 Consider alternatives – activities 3, 4
* 2.3 Seek solutions and put ideas into action – activities 3, 4

Reflecting on thinking and processes element

* 3.1 Think about thinking (metacognition) – activities 3, 5
* 3.2 Reflect on processes – activities 3, 5
* 3.3 Transfer knowledge into new contexts – activities 2, 3

Analysing, synthesising and evaluating reasoning and procedures element

* 4.1 Apply logic and reasoning – activities 4, 5
* 4.2 Draw conclusions and design a course of action – activities 4, 5
* 4.3 Evaluate procedures and outcomes – activity 5

##### Personal and social capability

Self-awareness element

* 1.1 Recognise emotions – activities 2, 5
* 1.2 Recognise personal qualities and achievements – activities 1, 6
* 1.4 Develop reflective practice – activity 6

Self-management element

* 2.2 Develop self-discipline and set goals – activity 5

Social awareness element

* 3.2 Contribute to civil society – activities 2, 5, 6
* 3.3 Understand relationships – activity 1

Social management element

* 4.1 Communicate effectively – activities 1, 5, 6
* 4.2 Work collaboratively – activities 1, 2, 4, 5, 6
* 4.3 Make decisions – activities 1, 2, 4
* 4.4 Negotiate and resolve conflict – activity 1
* 4.5 Develop leadership skills – activity 1

##### Ethical understanding

Understanding ethical concepts and issues element

* 1.1 Recognise ethical concepts – activities 2, 3, 4
* 1.2 Explore ethical concepts in context – activities 2, 3, 4, 6

Reasoning in decision making and actions element

* 2.1 Reason and make ethical decisions – activities 2, 3, 4
* 2.2 Consider consequences – activity 2
* 2.3 Reflect on ethical action – activities 2, 4

Exploring values, rights and responsibilities element

* 3.1 Examine values – activities 1, 6
* 3.2 Explore rights and responsibilities – activities 1, 4, 6
* 3.3 Consider points of view – activity 4

##### Intercultural understanding

Recognising culture and developing respect element

* 1.3 Develop respect for cultural diversity – activities 1, 4, 6

### Mapping for topic 1

The following maps [Paying It Forward, Year 5 and Year 6, Topic 1: Community rights and responsibilities](#Topic1Communityrightsandresponsibilities) to the Australian curriculum.

#### Mapping for topic 1 Year 5

##### English

Interacting with others

* Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students’ own experiences and present and justify a point of view (ACELY1699) – activities 2, 3, 4, 6, 7
* Use interaction skills, for example paraphrasing, questioning and interpreting nonverbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) – activities 1, 2, 3, 4, 7

Interpreting, analysing, evaluation

* Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703) – activities 3, 6

##### HASS

Inquiry and skills

* Locate and collect relevant information and data from primary and secondary sources (ACHASSI095) – activity 7
* Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline appropriate conventions (ACHASSI096) – activities 3, 4, 7
* Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI105) – activities 3, 7

Civics and citizenship

* The key values that underpin Australia’s democracy (ACHASSK115) – activities 3, 4, 5, 7

#### Mapping for topic 1 Year 6

##### English

Interacting with others

* Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) – activities 2, 3, 4, 7
* Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) – activities 1, 2, 3, 4, 7

Interpreting, analysing, evaluation

* Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713) – activities 3, 6

##### HASS

Inquiry and skills

* Locate and collect relevant information and data from primary and secondary sources (ACHASSI123) – activity 7
* Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline appropriate conventions (ACHASSI124) – activities 3, 4, 7
* Work in groups to generate responses to issues and challenges (ACHASSI130) – activity 7
* Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI133) – activities 3, 7

Civics and citizenship

* Where ideas for new laws can come from and how they become law (ACHASSK146) – 5, 6
* The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens (ACHASSK147) – activities 2, 3, 4, 5,

#### Mapping for topic 1 Year 5 and 6

##### Health and Physical Education

* Identify how valuing diversity positively influences the wellbeing of the community (ACPPS060) – activity 7
* Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMP067) – activities 1, 7, 8

#### General capabilities for mapping topic 1

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.1 Comprehend texts – activity 7
* 1.2 Navigate, read and view learning area texts – activity 7
* 1.3 Listen and respond to learning area texts – activities 1, 3, 5, 6
* 1.4 Interpret and analyse learning area texts – activities 3, 6

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – activities 4, 7
* 2.2 Compose spoken, written, visual and multimodal learning area texts – activities 4, 7
* 2.3 Use language to interact with others – activities 1, 4, 7

Word knowledge element

* 5.1 Understand learning area vocabulary – activities 3, 7

##### Information and Communication Technology Capability (ICT)

Investigating with ICT element

* 2.1 Define and plan information searches – activity 7
* 2.2 Locate, generate and access data and information – activity 7
* 2.3 Select and evaluate data and information – activity 7

##### Critical and creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

* 1.2 Identify and clarify information and ideas – activity 7
* 1.3 Organise and process information – activity 7

##### Personal and social capability

Self-awareness element

* 1.2 Recognise personal qualities and achievements – activity 8
* 1.4 Develop reflective practice – activity 8

Social awareness element

* 3.3 Understand relationships – activity 1

Social management element

* 4.1 Communicate effectively – activity 1
* 4.2 Work collaboratively – activities 1, 2, 4, 7, 8
* 4.3 Make decisions – activities 1, 7
* 4.4 Negotiate and resolve conflict – activity 1
* 4.5 Develop leadership skills – activity 1

##### Ethical understanding

Exploring values, rights and responsibilities element

* 3.1 Examine values – activities 3, 7
* 3.2 Explore rights and responsibilities – activities 2, 4, 5

Intercultural understanding

Recognising culture and developing respect element

* 1.3 Develop respect for cultural diversity – activity 7

### Mapping for topic 2

The following maps [Paying It Forward, Year 5 and Year 6, Topic 2: Community support](#Topic2Communitysupport) to the Australian curriculum.

#### Mapping for topic 2 Year 5

##### English

Interacting with others

* Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students’ own experiences and present and justify a point of view (ACELY1699) – activities 1, 2, 3, 4
* Use interaction skills, for example paraphrasing, questioning and interpreting nonverbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) – activities 1, 4, 5, 6, 7

Interpreting, analysing, evaluation

* Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703) – activities 2, 3, 4

##### HASS

Inquiry and skills

* Locate and collect relevant information and data from primary and secondary sources (ACHASSI095) – activity 5
* Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline appropriate conventions (ACHASSI096) – activity 5
* Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI100) – activity 5
* Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI104) – activity 2

Civics and citizenship

* How people with shared beliefs and values work together to achieve a civic goal (ACHASSK118) – activities 1, 2, 6

#### Mapping for topic 2 Year 6

##### English

Interacting with others

* Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) – activities 1, 2, 3, 4
* Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) – activities 1, 4, 5, 6, 7

Interpreting, analysing, evaluation

* Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713) – activities 2, 3, 4

##### HASS

Inquiry and skills

* Locate and collect relevant information and data from primary and secondary sources (ACHASSI123) – activity 5
* Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline appropriate conventions (ACHASSI124) – activity 5
* Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI128) – activity 5
* Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI132) – activity 2

Civics and citizenship

* The roles and responsibilities of Australia’s three levels of government (ACHASSK144) – activity 3

#### Mapping for topic 2 Year 5 and 6

##### Health and Physical Education

* Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053) – activity 6
* Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to natural and built environments (ACPPS059) – activity 6
* Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMP067) – activity 6

#### Mapping for topic 2 general capabilities

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.1 Comprehend texts – activity 5
* 1.2 Navigate, read and view learning area texts – activity 5
* 1.3 Listen and respond to learning area texts – activities 2, 3, 4
* 1.4 Interpret and analyse learning area texts – activities 3, 4

Composing texts through listening, reading, and viewing element

* 2.3 Use language to interact with others – activities 1, 6

Word knowledge element

* 5.1 Understand learning area vocabulary – activities 2, 3
* 5.2 Use spelling knowledge

##### Numeracy

Using spatial reasoning element

* 4.2 Interpret maps and diagrams – activity 5

##### Information and Communication Technology Capability (ICT)

Investigating with ICT element

* 2.2 Locate, generate and access data and information – activity 5

Creating with ICT element

* 3.1 Generate ideas, plans and processes – activity 4

Managing and operating ICT element

* 5.1 Select and use hardware and software – activity 4

##### Critical and creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

* 1.2 Identify and clarify information and ideas – activity 5
* 1.3 Organise and process information – activity 5

Generating ideas, possibilities and actions element

* 2.1 Imagine possibilities and connect ideas – activity 4

Reflecting on thinking and processes element

* 3.3 Transfer knowledge into new contexts – activity 4

Analysing, synthesising and evaluating reasoning and procedures element

* 4.1 Apply logic and reasoning – activity 4

##### Personal and social capability

Self-awareness element

* 1.1 Recognise emotions – activity 1

Social awareness element

* 3.2 Contribute to civil society – activities 1, 2

Social management element

* 4.2 Work collaboratively – activities 1, 5, 6
* 4.3 Make decisions – activities 5, 6

##### Ethical understanding

Understanding ethical concepts and issues element

* 1.1 Recognise ethical concepts – activities 1, 2, 7
* 1.2 Explore ethical concepts in context – activities 1, 2, 7

Reasoning in decision making and actions element

* 2.1 Reason and make ethical decisions – activity 1
* 2.2 Consider consequences – activities 1, 2
* 2.3 Reflect on ethical action – activity 7

### Mapping for topic 3

The following maps [Paying It Forward, Year 5 and Year 6, Topic 3: Collecting tax fairly](#Topic3Collectingtaxfairly) to the Australian curriculum.

#### Mapping for topic 3 Year 5

##### English

Interacting with others

* Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students’ own experiences and present and justify a point of view (ACELY1699) – activities 2, 4
* Use interaction skills, for example paraphrasing, questioning and interpreting nonverbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) – activities 3, 5

##### Mathematics

* Solve problems involving division by a one-digit number, including those that result in a remainder (ACMNA101) – activity 4
* Use efficient mental and written strategies and apply appropriate digital technologies to solve problems (ACMNA291) – activity 4
* Compare and order common unit fractions and locate and represent them on a number line (ACMNA102) – activity 2
* Recognise that the place value system can be extended beyond hundredths (ACMNA104) – activity 2
* Compare, order and represent decimals (ACMNA105) – activity 2

##### HASS

Inquiry and skills

* Examine different viewpoints on issues in the present (ACHASSI099) – activities 3, 4
* Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI100) – activities 3, 4
* Evaluate evidence to draw conclusions (ACHASSI101) – activity 5

#### Mapping for topic 3 Year 6

##### English

Interacting with others

* Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) – activities 2, 4
* Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) – activities 3, 5

##### Mathematics

* Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers (ACMNA123) – activities 3, 4
* Compare fractions with related denominators and locate and represent them on a number line (ACMNA125) – activity 2
* Find a simple fraction of a quantity where the result is a whole number, with and without digital technologies (ACMNA127) – activity 2
* Make connections between equivalent fractions, decimals and percentages (ACMNA131) – activity 2

##### HASS

Inquiry and skills

* Examine different viewpoints on issues in the present (ACHASSI127) – activities 3, 4
* Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI128) – activities 3, 4
* Evaluate evidence to draw conclusions (ACHASSI129) – activity 5

#### Mapping for topic 3 Year 5 and 6

##### Health and Physical Education

* Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMP067) – activities 3, 5

#### Mapping for topic 3 general capabilities

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.3 Listen and respond to learning area texts – activities 1, 2, 3, 4
* 1.4 Interpret and analyse learning area texts – activity 4

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – activity 5
* 2.2 Compose spoken, written, visual and multimodal learning area texts – activity 5
* 2.3 Use language to interact with others – activities 3, 5

##### Numeracy

Estimating and calculating with whole numbers element

* 1.1 Understand and use numbers in context – activities 2, 3, 4
* 1.2 Estimate and calculate – activities 3, 4
* 1.3 Use money – activity 4

##### Critical and creative thinking

Generating ideas, possibilities and actions element

* 2.1 Imagine possibilities and connect ideas – activity 3
* 2.2 Consider alternatives – activity 5
* 2.3 Seek solutions and put ideas into action – activities 3, 5

Reflecting on thinking and processes element

* 3.1 Think about thinking (metacognition) – activities 3, 6
* 3.2 Reflect on processes – activity 3
* 3.3 Transfer knowledge into new contexts – activities 4, 5

Analysing, synthesising and evaluating reasoning and procedures element

* 4.1 Apply logic and reasoning – activities 2, 3, 4, 5
* 4.2 Draw conclusions and design a course of action – activities 3, 5
* 4.3 Evaluate procedures and outcomes – activity 3

##### Ethical understanding

Understanding ethical concepts and issues element

* 1.1 Recognise ethical concepts – activities 2, 3
* 1.2 Explore ethical concepts in context – activity 2

Reasoning in decision making and actions element

* 2.1 Reason and make ethical decisions – activities 3, 4, 5

### Mapping for topic 4

The following maps [Paying It Forward, Year 5 and Year 6, Topic 4: Responsible government spending](#Topic4Responsiblegovernmentspending) to the Australian curriculum.

#### Mapping for topic 4 Year 5

##### English

Interacting with others

* Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students’ own experiences and present and justify a point of view (ACELY1699) – activities 1, 2, 3
* Use interaction skills, for example paraphrasing, questioning and interpreting nonverbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) – activities 2, 3, 4

##### Mathematics

* Create simple financial plans (ACMNA106) – activity 5
* Use a grid reference system to describe locations. Describe routes using landmarks and directional language (ACMMG113) – activity 5
* Pose questions and collect categorical or numerical data by observation or survey (ACMSP118) – activity 3
* Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies (ACMSP119) – activities 3, 5

##### HASS

Inquiry and skills

* Locate and collect relevant information and data from primary and secondary sources (ACHASSI095) – activity 5
* Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline appropriate conventions (ACHASSI096) – activity 5
* Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI099) – activities 1, 2, 3, 4
* Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI100) – activities 2, 3, 5
* Evaluate evidence to draw conclusions (ACHASSI101) – activity 3
* Work in groups to generate responses to issues and challenges (ACHASSI102) – activities 4, 5
* Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI132) – activity 4
* Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI105) – activity 5

Economics and Business

* The difference between needs and wants and why choices need to be made about how limited resources are used (ACHASSK119) – activities 1, 2, 3, 4, 5

Geography

* The environmental and human influences on the location and characteristics of a place and the management of spaces within them (ACHASSK113) – activities 5, 6

#### Mapping for topic 4 Year 6

##### English

Interacting with others

* Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) – activities 1, 2, 3, 4
* Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) – activities 3, 4, 5, 6

##### Mathematics

* Introduce the Cartesian coordinate system using all four quadrants (ACMMG143) – activity 5
* Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables (ACMSP147) – activity 4

##### HASS

Inquiry and skills

* Locate and collect relevant information and data from primary and secondary sources (ACHASSI123) – activity 5
* Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline appropriate conventions (ACHASSI124) – activity 5
* Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI127) – activities 1, 2, 3, 4
* Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI128) – activities 3, 4
* Evaluate evidence to draw conclusions (ACHASSI129) – activity 5
* Work in groups to generate responses to issues and challenges (ACHASSI130) – activity 5
* Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI132) – activity 4
* Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI133) – activity 5

Economics and business

* How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs (ACHASSK149) – activities 1, 2, 3, 4, 5

#### Mapping for topic 4 Year 5 and 6

##### Health and Physical Education

* Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to natural and built environments (ACPPS059) – activity 5
* Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMP067) – activities 4, 5, 6

#### General capabilities for mapping topic 4

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.3 Listen and respond to learning area texts – activities 1, 2, 3

Composing texts through listening, reading, and viewing element

* 2.3 Use language to interact with others – activities 2, 3, 4

##### Numeracy

Estimating and calculating with whole numbers element

* 1.1 Understand and use numbers in context – activities 4, 5
* 1.2 Estimate and calculate – activity 4
* 1.3 Use money – activities 4, 5

Using spatial reasoning element

* 4.2 Interpret maps and diagrams – activity 5

Interpreting statistical information element

* 5.1 Interpret data displays – activities 2, 3, 5

##### Information and Communication Technology CAPABILITY (ICT)

Applying social and ethical protocols and practices when using ICT element

* 1.1 Recognise intellectual property – activity 5

Investigating with ICT element

* 2.1 Define and plan information searches – activity 5
* 2.2 Locate, generate and access data and information – activity 5
* 2.3 Select and evaluate data and information – activity 5

Managing and operating ICT element

* 5.1 Select and use hardware and software – activity 5

##### Critical and creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

* 1.2 Identify and clarify information and ideas – activity 5
* 1.3 Organise and process information – activity 5

Generating ideas, possibilities and actions element

* 2.1 Imagine possibilities and connect ideas – activities 4, 5
* 2.2 Consider alternatives – activities 4, 5
* 2.3 Seek solutions and put ideas into action – activities 4, 5

Reflecting on thinking and processes element

* 3.1 Think about thinking (metacognition) – activity 1

Analysing, synthesising and evaluating reasoning and procedures element

* 4.1 Apply logic and reasoning – activities 1, 4
* 4.2 Draw conclusions and design a course of action – activities 4, 5

##### Personal social capability

Social management element

* 4.2 Work collaboratively – activity 5
* 4.3 Make decisions – activity 5

##### Ethical understanding

Understanding ethical concepts and issues element

* 1.1 Recognise ethical concepts – activities 2, 3, 4, 5
* 1.2 Explore ethical concepts in context - activities 4, 5

Reasoning in decision making and actions element

* 2.1 Reason and make ethical decisions – activity 4
* 2.3 Reflect on ethical action – activity 4

Exploring values, rights and responsibilities element

* 3.2 Explore rights and responsibilities – activity 3
* 3.3 Consider points of view – activity 4

### Mapping for topic 5

The following maps [Paying It Forward, Year 5 and Year 6, Topic 5: Savings and superannuation](#Topic5Savingsandsuperannuation) to the Australian curriculum.

#### Mapping for topic 5 Year 5

##### English

Text structure and organisation

* Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (ACELA1505) – activity 6

Expressing and developing ideas

* Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507) – activity 6
* Understand how noun groups/phrases and adjective groups/ phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508) – activity 6
* Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512) – activity 6

Interacting with others

* Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students’ own experiences and present and justify a point of view (ACELY1699) - activities 1, 5
* Use interaction skills, for example paraphrasing, questioning and interpreting nonverbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) - activities 4, 6
* Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700) - activities 6, 7

Creating texts

* Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704) – activity 6
* Re-read and edit student’s own and others’ work using agreed criteria for text structures and language features (ACELY1705) – activity 6

##### Mathematics

* Use estimation and rounding to check the reasonableness of answers to calculations (ACMNA099) – activity 3
* Use efficient mental and written strategies and apply appropriate digital technologies to solve problems (ACMNA291) - activities 2, 3, 4
* Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies (ACMNA100) – activity 4
* Create simple financial plans (ACMNA106) – activity 2

##### HASS

Inquiry and skills

* Locate and collect relevant information and data from primary and secondary sources (ACHASSI095) – activity 5
* Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI099) - activities 1, 4
* Work in groups to generate responses to issues and challenges (ACHASSI102) – activity 4
* Use criteria to make decisions and judgments and consider advantages and disadvantages of preferring one decision over others (ACHASSI103) – activity 4
* Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI104) – activity 4

Economics and business

* The difference between needs and wants and why choices need to be made about how limited resources are used (ACHASSK119) - activities 3, 4, 5
* Influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices (ACHASSK121) - activities 1, 2, 4

#### Mapping for topic 5 Year 6

##### English

Text structure and organisation

* Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520) – activity 6

Expressing and developing ideas

* Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522) – activity 6
* Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/ phrases (ACELA1523) – activity 6
* Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525) – activity 6

Interacting with others

* Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) - activities 1, 5
* Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) - activities 4, 6
* Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710) - activities 6, 7

Creating texts

* Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714) – activity 6
* Re-read and edit students’ own and others’ work using agreed criteria and explaining editing choices (ACELY1715) – activity 6

##### Mathematics

* Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers (ACMNA123) - activities 4, 5
* Make connections between equivalent fractions, decimals and percentages (ACMNA131) - activities 4, 5
* Explore the use of brackets and order of operations to write number sentences (ACMNA134) - activities 4, 5

##### HASS

Inquiry and skills

* Locate and collect relevant information and data from primary and secondary sources (ACHASSI123) – activity 5
* Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI127) - activities 1, 4
* Work in groups to generate responses to issues and challenges (ACHASSI130) – activity 4
* Use criteria to make decisions and judgments and consider advantages and disadvantages of preferring one decision over others (ACHASSI131) – activity 4
* Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI132) – activity 4

Economics and business

* How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs (ACHASSK149) - activities 2, 3, 4, 5

#### Mapping for topic 5 Year 5 and 6

##### Health and Physical Education

* Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMP067) - activities 4, 6, 7

#### General capabilities for mapping topic 5

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.1 Comprehend texts – activity 5
* 1.2 Navigate, read and view learning area texts – activities 5, 6
* 1.3 Listen and respond to learning area texts – activities 1, 2, 3, 5, 6
* 1.4 Interpret and analyse learning area texts – activities 5, 6

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – activity 6
* 2.2 Compose spoken, written, visual and multimodal learning area texts – activity 6
* 2.3 Use language to interact with others – activities 1, 3, 4, 6
* 2.4 Deliver presentations – activity 7

Text knowledge element

* 3.1 Use knowledge of text structures – activity 6
* 3.2 Use knowledge of text cohesion – activity 6

Grammar knowledge element

* 4.1 Use knowledge of sentence structures – activity 6
* 4.2 Use knowledge of words and word groups – activity 6
* 4.3 Express opinion and point of view – activity 6

Word knowledge element

* 5.1 Understand learning area vocabulary – activity 6
* 5.2 Use spelling knowledge – activity 6

##### Numeracy

Estimating and calculating with whole numbers element

* 1.1 Understand and use numbers in context – activities 3, 4, 5
* 1.2 Estimate and calculate – activities 3, 4, 5
* 1.3 Use money – activities 3, 5

Using fractions, decimals, percentages, ratios and rates element

* 3.1 Interpret proportional reasoning – activity 4
* 3.2 Apply proportional reasoning – activity 4

##### Information and Communication Technology Capability (ICT)

Investigating with ICT element

* 2.1 Define and plan information searches – activity 6
* 2.2 Locate, generate and access data and information – activity 6
* 2.3 Select and evaluate data and information – activity 6

Creating with ICT element

* 3.2 Generate solutions to challenges and learning area tasks – activity 7
* 5.1 Select and use hardware and software – activities 6, 7

##### Critical and creative thinking

Reflecting on thinking and processes element

* 3.1 Think about thinking (metacognition) – activity 3
* 3.2 Reflect on processes – activity 3

Analysing, synthesising and evaluating reasoning and procedures element

* 4.1 Apply logic and reasoning – activity 4
* 4.2 Draw conclusions and design a course of action – activities 3, 4
* 4.3 Evaluate procedures and outcomes – activity 4

##### Personal and social capability

Self-management element

* 2.2 Develop self-discipline and set goals – activity 2

Social awareness element

* 3.2 Contribute to civil society – activity 6

Social management element

* 4.1 Communicate effectively – activity 6
* 4.2 Work collaboratively – activity 6

### Mapping for topic 6

The following maps [Paying It Forward, Year 5 and Year 6, Topic 6: Our ideal community](#Topic6Ouridealcommunity) to the Australian curriculum.

#### Mapping for topic 6 Year 5

##### English

Text structure and organisation

* Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (ACELA1505) – activities 2, 3

Expressing and developing ideas

* Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507) – activities 2, 3
* Understand how noun groups/phrases and adjective groups/ phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508) – activities 2, 3
* Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512) – activities 2, 3

Interacting with others

* Use interaction skills, for example paraphrasing, questioning and interpreting nonverbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) – activities 2, 3
* Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700) – activity 4

Creating texts

* Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704) – activities 2, 3
* Re-read and edit student’s own and others’ work using agreed criteria for text structures and language features (ACELY1705) – activities 1, 3
* Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707) – activity 3

##### HASS

Inquiry and skills

* Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and nondigital representations and discipline-specific terms and conventions (ACHASSI105) – activities 3, 4

#### Mapping for topic 6 Year 6

##### English

Text structure and organisation

* Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520) – activities 2, 3

Expressing and developing ideas

* Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522) – activities 2, 3
* Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/ phrases (ACELA1523) – activities 2, 3
* Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525) – activities 2, 3

Interacting with others

* Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) – activities 2, 3
* Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710) – activity 4

Creating texts

* Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714) – activities 2, 3
* Re-read and edit students’ own and others’ work using agreed criteria and explaining editing choices (ACELY1715) – activities 1, 3
* Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717) – activity 3

##### HASS

Inquiry and skills

* Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and nondigital representations and discipline-specific terms and conventions (ACHASSI133) – activities 3, 4

#### Mapping for topic 6 Year 5 and 6

##### Health and Physical Education

* Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMP067) – activities 1, 2, 3, 4

#### General capabilities for mapping topic 6

##### Literacy

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – activities 1, 2, 3
* 2.2 Compose spoken, written, visual and multimodal learning area texts – activities 1, 2, 3
* 2.3 Use language to interact with others – activity 1
* 2.4 Deliver presentations – activity 4

Text knowledge element

* 3.1 Use knowledge of text structures – activities 1, 2, 3
* 3.2 Use knowledge of text cohesion – activities 1, 2, 3

Grammar knowledge element

* 4.1 Use knowledge of sentence structures – activities 1, 2, 3
* 4.2 Use knowledge of words and word groups – activities 1, 2, 3
* 4.3 Express opinion and point of view

Word knowledge element

* 5.1 Understand learning area vocabulary – activities 1, 2, 3
* 5.2 Use spelling knowledge – activities 1, 2, 3

Visual knowledge element

* 6.1 Understand how visual elements create meaning – activities 2, 3

##### Information and Communication Technology Capability (ICT)

Investigating with ICT element

* 2.1 Define and plan information searches – activity 1
* 2.2 Locate, generate and access data and information – activity 1
* 2.3 Select and evaluate data and information – activity 1

Creating with ICT element

* 3.1 Generate ideas, plans and processes – activity 1
* 3.2 Generate solutions to challenges and learning area tasks – activities 1, 2

Managing and operating ICT element

* 5.1 Select and use hardware and software – activities 2,3

##### Personal and social capability

Self-awareness element

* 1.2 Recognise personal qualities and achievements – activity 5
* 1.4 Develop reflective practice – activity 5

Self-management element

* 2.2 Develop self-discipline and set goals – activity 5

Social awareness element

* 3.2 Contribute to civil society – activity 3

Social management element

* 4.1 Communicate effectively – activity 4
* 4.2 Work collaboratively – activities 2,3, 5

## NSW syllabuses mapping for Year 5 and Year 6

Paying It Forward Foundation to Year 2 resources are mapped to the NSW syllabuses.

In this section

1. [Unit mapping](#Unitmapping18)
2. [Mapping for topic 1](#Mappingfortopic118)
3. [Mapping for topic 2](#Mappingfortopic218)
4. [Mapping for topic 3](#Mappingfortopic318)
5. [Mapping for topic 4](#Mappingfortopic418)
6. [Mapping for topic 5](#Mappingfortopic518)
7. [Mapping for topic 6](#Mappingfortopic618)

Along with these accessible versions, which you can either print or use online, we also have the same mapping available as PDFs:

* [NSW syllabuses unit mapping for Year 5 and 6 (PDF, 196KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/5-6_unit.mapping_NSW.pdf)
* [NSW syllabuses for topic 1 Year 5 and 6 (PDF, 146KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_3-4_Topic4_NSW.pdf)
* [NSW syllabuses for topic 2 Year 5 and 6 (PDF, 146KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_3-4_Topic4_NSW.pdf)
* [NSW syllabuses for topic 3 Year 5 and 6 (PDF, 146KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_3-4_Topic4_NSW.pdf)
* [NSW syllabuses for topic 4 Year 5 and 6 (PDF, 146KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_3-4_Topic4_NSW.pdf)
* [NSW syllabuses for topic 5 Year 5 and 6 (PDF, 146KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_3-4_Topic4_NSW.pdf)
* [NSW syllabuses for topic 6 Year 5 and 6 (PDF, 146KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_3-4_Topic4_NSW.pdf)

### Unit mapping

#### Unit mapping for Stage 3

##### English

* EN3-1A communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features – topics 1, 2, 3, 4, 5, 6
* EN3-2A composes, edits and presents well-structured and coherent texts – topics 1, 4, 5, 6
* EN3-3A uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies – topics 1, 2
* EN3-6B uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies – topic 6
* EN3-8D identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts – topic 1

##### Mathematics

* MA3-1WM describes and represents mathematical situations in a variety of ways using mathematical terminology and some conventions – topics 3, 4, 5
* MA3-2WM selects and applies appropriate problem-solving strategies, including the use of digital technologies, in undertaking investigations – topics 3, 4, 5
* MA3-3WM gives a valid reason for supporting one possible solution over another – topic 3
* MA3-4NA orders, reads and represents integers of any size and describes properties of whole numbers – topic 3
* MA3-5NA selects and applies appropriate strategies for addition and subtraction with counting numbers of any size – topics 3, 4, 5
* MA3-6NA selects and applies appropriate strategies for multiplication and division, and applies the order of operations to calculations involving more than one operation – topics 3, 5
* MA3-7NA compares, orders and calculates with fractions, decimals and percentages – topics 3, 5
* MA3-18SP uses appropriate methods to collect data and constructs, interprets and evaluates data displays, including dot plots, line graphs and two-way tables – topic 4

##### Geography

* GE3-2 explains interactions and connections between people, places and environments – topics 2, 4
* GE3-3 compares and contrasts influences on the management of places and environments – topics 2, 4
* GE3-4 acquires, processes and communicates geographical information using geographical tools for inquiry – topics 2, 4, 6

##### Health and Physical Education

* PD3-3 evaluates the impact of empathy, inclusion and respect on themselves and others – topics 1, 2
* PD3-7 proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces – topics 1, 4
* PD3-9 applies and adapts self-management skills to respond to personal and group situations – topics 1, 2, 3, 4, 5, 6
* PD3-10 selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections – topics 1, 2, 3, 4, 5, 6

#### Unit mapping for learning across the curriculum

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.1 Comprehend texts – activities 1, 2, 5
* 1.2 Navigate, read and view learning area texts – activities 1, 2, 5
* 1.3 Listen and respond to learning area texts – activities 1, 2, 3, 4, 5
* 1.4 Interpret and analyse learning area texts – activities 1, 2, 3, 5

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – activities 1, 3, 5, 6
* 2.2 Compose spoken, written, visual and multimodal learning area texts – activities 1, 3, 5, 6
* 2.3 Use language to interact with others – activities 1, 2, 3, 4, 5, 6
* 2.4 Deliver presentations – activities 5, 6

Text knowledge element

* 3.1 Use knowledge of text structures – activities 5, 6
* 3.2 Use knowledge of text cohesion – activities 5, 6

Grammar knowledge element

* 4.1 Use knowledge of sentence structures – activities 5, 6
* 4.2 Use knowledge of words and word groups – activities 5, 6
* 4.3 Express opinion and point of view – activities 5, 6

Word knowledge element

* 5.1 Understand learning area vocabulary – activities 1, 2, 5, 6
* 5.2 Use spelling knowledge - – activities 5, 6

Visual knowledge element

* 6.1 Understand how visual elements create meaning – activity 6

##### Numeracy

Estimating and calculating with whole numbers element

* 1.1 Understand and use numbers in context – activities 3, 4, 5
* 1.2 Estimate and calculate – activities 3, 4, 5
* 1.3 Use money – activities 3, 4, 5

Using fractions, decimals, percentages, ratios and rates element

* 3.1 Interpret proportional reasoning – activity 5
* 3.2 Apply proportional reasoning – activity 5

Using spatial reasoning element

* 4.2 Interpret maps and diagrams – activities 2, 4

Interpreting statistical information element

* 5.1 Interpret data displays – activity 4

##### Information and Communication Technology capability (ICT)

Applying social and ethical protocols and practices when using ICT element

* 1.1 Recognise intellectual property – activity 4

Investigating with ICT element

* 2.1 Define and plan information searches – activities 1, 4, 5, 6
* 2.2 Locate, generate and access data and information – activities 1, 2, 4, 5, 6
* 2.3 Select and evaluate data and information – activities 1, 4, 5, 6

Creating with ICT element

* 3.1 Generate ideas, plans and processes – activities 2, 6
* 3.2 Generate solutions to challenges and learning area tasks – activities 5, 6

Managing and operating ICT element

* 5.1 Select and use hardware and software – activities 2, 4, 5, 6

##### Critical and creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

* 1.2 Identify and clarify information and ideas – activities 1, 2, 4
* 1.3 Organise and process information – activities 1, 2, 4

Generating ideas, possibilities and actions element

* 2.1 Imagine possibilities and connect ideas – activities 2, 3, 4
* 2.2 Consider alternatives – activities 3, 4
* 2.3 Seek solutions and put ideas into action – activities 3, 4

Reflecting on thinking and processes element

* 3.1 Think about thinking (metacognition) - activities 3, 5
* 3.2 Reflect on processes – activities 3, 5
* 3.3 Transfer knowledge into new contexts – activities 2, 3

Analysing, synthesising and evaluating reasoning and procedures element

* 4.1 Apply logic and reasoning – activities 4, 5
* 4.2 Draw conclusions and design a course of action – activities 4, 5
* 4.3 Evaluate procedures and outcomes – activity 5

##### Personal and social capability

Self-awareness element

* 1.1 Recognise emotions – activities 2, 5
* 1.2 Recognise personal qualities and achievements – activities 1, 6
* 1.4 Develop reflective practice – activity 6

Self-management element

* 2.2 Develop self-discipline and set goals – activity 5

Social awareness element

* 3.2 Contribute to civil society – activities 2, 5, 6
* 3.3 Understand relationships – activity 1

Social management element

* 4.1 Communicate effectively – activities 1, 5, 6
* 4.2 Work collaboratively – activities 1, 2, 4, 5, 6
* 4.3 Make decisions – activities 1, 2, 4
* 4.4 Negotiate and resolve conflict – activity 1
* 4.5 Develop leadership skills – activity 1

##### Ethical understanding

Understanding ethical concepts and issues element

* 1.1 Recognise ethical concepts – activities 2, 3, 4
* 1.2 Explore ethical concepts in context – activities 2, 3, 4, 6

Reasoning in decision making and actions element

* 2.1 Reason and make ethical decisions – activities 2, 3, 4
* 2.2 Consider consequences – activity 2
* 2.3 Reflect on ethical action – activities 2, 4
* Exploring values, rights and responsibilities element
* 3.1 Examine values – activities 1, 6
* 3.2 Explore rights and responsibilities – activities 1, 4, 6
* 3.3 Consider points of view – activity 4

##### Intercultural understanding

Recognising culture and developing respect element

* 1.3 Develop respect for cultural diversity – activities 1, 4, 6

##### Civics and citizenship

Activities 1, 2, 3, 4, 5, 6

##### Difference and diversity

Activities 1, 4, 6

### Mapping for topic 1

The following maps [Paying It Forward, Year 5 and Year 6, Topic 1: Community rights and responsibilities](#Topic1Communityrightsandresponsibilities) to the NSW syllabuses.

#### Mapping for topic 1 Stage 3

##### English

* EN3-1A communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features – activities 2, 3, 4, 5, 7
* EN3-3A uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies – activities 3, 6

##### PDHPE

* PD3-3 evaluates the impact of empathy, inclusion and respect on themselves and others – activity 7
* PD3-9 applies and adapts self-management skills to respond to personal and group situations – activities 4, 7
* PD3-10 selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections – activities 4, 7

#### Learning across the curriculum for topic 1

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.1 Comprehend texts – activity 7
* 1.2 Navigate, read and view learning area texts – activity 7
* 1.3 Listen and respond to learning area texts – activities 1, 3, 5, 6
* 1.4 Interpret and analyse learning area texts – activities 3, 6

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – activities 4, 7
* 2.2 Compose spoken, written, visual and multimodal learning area texts – activities 4, 7
* 2.3 Use language to interact with others – activities 1, 4, 7

Word knowledge element

* 5.1 Understand learning area vocabulary – activities 3, 7

##### Information and Communication Technology capability (ICT)

Investigating with ICT element

* 2.1 Define and plan information searches – activity 7
* 2.2 Locate, generate and access data and information – activity 7
* 2.3 Select and evaluate data and information – activity 7

##### Critical and creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

* 1.2 Identify and clarify information and ideas – activity 7
* 1.3 Organise and process information – activity 7

##### Personal and social capability

Self-awareness element

* 1.2 Recognise personal qualities and achievements – activity 8
* 1.4 Develop reflective practice – activity 8

Social awareness element

* 3.3 Understand relationships – activity 1

Social management element

* 4.1 Communicate effectively – activity 1
* 4.2 Work collaboratively – activities 1, 2, 4, 7, 8
* 4.3 Make decisions – activities 1, 7
* 4.4 Negotiate and resolve conflict – activity 1
* 4.5 Develop leadership skills – activity 1

##### Ethical understanding

Exploring values, rights and responsibilities element

* 3.1 Examine values – activities 3, 7
* 3.2 Explore rights and responsibilities – activities 2, 4, 5

##### Intercultural understanding

Recognising culture and developing respect element

* 1.3 Develop respect for cultural diversity – activity 7

##### Civics and citizenship

* Activities 1, 2, 3, 4, 5, 6, 7

##### Difference and diversity

* Activity 7

### Mapping for topic 2

The following maps [Paying It Forward, Year 5 and Year 6, Topic 2: Community support](#Topic2Communitysupport) to the NSW syllabuses.

#### Mapping for topic 2 Stage 3

##### English

* EN3-1A communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features – activities 1, 2, 3, 4, 5, 6, 7
* EN3-3A uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies – activities 3, 4

##### Geography

* GE3-2 explains interactions and connections between people, places and environments – activities 5, 6
* GE3-3 compares and contrasts influences on the management of places and environments – activities 5, 6
* GE3-4 acquires, processes and communicates geographical information using geographical tools for inquiry – activity 6

##### PDHPE

* PD3-9 applies and adapts self-management skills to respond to personal and group situations – activities 5, 6
* PD3-10 selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections – activity 6

#### Learning across the curriculum for topic 2

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.1 Comprehend texts – activity 5
* 1.2 Navigate, read and view learning area texts – activity 5
* 1.3 Listen and respond to learning area texts – activities 2, 3, 4
* 1.4 Interpret and analyse learning area texts – activities 3, 4

Composing texts through listening, reading, and viewing element

* 2.3 Use language to interact with others – activities 1, 6

Word knowledge element

* 5.1 Understand learning area vocabulary – activities 2, 3
* 5.2 Use spelling knowledge

##### Numeracy

Using spatial reasoning element

* 4.2 Interpret maps and diagrams - activity 5

##### Information and Communication Technology capability (ICT)

Investigating with ICT element

* 2.2 Locate, generate and access data and information – activity 5

Creating with ICT element

* 3.1 Generate ideas, plans and processes – activity 4

Managing and operating ICT element

* 5.1 Select and use hardware and software – activity 4

##### Critical and creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

* 1.2 Identify and clarify information and ideas – activity 5
* 1.3 Organise and process information – activity 5

Generating ideas, possibilities and actions element

* 2.1 Imagine possibilities and connect ideas – activity 4

Reflecting on thinking and processes element

* 3.3 Transfer knowledge into new contexts – activity 4

Analysing, synthesising and evaluating reasoning and procedures element

* 4.1 Apply logic and reasoning – activity 4

##### Personal and social capability

Self-awareness element

* 1.1 Recognise emotions – activity 1

Social awareness element

* 3.2 Contribute to civil society – activities 1, 2

Social management element

* 4.2 Work collaboratively – activities 1, 5, 6
* 4.3 Make decisions – activities 5, 6

##### Ethical understanding

Understanding ethical concepts and issues element

* 1.1 Recognise ethical concepts – activities 1, 2, 7
* 1.2 Explore ethical concepts in context – activities 1, 2, 7

Reasoning in decision making and actions element

* 2.1 Reason and make ethical decisions – activity 1
* 2.2 Consider consequences – activities 1, 2
* 2.3 Reflect on ethical action – activity 6

##### Civics and citizenship

* Activities 1, 2, 3, 4, 7

### Mapping for topic 3

The following maps [Paying It Forward, Year 5 and Year 6, Topic 3: Collecting tax fairly](#Topic3Collectingtaxfairly) to the NSW syllabuses.

#### Mapping for topic 3 Stage 3

##### English

* EN3-1A communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features – activities 2, 3, 4, 5

##### Mathematics

* MA3-1WM describes and represents mathematical situations in a variety of ways using mathematical terminology and some conventions – activities 2, 3, 4
* MA3-2WM selects and applies appropriate problem-solving strategies, including the use of digital technologies, in undertaking investigations – activities 3, 4
* MA3-3WM gives a valid reason for supporting one possible solution over another - activity 3
* MA3-5NA selects and applies appropriate strategies for addition and subtraction with counting numbers of any size - activity 4
* MA3-6NA selects and applies appropriate strategies for multiplication and division, and applies the order of operations to calculations involving more than one operation – activity 4
* MA3-7NA compares, orders and calculates with fractions, decimals and percentages – activity 2

##### PDHPE

* PD3-9 applies and adapts self-management skills to respond to personal and group situations – activity 5

PD3-10 selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections – activities 3, 5

#### Learning across the curriculum for topic 3

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.3 Listen and respond to learning area texts – activities – 1, 2, 3, 4
* 1.4 Interpret and analyse learning area texts – activity 4

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – activity 5
* 2.2 Compose spoken, written, visual and multimodal learning area texts – activity 5
* 2.3 Use language to interact with others - activities 3, 5

##### Numeracy

Estimating and calculating with whole numbers element

* 1.1 Understand and use numbers in context – activities 2, 3, 4
* 1.2 Estimate and calculate – activities 3, 4
* 1.3 Use money - activity 4

##### Critical and creative thinking

Generating ideas, possibilities and actions element

* 2.1 Imagine possibilities and connect ideas – activity 3
* 2.2 Consider alternatives – activity 5
* 2.3 Seek solutions and put ideas into action – activities 3, 5

Reflecting on thinking and processes element

* 3.1 Think about thinking (metacognition) – activities 3, 6
* 3.2 Reflect on processes – activity 3
* 3.3 Transfer knowledge into new contexts – activities 4, 5

Analysing, synthesising and evaluating reasoning and procedures element

* 4.1 Apply logic and reasoning - activities 2, 3, 4, 5
* 4.2 Draw conclusions and design a course of action – activities 3, 5
* 4.3 Evaluate procedures and outcomes – activity 3

##### Ethical understanding

Understanding ethical concepts and issues element

* 1.1 Recognise ethical concepts – activities 2, 3
* 1.2 Explore ethical concepts in context – activity 2

Reasoning in decision making and actions element

* 2.1 Reason and make ethical decisions – activities 3, 4, 5

##### Civics and citizenship

* Activities 3, 4

### Mapping for topic 4

The following maps [Paying It Forward, Year 5 and Year 6, Topic 4: Responsible government spending](#Topic4Responsiblegovernmentspending) to the NSW syllabuses.

#### Mapping for topic 4 Stage 3

##### English

* EN3-1A communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features – activities 1 2, 3, 4
* EN3-2A composes, edits and presents well-structured and coherent texts – activity 5

##### Mathematics

* MA3-1WM describes and represents mathematical situations in a variety of ways using mathematical terminology and some conventions – activity 4
* MA3-2WM selects and applies appropriate problem-solving strategies, including the use of digital technologies, in undertaking investigations – activity 4
* MA3-5NA selects and applies appropriate strategies for addition and subtraction with counting numbers of any size – activity 3
* MA3-18SP uses appropriate methods to collect data and constructs, interprets and evaluates data displays, including dot plots, line graphs and two-way tables – activities 2, 3, 5

##### Geography

* GE3-2 explains interactions and connections between people, places and environments – activities 5, 6
* GE3-3 compares and contrasts influences on the management of places and environments – activities 5, 6
* GE3-4 acquires, processes and communicates geographical information using geographical tools for inquiry – activity 5

##### PDHPE

* PD3-7 proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces – activity 5
* PD3-9 applies and adapts self-management skills to respond to personal and group situations – activity 5
* PD3-10 selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections – activities 4, 5, 6

#### Learning across the curriculum for topic 4

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.3 Listen and respond to learning area texts – activities 1, 2, 3

Composing texts through listening, reading, and viewing element

* 2.3 Use language to interact with others – activities 2, 3, 4

##### Numeracy

Estimating and calculating with whole numbers element

* 1.1 Understand and use numbers in context – activities 4, 5
* 1.2 Estimate and calculate – activity 4
* 1.3 Use money – activities 4, 5

Using spatial reasoning element

* 4.2 Interpret maps and diagrams – activity 5

Interpreting statistical information element

* 5.1 Interpret data displays – activities 2, 3, 5

##### Information and Communication Technology capability (ICT)

Applying social and ethical protocols and practices when using ICT element

* 1.1 Recognise intellectual property – activity 5

Investigating with ICT element

* 2.1 Define and plan information searches – activity 5
* 2.2 Locate, generate and access data and information – activity 5
* 2.3 Select and evaluate data and information – activity 5

Managing and operating ICT element

* 5.1 Select and use hardware and software – activity 5

##### Critical and creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

* 1.2 Identify and clarify information and ideas – activity 5
* 1.3 Organise and process information – activity 5

Generating ideas, possibilities and actions element

* 2.1 Imagine possibilities and connect ideas – activities 4, 5
* 2.2 Consider alternatives – activities 4, 5
* 2.3 Seek solutions and put ideas into action – activities 4, 5

Reflecting on thinking and processes element

* 3.1 Think about thinking (metacognition) – activity 1

Analysing, synthesising and evaluating reasoning and procedures element

* 4.1 Apply logic and reasoning – activities 1, 4
* 4.2 Draw conclusions and design a course of action – activities 4, 5

##### Personal social capability

Social management element

* 4.2 Work collaboratively – activity 5
* 4.3 Make decisions – activity 5

##### Ethical understanding

Understanding ethical concepts and issues element

* 1.1 Recognise ethical concepts – activities 2, 3, 4, 5
* 1.2 Explore ethical concepts in context – activities 4, 5

Reasoning in decision making and actions element

* 2.1 Reason and make ethical decisions – activity 4
* 2.3 Reflect on ethical action – activity 4

Exploring values, rights and responsibilities element

* 3.2 Explore rights and responsibilities – activity 3
* 3.3 Consider points of view – activity 4

##### Civics and citizenship

* Activities 1, 2, 3, 5

###### Difference and diversity

* Activity 5

### Mapping for topic 5

The following maps [Paying It Forward, Year 5 and Year 6, Topic 5: Savings and superannuation](#Topic5Savingsandsuperannuation) to the NSW syllabuses.

#### Mapping for topic 5 Stage 3

##### English

* EN3-1A communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features – activities 6, 7
* EN3-2A composes, edits and presents well-structured and coherent texts – activity 6

##### Mathematics

* MA3-1WM describes and represents mathematical situations in a variety of ways using mathematical terminology and some conventions – activities 2, 3, 4, 5
* MA3-2WM selects and applies appropriate problem-solving strategies, including the use of digital technologies, in undertaking investigations – activities 3, 4, 5
* MA3-5NA selects and applies appropriate strategies for addition and subtraction with counting numbers of any size – activities 4, 5
* MA3-6NA selects and applies appropriate strategies for multiplication and division, and applies the order of operations to calculations involving more than one operation – activity 5
* MA3-7NA compares, orders and calculates with fractions, decimals and percentages – activities 4, 5

##### PDHPE

* PD3-9 applies and adapts self-management skills to respond to personal and group situations – activities 6, 7
* PD3-10 selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections – activities 6, 7

#### Learning across the curriculum for topic 5

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.1 Comprehend texts – activity 5
* 1.2 Navigate, read and view learning area texts – activities 5, 6
* 1.3 Listen and respond to learning area texts – activities 1, 2, 3, 5, 6
* 1.4 Interpret and analyse learning area texts – activities 5, 6

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – activity 6
* 2.2 Compose spoken, written, visual and multimodal learning area texts – activity 6
* 2.3 Use language to interact with others – activities 1, 3, 4, 6
* 2.4 Deliver presentations – activity 7

Text knowledge element

* 3.1 Use knowledge of text structures – activity 6
* 3.2 Use knowledge of text cohesion – activity 6

Grammar knowledge element

* 4.1 Use knowledge of sentence structures – activity 6
* 4.2 Use knowledge of words and word groups – activity 6
* 4.3 Express opinion and point of view – activity 6

Word knowledge element

* 5.1 Understand learning area vocabulary – activity 6
* 5.2 Use spelling knowledge – activity 6

##### Numeracy

Estimating and calculating with whole numbers element

* 1.1 Understand and use numbers in context – activities 3, 4, 5
* 1.2 Estimate and calculate – activities 3, 4, 5
* 1.3 Use money – activities 3, 5

Using fractions, decimals, percentages, ratios and rates element

* 3.1 Interpret proportional reasoning – activity 4
* 3.2 Apply proportional reasoning – activity 4

##### Information and Communication Technology capability (ICT)

Investigating with ICT element

* 2.1 Define and plan information searches – activity 6
* 2.2 Locate, generate and access data and information – activity 6
* 2.3 Select and evaluate data and information – activity 6

Creating with ICT element

* 3.2 Generate solutions to challenges and learning area tasks – activity 7
* 5.1 Select and use hardware and software – activities 6, 7

##### Critical and creative thinking

Reflecting on thinking and processes element

* 3.1 Think about thinking (metacognition) – activity 3
* 3.2 Reflect on processes – activity 3

Analysing, synthesising and evaluating reasoning and procedures element

* 4.1 Apply logic and reasoning – activity 4
* 4.2 Draw conclusions and design a course of action – activities 3, 4
* 4.3 Evaluate procedures and outcomes – activity 4

##### Personal and social capability

Self-management element

* 2.2 Develop self-discipline and set goals – activity 2

Social awareness element

* 3.2 Contribute to civil society – activity 6

Social management element

* 4.1 Communicate effectively – activity 6
* 4.2 Work collaboratively – activity 6

### Mapping for topic 6

The following maps [Paying It Forward, Year 5 and Year 6, Topic 6: Our ideal community](#Topic6Ouridealcommunity) to the NSW syllabuses.

#### Mapping for topic 6 Stage 3

##### English

* EN3-1A communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features – activity 4
* EN3-2A composes, edits and presents well-structured and coherent texts – activities 2, 3
* EN3-6B uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies – activities 3, 4

##### Geography

* GE3-4 acquires, processes and communicates geographical information using geographical tools for inquiry – activities 3, 4

##### PDHPE

* PD3-9 applies and adapts self-management skills to respond to personal and group situations – activities 3, 4
* PD3-10 selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections – activities 3, 4

#### Learning across the curriculum for topic 6

##### Literacy

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – activities 1, 2, 3
* 2.2 Compose spoken, written, visual and multimodal learning area texts – activities 1, 2, 3
* 2.3 Use language to interact with others – activity 1
* 2.4 Deliver presentations – activity 4

Text knowledge element

* 3.1 Use knowledge of text structures – activities 1, 2, 3
* 3.2 Use knowledge of text cohesion – activities 1, 2, 3

Grammar knowledge element

* 4.1 Use knowledge of sentence structures – activities 1, 2, 3
* 4.2 Use knowledge of words and word groups – activities 1, 2, 3
* 4.3 Express opinion and point of view

Word knowledge element

* 5.1 Understand learning area vocabulary – activities 1, 2, 3
* 5.2 Use spelling knowledge – activities 1, 2, 3

Visual knowledge element

* 6.1 Understand how visual elements create meaning – activities 2, 3

##### Information and Communication Technology capability (ICT)

Investigating with ICT element

* 2.1 Define and plan information searches – activity 1
* 2.2 Locate, generate and access data and information – activity 1
* 2.3 Select and evaluate data and information – activity 1

Creating with ICT element

* 3.1 Generate ideas, plans and processes – activity 1
* 3.2 Generate solutions to challenges and learning area tasks – activities 1, 2

Managing and operating ICT element

* 5.1 Select and use hardware and software – activities 2, 3

##### Personal and social capability

Self-awareness element

* 1.2 Recognise personal qualities and achievements – activity 5
* 1.4 Develop reflective practice – activity 5

Self-management element

* 2.2 Develop self-discipline and set goals – activity 5

Social awareness element

* 3.2 Contribute to civil society – activity 3

Social management element

* 4.1 Communicate effectively – activity 4
* 4.2 Work collaboratively – activities 2, 3, 5

##### Civics and citizenship

* Activities 4, 5

##### Difference and diversity

* Activity 4

## Victorian syllabuses mapping for Year 5 and Year 6

Paying It Forward Year 5 and Year 6 resources are mapped to the Victorian syllabuses.

In this section

1. [Unit mapping](#Unitmapping19)
2. [Mapping for topic 1](#Mappingfortopic119)
3. [Mapping for topic 2](#Mappingfortopic219)
4. [Mapping for topic 3](#Mappingfortopic319)
5. [Mapping for topic 4](#Mappingfortopic419)
6. [Mapping for topic 5](#Mappingfortopic519)
7. [Mapping for topic 6](#Mappingfortopic619)

Along with these accessible versions, which you can either print or use online, we also have the same mapping available as PDFs:

* [Victorian syllabuses unit mapping for Year 5 and Year 6 (PDF, 204KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/5-6_unit.mapping_VIC.pdf)
* [Victorian syllabuses mapping for topic 1 Year 5 and Year 6 (PDF, 160KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_5-6_Topic1_VIC.pdf)
* [Victorian syllabuses mapping for topic 2 Year 5 and Year 6 (PDF 160KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_5-6_Topic2_VIC.pdf)
* [Victorian syllabuses mapping for topic 3 Year 5 and Year 6 (PDF, 152KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_5-6_Topic3_VIC.pdf)
* [Victorian syllabuses mapping for topic 4 Year 5 and Year 6 (PDF, 157KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_5-6_Topic4_VIC.pdf)
* [Victorian syllabuses mapping for topic 5 Year 5 and Year 6 (PDF, 170KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_F-2_Topic5_VIC.pdf)
* [Victorian syllabuses mapping for topic 6 Year 5 and Year 6 (PDF, 155KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_5-6_Topic6_VIC.pdf)

### Unit mapping

The following maps the Victorian syllabuses to the Paying It Forward Year 5 and Year 6 resources.

#### Unit mapping for level 5

##### English

###### Reading and viewing

Interpreting, analysing, evaluation

* Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (VCELY319) – topics 1, 2

###### Writing

Text structure and organisation

* Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (VCELA321) – topics 5, 6

Expressing and developing ideas

* Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (VCELA323) – topics 5, 6
* Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (VCELA324) – topics 5, 6
* Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (VCELA325) – topics 5, 6

Creating texts

* Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (VCELY329) – topics 5, 6
* Reread and edit own and others’ work using agreed criteria for text structures and language features (VCELY330) – topics 5, 6
* Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (VCELY332) – topic 6

###### Speaking and listening

Interacting with others

* Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students’ own experiences, and present and justify a point of view or recount an experience using interaction skills (VCELY337) – topics 1, 2, 3, 4, 5,
* Participate in informal debates and plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (VCELY338) – topics 5, 6

##### Mathematics

Number and place value

* Use estimation and rounding to check the reasonableness of answers to calculations (VCMNA182) – topic 5
* Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies (VCMNA183) – topic 5
* Solve problems involving division by a one-digit number, including those that result in a remainder (VCMNA184) – topic 3
* Use efficient mental and written strategies and apply appropriate digital technologies to solve problems (VCMNA185) – topics 3, 4, 5

Fractions and decimals

* Compare and order common unit fractions and locate and represent them on a number line (VCMNA187) – topic 3
* Recognise that the place value system can be extended beyond hundredths (VCMNA189) – topic 3
* Compare, order and represent decimals (VCMNA190) – topic 3
* Money and financial mathematics
* Create simple financial plans (VCMNA191) – topics 4, 5

Location and transformation

* Use a grid reference system to describe locations. Describe routes using landmarks and directional language (VCMMG199) – topic 4

Data representation and interpretation

* Pose questions and collect categorical or numerical data by observation or survey (VCMSP205) – topic 4
* Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies (VCMSP206) – topic 4

#### Unit mapping for level 6

##### English

###### Reading and viewing

Interpreting, analysing, evaluation

* Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (VCELY347) – topics 1, 2

###### Writing

Text structure and organisation

* Understand that cohesive links can be made in texts by omitting or replacing words (VCELA348) – topics 5, 6

Expressing and developing ideas

* Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas(VCELA350) – topics 5, 6
* Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases(VCELA351) – topics 5, 6
* Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (VCELA352) – topics 5, 6

Creating texts

* Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (VCELY358) – topics 5, 6
* Reread and edit own and others’ work using agreed criteria and explaining editing choices (VCELY359) – topics 5, 6
* Use a range of software, including word processing programs, learning new functions as required to create texts (VCELY361) – topic 6

Speaking and listening

###### Interacting with others

Interacting with others

* Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience (VCELY366) – topics 1, 2, 3, 4, 5
* Participate in formal and informal debates and plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (VCELY367) – topics 5, 6

##### Mathematics

Number and place value

* Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers and make estimates for these computations (VCMNA209) – topics 3, 5

Fractions and decimals

* Compare fractions with related denominators and locate and represent them on a number line(VCMNA211) – topic 3
* Find a simple fraction of a quantity where the result is a whole number, with and without digital technologies(VCMNA213) – topic 3
* Make connections between equivalent fractions, decimals and percentages (VCMNA217) – topics 3, 5

Location and transformation

* Introduce the Cartesian coordinate system using all four quadrants (VCMMG230) – topic 4

Patterns and algebra

* Explore the use of brackets and order of operations to write number sentences (VCMNA220) – topic 5

Data representation and interpretation

* Construct, interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables (VCMSP235) – topic 4

#### Unit mapping for levels 5 and 6

##### Civics and citizenship

* Discuss the values, principles and institutions that underpin Australia’s democratic forms of government and explain how this system is influenced by the Westminster system (VCCCG008) – topic 1
* Describe the roles and responsibilities of the three levels of government, including shared roles and responsibilities within Australia's federal system (VCCCG009) – topic 2
* Explain how state/territory and federal laws are initiated and passed through parliament (VCCCL012) Describe the rights, responsibilities and shared values of Australian citizenship and explore ways citizens can participate in society (VCCCC014) – topic 1
* Investigate how people with shared beliefs and values work together to achieve their goals and plan for action (VCCCC016) – topic 1

##### Economics and business

* Describe the difference between needs and wants and explain why choices need to be made (VCEBR001) – topics 4, 5
* Explore the concept of opportunity cost and explain how it involves choices about the alternative use of limited resources and the need to consider trade-offs(VCEBR002) – topics 4, 5
* Identify influences on consumer choices and explore strategies that can be used to help make informed personal consumer and financial choices (VCEBC004) – topic 5
* Make decisions, identify appropriate actions by considering the advantages and disadvantages, and form conclusions concerning an economics or business issue or event (VCEBE010) – topic 5

##### Geography

* Represent the location of places and other types of geographical data and information in different forms including diagrams, field sketches and large-scale and small-scale maps that conform to cartographic conventions of border, scale, legend, title, north point and source; using digital and spatial technologies as appropriate (VCGGC089) – topic 4
* Interpret maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC090) – topic 2
* Environmental and human influences on the location and characteristics of places and the management of spaces within them (VCGGK096) – topic 4

##### Health and Physical Education

* Investigate community resources and strategies to seek help about health, safety and wellbeing (VCHPEP107) – topic 2
* Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (VCHPEP113) – topics 2, 4
* Investigate how celebrating similarities and differences can strengthen communities (VCHPEP114) – topic 1
* Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (VCHPEM120) – topics 1, 2, 3, 4, 5, 6

#### Unit mapping for general capabilities

##### Personal and social capability

###### Self-awareness and management

Recognition and expression of emotions

* Explore the links between their emotions and their behaviour (VCPSCSE025) – topics 2, 5

Development of resilience

* Reflect on how personal strengths have assisted in achieving success at home, at school or in the community (VCPSCSE026) – topic 1

###### Social awareness and management

Relationships and diversity

* Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved (VCPSCSO031) – topic 1

Collaboration

* Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and describe both their own and their team’s performance when undertaking various roles (VCPSCSO032) – topics 1, 6

##### Critical and creative thinking

Questions and possibilities

* Experiment with alternative ideas and actions by setting preconceptions to one side (VCCCTQ022) – topic 5
* Identify and form links and patterns from multiple information sources to generate non-routine ideas and possibilities (VCCCTQ023) – topic 4

Reasoning

* Consider the importance of giving reasons and evidence and how the strength of these can be evaluated (VCCCTR025) – topics 3, 5

Meta-Cognition

* Investigate thinking processes using visual models and language strategies (VCCCTM029) – topics 2, 5
* Investigate how ideas and problems can be disaggregated into smaller elements or ideas, how criteria can be used to identify gaps in existing knowledge, and assess and test ideas and proposals (VCCCTM031) – topic 3

##### Ethical capability

Understanding concepts

* Examine the contested meaning of concepts including truth and happiness and the extent to which these concepts are and should be valued (VCECU009) – topics 2, 4
* Discuss how ethical principles can be used as the basis for action, considering the influence of cultural norms, religion, world views and philosophical thought on these principles (VCECU010) – topics 2, 4
* Examine how problems may contain more than one ethical issue (VCECU011) – topic 1

Decision making and actions

* Explore the significance of ‘means versus ends’ by considering two ways to act when presented with a problem: one that privileges means and one ends(VCECD012) – topic 2
* Discuss the role and significance of conscience and reasoning in ethical decision-making (VCECD013) – topic 4

##### Intercultural capability

Cultural practices

* Analyse how aspects of their own and others lifestyle, behaviour, attitudes and beliefs can be culturally influenced (VCICCB009) – topics 1, 4

### Mapping for topic 1

The following maps [Paying It Forward, Year 5 and Year 6, Topic 1: Community rights and responsibilities](#Topic1Communityrightsandresponsibilities) to the Victorian syllabuses.

#### Mapping for topic 1 level 5

##### English

Reading and viewing

* Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (VCELY319) – activities 3, 6

Speaking and listening

* Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students’ own experiences, and present and justify a point of view or recount an experience using interaction skills (VCELY337) – activities 2, 3, 4, 6, 7

#### Mapping for topic 1 level 6

##### English

Reading and viewing

* Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (VCELY347) – activities 3, 6, 7

Speaking and listening

* Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience (VCELY366) – activities 1, 2, 3, 7

#### Mapping for topic 1 levels 5 and 6

##### Civics and citizenship

* Discuss the values, principles and institutions that underpin Australia’s democratic forms of government (VCCCG008) – activities 3, 4, 5, 7
* Explain how state/territory and federal laws are initiated and passed through parliament (VCCCL012) – activity 6
* Describe the rights, responsibilities and shared values of Australian citizenship and explore ways citizens can participate in society (VCCCC014) – activities 2, 3, 4, 5, 7

##### Health and Physical Education

* Investigate how celebrating similarities and differences can strengthen communities (VCHPEP114) – activity 7
* Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (VCHPEM120) – activities 1, 7, 8

#### Mapping for topic 1 general capabilities

##### Personal and social capability

###### Self-awareness and management

Development of resilience

* Reflect on how personal strengths have assisted in achieving success at home, at school or in the community (VCPSCSE026) – activity 8

###### Social awareness and management

Relationships and diversity

* Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved (VCPSCSO031) – activity 4

Collaboration

* Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and describe both their own and their team’s performance when undertaking various roles (VCPSCSO032) – activities 1, 8

##### Intercultural capability

Cultural practices

* Analyse how aspects of their own and others lifestyle, behaviour, attitudes and beliefs can be culturally influenced (VCICCB009) – activity 7

### Mapping for topic 2

The following maps [Paying It Forward, Year 5 and Year 6, Topic 2: Community support](#Topic2Communitysupport) to the Victorian syllabuses.

#### Mapping for topic 2 level 5

##### English

Reading and viewing

* Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (VCELY319) – activities 2, 3, 4

Speaking and listening

* Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students’ own experiences, and present and justify a point of view or recount an experience using interaction skills (VCELY337) – activities 1, 2, 3, 4, 5, 6, 7

#### Mapping for topic 2 level 6

##### English

Reading and viewing

* Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (VCELY347) – activities 2, 3, 4

Speaking and listening

* Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience (VCELY366) – activities 1, 2, 3, 4, 5, 6, 7

#### Mapping for topic 2 levels 5 and 6

##### Geography

* Interpret maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC090) – activity 5

##### Civics and citizenship

* Investigate how people with shared beliefs and values work together to achieve their goals and plan for action (VCCCC016) – activities 1, 2, 6
* Describe the roles and responsibilities of the three levels of government, including shared roles and responsibilities within Australia's federal system (VCCCG009) – activity 3

##### Health and Physical Education

* Investigate community resources and strategies to seek help about health, safety and wellbeing (VCHPEP107) – activity 6
* Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (VCHPEP113) – activity 6
* Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (VCHPEM120) – activity 6

#### Mapping for topic 2 general capabilities

##### Personal and social capability

###### Self-awareness and management

Recognition and expression of emotions

* Explore the links between their emotions and their behaviour (VCPSCSE025) – activity 1

##### Critical and creative thinking

Meta-cognition

* Investigate thinking processes using visual models and language strategies (VCCCTM029) – activity 4

##### Ethical capability

Understanding concepts

* Examine the contested meaning of concepts including truth and happiness and the extent to which these concepts are and should be valued (VCECU009) – activity 1
* Discuss how ethical principles can be used as the basis for action, considering the influence of cultural norms, religion, world views and philosophical thought on these principles (VCECU010) – activities 1, 3, 7

Decision making and actions

* Explore the significance of ‘means versus ends’ by considering two ways to act when presented with a problem: one that privileges means and one ends(VCECD012) – activity 6

### Mapping for topic 3

The following maps [Paying It Forward, Year 5 and Year 6, Topic 3: Collecting tax fairly](#Topic3Collectingtaxfairly) to the Victorian syllabuses.

#### Mapping for topic 3 level 5

##### English

Speaking and listening

* Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students’ own experiences, and present and justify a point of view or recount an experience using interaction skills (VCELY337) – activities 2, 3, 4, 5

Mathematics

* Solve problems involving division by a one-digit number, including those that result in a remainder (VCMNA184) – activity 4
* Use efficient mental and written strategies and apply appropriate digital technologies to solve problems (VCMNA185) – activities 3, 4
* Compare and order common unit fractions and locate and represent them on a number line (VCMNA187) – activity 2
* Recognise that the place value system can be extended beyond hundredths (VCMNA189) – activity 2
* Compare, order and represent decimals (VCMNA190) – activity 2

#### Mapping for topic 3 level 6

##### English

Speaking and listening

* Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience (VCELY366) – activities 2, 3, 4, 5

##### Mathematics

* Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers and make estimates for these computations (VCMNA209) – activities 3, 4
* Compare fractions with related denominators and locate and represent them on a number line (VCMNA211) – activity 2
* Find a simple fraction of a quantity where the result is a whole number, with and without digital technologies(VCMNA213) – activity 2
* Make connections between equivalent fractions, decimals and percentages (VCMNA217) – activity 2

##### Health and Physical Education

* Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (VCHPEM120) – activities 3, 5

#### Mapping for topic 3 general capabilities

##### Critical and creative thinking

Reasoning

* Consider the importance of giving reasons and evidence and how the strength of these can be evaluated (VCCCTR025) – activities 2, 3, 5

Meta-cognition

* Investigate how ideas and problems can be disaggregated into smaller elements or ideas, how criteria can be used to identify gaps in existing knowledge, and assess and test ideas and proposals (VCCCTM031) – activity 5

### Mapping for topic 4

The following maps [Paying It Forward, Year 5 and Year 6, Topic 4: Responsible government spending](#Topic4Responsiblegovernmentspending) to the Victorian syllabuses.

#### Mapping for topic 4 level 5

##### English

Speaking and listening

* Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students’ own experiences, and present and justify a point of view or recount an experience using interaction skills (VCELY337) – activities 1, 2, 3, 4, 5, 6

##### Mathematics

* Create simple financial plans (VCMNA191) – activity 5
* Use a grid reference system to describe locations. Describe routes using landmarks and directional language (VCMMG199) – activity 5
* Pose questions and collect categorical or numerical data by observation or survey (VCMSP205) – activities 3, 5
* Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies (VCMSP206) – activities 3, 5

#### Mapping for topic 4 level 6

##### English

Speaking and listening

* Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience (VCELY366) – activities 1, 2, 3, 4, 5, 6

##### Mathematics

* Introduce the Cartesian coordinate system using all four quadrants (VCMMG230) – activity 5
* Construct, interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables (VCMSP235) – activity 3

#### Mapping for topic 4 Levels 5 and 6

##### Economics and business

* Describe the difference between needs and wants and explain why choices need to be made (VCEBR001) – activities 1, 2, 3, 4, 5
* Explore the concept of opportunity cost and explain how it involves choices about the alternative use of limited resources and the need to consider trade-offs (VCEBR002) – activities 1, 2, 3, 4, 5

##### Geography

* Represent the location of places and other types of geographical data and information in different forms including diagrams, field sketches and large-scale and small-scale maps that conform to cartographic conventions of border, scale, legend, title, north point and source; using digital and spatial technologies as appropriate (VCGGC089) – activity 5
* Environmental and human influences on the location and characteristics of places and the management of spaces within them (VCGGK096) – activities 5, 6

##### Health and Physical Education

* Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (VCHPEP113) – activity 5
* Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (VCHPEM120) – activities 4, 5, 6

#### Mapping for topic 4 general capabilities

##### Critical and creative thinking

Questions and possibilities

* Identify and form links and patterns from multiple information sources to generate non-routine ideas and possibilities (VCCCTQ023) – activity 5

##### Ethical capability

Understanding concepts

* Examine the contested meaning of concepts including truth and happiness and the extent to which these concepts are and should be valued (VCECU009) – activities 3, 4, 5
* Discuss how ethical principles can be used as the basis for action, considering the influence of cultural norms, religion, world views and philosophical thought on these principles (VCECU010) – activities 4, 5

Decision making and actions

* Discuss the role and significance of conscience and reasoning in ethical decision-making (VCECD013) – activity 4

##### Intercultural capability

Cultural practices

* Analyse how aspects of their own and others lifestyle, behaviour, attitudes and beliefs can be culturally influenced (VCICCB009) – activity 4

### Mapping for topic 5

The following maps [Paying It Forward, Year 5 and Year 6, Topic 5: Saving and superannuation](#Topic5Savingsandsuperannuation) to the Victorian syllabuses.

#### Mapping for topic 5 level 5

##### English

Writing

* Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (VCELA321) – activity 6
* Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (VCELA323) – activity 6
* Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (VCELA324) – activity 6
* Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (VCELA325) – activity 6
* Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (VCELY329) – activity 6
* Reread and edit own and others’ work using agreed criteria for text structures and language features (VCELY330) – activity 6

Speaking and listening

* Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students’ own experiences, and present and justify a point of view or recount an experience using interaction skills (VCELY337) – activities 1, 4, 6
* Participate in informal debates and plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (VCELY338) – activities 6, 7

##### Mathematics

* Use estimation and rounding to check the reasonableness of answers to calculations (VCMNA182) – activity 3
* Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies (VCMNA183) – activities 2, 3, 4
* Use efficient mental and written strategies and apply appropriate digital technologies to solve problems (VCMNA185) – activities 2, 3, 4
* Create simple financial plans (VCMNA191) – activity 2

#### Mapping for topic 5 level 6

##### English

Writing

* Understand that cohesive links can be made in texts by omitting or replacing words (VCELA348) – activity 6
* Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (VCELA350) – activity 6
* Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (VCELA351) – activity 6
* Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (VCELA352) – activity 6
* Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (VCELY358) – activity 6
* Reread and edit own and others’ work using agreed criteria and explaining editing choices (VCELY359) – activity 6

Speaking and listening

* Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience (VCELY366) – activities 1, 4, 6
* Participate in formal and informal debates and plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (VCELY367) – activities 6, 7

##### Mathematics

* Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers and make estimates for these computations (VCMNA209) – activities 3, 4
* Make connections between equivalent fractions, decimals and percentages (VCMNA217) – activities 3, 4
* Explore the use of brackets and order of operations to write number sentences (VCMNA220) – activities 3, 4

#### Mapping for topic 5 levels 5 and 6

##### Economics and business

* Make decisions, identify appropriate actions by considering the advantages and disadvantages, and form conclusions concerning an economics or business issue or event (VCEBE010) – activities 4, 5, 6
* Describe the difference between needs and wants and explain why choices need to be made (VCEBR001) – activities 3, 4, 5
* Explore the concept of opportunity cost and explain how it involves choices about the alternative use of limited resources and the need to consider trade-offs(VCEBR002) – activities 3, 4, 5
* Identify influences on consumer choices and explore strategies that can be used to help make informed personal consumer and financial choices (VCEBC004) – activities 1, 2

##### Health and Physical Education

* Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (VCHPEM120) – activities 4. 6. 7

#### Mapping for topic 5 general capabilities

##### Personal and social capability

###### Self-awareness and management

Recognition and expression of emotions

* Explore the links between their emotions and their behaviour (VCPSCSE025) – activity 3

##### Critical and creative thinking

Questions and possibilities

* Experiment with alternative ideas and actions by setting preconceptions to one side (VCCCTQ022) – activity 4

Reasoning

* Consider the importance of giving reasons and evidence and how the strength of these can be evaluated (VCCCTR025) – activity 4

Meta-cognition

* Investigate thinking processes using visual models and language strategies (VCCCTM029) – activity 3

### Mapping for topic 6

The following maps [Paying It Forward, Year 5 and Year 6, Topic 6: Our ideal community](#Topic6Ouridealcommunity) to the Victorian syllabuses.

#### Mapping for topic 6 level 5

##### English

Writing

* Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (VCELA321) – activities 2, 3
* Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (VCELA323) – activities 2, 3
* Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (VCELA324) – activities 2, 3
* Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (VCELA325) – activities 2, 3
* Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (VCELY329) – activities 2, 3
* Reread and edit own and others’ work using agreed criteria for text structures and language features (VCELY330) – activities 1, 3
* Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (VCELY332) – activity 3

Speaking and listening

* Participate in informal debates and plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (VCELY338) – activities 2, 3, 4

#### Mapping for topic 6 level 6

##### English

Writing

* Understand that cohesive links can be made in texts by omitting or replacing words (VCELA348) – activities 2, 3
* Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (VCELA350) – activities 2, 3
* Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (VCELA351) – activities 2, 3
* Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (VCELA352) – activities 1, 2, 3
* Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (VCELY358) – activities 2, 3
* Reread and edit own and others’ work using agreed criteria and explaining editing choices (VCELY359) – activities 1, 3
* Use a range of software, including word processing programs, learning new functions as required to create texts (VCELY361) – activity 3

Speaking and listening

* Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience (VCELY366) – activities 2, 3
* Participate in formal and informal debates and plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (VCELY367) – activity 4

#### Mapping for topic 6 levels 5 and 6

##### Health and Physical Education

* Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (VCHPEM120) – activities 1, 2, 3, 4

#### Mapping for topic 6 general capabilities

##### Social awareness and management

Collaboration

* Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and describe both their own and their team’s performance when undertaking various roles (VCPSCSO032) – activity 5

## Western Australia syllabuses mapping for Year 5 and Year 6

Paying It Forward Year 5 and Year 6 resources are mapped to the Western Australia syllabuses.

In this section

1. [Unit mapping](#Unitmapping20)
2. [Mapping for topic 1](#Mappingfortopic120)
3. [Mapping for topic 2](#Mappingfortopic220)
4. [Mapping for topic 3](#Mappingfortopic320)
5. [Mapping for topic 4](#Mappingfortopic420)
6. [Mapping for topic 5](#Mappingfortopic520)
7. [Mapping for topic 6](#Mappingfortopic620)

Along with these accessible versions, which you can either print or use online, we also have the same mapping available as PDFs:

* [Western Australia syllabuses mapping for topic 1 Year 5 to Year 6 (PDF, 175 KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_F-2_Topic1_VIC.pdf)
* [Western Australia syllabuses mapping for topic 2 Year 5 to Year 6 (PDF 172 KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_F-2_Topic2_VIC.pdf)
* [Western Australia syllabuses mapping for topic 3 Year 5 to Year 6 (PDF 172 KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_F-2_Topic2_VIC.pdf)
* [Western Australia syllabuses mapping for topic 4 Year 5 to Year 6 (PDF 172 KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_F-2_Topic2_VIC.pdf)
* [Western Australia syllabuses mapping for topic5 Year 5 to Year 6 (PDF 172 KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_F-2_Topic2_VIC.pdf)
* [Western Australia syllabuses mapping for topic 6 Year 5 to Year 6 (PDF 172 KB)](https://www.taxsuperandyou.gov.au/sites/default/files/paying-it-forward/downloads/Mapping_F-2_Topic2_VIC.pdf)

### Unit mapping

The following maps the Western Australia syllabuses to the Paying It Forward Year 5 and Year 6 resources.

#### Unit mapping for Year 5

##### English

Text structure and organisation

* Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (ACELA1505) – topics 5, 6

Expressing and developing ideas

* Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507) – topics 5, 6
* Understand how noun groups/phrases and adjective groups/ phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508) – topics 5, 6
* Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512) – topics 5, 6

Interacting with others

* Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students’ own experiences and present and justify a point of view (ACELY1699) – topics 1, 2, 3, 4, 5
* Use interaction skills, for example paraphrasing, questioning and interpreting nonverbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) – topics 1, 2, 3, 4,5, 6
* Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700) – topics 5, 6

Interpreting, analysing, evaluation

* Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703) – topics 1, 2

Creating texts

* Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704) – topics 5, 6
* Re-read and edit student’s own and others’ work using agreed criteria for text structures and language features (ACELY1705) – topics 5, 6
* Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707) – topic 6

##### Mathematics

Number and place value

* Use estimation and rounding to check the reasonableness of answers to calculations (ACMNA099) – topic 5
* Solve problems involving division by a one-digit number, including those that result in a remainder (ACMNA101) – topic 3
* Use efficient mental and written strategies and apply appropriate digital technologies to solve problems (ACMNA291) – topics 3, 5
* Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies (ACMNA100) – topic 5

Fractions and decimals

* Compare and order common unit fractions and locate and represent them on a number line (ACMNA102) – topic 3
* Recognise that the place value system can be extended beyond hundredths (ACMNA104) – topic 3
* Compare, order and represent decimals (ACMNA105) – topic 3

Money and financial mathematics

* Create simple financial plans (ACMNA106) – topics 4, 5

Location and transformation

* Use a grid reference system to describe locations. Describe routes using landmarks and directional language (ACMMG113) – topic 4

Data representation and interpretation

* Pose questions and collect categorical or numerical data by observation or survey (ACMSP118) – topic 4
* Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies (ACMSP119) – topic 4

##### HASS

Researching

* Identify current understandings, consider possible misconceptions and identify personal views on a topic (e.g. KWL chart, concept map) (WAHASS50) – topics 1, 2, 3, 4, 5
* Locate and collect information and/or data from a range of appropriate primary sources and secondary sources (e.g. museums, media, library catalogues, interviews, internet) (WAHASS52) – topics 1, 2, 4, 5
* Record selected information and/or data using a variety of methods (e.g. use graphic organisers, paraphrase, summarise) (WAHASS53) – topics 1, 2, 4

Analysing

* Interpret information and/or data collected (e.g. sequence events in chronological order, identify cause and effect, make connections with prior knowledge) (WAHASS56) – topics 2, 3, 4
* Translate collected information and/or data to a variety of different formats (e.g. create a timeline, draw maps, convert a table of statistics into a graph) (WAHASS58) – topic 4

Evaluating

* Draw and justify conclusions, and give explanations, based on the information and/or data in texts, tables, graphs and maps (e.g. identify patterns, infer relationships) (WAHASS59) – topics 3, 4
* Use decision-making processes (e.g. share opinions and personal perspectives, consider different points of view, identify issues, develop possible solutions, plan for action, identify advantages and disadvantages of different options) (WAHASS60) – topics 1, 2, 4, 5

Communicating and reflecting

* Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic, maps) and using subject-specific terminology and concepts (WAHASS61) – topics 4, 6
* Develop a variety of texts, including narratives, descriptions, biographies and persuasive texts, based on information collected from source materials (WAHASS62) – topics 1, 4, 6

Civics and citizenship

* The key values that underpin Australia's democracy, including freedom, equality, fairness and justice (ACHASSK115) – topic 1
* How regulations and laws affect the lives of citizens (e.g. the different types of laws, how laws protect human rights) (ACHASSK117) – topic 1
* Why people work in groups to achieve their aims and functions, and exercise influence, such as volunteers who work in community groups (e.g. rural fire services, emergency services, youth groups) (ACHASSK118) – topic 2

Economics and business

* Due to scarcity, choices need to be made about how limited resources are used (e.g. using the land to grow crops or to graze cattle) (ACHASSK119) – topics 4, 5
* Strategies for making informed consumer and financial decisions (e.g. budgeting, comparing prices, saving for the future) (ACHASSK121) – topics 4, 5

Geography

* The way people alter the environmental characteristics of Australian places (e.g. vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations, mining) (ACHASSK112) – topic 4

#### Unit mapping for Year 6

##### English

Text structure and organisation

* Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520) – activities 5, 6

Expressing and developing ideas

* Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522) – activities 5, 6
* Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/ phrases (ACELA1523) – activities 5, 6
* Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525) – activities 5, 6

Interacting with others

* Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) – activities 1, 2, 3, 4, 5
* Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) – activities 1, 2, 3, 4, 5, 6
* Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710) – activities 5, 6

Interpreting, analysing, evaluation

* Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713) – activities 1, 2

Creating texts

* Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714) – activities 5, 6
* Re-read and edit students’ own and others’ work using agreed criteria and explaining editing choices (ACELY1715) – activity 6
* Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717) – activity 6

##### Mathematics

Number and place value

* Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers (ACMNA123) – activities 3, 4, 5

Fractions and decimals

* Compare fractions with related denominators and locate and represent them on a number line (ACMNA125) – activity 3
* Find a simple fraction of a quantity where the result is a whole number, with and without digital technologies (ACMNA127) – activity 3
* Make connections between equivalent fractions, decimals and percentages (ACMNA131) – activities 3, 5

Patterns and algebra

* Explore the use of brackets and order of operations to write number sentences (ACMNA134) – activity 5

Location and transformation

* Introduce the Cartesian coordinate system using all four quadrants (ACMMG143) – activity 4

Data representation and interpretation

* Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables (ACMSP147) – activity 4

##### HASS

Researching

* Identify current understandings, consider possible misconceptions and identify personal views on a topic (e.g. KWL chart, concept map) (WAHASS50) – activities 1, 2, 3, 4, 5
* Locate and collect information and/or data from a range of appropriate primary sources and secondary sources (e.g. museums, media, library catalogues, interviews, internet) (WAHASS52) – activities 1, 2, 4, 5
* Record selected information and/or data using a variety of methods (e.g. use graphic organisers, paraphrase, summarise) (WAHASS53) – activities 1, 2, 4

Analysing

* Interpret information and/or data collected (e.g. sequence events in chronological order, identify cause and effect, make connections with prior knowledge) (WAHASS56) – activities 2, 3, 4
* Translate collected information and/or data to a variety of different formats (e.g. create a timeline, draw maps, convert a table of statistics into a graph) (WAHASS58) – activity 4

Evaluating

* Draw and justify conclusions, and give explanations, based on the information and/or data in texts, tables, graphs and maps (e.g. identify patterns, infer relationships) (WAHASS59) – activities 3, 4
* Use decision-making processes (e.g. share opinions and personal perspectives, consider different points of view, identify issues, develop possible solutions, plan for action, identify advantages and disadvantages of different options) (WAHASS60) – activities 1, 2, 3, ,4, 5

Communicating and reflecting

* Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic, maps) and using subject-specific terminology and concepts (WAHASS61) – activities 1, 4, 6
* Develop a variety of texts, including narratives, descriptions, biographies and persuasive texts, based on information collected from source materials (WAHASS62) – activities 1, 4, 6
* Reflect on learning, identify new understandings and act on findings in different ways (e.g. suggest additional questions to be investigated, propose a course of action on an issue that is significant to them) (WAHASS63) – activities 2, 4

Civics and citizenship

* The roles and responsibilities of the three levels of government, including the shared roles and responsibilities within Australia's federal system (ACHASSK144) – activity 2
* How laws are initiated and passed through the federal parliament (ACHASSK146) – activity 1
* Who can be an Australian citizen, the formal rights and responsibilities, and shared values of Australian citizenship (ACHASSK147) – activity 1

Economics and business

* Choices about the use of resources result from the imbalance of limited resources and unlimited wants (i.e. the concept of scarcity) (ACHASSK149) – activity 4
* Decisions about the alternative use of resources result in the need to consider trade-offs (e.g. using the land to grow crops or to graze cattle) (ACHASSK149) – activities 4, 5

##### Health and Physical Education

* Preventive health measures that can promote and maintain community health, safety and wellbeing, such as: creating social connections for better mental health meeting physical activity recommendations (ACPPS058) – activity 5

#### Unit mapping for general capabilities

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.1 Comprehend texts – activities 1, 2, 5
* 1.2 Navigate, read and view learning area texts – activities 1, 2, 5
* 1.3 Listen and respond to learning area texts – activities 1, 2, 3, 4, 5
* 1.4 Interpret and analyse learning area texts – activities 1, 2, 3, 5

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – activities 1, 3, 5, 6
* 2.2 Compose spoken, written, visual and multimodal learning area texts – activities 1, 3, 5, 6
* 2.3 Use language to interact with others – activities 1, 2, 3, 4, 5, 6
* 2.4 Deliver presentations – activities 5, 6

Text knowledge element

* 3.1 Use knowledge of text structures – activities 5, 6
* 3.2 Use knowledge of text cohesion – activities 5, 6

Grammar knowledge element

* 4.1 Use knowledge of sentence structures – activities 5, 6
* 4.2 Use knowledge of words and word groups – activities 5, 6
* 4.3 Express opinion and point of view – activities 5, 6

Word knowledge element

* 5.1 Understand learning area vocabulary – activities 1, 2, 5, 6
* 5.2 Use spelling knowledge – activities 5, 6

Visual knowledge element

* 6.1 Understand how visual elements create meaning – activity 6

##### Numeracy

Estimating and calculating with whole numbers element

* 1.1 Understand and use numbers in context – activities 4, 5
* 1.2 Estimate and calculate – activities 4, 5
* 1.3 Use money – activities 4, 5

Using fractions, decimals, percentages, ratios and rates element

* 3.1 Interpret proportional reasoning – activity 5
* 3.2 Apply proportional reasoning – activity 5

Using spatial reasoning element

* 4.2 Interpret maps and diagrams – activities 2, 4

Interpreting statistical information element

* 5.1 Interpret data displays – activity 4

##### Information and Communication Technology capability (ICT)

Applying social and ethical protocols and practices when using ICT element

* 1.1 Recognise intellectual property – activity 4

Investigating with ICT element

* 2.1 Define and plan information searches – activities 1, 4, 5, 6
* 2.2 Locate, generate and access data and information – activities 1, 2, 4, 5, 6
* 2.3 Select and evaluate data and information – activities 1, 4, 5, 6

Creating with ICT element

* 3.1 Generate ideas, plans and processes – activities 2, 6
* 3.2 Generate solutions to challenges and learning area tasks – activities 5, 6

Managing and operating ICT element

* 5.1 Select and use hardware and software – activities 2, 4, 5, 6

##### Critical and creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

* 1.2 Identify and clarify information and ideas – activities 1, 2, 4
* 1.3 Organise and process information – activities 1, 2, 4

Generating ideas, possibilities and actions element

* 2.1 Imagine possibilities and connect ideas – activities 2, 3, 4
* 2.2 Consider alternatives – activities 3, 4
* 2.3 Seek solutions and put ideas into action – activities 3, 4

Reflecting on thinking and processes element

* 3.1 Think about thinking (metacognition) – activities 3, 5
* 3.2 Reflect on processes– activities 3, 5
* 3.3 Transfer knowledge into new contexts – activities 2, 3

Analysing, synthesising and evaluating reasoning and procedures element

* 4.1 Apply logic and reasoning – activities 4, 5
* 4.2 Draw conclusions and design a course of action – activities 4, 5
* 4.3 Evaluate procedures and outcomes – activity 5

##### Personal and social capability

Self-awareness element

* 1.1 Recognise emotions – activities 2, 5
* 1.2 Recognise personal qualities and achievements – activities 1, 6
* 1.4 Develop reflective practice – activity 6

Self-management element

* 2.2 Develop self-discipline and set goals – activity 5

Social awareness element

* 3.2 Contribute to civil society – activities 2, 4, 5
* 3.3 Understand relationships – activity 1

Social management element

* 4.1 Communicate effectively – activities 1, 5, 6
* 4.2 Work collaboratively – activities 1, 2, 4, 5, 6
* 4.3 Make decisions – activities 1, 2, 4
* 4.4 Negotiate and resolve conflict – activity 1
* 4.5 Develop leadership skills – activity 1

##### Ethical understanding

Understanding ethical concepts and issues element

* 1.1 Recognise ethical concepts – activities 2, 3, 4
* 1.2 Explore ethical concepts in context – activities 2, 3, 4, 6

Reasoning in decision making and actions element

* 2.1 Reason and make ethical decisions – activities 2, 3, 4
* 2.2 Consider consequences – activity 2
* 2.3 Reflect on ethical action – activities 2, 4

Exploring values, rights and responsibilities element

* 3.1 Examine values – activities 1, 6
* 3.2 Explore rights and responsibilities – activities 1, 4, 6
* 3.3 Consider points of view – activity 4

##### Intercultural understanding

Recognising culture and developing respect element

* 1.3 Develop respect for cultural diversity – activities 1, 4, 6

### Mapping for topic 1

The following maps [Paying It Forward, Year 5 and Year 6, Topic 1: Community rights and responsibilities](#Topic1Communityrightsandresponsibilities) to the Western Australia syllabuses.

#### Mapping for topic 1 Year 5

##### English

Interacting with others

* Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students’ own experiences and present and justify a point of view (ACELY1699) – activities 2, 3, 4, 6, 7
* Use interaction skills, for example paraphrasing, questioning and interpreting nonverbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) – activities 1, 2, 3, 4, 7

Interpreting, analysing, evaluation

* Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703) – activities 3, 6

##### HASS

Inquiry and skills

* Identify current understandings, consider possible misconceptions and identify personal views on a topic (e.g. KWL chart, concept map) (WAHASS50) – activity 2
* Locate and collect information and/or data from a range of appropriate primary sources and secondary sources (e.g. museums, media, library catalogues, interviews, internet) (WAHASS52) – activity 7
* Record selected information and/or data using a variety of methods (e.g. use graphic organisers, paraphrase, summarise) (WAHASS53) – activities 3, 4, 7
* Use decision-making processes (e.g. share opinions and personal perspectives, consider different points of view, identify issues, develop possible solutions, plan for action, identify advantages and disadvantages of different options) (WAHASS60) – activities 4, 7
* Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic, maps) and using subject-specific terminology and concepts (WAHASS61) – activity 7

Civics and citizenship

* The key values that underpin Australia's democracy, including freedom, equality, fairness and justice (ACHASSK115) – activities 3, 4, 5, 7
* How regulations and laws affect the lives of citizens (e.g. the different types of laws, how laws protect human rights) (ACHASSK117) – activities 3, 5

#### Mapping for topic 1 Year 6

##### English

Interacting with others

* Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) – activities 2, 3, 4, 7
* Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) – activities 1, 2, 3, 4, 7

Interpreting, analysing, evaluation

* Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713) – activities 3, 6

##### HASS

Inquiry and skills

* Identify current understandings, consider possible misconceptions and identify personal views on a topic (e.g. KWL chart, concept map) (WAHASS50) – activity 2
* Locate and collect information and/or data from a range of appropriate primary sources and secondary sources (e.g. museums, media, library catalogues, interviews, internet) (WAHASS52) – activity 7
* Record selected information and/or data using a variety of methods (e.g. use graphic organisers, paraphrase, summarise) (WAHASS53) – activities 3, 4, 7
* Use decision-making processes (e.g. share opinions and personal perspectives, consider different points of view, identify issues, develop possible solutions, plan for action, identify advantages and disadvantages of different options) (WAHASS60) – activities 4, 7
* Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic, maps) and using subject-specific terminology and concepts (WAHASS61) – activities 3, 7

Civics and citizenship

* How laws are initiated and passed through the federal parliament (ACHASSK146) – activities 5, 6
* Who can be an Australian citizen, the formal rights and responsibilities, and shared values of Australian citizenship (ACHASSK147) – activities 2, 3, 4, 5, 7

#### Mapping for topic 1 general capabilities

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.1 Comprehend texts – activity 7
* 1.2 Navigate, read and view learning area texts – activity 7
* 1.3 Listen and respond to learning area texts – activities 1, 3, 5, 6
* 1.4 Interpret and analyse learning area texts – activities 3, 6

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – activities 4, 7
* 2.2 Compose spoken, written, visual and multimodal learning area texts – activities 4, 7
* 2.3 Use language to interact with others – activities 1, 4, 7

Word knowledge element

* 5.1 Understand learning area vocabulary – activities 3, 7

##### Information and Communication Technology capability (ICT)

Investigating with ICT element

* 2.1 Define and plan information searches – activity 7
* 2.2 Locate, generate and access data and information – activity 7
* 2.3 Select and evaluate data and information – activity 7

##### Critical and creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

* 1.2 Identify and clarify information and ideas – activity 7
* 1.3 Organise and process information – activity 7

##### Personal and social capability

Self-awareness element

* 1.2 Recognise personal qualities and achievements – activity 8
* 1.4 Develop reflective practice – activity 8

Social awareness element

* 3.3 Understand relationships – activity 1

Social management element

* 4.1 Communicate effectively- activity 1
* 4.2 Work collaboratively – activities 1, 2, 4, 7, 8
* 4.3 Make decisions – activities 1, 7
* 4.4 Negotiate and resolve conflict – activity 1
* 4.5 Develop leadership skills – activity 1

##### Ethical understanding

Exploring values, rights and responsibilities element

* 3.1 Examine values – activities 3, 7
* 3.2 Explore rights and responsibilities – activities 2, 4, 5

##### Intercultural understanding

Recognising culture and developing respect element

* 1.3 Develop respect for cultural diversity – activity 7

### Mapping for topic 2

The following maps [Paying It Forward, Year 5 and Year 6, Topic 2: Community support](#Topic2Communitysupport) to the Western Australia syllabuses.

#### Mapping for topic 2 Year 5

##### English

Interacting with others

* Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students’ own experiences and present and justify a point of view (ACELY1699) – activities 1, 2, 3, 4
* Use interaction skills, for example paraphrasing, questioning and interpreting nonverbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) – activities 1, 4, 5, 6, 7

Interpreting, analysing, evaluation

* Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703) – activities 2, 3, 4

##### HASS

Inquiry and skills

* Identify current understandings, consider possible misconceptions and identify personal views on a topic (e.g. KWL chart, concept map) (WAHASS50) – activities 1, 2
* Locate and collect information and/or data from a range of appropriate primary sources and secondary sources (e.g. museums, media, library catalogues, interviews, internet) (WAHASS52) – activity 5
* Record selected information and/or data using a variety of methods (e.g. use graphic organisers, paraphrase, summarise) (WAHASS53) – activity 5
* Interpret information and/or data collected (e.g. sequence events in chronological order, identify cause and effect, make connections with prior knowledge) (WAHASS56) – activity 5
* Use decision-making processes (e.g. share opinions and personal perspectives, consider different points of view, identify issues, develop possible solutions, plan for action, identify advantages and disadvantages of different options) (WAHASS60) – activities 6, 7
* Reflect on learning, identify new understandings and act on findings in different ways (e.g. suggest additional questions to be investigated, propose a course of action on an issue that is significant to them) (WAHASS63) – activity 2

Civics and citizenship

* Why people work in groups to achieve their aims and functions, and exercise influence, such as volunteers who work in community groups (e.g. rural fire services, emergency services, youth groups) (ACHASSK118) – activities 1, 2, 6

#### Mapping for topic 2 Year 6

##### English

Interacting with others

* Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) – activities 1, 2, 3, 4
* Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) – activities 1, 4, 5, 6, 7

Interpreting, analysing, evaluation

* Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713) – activities 2, 3, 4

##### HASS

Inquiry and skills

* Identify current understandings, consider possible misconceptions and identify personal views on a topic (e.g. KWL chart, concept map) (WAHASS50) – activities 1, 2
* Locate and collect information and/or data from a range of appropriate primary sources and secondary sources (e.g. museums, media, library catalogues, interviews, internet) (WAHASS52) – activity 5
* Record selected information and/or data using a variety of methods (e.g. use graphic organisers, paraphrase, summarise) (WAHASS53) – activity 5
* Interpret information and/or data collected (e.g. sequence events in chronological order, identify cause and effect, make connections with prior knowledge) (WAHASS56) – activity 5
* Use decision-making processes (e.g. share opinions and personal perspectives, consider different points of view, identify issues, develop possible solutions, plan for action, identify advantages and disadvantages of different options) (WAHASS60) – activities 6, 7
* Reflect on learning, identify new understandings and act on findings in different ways (e.g. suggest additional questions to be investigated, propose a course of action on an issue that is significant to them) (WAHASS63) – activity 2

Civics and citizenship

* The roles and responsibilities of the three levels of government, including the shared roles and responsibilities within Australia's federal system (ACHASSK144) – activity 3

#### Mapping for topic 2 general capabilities

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.1 Comprehend texts – activity 5
* 1.2 Navigate, read and view learning area texts – activity 5
* 1.3 Listen and respond to learning area texts – activities 2, 3, 4
* 1.4 Interpret and analyse learning area texts – activities 3, 4

Composing texts through listening, reading, and viewing element

* 2.3 Use language to interact with others – activities 1, 6

Word knowledge element

* 5.1 Understand learning area vocabulary – activities 2, 3
* 5.2 Use spelling knowledge – none

##### Numeracy

Using spatial reasoning element

* 4.2 Interpret maps and diagrams – activity 5

##### Information and Communication Technology capability (ICT)

Investigating with ICT element

* 2.2 Locate, generate and access data and information – activity 5

Creating with ICT element

* 3.1 Generate ideas, plans and processes – activity 4

Managing and operating ICT element

* 5.1 Select and use hardware and software – activity 4

##### Critical and creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

* 1.2 Identify and clarify information and ideas – activity 5
* 1.3 Organise and process information – activity 5

Generating ideas, possibilities and actions element

* 2.1 Imagine possibilities and connect ideas – activity 4

Reflecting on thinking and processes element

* 3.3 Transfer knowledge into new contexts – activity 4

Analysing, synthesising and evaluating reasoning and procedures element

* 4.1 Apply logic and reasoning – activity 4

##### Personal and social capability

Self-awareness element

* 1.1 Recognise emotions – activity 1

Social awareness element

* 3.2 Contribute to civil society – activities 1, 2

Social management element

* 4.2 Work collaboratively – activities 1, 5, 6
* 4.3 Make decisions – activities 5, 6

##### Ethical understanding

Understanding ethical concepts and issues element

* 1.1 Recognise ethical concepts – activities 1, 2, 7
* 1.2 Explore ethical concepts in context – activities 1, 2, 7

Reasoning in decision making and actions element

* 2.1 Reason and make ethical decisions – activity 1
* 2.2 Consider consequences – activities 1, 2
* 2.3 Reflect on ethical action – activity 7

### Mapping for topic 3

The following maps [Paying It Forward, Year 5 and Year 6, Topic 3: Collecting tax fairly](#Topic3Collectingtaxfairly) to the Western Australia syllabuses.

#### Mapping for topic 3 Year 5

##### English

Interacting with others

* Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students’ own experiences and present and justify a point of view (ACELY1699) – activities 2, 4
* Use interaction skills, for example paraphrasing, questioning and interpreting nonverbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) – activities 3, 5

##### Mathematics

* Solve problems involving division by a one-digit number, including those that result in a remainder (ACMNA101) – activity 4
* Use efficient mental and written strategies and apply appropriate digital technologies to solve problems (ACMNA291) – activity 4
* Compare and order common unit fractions and locate and represent them on a number line (ACMNA102) – activity 2
* Recognise that the place value system can be extended beyond hundredths (ACMNA104) – activity 2
* Compare, order and represent decimals (ACMNA105) – activity 2

##### HASS

Inquiry and skills

* Identify current understandings, consider possible misconceptions and identify personal views on a topic (e.g. KWL chart, concept map) (WAHASS50) – activity 3
* Interpret information and/or data collected (e.g. sequence events in chronological order, identify cause and effect, make connections with prior knowledge) (WAHASS56) – activities 3, 4
* Draw and justify conclusions, and give explanations, based on the information and/or data in texts, tables, graphs and maps (e.g. identify patterns, infer relationships) (WAHASS59) – activity 5

#### Mapping for topic 3 Year 6

##### English

Interacting with others

* Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) – activities 2, 4
* Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) – activities 3, 5

##### Mathematics

* Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers (ACMNA123) – activities 3, 4
* Compare fractions with related denominators and locate and represent them on a number line (ACMNA125) – activity 2
* Find a simple fraction of a quantity where the result is a whole number, with and without digital technologies (ACMNA127) – activity 2
* Make connections between equivalent fractions, decimals and percentages (ACMNA131) – activity 2

##### HASS

Inquiry and skills

* Identify current understandings, consider possible misconceptions and identify personal views on a topic (e.g. KWL chart, concept map) (WAHASS50) – activity 2
* Interpret information and/or data collected (e.g. sequence events in chronological order, identify cause and effect, make connections with prior knowledge) (WAHASS56) – activities 3, 4
* Draw and justify conclusions, and give explanations, based on the information and/or data in texts , tables, graphs and maps (e.g. identify patterns, infer relationships) (WAHASS59) – activity 3

#### Mapping for topic 3 general capabilities

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.3 Listen and respond to learning area texts – activities 1, 2, 3, 4
* 1.4 Interpret and analyse learning area texts – activity 4

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – activity 5
* 2.2 Compose spoken, written, visual and multimodal

learning area texts – activity 5

* 2.3 Use language to interact with others – activities 3, 5

##### Numeracy

Estimating and calculating with whole numbers element

* 1.1 Understand and use numbers in context – activities 2, 3, 4
* 1.2 Estimate and calculate – activities 3, 4
* 1.3 Use money – activity 4

##### Critical and creative thinking

Generating ideas, possibilities and actions element

* 2.1 Imagine possibilities and connect ideas – activity 3
* 2.2 Consider alternatives – activity 4
* 2.3 Seek solutions and put ideas into action – activities 3, 5

Reflecting on thinking and processes element

* 3.1 Think about thinking (metacognition) – activities 3, 6
* 3.2 Reflect on processes – activity 5
* 3.3 Transfer knowledge into new contexts – activities 4, 5

Analysing, synthesising and evaluating reasoning and procedures element

* 4.1 Apply logic and reasoning – activities 2, 3, 4, 5
* 4.2 Draw conclusions and design a course of action – activities 3, 5
* 4.3 Evaluate procedures and outcomes – activity 3

#### Ethical understanding

Understanding ethical concepts and issues element

* 1.1 Recognise ethical concepts – activities 2, 3
* 1.2 Explore ethical concepts in context – activity 2

Reasoning in decision making and actions element

* 2.1 Reason and make ethical decisions – activities 3, 4, 5

### Mapping for topic 4

The following maps [Paying It Forward, Year 5 and Year 6, Topic 4: Responsible government spending](#Topic4Responsiblegovernmentspending) to the Western Australia syllabuses.

#### Mapping for topic 4 Year 5

##### English

Interacting with others

* Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students’ own experiences and present and justify a point of view (ACELY1699) – activities 1, 2, 3
* Use interaction skills, for example paraphrasing, questioning and interpreting nonverbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) – activities 3, 4, 5

##### Mathematics

* Create simple financial plans (ACMNA106) – activity 5
* Use a grid reference system to describe locations. Describe routes using landmarks and directional language (ACMMG113) – activity 5
* Pose questions and collect categorical or numerical data by observation or survey (ACMSP118) – activity 3
* Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies (ACMSP119) – activities 3, 5

##### HASS

Inquiry and skills

* Identify current understandings, consider possible misconceptions and identify personal views on a topic (e.g. KWL chart, concept map) (WAHASS50) – activity 1
* Locate and collect information and/or data from a range of appropriate primary sources and secondary sources (e.g. museums, media, library catalogues, interviews, internet) (WAHASS52) – activity 5
* Record selected information and/or data using a variety of methods (e.g. use graphic organisers, paraphrase, summarise) (WAHASS53) – activity 5
* Interpret information and/or data collected (e.g. sequence events in chronological order, identify cause and effect, make connections with prior knowledge) (WAHASS56) – activities 2, 3, 5
* Translate collected information and/or data to a variety of different formats (e.g. create a timeline, draw maps, convert a table of statistics into a graph) (WAHASS58) – activity 5
* Draw and justify conclusions, and give explanations, based on the information and/or data in texts, tables, graphs and maps (e.g. identify patterns, infer relationships) (WAHASS59) – activity 3
* Use decision-making processes (e.g. share opinions and personal perspectives, consider different points of view, identify issues, develop possible solutions, plan for action, identify advantages and disadvantages of different options) (WAHASS60) – activities 4, 5
* Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic, maps) and using subject-specific terminology and concepts (WAHASS61) – activity 5
* Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI104) – activity 5

Economics and business

* Due to scarcity, choices need to be made about how limited resources are used (e.g. using the land to grow crops or to graze cattle) (ACHASSK119) – activities 1, 2, 3, 4, 5

Geography

* The way people alter the environmental characteristics of Australian places (e.g. vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations, mining) (ACHASSK112) – activities 5, 6

#### Mapping for topic 4 Year 6

##### English

Interacting with others

* Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) – activities 1, 2, 3, 4
* Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) – activities 3, 4, 5, 6

Creating texts

* Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714) – activity 5

##### Mathematics

* Introduce the Cartesian coordinate system using all four quadrants (ACMMG143) – activity 5
* Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables (ACMSP147) – activity 3

##### HASS

Inquiry and skills

* Identify current understandings, consider possible misconceptions and identify personal views on a topic (e.g. KWL chart, concept map) (WAHASS50) – activity 1
* Locate and collect information and/or data from a range of appropriate primary sources and secondary sources (e.g. museums, media, library catalogues, interviews, internet) (WAHASS52) – activity 5
* Record selected information and/or data using a variety of methods (e.g. use graphic organisers, paraphrase, summarise) (WAHASS53) – activity 5
* Interpret information and/or data collected (e.g. sequence events in chronological order, identify cause and effect, make connections with prior knowledge) (WAHASS56) – activities 2, 3, 5
* Translate collected information and/or data to a variety of different formats (e.g. create a timeline, draw maps, convert a table of statistics into a graph) (WAHASS58) – activity 5
* Draw and justify conclusions, and give explanations, based on the information and/or data in texts, tables, graphs and maps (e.g. identify patterns, infer relationships) (WAHASS59) – activity 3
* Use decision-making processes (e.g. share opinions and personal perspectives, consider different points of view, identify issues, develop possible solutions, plan for action, identify advantages and disadvantages of different options) (WAHASS60) – activities 4, 5
* Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic, maps) and using subject-specific terminology and concepts (WAHASS61) – activity 5

Economics and business

* Choices about the use of resources result from the imbalance of limited resources and unlimited wants (i.e. the concept of scarcity) (ACHASSK149) – activities 1, 2, 3, 4, 5
* Decisions about the alternative use of resources result in the need to consider trade-offs (e.g. using the land to grow crops or to graze cattle) (ACHASSK149) – activities 1, 2, 3, 4, 5

#### Mapping for topic 4 general capabilities

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.3 Listen and respond to learning area texts – activities 1, 2, 3

Composing texts through listening, reading, and viewing element

* 2.3 Use language to interact with others – activities 2, 3, 4

##### Numeracy

Estimating and calculating with whole numbers element

* 1.1 Understand and use numbers in context – activities 4, 5
* 1.2 Estimate and calculate – activity 4
* 1.3 Use money – activities 4, 5

Using spatial reasoning element

* 4.2 Interpret maps and diagrams – activity 5

Interpreting statistical information element

* 5.1 Interpret data displays – activities 2, 3, 5

##### Information and Communication Technology capability (ICT)

Applying social and ethical protocols and practices when using ICT element

* 1.1 Recognise intellectual property – activity 5

Investigating with ICT element

* 2.1 Define and plan information searches – activity 5
* 2.2 Locate, generate and access data and information – activity 5
* 2.3 Select and evaluate data and information – activity 5

Managing and operating ICT element

* 5.1 Select and use hardware and software – activity 5

##### Critical and creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

* 1.2 Identify and clarify information and ideas – activity 5
* 1.3 Organise and process information – activity 5

Generating ideas, possibilities and actions element

* 2.1 Imagine possibilities and connect ideas – activities 4, 5
* 2.2 Consider alternatives – activities 4, 5
* 2.3 Seek solutions and put ideas into action – activities 4, 5

##### Personal social capability

Reflecting on thinking and processes element

* 3.1 Think about thinking (metacognition) – activity 1

Analysing, synthesising and evaluating reasoning and procedures element

* 4.1 Apply logic and reasoning – activities 1, 4
* 4.2 Draw conclusions and design a course of action – activities 4, 5

Social management element

* 4.2 Work collaboratively – activity 4
* 4.3 Make decisions – activity 4

##### Ethical understanding

Understanding ethical concepts and issues element

* 1.1 Recognise ethical concepts – activities 2, 3, 4, 5
* 1.2 Explore ethical concepts in context – activities 4, 5

Reasoning in decision making and actions element

* 2.1 Reason and make ethical decisions – activity 4
* 2.3 Reflect on ethical action – activity 4

Exploring values, rights and responsibilities element

* 3.2 Explore rights and responsibilities – activity 3
* 3.3 Consider points of view – activity 4

### Mapping for topic 5

The following maps [Paying It Forward, Year 5 and Year 6, Topic 5: Saving and superannuation](#Topic5Savingsandsuperannuation) to the Western Australia syllabuses.

#### Mapping for topic 5 Year 5

##### English

Text structure and organisation

* Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (ACELA1505) – activity 6

Expressing and developing ideas

* Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507) – activity 6
* Understand how noun groups/phrases and adjective groups/ phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508) – activity 6
* Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512) – activity 6

Interacting with others

* Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students’ own experiences and present and justify a point of view (ACELY1699) – activities 1, 5
* Use interaction skills, for example paraphrasing, questioning and interpreting nonverbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) – activities 4, 6
* Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700) – activities 6, 7

Creating texts

* Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704) – activity 6
* Re-read and edit student’s own and others’ work using agreed criteria for text structures and language features (ACELY1705) – activity 6

##### Mathematics

* Use estimation and rounding to check the reasonableness of answers to calculations (ACMNA099) – activity 3
* Use efficient mental and written strategies and apply appropriate digital technologies to solve problems (ACMNA291) – activities 2, 3, 4
* Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies (ACMNA100) – activity 4
* Create simple financial plans (ACMNA106) – activity 2

##### HASS

Inquiry and skills

* Identify current understandings, consider possible misconceptions and identify personal views on a topic (e.g. KWL chart, concept map) (WAHASS50) – activity 2
* Locate and collect information and/or data from a range of appropriate primary sources and secondary sources (e.g. museums, media, library catalogues, interviews, internet) (WAHASS52) – activity 5
* Use decision-making processes (e.g. share opinions and personal perspectives, consider different points of view, identify issues, develop possible solutions, plan for action, identify advantages and disadvantages of different options) (WAHASS60) – activities 4, 5

Economics and business

* Due to scarcity, choices need to be made about how limited resources are used (e.g. using the land to grow crops or to graze cattle) (ACHASSK119) – activities 2, 3, 4
* Strategies for making informed consumer and financial decisions (e.g. budgeting, comparing prices, saving for the future) (ACHASSK121) – activities 1, 2, 3, 4

#### Mapping for topic 5 Year 6

##### English

Text structure and organisation

* Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520) – activity 6

Expressing and developing ideas

* Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522) – activity 6
* Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/ phrases (ACELA1523) – activity 6
* Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525) – activity 6

Interacting with others

* Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) – activities 1, 5
* Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) – activities 4, 6
* Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710) – activities 6, 7

Creating texts

* Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714) – activity 6
* Re-read and edit students’ own and others’ work using agreed criteria and explaining editing choices (ACELY1715) – activity 6

##### Mathematics

* Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers (ACMNA123) – activities 3, 4
* Make connections between equivalent fractions, decimals and percentages (ACMNA131) – activities 3, 4
* Explore the use of brackets and order of operations to write number sentences (ACMNA134) – activities 3, 4

Interacting with others

* Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) – activity 1
* Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) – activities 4, 6
* Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710) – activity 6

Creating texts

* Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714) – activity 6
* Re-read and edit students’ own and others’ work using agreed criteria and explaining editing choices (ACELY1715) – activity 6
* Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717) – activities 6, 7

##### HASS

Inquiry and skills

* Identify current understandings, consider possible misconceptions and identify personal views on a topic (e.g. KWL chart, concept map) (WAHASS50) – activity 2
* Locate and collect information and/or data from a range of appropriate primary sources and secondary sources (e.g. museums, media, library catalogues, interviews, internet) (WAHASS52) – activity 5
* Use decision-making processes (e.g. share opinions and personal perspectives, consider different points of view, identify issues, develop possible solutions, plan for action, identify advantages and disadvantages of different options) (WAHASS60) – activities 4, 5

Economics and business

* Choices about the use of resources result from the imbalance of limited resources and unlimited wants (i.e. the concept of scarcity) (ACHASSK149) – activities 3, 4, 5
* Decisions about the alternative use of resources result in the need to consider trade-offs (e.g. using the land to grow crops or to graze cattle) (ACHASSK149) – activities 1, 2, 3, 4

#### Mapping for topic 5 general capabilities

##### Literacy

Comprehending texts through listening, reading, and viewing element

* 1.1 Comprehend texts – activity 5
* 1.2 Navigate, read and view learning area texts – activities 5, 6
* 1.3 Listen and respond to learning area texts – activities 1, 2, 3, 5, 6
* 1.4 Interpret and analyse learning area texts – activities 5, 6

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts – activity 6
* 2.2 Compose spoken, written, visual and multimodal learning area texts – activity 6
* 2.3 Use language to interact with others – activities 1, 3, 4, 6
* 2.4 Deliver presentations – activity 7

Text knowledge element

* 3.1 Use knowledge of text structures – activity 6
* 3.2 Use knowledge of text cohesion – activity 6

Grammar knowledge element

* 4.1 Use knowledge of sentence structures – activity 6
* 4.2 Use knowledge of words and word groups – activity 6
* 4.3 Express opinion and point of view – activity 6

Word knowledge element

* 5.1 Understand learning area vocabulary – activity 6
* 5.2 Use spelling knowledge – activity 6

##### Numeracy

Estimating and calculating with whole numbers element

* 1.1 Understand and use numbers in context – activities 3, 4, 5
* 1.2 Estimate and calculate – activities 3, 4, 5
* 1.3 Use money – activities 3, 5

Using fractions, decimals, percentages, ratios and rates element

* 3.1 Interpret proportional reasoning – activity 4
* 3.2 Apply proportional reasoning – activity 4

##### Information and Communication Technology capability (ICT)

Investigating with ICT element

* 2.1 Define and plan information searches – activity 6
* 2.2 Locate, generate and access data and information – activity 6
* 2.3 Select and evaluate data and information – activity 6

Creating with ICT element

* 3.2 Generate solutions to challenges and learning area tasks – activity 7
* 5.1 Select and use hardware and software – activities 6, 7

##### Critical and creative thinking

Reflecting on thinking and processes element

* 3.1 Think about thinking (metacognition) – activity 3
* 3.2 Reflect on processes – activity 3

Analysing, synthesising and evaluating reasoning and procedures element

* 4.1 Apply logic and reasoning – activity 4
* 4.2 Draw conclusions and design a course of action – activities 3, 4
* 4.3 Evaluate procedures and outcomes – activity 4

##### Personal and social capability

Self-management element

* 2.2 Develop self-discipline and set goals – activity 2

Social awareness element

* 3.2 Contribute to civil society – activity 6

Social management element

* 4.1 Communicate effectively – activity 6
* 4.2 Work collaboratively – activity 6

### Mapping for topic 6

The following maps [Paying It Forward, Year 5 and Year 6, Topic 6: Our ideal community](#Topic6Ouridealcommunity) to the Western Australia syllabuses.

#### Mapping for topic 6 Year 5

##### English

Text structure and organisation

* Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (ACELA1505) – activities 2, 3

Expressing and developing ideas

* Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507) – activities 2, 3
* Understand how noun groups/phrases and adjective groups/ phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508) – activities 2, 3
* Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512) – activities 2, 3

Interacting with others

* Use interaction skills, for example paraphrasing, questioning and interpreting nonverbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) – activities 2, 3
* Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700) – activity 4

Creating texts

* Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704) – activities 2, 3
* Re-read and edit student’s own and others’ work using agreed criteria for text structures and language features (ACELY1705) – activities 1, 3
* Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707) – activity 3

##### HASS

Inquiry and skills

* Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic, maps) and using subject-specific terminology and concepts (WAHASS61) - activities 3, 4
* Develop a variety of texts, including narratives, descriptions, biographies and persuasive texts, based on information collected from source materials (WAHASS62) – activities 3, 4

#### Mapping for topic 6 Year 6

##### English

Text structure and organisation

* Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520) – activities 2, 3

Expressing and developing ideas

* Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522) – activities 2, 3
* Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/ phrases (ACELA1523) – activities 2, 3
* Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525) – activities 2, 3

Interacting with others

* Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) – activities 2, 3
* Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710) – activity 4

Creating texts

* Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714) – activities 2, 3
* Re-read and edit students’ own and others’ work using agreed criteria and explaining editing choices (ACELY1715) – activities 1, 3
* Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717) – activity 3

##### HASS

Inquiry and skills

* Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic, maps) and using subject-specific terminology and concepts (WAHASS61) – activities 3, 4
* Develop a variety of texts, including narratives, descriptions, biographies and persuasive texts, based on information collected from source materials (WAHASS62) – activities 3, 4

#### Mapping for topic 6 general capabilities

##### Literacy

Composing texts through listening, reading, and viewing element

* 2.1 Compose texts 1, 2, 3
* 2.2 Compose spoken, written, visual and multimodal learning area texts – activities 1, 2, 3
* 2.3 Use language to interact with others – activity 1
* 2.4 Deliver presentations – activity 4

Text knowledge element

* 3.1 Use knowledge of text structures – activities 1, 2, 3
* 3.2 Use knowledge of text cohesion – activities 1, 2, 3

Grammar knowledge element

* 4.1 Use knowledge of sentence structures – activities 1, 2, 3
* 4.2 Use knowledge of words and word groups – activities 1, 2, 3
* 4.3 Express opinion and point of view

Word knowledge element

* 5.1 Understand learning area vocabulary – activities 1, 2, 3
* 5.2 Use spelling knowledge – activities 1, 2, 3

Visual knowledge element

* 6.1 Understand how visual elements create meaning – activities 2, 3

##### Information and Communication Technology capability (ICT)

Investigating with ICT element

* 2.1 Define and plan information searches – activity 1
* 2.2 Locate, generate and access data and information – activity 1
* 2.3 Select and evaluate data and information – activity 1

Creating with ICT element

* 3.1 Generate ideas, plans and processes – activity 1
* 3.2 Generate solutions to challenges and learning area tasks – activities 1, 2

Managing and operating ICT element

* 5.1 Select and use hardware and software – activities 2, 3

##### Personal and social capability

Self-awareness element

* 1.2 Recognise personal qualities and achievements – activity 5
* 1.4 Develop reflective practice – activity 5

Self-management element

* 2.2 Develop self-discipline and set goals – activity 5

Social awareness element

* 3.2 Contribute to civil society – activity 3

Social management element

* 4.1 Communicate effectively – activity 4
* 4.2 Work collaboratively – activities 2, 3, 5