

# Paying It Forward

Aligned with the Australian WA Curriculum

YEARS  
F-2

## Unit mapping

### PRE-PRIMARY

Content descriptions	Topic					
	1	2	3	4	5	6
<b>English</b>						
<b>Language for interaction</b>						
Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)	✓		✓	✓	✓	✓
<b>Text structure and organisation</b>						
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)			✓			✓
<b>Expressing and developing ideas</b>						
Recognise that texts are made up of words and groups of words that make meaning (ACELA1434)			✓			
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)	✓		✓	✓	✓	✓
<b>Phonics and word knowledge</b>						
Know how to read and write some high frequency words and other familiar words (ACELA1817)			✓			✓
<b>Creating literature</b>						
Innovate on familiar texts through play (ACELT1831)				✓		

Content descriptions	Topic					
	1	2	3	4	5	6
<b>Interacting with others</b>						
Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)	✓	✓	✓	✓	✓	✓
Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)	✓	✓	✓	✓	✓	✓
Deliver short oral presentations to peers (ACELY1647)				✓		✓
<b>Interpreting, analysing, evaluation</b>						
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)						✓
Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)			✓	✓	✓	
<b>Creating texts</b>						
Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)			✓	✓		✓
Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (ACELY1652)						✓
Produce some lower case and upper-case letters using learned letter formations (ACELY1653)			✓			✓
<b>Mathematics</b>						
<b>Number and place value</b>						
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)		✓			✓	
Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (ACMNA002)		✓			✓	
Subitise small collections of objects (ACMNA003)		✓				
Represent practical situations to model addition and sharing (ACMNA004)		✓				
<b>Location and transformation</b>						
Describe position and movement (ACMMG010)						✓

Content descriptions	Topic					
	1	2	3	4	5	6
<b>Data representation and interpretation</b>						
Answer yes/no questions to collect information and make simple inferences (ACMSP011)					✓	
<b>HASS</b>						
<b>Analysing</b>						
Explore points of view (e.g. understand that their point of view may differ from others) (WAHASS06)					✓	
Process information and/or data collected (e.g. sequence familiar events, answer questions, discuss observations) (WAHASS05)					✓	
<b>Evaluating</b>						
Draw conclusions based on discussions of observations (e.g. answer questions, contribute to guided discussions) (WAHASS08)					✓	
Participate in decision-making processes (e.g. engage in group discussions, make shared decisions) (WAHASS09)					✓	
<b>Health and Physical Education</b>						
Personal and social skills to interact with others: expressing needs, wants and feelings active listening self-discipline (ACPPS004)	✓	✓	✓	✓	✓	✓
Emotional responses individuals may experience in different situations, such as feeling: happy, sad, excited, tired, angry scared, confused (ACPPS005)	✓	✓	✓			✓
Appropriate language and actions to communicate feelings in different situations (ACPPS005)	✓	✓		✓		✓
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)			✓	✓		✓
<b>Drama</b>						
Use of stimuli (photos, sounds or music) to develop dramatic action about the real and imagined worlds (ACADRM027)	✓			✓		✓
Exploration and experimentation of two (2) elements of drama: voice (loud, soft) movement (big, small) to create drama (ACADRM028)	✓			✓		✓
Simple stories based on stimuli and available technologies (ACADRM029)	✓			✓		✓
Audience behaviour (being attentive, responding appropriately) when viewing drama (ACADRR030)	✓			✓		

Content descriptions	Topic					
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<b>Visual Arts</b>						
Development of artistic skills through experimentation with: shape (familiar shapes; simple 2D shapes) colour (primary colours, secondary colours) line (curved, straight, wavy, zigzag) texture (familiar objects) to create artwork (ACAVAM107)				✓		
Sharing artwork with others (ACAVAM108)				✓		

Content descriptions	Topic					
	1	2	3	4	5	6
<b>English</b>						
<b>Language for interaction</b>						
Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787)	✓			✓		✓
<b>Text structure and organisation</b>						
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)			✓			✓
<b>Expressing and developing ideas</b>						
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)			✓			✓
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)			✓			
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)	✓		✓		✓	✓
<b>Phonics and word knowledge</b>						
Understand how to spell one and two syllable words with common letter patterns (ACELA1778)			✓			✓
Use visual memory to read and write high-frequency words (ACELA1821)			✓			✓
<b>Creating literature</b>						
Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary (ACELA1832)			✓	✓		
<b>Interacting with others</b>						
Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)	✓	✓	✓	✓	✓	✓
Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788)	✓	✓	✓	✓	✓	✓

Content descriptions	Topic					
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Make short presentations using some introduced text structures and language, for example opening statements (ACELY1657)				✓		✓
<b>Interpreting, analysing, evaluation</b>						
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)				✓		✓
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)			✓		✓	
<b>Creating texts</b>						
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)		✓	✓	✓		✓
Re-read student's own texts and discuss possible changes to improve meaning, spelling and punctuation (ACELY1662)						✓
Write using unjoined lower case and upper-case letters (ACELY1663)			✓			✓
<b>Mathematics</b>						
<b>Number and place value</b>						
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)					✓	
Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts (ACMNA015)		✓				
<b>Money and financial mathematics</b>						
Recognise, describe and order Australian coins according to their value (ACMNA017)		✓			✓	
<b>Patterns and algebra</b>						
Investigate and describe number patterns formed by skip-counting (ACMNA018)					✓	
<b>Data representation and interpretation</b>						
Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays (ACMSP263)					✓	

Content descriptions	Topic					
	1	2	3	4	5	6
<b>HASS</b>						
<b>Analysing</b>						
Process information and/or data collected (e.g. sequence information or events, categorise information, combine information from different sources) (WAHASS18)					✓	
<b>Evaluating</b>						
Draw conclusions based on information and/or data displayed in pictures, texts and maps (e.g. form categories, make generalisations based on patterns) (WAHASS21)					✓	
Participate in decision-making processes (e.g. engage in group discussions, make shared decisions, share views) (WAHASS22)					✓	
<b>Health and Physical Education</b>						
Appreciation and encouragement of the behaviour of others through the use of: manners positive language praise (ACPPS019)	✓	✓	✓	✓	✓	✓
Positive ways to react to their own emotions in different situations, such as: walking away seeking help remaining calm (ACPPS020)	✓	✓	✓			✓
Actions that support a safe classroom, such as: moving around safely sharing appropriately following class rules (ACPPS022)			✓	✓		✓
Importance of rules and fair play in partner, group activities and minor games (ACPMP032)				✓		
<b>Drama</b>						
Use of dramatic action to sequence events to communicate an idea or message (ACADRM027)	✓			✓		✓
Exploration and experimentation of three (3) elements of drama: voice (loud, soft, varying loud and soft) movement (big, small, use of facial expressions) role (fictional character) to create drama (ACADRM028)	✓			✓		✓
Use of known stories and personal experiences to create drama with simple objects and available technologies (ACADRM029)	✓			✓		✓
Audience behaviour (paying attention to the development of a story) when viewing drama (ACADRR030)	✓			✓		
<b>Visual Arts</b>						
Exploration of different materials, media and/or technologies, when creating artwork (ACAVAM107)				✓		

Content descriptions	Topic					
	1	2	3	4	5	6
Display of artwork (ACAVAM108)				✓		



Content descriptions	Topic					
	1	2	3	4	5	6
<b>English</b>						
<b>Language for interaction</b>						
Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462)	✓		✓			✓
<b>Text structure and organisation</b>						
Recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465)			✓			✓
<b>Expressing and developing ideas</b>						
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)			✓			✓
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)			✓			
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)	✓		✓		✓	✓
<b>Phonics and word knowledge</b>						
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)			✓			✓
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)			✓			✓
<b>Interacting with others</b>						
Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)	✓	✓	✓	✓	✓	✓
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)	✓	✓	✓	✓	✓	✓
Rehearse and deliver short presentations on familiar and new topics (ACELY1667)				✓		✓
<b>Interpreting, analysing, evaluation</b>						

Content descriptions	Topic					
	1	2	3	4	5	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 (ACELY1670)			✓		✓	
<b>Creating texts</b>						
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)		✓	✓	✓		✓
Re-read and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1672)						✓
Write legibly and with growing fluency using unjoined upper case and lower-case letters (ACELY1673)			✓			✓
<b>Mathematics</b>						
<b>Number and place value</b>						
Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and tens from any starting point, then moving to other sequences (ACMNA026)					✓	
Explore the connection between addition and subtraction (ACMNA029)		✓				
Solve simple addition and subtraction problems using a range of efficient mental and written strategies (ACMNA030)		✓				
Recognise and represent multiplication as repeated addition, groups and arrays (ACMNA031)		✓				
Recognise and represent division as grouping into equal sets and solve simple problems using these representations (ACMNA032)		✓				
<b>Money and financial mathematics</b>						
Count and order small collections of Australian coins and notes according to their value (ACMNA034)		✓			✓	
<b>Patterns and algebra</b>						
Solve problems by using number sentences for addition or subtraction (ACMNA036)		✓			✓	
<b>Data representation and interpretation</b>						
Create displays of data using lists, table and picture graphs and interpret them (ACMSP050)					✓	

Content descriptions	Topic					
	1	2	3	4	5	6
<b>HASS</b>						
<b>Analysing</b>						
Explore points of view (e.g. understand that stories can be told from different perspectives) (WAHASS19)					✓	
Process information and/or data collected (e.g. sequence information or events, categorise information, combine information from different sources) (WAHASS18)					✓	
<b>Evaluating and reflecting</b>						
Draw conclusions based on information and/or data displayed in pictures, texts and maps (e.g. form categories, make generalisations based on patterns) (WAHASS21)					✓	
Participate in decision-making processes (e.g. engage in group discussions, make shared decisions, share views) (WAHASS22)					✓	
<b>Health and Physical Education</b>						
Strategies to include others in activities and games (ACPPS019)	✓	✓	✓	✓	✓	✓
Ways to interpret the feelings of others in different situations, such as: words other people use facial expressions body language (ACPPS020)	✓	✓	✓			✓
Actions that keep people safe and healthy in and outside the classroom, such as: staying hydrated, being sun smart, following school rules (ACPPS022)			✓	✓		✓
Importance of rules and fair play in partner, group activities and minor games (ACPMP032)				✓		
<b>Drama</b>						
Use of dramatic action to sequence events communicating an idea, message or story (ACADRM027)	✓			✓		✓
Exploration and experimentation of four (4) elements of drama: voice (loud, soft, varying loud and soft; pace and pitch) movement (big, small; use of facial expressions; gestures; posture) role (fictional character; listening and responding in role) situation (establishing a fictional setting and relating to it in role) to create drama (ACADRM028)	✓			✓		✓
Development of drama to communicate important personal events or fictional stories using objects, puppets, images and/or available technologies (ACADRM029)	✓			✓		✓
<b>Visual Arts</b>						

Content descriptions	Topic					
	1	2	3	4	5	6
Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107)				✓		
Create and display artworks to communicate ideas to an audience (ACAVAM108)				✓		

## General Capabilities

No	Sub-element	Topic					
		1	2	3	4	5	6
<b>LITERACY</b>							
Comprehending texts through listening, reading, and viewing element							
1.1	Comprehend texts			✓	✓	✓	✓
1.2	Navigate, read and view learning area texts			✓	✓	✓	✓
1.3	Listen and respond to learning area texts		✓	✓	✓	✓	✓
1.4	Interpret and analyse learning area texts	✓		✓	✓	✓	
Composing texts through listening, reading, and viewing element							
2.1	Compose texts	✓	✓	✓	✓		✓
2.2	Compose spoken, written, visual and multimodal learning area texts	✓	✓	✓	✓		✓
2.3	Use language to interact with others	✓	✓	✓	✓	✓	✓
2.4	Deliver presentations	✓		✓			✓
Text knowledge element							
3.1	Use knowledge of text structures			✓			
3.2	Use knowledge of text cohesion			✓			
Grammar knowledge element							
4.1	Use knowledge of sentence structures			✓			✓
4.2	Use knowledge of words and word groups			✓		✓	✓
4.3	Express opinion and point of view	✓		✓			✓
Word knowledge element							
5.1	Understand learning area vocabulary	✓		✓		✓	
5.2	Use spelling knowledge			✓			
Visual knowledge element							
6.1	Understand how visual elements create meaning		✓	✓	✓		✓
<b>NUMERACY</b>							
Estimating and calculating with whole numbers element							
1.1	Understand and use numbers in context		✓	✓		✓	
1.2	Estimate and calculate		✓			✓	
1.3	Use money		✓			✓	
Using spatial reasoning element							
4.2	Interpret maps and diagrams						✓
Interpreting statistical information element							

No	Sub-element	Topic					
		1	2	3	4	5	6
5.1	Interpret data displays		✓			✓	
<b>CRITICAL CREATIVE THINKING</b>							
Inquiring – Identifying, exploring and organising information and ideas element							
1.3	Organise and process information				✓	✓	✓
Generating ideas, possibilities and actions element							
2.1	Imagine possibilities and connect ideas	✓					✓
2.2	Consider alternatives					✓	
2.3	Seek solutions and put ideas into action		✓	✓			
Reflecting on thinking and processes element							
3.3	Transfer knowledge into new contexts				✓		✓
Analysing, synthesising and evaluating reasoning and procedures element							
4.1	Apply logic and reasoning		✓			✓	✓
4.2	Draw conclusions and design a course of action	✓				✓	
<b>PERSONAL SOCIAL CAPABILITY</b>							
Self-awareness element							
1.1	Recognise emotions	✓	✓	✓	✓	✓	✓
1.2	Recognise personal qualities and achievements			✓			
1.3	Understand themselves as learners			✓			
1.4	Develop reflective practice			✓			
Self-management element							
2.1	Express emotions appropriately			✓			
Social awareness element							
3.1	Appreciate diverse perspectives		✓				
3.2	Contribute to civil society						✓
3.3	Understand relationships						✓
Social management element							
4.1	Communicate effectively	✓	✓	✓		✓	✓
4.2	Work collaboratively	✓	✓	✓		✓	✓
4.3	Make decisions			✓		✓	
4.4	Negotiate and resolve conflict	✓		✓			
4.5	Develop leadership skills	✓		✓	✓		✓
<b>ETHICAL UNDERSTANDING</b>							

No	Sub-element	Topic					
		1	2	3	4	5	6
Understanding ethical concepts and issues element							
1.1	Recognise ethical concepts	✓	✓	✓	✓	✓	✓
1.2	Explore ethical concepts in context	✓	✓	✓	✓	✓	✓
Reasoning in decision making and actions element							
2.1	Reason and make ethical decisions		✓	✓		✓	✓
2.2	Consider consequences	✓		✓	✓	✓	
2.3	Reflect on ethical action	✓		✓			
Exploring values, rights and responsibilities element							
3.1	Examine values	✓					
3.2	Explore rights and responsibilities	✓			✓		✓
3.3	Consider points of view		✓				
<b>INTERCULTURAL UNDERSTANDING</b>							
Interacting and empathising with others element							
2.3	Empathise with others	✓					