

Paying It Forward

Aligned with the Australian WA Curriculum



Topic 3: A World with or without sharing

PRE-PRIMARY

Content descriptions	Activity							
	1	2	3	4	5	6	7	8
English								
Language for interaction								
Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)		✓		✓				
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)					✓			✓
Expressing and developing ideas								
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)		✓			✓			✓
Phonics and word knowledge								
Know how to read and write some high frequency words and other familiar words (ACELA1817)					✓			✓
Interacting with others								
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,	✓			✓				

Content descriptions	Activity							
	1	2	3	4	5	6	7	8
gestures and eye contact (ACELY1784)								
Interpreting, analysing, evaluation								
Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)		✓	✓			✓		
Creating texts								
Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)					✓			✓
Produce some lower- case and upper-case letters using learned letter formations (ACELY1653)					✓			✓
Health and Physical Education								
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)	✓	✓			✓			
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)	✓			✓	✓		✓	✓

Content descriptions	Activity							
	1	2	3	4	5	6	7	8
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)					✓			✓
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)		✓	✓	✓	✓			✓
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)		✓			✓			✓
Phonics and word knowledge								
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)					✓			✓
Creating literature								
Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary (ACELA1832)				✓	✓			
Interacting with others								
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)	✓			✓				
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		✓	✓			✓		

Content descriptions	Activity							
	1	2	3	4	5	6	7	8
(ACELY1660)								
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)					✓			✓
Write using unjoined lower case- and upper-case letters (ACELY1663)					✓			✓
Health and Physical Education								
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)	✓			✓		✓	✓	✓

Content descriptions	Activity							
	1	2	3	4	5	6	7	8
English								
Language for interaction								
Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462)		✓		✓				
Text structure and organisation								
Recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465)					✓			✓
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)					✓			✓
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)		✓			✓			✓
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)					✓			✓
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)					✓			✓
Interacting with others								
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)	✓			✓				
Creating texts								

Content descriptions	Activity							
	1	2	3	4	5	6	7	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 (ACELY1671)					✓			✓
Write legibly and with growing fluency using unjoined upper-case and lower-case letters (ACELY1673)					✓			✓
Health and Physical Education								
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)	✓			✓		✓	✓	✓

General Capabilities

No	Sub-element	Activity							
		1	2	3	4	5	6	7	8
LITERACY									
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				✓	✓			
NUMERACY									
Estimating and calculating with whole numbers element									
1.1	Understand and use numbers in context	✓							
CRITICAL AND CREATIVE THINKING									
Generating ideas, possibilities and actions element									
2.3	Seek solutions and put ideas into action				✓				
PERSONAL AND SOCIAL CAPABILITY									
Self-awareness element									
1.1	Recognise emotions	✓				✓		✓	
1.2	Recognise personal qualities and achievements								
1.3	Understand themselves as learners								

No	Sub-element	Activity							
		1	2	3	4	5	6	7	8
1.4	Develop reflective practice	✓							
Social management element									
4.1	Communicate effectively				✓				
4.2	Work collaboratively	✓			✓			✓	
4.3	Make decisions	✓							
4.5	Develop leadership skills	✓							
ETHICAL UNDERSTANDING									
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	✓							
INTERCULTURAL UNDERSTANDING									
Interacting and empathising with others element									
2.3	Empathise with others		✓						✓