

Paying It Forward

Aligned with the Australian WA Curriculum

YEARS
F-2

Topic 6: How I contribute to our classroom community

PRE-PRIMARY

Content descriptions	Activity			
	1	2	3	4
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 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, gestures and eye contact (ACELY1784)		✓		

Content descriptions	Activity			
	1	2	3	4
Deliver short oral presentations to peers (ACELY1647)				✓
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)				✓
Creating texts				
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)			✓	
Mathematics				
Describe position and movement (ACMMG010)	✓			
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)	✓	✓	✓	
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)	✓		✓	
Drama				
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)		✓		✓

Content descriptions	Activity			
	1	2	3	4
English				
Language for interaction				
Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787)		✓		
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)		✓		
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)			✓	
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)		✓		
Make short presentations using some introduced text structures and language, for example opening statements (ACELY1657)				✓
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)				✓

Content descriptions	Activity			
	1	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, 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)			✓	
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)	✓		✓	
Drama				
Use of dramatic action to sequence events communicating an idea, message or story (ACADRM027)		✓		
Exploration and experimentation of four (4) elements of drama: voice (loud, soft, varying loud and soft; pace and pitch) movement (big, small; use of facial expressions; gestures; posture) role (fictional character; listening and responding in role) situation (establishing a fictional setting and relating to it in role) to create drama (ACADRM028)		✓		
Development of drama to communicate important personal events or fictional stories using objects, puppets, images and/or available technologies (ACADRM029)		✓		✓

Content descriptions	Activity			
	1	2	3	4
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 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)		✓		
Rehearse and deliver short presentations on familiar and new topics (ACELY1667)				✓
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)			✓	

Content descriptions	Activity			
	1	2	3	4
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)			✓	
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)	✓		✓	
Drama				
Use of dramatic action to sequence events communicating an idea, message or story (ACADRM027)		✓		
Exploration and experimentation of four (4) elements of drama: voice (loud, soft, varying loud and soft; pace and pitch) movement (big, small; use of facial expressions; gestures; posture) role (fictional character; listening and responding in role) situation (establishing a fictional setting and relating to it in role) to create drama (ACADRM028)		✓		
Development of drama to communicate important personal events or fictional stories using objects, puppets, images and/or available technologies (ACADRM029)		✓		✓

General Capabilities

No	Sub-element	Activity			
		1	2	3	4
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			✓	
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			✓	
Visual knowledge element					
6.1	Understand how visual elements create meaning		✓		
NUMERACY					
Using spatial reasoning element					
4.2	Interpret maps and diagrams	✓			
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			✓	
Generating ideas, possibilities and actions element					
2.1	Imagine possibilities and connect ideas			✓	
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	✓		✓	
PERSONAL AND SOCIAL CAPABILITY					
Self-awareness element					

No	Sub-element	Activity			
		1	2	3	4
1.1	Recognise emotions			✓	
Social awareness element					
3.2	Contribute to civil society		✓	✓	✓
3.3	Understand relationships			✓	
Social management element					
4.1	Communicate effectively		✓		✓
4.2	Work collaboratively		✓		
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			✓	
2.3	Reflect on ethical action	✓		✓	
Exploring values, rights and responsibilities element					
3.1	Examine values	✓	✓	✓	
3.2	Explore rights and responsibilities	✓	✓	✓	