Curriculum Connections

Learning Areas:	Science, Humanities & Social Sciences (Hass), English, The Arts (Drama), Health And P.E, Technologies (Design & Technologies)
Cross Curriculum Priority:	Sustainability
General Capabilities:	Literacy, Critical And Creative Thinking, Personal & Social Capability, Ethical Understanding

AUSTRALIAN CURRICULUM CONTENT DESCRIPTIONS

SCIENCE: F/R/P/K	
Science Understanding	**Biological Sciences** Living things have basic needs, including food and water (ACSSU002)
Science as a Human Endeavour	**Nature and Development of Science** Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE013)
Science Inquiry Skills	**Questioning and Predicting** Pose and respond to questions about familiar objects and events (ACSIS014)

SCIENCE: YEAR 1	
Science Understanding	**Biological Sciences** Living things live in different places where their needs are met (ACSSU211) **Chemical Sciences** Everyday materials can be physically changed in a variety of ways (ACSSU018)
Science as a Human Endeavour	**Nature and Development of Science** Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE021) **Use and Influence of Science** People use science in their daily lives, including when caring for their environment and living things (ACSHE022)

AUSTRALIAN CURRICULUM CONTENT DESCRIPTIONS

SCIENCE: YEAR 2

Science Understanding	**Chemical Sciences** Different materials can be combined for a particular purpose (ACSSU031) **Earth and Space Sciences** Earth's resources are used in a variety of ways (ACSSU032)
Science as a Human Endeavour	**Nature and Development of Science** Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE034) **Use and Influence of Science** People use science in their daily lives, including when caring for their environment and living things (ACSHE035)

SCIENCE: YEAR 3

Science as a Human Endeavour	**Nature and Development of Science** Science involves making predictions and describing patterns and relationships (ACSHE050) **Use and Influence of Science** Science knowledge helps people to understand the effect of their actions (ACSHE051)

SCIENCE: YEAR 4

Science Understanding	**Biological Sciences** Living things have life cycles (ACSSU072) Living things depend on each other and the environment to survive (ACSSU073) **Chemical Sciences** Natural and processed materials have a range of physical properties that can influence their use (ACSSU074)
Science as a Human Endeavour	**Use and Influence of Science** Science knowledge helps people to understand the effect of their actions (ACSHE062)

SCIENCE: YEAR 5

Science as a Human Endeavour	**Use and Influence of Science** Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE083)

AUSTRALIAN CURRICULUM CONTENT DESCRIPTIONS

SCIENCE: YEAR 6	
Science Understanding	**Biological Sciences** The growth and survival of living things are affected by physical conditions of their environment (ACSSU094) **Chemical Sciences** Changes to materials can be reversible or irreversible (ACSSU095) **Physical Sciences** Electrical energy can be transferred and transformed in electrical circuits and can be generated from a range of sources (ACSSU097)
Science as a Human Endeavour	**Nature and Development of Science** Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions (ACSHE098) **Use and Influence of Science** Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE100)

HUMANITIES AND SOCIAL SCIENCES: F/R/P/K	
Knowledge and Understanding	**Geography** The places people live in and belong to, their familiar features and why they are important to people (ACHASSK015) The reasons why some places are special to people, and how they can be looked after (ACHASSK017)

HUMANITIES AND SOCIAL SCIENCES: YEAR 1	
Knowledge and Understanding	**History** Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods (ACHASSK030) **Geography** The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHASSK031) Activities in the local place and reasons for their location (ACHASSK033)

AUSTRALIAN CURRICULUM CONTENT DESCRIPTIONS

HUMANITIES AND SOCIAL SCIENCES: YEAR 2

Knowledge and Understanding	**History** How changing technology affected people's lives (at home and in the ways they worked, travelled, communicated and played in the past) (ACHASSK046)

HUMANITIES AND SOCIAL SCIENCES: YEAR 3

Knowledge and Understanding	**Geography** The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there, and people's perceptions of these places (ACHASSK069)

HUMANITIES AND SOCIAL SCIENCES: YEAR 4

Knowledge and Understanding	**Geography** The importance of environments, including natural vegetation, to animals and people (ACHASSK088) The use and management of natural resources and waste, and the different views on how to do this sustainably (ACHASSK090)

HUMANITIES AND SOCIAL SCIENCES: YEAR 5

Knowledge and Understanding	**Geography** The environmental and human influences on the location and characteristics of a place and the management of spaces within them (ACHASSK113)

HUMANITIES AND SOCIAL SCIENCES: YEAR 6

Knowledge and Understanding	**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) The effect that consumer and financial decisions can have on the individual, the broader community and the environment (ACHASSK150)

AUSTRALIAN CURRICULUM CONTENT DESCRIPTIONS

ENGLISH: F/R/P/K	
Language	**Text Structure and Organisation** Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430)
Literature	**Literature and Context** Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575) **Examining Literature** Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785)
Literacy	**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)
ENGLISH: YEAR 1	
Language	**Language for Interaction** Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (ACELA1444) Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787)
Literature	**Responding to Literature** Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)
Literacy	**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)

AUSTRALIAN CURRICULUM CONTENT DESCRIPTIONS

ENGLISH: YEAR 2	
Language	**Language Variation and Change** Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460) **Text Structure and Organisation** Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)
Literature	**Responding to Literature** Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)
Literacy	**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)
ENGLISH: YEAR 3	
Language	**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) **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)

AUSTRALIAN CURRICULUM CONTENT DESCRIPTIONS

ENGLISH: YEAR 3	
Literature	**Responding to Literature** Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)
Literacy	**Interacting with Others** 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) **Interpreting, Analysing, Evaluating** 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)
ENGLISH: YEAR 4	
Language	**Text Structure and Organisation** Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)
Literature	**Responding to Literature** Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603)

AUSTRALIAN CURRICULUM CONTENT DESCRIPTIONS

ENGLISH: YEAR 4

Literacy	**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)
	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)
	Interpreting, Analysing, Evaluating
	Read different types of texts by combining contextual , semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1691)
	Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)

ENGLISH: YEAR 5

Language	**Language for Interaction**
	Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501)
	Text Structure and Organisation
	Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)
Literacy	**Interacting with Others**
	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796)
	Interpreting, Analysing, Evaluating
	Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)

AUSTRALIAN CURRICULUM CONTENT DESCRIPTIONS

ENGLISH: YEAR 6	
Language	**Text Structure and Organisation** Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)
Literature	**Literature and Context** Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)
Literacy	**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) **Interpreting, Analysing, Evaluating** Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)

AUSTRALIAN CURRICULUM CONTENT DESCRIPTIONS

THE ARTS (DRAMA)

F/R/P/K– Year 2	Explore role and dramatic action in dramatic play, improvisation and process drama (ACADRM027) Respond to drama and consider where and why people make drama, starting with Australian drama including drama of Aboriginal and Torres Strait Islander Peoples (ACADRR030)
Years 3 - 4	Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama (ACADRM031) Identify intended purposes and meaning of drama, starting with Australian drama, including drama of Aboriginal and Torres Strait Islander Peoples, using the elements of drama to make comparisons (ACADRR034)
Years 5 - 6	Explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama to develop characters and situations (ACADRM035) Explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander drama (ACADRR038)

HEALTH AND PE: F/R/P/K

Personal, Social and Community Health	**Contributing to heathy and active communities** Identify actions that promote health, safety and wellbeing (ACPPS006)

HEALTH AND PE: YEARS 1 - 2

Personal, Social and Community Health	**Contributing to heathy and active communities** Explore actions that help make the classroom a healthy, safe and active place (ACPPS022)

HEALTH AND PE: YEARS 3 - 4

Personal, Social and Community Health	**Contributing to heathy and active communities** Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040)

HEALTH AND PE: YEARS 5 - 6

Personal, Social and Community Health	**Contributing to heathy and active communities** Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)

AUSTRALIAN CURRICULUM CONTENT DESCRIPTIONS

TECHNOLOGIES (DESIGN & TECHNOLOGIES): F/R/P/K – YEAR 2

Knowledge and Understanding	Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs (ACTDEK001) Explore how technologies use forces to create movement in products (ACTDEK002)

TECHNOLOGIES (DESIGN & TECHNOLOGIES): YEARS 3 - 4

Knowledge and Understanding	Recognise the role of people in design and technologies occupations and explore factors, including sustainability that impact on the design of products, services and environments to meet community needs (ACTDEK010) Investigate the suitability of materials, systems, components, tools and equipment for a range of purposes (ACTDEK013)

TECHNOLOGIES (DESIGN & TECHNOLOGIES): YEARS 5 - 6

Knowledge and Understanding	Examine how people in design and technologies occupations address competing considerations, including sustainability in the design of products, services, and environments for current and future use (ACTDEK019) Investigate how electrical energy can control movement, sound or light in a designed product or system (ACTDEK020)