AUSTRALIAN CURRICULUM CONTENT

AUSTRALIAN CURRICULUM CONNECTIONS

LEARNING AREAS	English, Health and Physical Education, The Arts (Drama, Music, Dance), Humanities & Social Sciences.
GENERAL CAPABILITIES	Literacy, Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding, Intercultural Understanding.
THEMES	Self Esteem, Empathy, Kindness, Friendship, Resilience, Books and Reading

ENGLISH

LANGUAGE
Sub-strand: Language variation and change

Year Level:	Curriculum Content Descriptions:
Year 2	• 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)
Year 3	• Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475)

CURRICULUM CONTENT

LANGUAGE

Sub-strand: Language for interaction

Year Level:	Curriculum Content Descriptions:
Foundation	• Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)
Year 1	• 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)
Year 2	• Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (ACELA1461)
Year 3	• 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)
Year 5	• 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)

LANGUAGE

Sub-strand: Text structure and organisation

Year Level:	Curriculum Content Descriptions
Foundation	• 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)
Year 1	• Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447)
Year 2	• Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)
Year 3	• 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)
Year 4	• Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose, and the intended audience (ACELA1490)
Year 5	• Understand how texts vary in purpose, structure, and topic as well as the degree of formality (ACELA1504)
Year 6	• Understand how authors often innovate on text structures and play with language features to achieve a particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)

CURRICULUM CONTENT

LANGUAGE

Sub-strand: Expressing and developing ideas

Year Level	Curriculum Content Descriptions
Foundation	• Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786)
Year 1	• Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)
Year 2	• Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469)
Year 3	• Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements, and film segments (ACELA1483)
Year 4	• Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (ACELA1496)

LITERATURE

Sub-strand: Literature and context

Year Level	Curriculum Content Descriptions
Foundation	• Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)
Year 2	• Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)
Year 6	• Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)

CURRICULUM CONTENT

LITERATURE

Sub-strand: Responding to literature

Year Level	Curriculum Content Descriptions
Foundation	• Respond to texts, identifying favourite stories, authors, and illustrators (ACELT1577) • Share feelings and thoughts about the events and characters in texts (ACELT1783)
Year 1	• Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582) • Express preferences for specific texts and authors and listen to the opinions of others (ACELT1583)
Year 2	• Compare opinions about characters, events and settings in and between texts (ACELT1589) • Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)
Year 3	• Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596) • Develop criteria for establishing personal preferences for literature (ACELT1598)
Year 4	• Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603)
Year 5	• Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)

LITERATURE

Sub-strand: Examining literature

Year Level	Curriculum Content Descriptions
Foundation	• Identify some features of texts including events and characters and retell events from a text (ACELT1578) • Replicate the rhythms and sound patterns in stories, rhymes, songs, and poems from a range of cultures (ACELT1579)
Year 1	• Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585)
Year 2	• Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592)

CURRICULUM CONTENT

LITERACY

Sub-strand: Texts in Context

Year Level	Curriculum Content Descriptions
Year 1	• Respond to texts drawn from a range of cultures and experiences (ACELY1655)

LITERACY

Sub-strand: Interacting with others

Year Level	Curriculum Content Descriptions
Foundation	• 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)
Year 1	• 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)
Year 2	• 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)
Year 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)
Year 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 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)
Year 5	• 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)
Year 6	• 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)

CURRICULUM CONTENT

LITERACY	
Sub-strand: Interpreting, analysing and evaluation	
Year Level	• **Curriculum Content Descriptions**
Foundation	• Use comprehension strategies to understand and discuss texts listened to, viewed, or read independently (ACELY1650)
Year 1	• 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)
Year 2	• Identify the audience of imaginative, informative, and persuasive texts (ACELY1668) • 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)
Year 3	• 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)
Year 4	• Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)
Year 5	• Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming, and scanning (ACELY1702)
Year 6	• Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)

CURRICULUM CONTENT

HEALTH AND PHYSICAL EDUCATION

PERSONAL, SOCIAL AND COMMUNITY HEALTH
Sub-strand: Being healthy, safe and active

Year Level	Curriculum Content Descriptions
Foundation	• Identify personal strengths (ACPPS001) • Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy (ACPPS003)
Years 1 and 2	• Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015) • Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem, or situation (ACPPS017)
Years 3 and 4	• Explore how success, challenge and failure strengthen identities (ACPPS033) • Explore strategies to manage physical, social and emotional change (ACPPS034) • Identify and practise strategies to promote health, safety and wellbeing (ACPPS036)
Years 5 and 6	• Examine how identities are influenced by people and places (ACPPS051) • Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)

PERSONAL, SOCIAL AND COMMUNITY HEALTH

Sub-strand: Communicating and interacting for health and wellbeing

Year Level	Curriculum Content Descriptions
Foundation	• Practise personal and social skills to interact positively with others (ACPPS004) • Identify and describe emotional responses people may experience in different situations (ACPPS005)
Years 1 and 2	• Describe ways to include others to make them feel they belong (ACPPS019) • Identify and practise emotional responses that account for own and others' feelings (ACPPS020)
Years 3 and 4	• Describe how respect, empathy and valuing diversity can positively influence relationships (ACPPS037) • Investigate how emotional responses vary in depth and strength (ACPPS038)
Years 5 and 6	• Practise skills to establish and manage relationships (ACPPS055) • Examine the influence of emotional responses on behaviour and relationships (ACPPS056)

CURRICULUM CONTENT

PERSONAL, SOCIAL AND COMMUNITY HEALTH

Sub-strand: Contributing to healthy and active communities

Year Level	Curriculum Content Descriptions
Foundation	• Identify actions that promote health, safety, and wellbeing (ACPPS006)
Years 1 and 2	• Explore actions that help make the classroom a healthy, safe and active place (ACPPS022) • Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected (ACPPS024)
Years 3 and 4	• Research own heritage and cultural identities, and explore strategies to respect and value diversity (ACPPS042)
Years 5 and 6	• Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058) • Identify how valuing diversity positively influences the wellbeing of the community (ACPPS060)

THE ARTS

THE ARTS
Sub-strand: Drama

Year Level	Curriculum Content Descriptions
Foundation to 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 and 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 and 6	• Explore dramatic action, empathy and space in improvisations, play building 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)

CURRICULUM CONTENT

THE ARTS	
Sub-strand: Music	
Year Level	**Curriculum Content Descriptions**
Foundation to Year 2	• Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion (ACAMUM080) • Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples (ACAMUR083)
Years 3 and 4	• Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns (ACAMUM084) • Identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples (ACAMUR087)
Years 5 and 6	• Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns (ACAMUM088) • Explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander music (ACAMUR091)

CURRICULUM CONTENT

THE ARTS	
Sub-strand: Dance	
Year Level	**Curriculum Content Descriptions**
Foundation to Year 2	• Explore, improvise and organise ideas to make dance sequences using the elements of dance (ACADAM001)
	• Use fundamental movement skills to develop technical skills when practising dance sequences (ACADAM002)
	• Respond to dance and consider where and why people dance, starting with dances from Australia including dances of Aboriginal and Torres Strait Islander Peoples (ACADAR004)
Years 3 and 4	• Practise technical skills safely in fundamental movements (ACADAM006)
	• Perform dances using expressive skills to communicate ideas, including telling cultural or community stories (ACADAM007)
	• Identify how the elements of dance and production elements express ideas in dance they make, perform and experience as audience, including exploration of Aboriginal and Torres Strait Islander dance (ACADAR008)
Years 5 and 6	• Explore movement and choreographic devices using the elements of dance to choreograph dances that communicate meaning (ACADAM009)
	• Develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination (ACADAM010)
	• Perform dance using expressive skills to communicate a choreographer's ideas, including performing dances of cultural groups in the community (ACADAM011)
	• Explain how the elements of dance and production elements communicate meaning by comparing dances from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander dance (ACADAR012)