

## **LEARNING AREAS**

- Science
- Humanities and Social Sciences
- English
- Health & PE
- The Arts

## **GENERAL CAPABILITIES**

- Literacy
- Critical and Creative Thinking
- Personal & Social Capability
- Ethical Understanding

## **CROSS-CURRICULUM PRIORITIES**

- Sustainability

## **CONTENT DESCRIPTIONS BY LEARNING AREA**

### **SCIENCE:**

Science / Foundation / Science Understanding / Biological sciences

#### **Curriculum content descriptions**

Living things have basic needs, including food and water ([ACSSU002](#))

#### **Elaborations**

- identifying the needs of humans such as warmth, food and water, using students' own experiences
- recognising the needs of living things in a range of situations such as pets at home, plants in the garden or plants and animals in bushland
- comparing the needs of plants and animals

**Science / Year 1 / Science as a Human Endeavour / Use and influence of science****Curriculum content descriptions**

People use science in their daily lives, including when caring for their environment and living things ([ACSH022](#))

**Elaborations**

- considering how science is used in activities such as cooking, fishing, transport, sport, medicine and caring for plants and animals
- identifying ways that science knowledge is used in the care of the local environment such as animal habitats, and suggesting changes to parks and gardens to better meet the needs of native animals

**Science / Year 1 / Science Understanding / Earth and space sciences****Curriculum content descriptions**

Observable changes occur in the sky and landscape ([ACSSU019](#))

**Elaborations**

- exploring the local environment to identify and describe natural, managed and constructed features
- recording short and longer term patterns of events that occur on Earth and in the sky, such as the appearance of the moon and stars at night, the weather and the seasons

**Science / Year 1 / Science Understanding / Biological sciences****Curriculum content descriptions**

Living things live in different places where their needs are met ([ACSSU211](#))

**Elaborations**

- exploring different habitats in the local environment such as the beach, bush and backyard
- recognising that different living things live in different places such as land and water
- exploring what happens when habitats change and some living things can no longer have their needs met

**Science / Year 2 / Science Understanding / Earth and space sciences****Curriculum content descriptions**

Earth's resources are used in a variety of ways ([ACSSU032](#))

**Elaborations**

- identifying the Earth's resources including water, soil and minerals, and describing how they are used in the school
- describing how a resource such as water is transferred from its source to its point of use
- considering what might happen to humans if there were a change in a familiar available resource, such as water
- identifying actions at school such as turning off dripping taps, that can conserve resources

**Science / Year 2 / Science as a Human Endeavour / Use and influence of science****Curriculum content descriptions**

People use science in their daily lives, including when caring for their environment and living things ([ACSH035](#))

**Elaborations**

- monitoring information about the environment and Earth's resources, such as rainfall, water levels and temperature
- identifying the ways humans manage and protect resources, such as reducing waste and caring for water supplies
- recognising that many living things rely on resources that may be threatened, and that science understanding can contribute to the preservation of such resources

**Science / Year 3 / Science as a Human Endeavour / Use and influence of science****Curriculum content descriptions**

Science knowledge helps people to understand the effect of their actions ([ACSH051](#))

**Elaborations**

- deciding what characteristics make a material a pollutant

**Science / Year 3 / Science Understanding / Chemical sciences****Curriculum content descriptions**

A change of state between solid and liquid can be caused by adding or removing heat ([ACSSU046](#))

**Elaborations**

- investigating how liquids and solids respond to changes in temperature, for example water changing to ice, or melting chocolate
- predicting the effect of heat on different materials

**Science / Year 4 / Science Understanding / Biological sciences****Curriculum content descriptions**

Living things depend on each other and the environment to survive ([ACSSU073](#))

**Elaborations**

- investigating the roles of living things in a habitat, for instance producers, consumers or decomposers
- recognising that interactions between living things may be competitive or mutually beneficial

**Science / Year 4 / Science as a Human Endeavour / Use and influence of science****Curriculum content descriptions**

Science knowledge helps people to understand the effect of their actions ([ACSHE062](#))

**Elaborations**

- considering methods of waste management and how they can affect the environment
- exploring how science has contributed to a discussion about an issue such as loss of habitat for living things or how human activity has changed the local environment

**Science / Year 5 / Science as a Human Endeavour / Use and influence of science****Curriculum content descriptions**

Scientific knowledge is used to solve problems and inform personal and community decisions ([ACSHE083](#))

**Elaborations**

- considering how best to ensure growth of plants
- considering how decisions are made to grow particular plants and crops depending on environmental conditions

**Science / Year 5 / Science Understanding / Chemical sciences****Curriculum content descriptions**

Solids, liquids and gases have different observable properties and behave in different ways ([ACSSU077](#))

**Elaborations**

- recognising that substances exist in different states depending on the temperature
- exploring the way solids, liquids and gases change under different situations such as heating and cooling

**Science / Year 6 / Science Understanding / Biological sciences****Curriculum content descriptions**

The growth and survival of living things are affected by physical conditions of their environment ([ACSSU094](#))

**Elaborations**

- investigating how changing the physical conditions for plants impacts on their growth and survival such as salt water, use of fertilizers and soil types

Science / Year 6 / Science Understanding / Earth and space sciences

**Curriculum content descriptions**

Sudden geological changes and extreme weather events can affect Earth's surface ([ACSSU096](#))

**Elaborations**

- considering the effect of drought on living and non-living aspects of the environment

**HASS:**

Humanities and social sciences / Year 1 / Knowledge and Understanding / Geography

**Curriculum content descriptions**

The natural, managed and constructed features of places, their location, how they change and how they can be cared for ([ACHASSK031](#))

**Elaborations**

- describing local features people look after (for example, bushland, wetland, park or a heritage building) and finding out why and how these features need to be cared for, and who provides this care

Humanities and social sciences / Year 4 / Knowledge and Understanding / Geography

**Curriculum content descriptions**

The use and management of natural resources and waste, and the different views on how to do this sustainably ([ACHASSK090](#))

**Elaborations**

- identifying some of the resources produced by the environment and where they come from (for example, water, food and raw materials such as fibres, timber and metals that make the things they use)
- exploring how some natural resources are used and managed in sustainable and non-sustainable ways

Humanities and social sciences / Year 5 / Knowledge and Understanding / Geography

**Curriculum content descriptions**

The environmental and human influences on the location and characteristics of a place and the management of spaces within them ([ACHASSK113](#))

**Elaborations**

- exploring the extent of change in the local environment over time and the impact of change on ecosystems

Humanities and social sciences / Year 5 / Knowledge and Understanding /  
Economics and business

**Curriculum content descriptions**

The difference between needs and wants and why choices need to be made about how limited resources are used ([ACHASSK119](#))

**Elaborations**

- explaining the concept of scarcity (that is, needs and unlimited wants compared to limited resources) and why individuals cannot have all the items they want and therefore must make a choice

Humanities and social sciences / Year 6 / Knowledge and Understanding /  
Economics and business

**Curriculum content descriptions**

How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs ([ACHASSK149](#))

**Elaborations**

- explaining why choices have to be made when faced with unlimited wants and limited resources (for example, by compiling a list of personal needs and wants, determining priorities (including sustainability of natural environments) and identifying the needs and wants that can be satisfied with the resources available)
- exploring some national needs and wants in Australia and an Asian country (for example, access to water, education, health care) and comparing resource limitations and decisions

Humanities and social sciences / Year 6 / Knowledge and Understanding /  
Economics and business

**Curriculum content descriptions**

The effect that consumer and financial decisions can have on the individual, the broader community and the environment ([ACHASSK150](#))

**Elaborations**

- considering if their actions have an effect on the environment (for example, does choosing to use recyclable shopping bags have an effect on the natural environment?)

**ENGLISH:**

English / Foundation / Literacy / Interacting with others

**Curriculum content descriptions**

Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact ([ACELY1784](#))

**Elaborations**

- learning to ask questions and provide answers that are more than one or two words
- participating in speaking and listening situations, exchanging ideas with peers in pairs and small groups and engaging in class discussions, listening to others and contributing ideas
- showing understanding of appropriate listening behaviour, such as listening without interrupting, and looking at the speaker if culturally appropriate
- listening and responding to oral and multimodal texts including rhymes and poems, texts read aloud and various types of digital texts

English / Year 1 / Language / Language for interaction

**Curriculum content descriptions**

Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others ([ACELA1444](#))

**Elaborations**

- recognising the effect of words, symbols, gestures and body language on the way communications are received by others

**English / Year 2 / Literature / Responding to literature****Curriculum content descriptions**

Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences ([ACELT1590](#))

**Elaborations**

- describing features of texts from different cultures including recurring language patterns, style of illustrations, elements of humour or drama, and identifying the features which give rise to their personal preferences
- drawing, writing and using digital technologies to capture and communicate favourite characters and events

**English / Year 3 / Literature / Responding to literature****Curriculum content descriptions**

Draw connections between personal experiences and the worlds of texts, and share responses with others ([ACELT1596](#))

**Elaborations**

- discussing relevant prior knowledge and past experiences to make meaningful connections to the people, places, events, issues and ideas in the text
- exploring texts that highlight issues and problems in making moral decisions and discussing these with others

**English / Year 4 / Literacy / Interacting with others****Curriculum content descriptions**

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](#))

**Elaborations**

- making notes about a task, asking questions to clarify or follow up information, and seeking assistance if required
- discussing levels of language — slang, colloquial (everyday) and formal language — and how their appropriateness changes with the situation and audience. Presenting ideas and opinions at levels of formality appropriate to the context and audience



English / Year 5 / Literature / Responding to literature

**Curriculum content descriptions**

Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others ([ACELT1609](#))

**Elaborations**

- posing and discussing questions, such as 'Should this character have behaved as they did?', and beginning to make balanced judgments about the dilemmas characters face and relative merit and harm

English / Year 5 / Language / Text structure and organisation

**Curriculum content descriptions**

Understand how texts vary in purpose, structure and topic as well as the degree of formality ([ACELA1504](#))

**Elaborations**

- becoming familiar with the typical stages and language features of such text types as: narrative, procedure, exposition, explanation, discussion and informative text and how they can be composed and presented in written, digital and multimedia forms

English / Year 6 / Literacy / Interpreting, analysing, evaluating

**Curriculum content descriptions**

Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts ([ACELY1713](#))

**Elaborations**

- making connections between the text and students' own experience or other texts
- making connections between information in print and images
- finding specific literal information
- using prior knowledge and textual information to make inferences and predictions
- asking and answering questions
- finding the main idea of a text
- summarising a text or part of a text

**English / Year 6 / Literacy / Interacting with others****Curriculum content descriptions**

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](#))

**Elaborations**

- participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations
- using effective strategies for dialogue and discussion in range of familiar and new contexts, including speaking clearly and coherently and at appropriate length, acknowledging and extending the contributions of others, asking pertinent questions and answering others' questions
- choosing vocabulary and spoken text and sentence structures for particular purposes and audiences, adapting language choices to meet the perceived audience needs, such as recounting an excursion to a younger class or welcoming a visitor to a school function
- experimenting with voice effects for different audiences and purposes, such as tone, volume, pitch and pace, recognising the effects these have on audience understanding and engagement

**THE ARTS:****Drama / Foundation to Year 2****Curriculum content descriptions**

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](#))

**Elaborations**

- identifying where they might see and hear drama in their lives and community, for example, sharing experiences of attending drama performances or taking part in drama in their community, and considering how drama sustains and communicates cultural knowledge
- talking about how voices, movement and space are used in drama they make and see connecting to and sharing drama experiences through available digital access
- recognising that drama can show that people have different feelings about the world based on their experiences of the environment and other people
- Considering viewpoints – societies and cultures: For example – Why are these people making drama? Where are they making drama?

## Drama / Year 3 and 4

### **Curriculum content descriptions**

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](#))

### **Elaborations**

- identifying meaning and describing purposes in drama from different social, cultural or historical contexts
- Considering viewpoints – societies and cultures: For example – What features and ideas in the drama come from other cultures, times and places? How have you used these ideas and features in your own drama? Why do you think people from all different cultures make and respond to drama?
- comparing the expectations and requirements of performers and audience in different cultural settings and applying learning in their own performances
- examining drama in their community and comparing it to other drama of different people, times and cultures
- Considering viewpoints – meanings and interpretations: For example – What are the stories and the ideas in the drama you watch and listen to? Which of the characters do you identify with? What relationships and situations do you recognise (or not recognise) in the drama you watch and listen to?
- writing about and discussing with others the meaning and intended purposes of their own drama using drama terminology

## Drama / Year 5 and 6

### **Curriculum content descriptions**

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](#))

### **Elaborations**

- reviewing their own drama, outlining how they used elements of drama and narrative structures and the consequences of collaborative processes
- identifying and discussing different performance styles and the portrayal of different roles and relationships in the drama
- talking and writing about drama from other places and times and how it might or does contribute to their own drama, and how cultural understandings shape meanings in drama
- Considering viewpoints – societies and cultures: For example – What are the traditions, customs and conventions of this drama? How does this drama draw from other cultures, times and places? How have you used drama of other times, places and cultures in your own drama?

**HEALTH & PHYSICAL EDUCATION:**

Health and physical education / Foundation / Personal, Social and Community Health / Being healthy, safe and active

**Curriculum content descriptions**

Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy ([ACPPS003](#))

**Elaborations**

- identifying characters in different texts who help the main character to stay safe and healthy
- identifying knowledge, skills and understandings that can help keep them safe and healthy

Health and physical education / Year 1 and 2 / Personal, Social and Community Health / Contributing to healthy and active communities

**Curriculum content descriptions**

Explore actions that help make the classroom a healthy, safe and active place ([ACPPS022](#))

**Elaborations**

- exploring sustainable practices that students can implement in the classroom to improve health and wellbeing of the class
- exploring how fruit and water breaks help support class health and wellbeing
- explaining and demonstrating how being fair and respectful contributes to class health and wellbeing

Health and physical education / Year 3 and 4 / Personal, Social and Community Health / Contributing to healthy and active communities

**Curriculum content descriptions**

Describe strategies to make the classroom and playground healthy, safe and active spaces ([ACPPS040](#))

**Elaborations**

- exploring and developing responsible and sustainable classroom practices such as recycling, composting and energy saving