# Foundation Year

#### Students at this stage

Typically, students in Foundation Year are curious about nature. They often notice things outdoors that adults miss. There is an opportunity to encourage this curiosity and develop skills and knowledge to safely enjoy the outdoors. It is also important that students at this age learn the skills to assess and move on uneven and varied surfaces.

Fresh air and outdoor play alone and in groups are essential components of a child’s development. Foundation students require opportunities for free play in a range of outdoor places that the local environment can provide; including boulders, trees, grasslands, creeks, lakes and beaches. Movements such as climbing, tunnelling, swinging, rolling, jumping, rolling and throwing stones help develop a physically capable child in the outdoors. Taking simple measures such as wearing sunscreen and a hat can maximise enjoyment and safety in the outdoors.

Children begin to develop awareness and respect for others and learn about the role and place of natural things. They may have fears about animals such as spiders, snakes and crocodiles and need reassurance and education about these things. They learn to explore without leaving an impact on nature and develop empathy towards other living things.

Adapted from OEA website, accessed 8 December 2016. <http://outdooreducationaustralia.org.au/education/sequencing/>

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| **Dimension 1**  **There is a range of skills and knowledge required to work together, be active and be safe in the outdoors** |

Health and Physical Education

Identify people and demonstrate protective behaviours and other actions that help keep them safe and healthy (ACPPS003)

Practise personal and social skills to interact positively with others (ACPPS004)

Identify actions that promote health, safety and wellbeing (ACPPS006)

Practise fundamental movement skills and movement sequences using different body parts (ACPMP008)

Participate in games with and without equipment (ACPMP009)

Cooperate with others when participating in physical activities (ACPMP012)

Test possible solutions to movement challenges through trial and error (ACPMP013)

Science

Science involves observing, asking questions about, and describing changes in, objects and events [(ACSHE013)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACSHE013)

Pose and respond to questions about [familiar](http://www.australiancurriculum.edu.au/glossary/popup?a=S&t=familiar) objects and events [(ACSIS014)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACSIS014)

Participate in guided investigations and make observations using the [senses](http://www.australiancurriculum.edu.au/glossary/popup?a=S&t=senses) [(ACSIS011)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACSIS011)

Engage in discussions about observations and represent ideas [(ACSIS233)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACSIS233)

Share observations and ideas [(ACSIS012)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACSIS012)

Personal and social capability

Self-management

Identify situations that feel safe or unsafe, approaching new situations with confidence

Undertake and persist with short tasks, within the limits of personal safety

Social management

Share experiences of cooperation in play and group activities

Identify cooperative behaviours in a range of group activities

Aboriginal and Torres Strait Islander Histories and Cultures

Aboriginal and Torres Strait Islander Peoples' family and kinship structures are strong and sophisticated

Aboriginal and Torres Strait Islander Peoples’ ways of life are uniquely expressed through ways of being, knowing, thinking and doing

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| **Dimension 2**  **An individual’s experience in natural environments enhances human–nature relationships** |

Science

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

Daily and seasonal changes in our environment affect everyday life (ACSSU004)

In F–6/7 HASS (geography sub-strand)

The places people live in and belong to, their familiar features and why they are important to people [(ACHASSK015)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK015)

The reasons why some places are special to people, and how they can be looked after [(ACHASSK017)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK017)

Interpret [data](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=data) and information displayed in pictures and texts and on maps [(ACHASSI007)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSI007)

Reflect on learning to propose how to care for places and sites that are important or significant [(ACHASSI009)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSI009)

Personal and Social Capability

Self-awareness

Reflect on their feelings as learners and how their efforts affect skills and achievements

Reflect on what they have learnt about themselves from a range of experiences at home and school

Social awareness

Describe ways they can help at home and school

Describe how they contribute to their homes, classrooms and local communities, and how others care for and assist them

Aboriginal and Torres Strait Islander Histories and Cultures

Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place.

Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.

Sustainability

World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice, are essential for achieving sustainability.

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| **Dimension 3**  **Ecological, cultural and personal knowledge of and experiences in places enhances decision-making about conservation and sustainability** |

Science

Living things have basic needs, including food and water (ACSSU020)

F–6/7 HASS (geography sub-strand)

The Aboriginal or Torres Strait Islander [Country/Place](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=Country%2fPlace) on which the school is located and why [Country/Place](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=Country%2fPlace) is important to Aboriginal and Torres Strait Islander Peoples [(ACHASSK016)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK016)

The reasons why some places are special to people, and how they can be looked after [(ACHASSK017)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK017)

Reflect on learning to propose how to care for places and sites that are important or significant [(ACHASSI009)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSI009)

Critical and Creative Thinking

Reflecting on thinking and processes

Connect information from one setting to another

Use information from a previous experience to inform a new idea

Analysing, synthesising and evaluating reasoning and procedures

Share their thinking about possible courses of action

Intercultural Understanding

Recognising culture and developing respect

Share ideas about self and belonging with peers

Identify and describe the various groups to which they belong and the ways people act and communicate within them

Ethical Understanding

Reasoning in decision-making and actions

Identify examples from stories and experiences that show ways people make decisions about their actions

Discuss how people make decisions about their actions and offer reasons why people’s decisions differ

Aboriginal and Torres Strait Islander Histories and Cultures

Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.

The significant contributions of Aboriginal Peoples and Torres Strait Islander Peoples in the present and past are acknowledged locally, nationally and globally.

Sustainability

Students develop the knowledge, skills, values and world views necessary to contribute to more sustainable patterns of living.

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| **Dimension 4**  Experiences in natural environments promote personal growth and development; and health and wellbeing |

Health and Physical Education

Identify personal strengths (ACPPS001)

Identify and describe emotional responses people may experience in different situations (ACPS005)

Identify actions that promote health, safety and wellbeing (ACPPS006)

Participate in play that promotes engagement with outdoor settings and the natural environment (ACPPS007)

Geography

The places people live in and belong to, their familiar features and why they are important to people (ACHGK002)

Personal and Social Capability

##### Self-awareness

Identify their likes and dislikes, needs and wants, and explore what influences these

Identify and describe personal interests, skills and achievements and explain how these contribute to family and school life

Aboriginal and Torres Strait Islander Histories and Cultures

Aboriginal and Torres Strait Islander Peoples live in Australia as first peoples of Country or Place and demonstrate resilience in responding to historic and contemporary impacts of colonisation.

Aboriginal and Torres Strait Islander Peoples’ ways of life are uniquely expressed through ways of being, knowing, thinking and doing.

HPE

* playing traditional Aboriginal and Torres Strait Islander games such as Kolap using natural materials

Sustainability

All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.