# **Curriculum links**

| **Year Level** | **Curriculum Links** |  |
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| **Foundation – Career Street**  Sample Activities  Listen and respond to written and oral texts  Create written texts  Provide explanations and presentations to partners/small group/whole class  Explore money  Role play experiences | Learning Areas  *Foundation*  **English**  *Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations*[(ACELY1646 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACELY1646)  *Deliver short oral presentations to peers*[(ACELY1647 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACELY1647)  *Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge*[(ACELY1651 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACELY1651)  **Mathematics**  *Represent practical situations to model addition and sharing* [(ACMNA004 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACMNA004)  **The Arts**  Drama  *Explore role and dramatic action in dramatic play, improvisation and process drama* [(ACADRM027 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACADRM027) | General Capabilities  *Typically, by the end of Foundation, students:*  **Personal and Social Capability**  Self-Awareness  *Recognise personal qualities and achievements -* identify their likes and dislikes, needs and wants, and explore what influences these  Self-Management  *Develop self-discipline and set goal-*follow class routines to assist learning  *Become confident, resilient and adaptable -*identify situations that feel safe or unsafe, approaching new situations with confidence  Social Awareness  *Understand relationships* **-** explore relationships through play and group experiences  Social Management  *Work collaboratively -*share experiences of cooperation in play and group activities  **Numeracy**  Estimating and calculating with whole numbers  *Use money -* recognise the different value of coins and notes in the Australian monetary system  **Critical and Creative Thinking**  Inquiring  *Pose questions -* pose factual and exploratory questions based on personal interests and experiences  *Identify and clarify information and ideas -* identify and describe familiar information and ideas during a discussion or investigation  Reflecting  *Transfer knowledge into new contexts*- connect information from one setting to another |
| **Year 1 – Career Street**  Sample Activities  Develop questions that ask for information and use appropriate vocabulary  Create short presentations  Create written texts  Role play experiences  Discuss familiar and known places and experiences  Use money in role play situations | Learning Areas  *Year One*  **English**  *Respond to texts drawn from a range of cultures and experiences* [(ACELY1655 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACELY1655)  *Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions* [(ACELY1656 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACELY1656)  *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 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACELY1661)  **Mathematics**  *Recognise, describe and order Australian coins according to their value*[(ACMNA017 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACMNA017)  *Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts* [(ACMNA015 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACMNA015)  **Humanities and Social Sciences**  *Activities in the local place and reasons for their location* [(ACHASSK033 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACHASSK033)  **The Arts**  Drama  *Explore role and dramatic action in dramatic play, improvisation and process drama* [(ACADRM027 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACADRM027) | General Capabilities  *Typically, by the end of Year One, students:*  **Personal and Social Capability**  Self-Awareness  *Recognise personal qualities and achievements:* identify and describe personal interests, skills and achievements and explain how these contribute to family and school life  *Develop reflective practice:* reflect on what they have learnt about themselves from a range of experiences at home and school  Self-Management  *Develop self-discipline and set goals***:**set goals in learning and personal organisation by completing tasks within a given time  *Work independently and show initiative:* work independently on routine tasks and experiment with strategies to complete other tasks where appropriate  Social Awareness  *Contribute to civil society -*describe how they contribute to their homes, classrooms and local communities, and how others care for and assist them  Social Management  *Communicate effectively -* discuss the use of verbal and nonverbal communication skills to respond appropriately to adults and peers  *Work collaboratively -*identify cooperative behaviours in a range of group activities  *Make decisions* - practise individual and group decision making in situations such as class meetings and when working in pairs and small groups  **Numeracy**  Estimating and calculating with whole numbers  *Use money -* identify and use combinations of coins and notes for simple purchases  **Critical and Creative Thinking**  Inquiring  *Pose questions -* pose questions to identify and clarify issues, and compare information in their world  *Organise and process information* -organise information based on similar or relevant ideas from several sources  Reflecting  *Transfer knowledge into new contexts*- use information from a previous experience to inform a new idea |
| **Year 2 – Career Street**  Sample Activities  Read and comprehend texts that describe people and their jobs  Listen for information  Pose and answer questions  Deliver oral presentations  Create informative texts  Discuss familiar and known places and experiences  Use money in role play situations | Learning Areas  *Year Two*  **English**  *Listen for specific purposes and information, including instructions, and extend students’ own and others' ideas in discussions* [(ACELY1666 – Scootle)](http://www.scootle.edu.au/ec/search?accContentId=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 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACELY1789)  *Rehearse and deliver short presentations on familiar and new topics* [(ACELY1667 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACELY1667)  *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 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACELY1671)  *Construct texts featuring print, visual and audio elements using software, including word processing programs* [(ACELY1674 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACELY1674)  **Mathematics**  *Count and order small collections of Australian coins and notes according to their value* [(ACMNA034 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACMNA034)  **Humanities and Social Sciences**  *The influence of purpose, distance and accessibility on the frequency with which people visitplaces* [(ACHASSK051 - Scootle](http://www.scootle.edu.au/ec/search?accContentId=ACHASSK051))  **The Arts**  Drama  *Explore role and dramatic action in dramatic play, improvisation and process drama* [(ACADRM027 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACADRM027) | General Capabilities  *Typically, by the end of Year Two, students:*  **Personal and Social Capability**  Self-Awareness  *Recognise personal qualities and achievements -* identify and describe personal interests, skills and achievements and explain how these contribute to family and school life *Develop reflective practice -* reflect on what they have learnt about themselves from a range of experiences at home and school  Self-Management  *Develop self-discipline and set goals -*set goals in learning and personal organisation by completing tasks within a given time  *Work independently and show initiative -*work independently on routine tasks and experiment with strategies to complete other tasks where appropriate  Social Awareness  *Contribute to civil society* **-** describe how they contribute to their homes, classrooms and local communities, and how others care for and assist them  Social Management  *Communicate effectively -* discuss the use of verbal and nonverbal communication skills to respond appropriately to adults and peers  *Work collaboratively -*identify cooperative behaviours in a range of group activities  *Make decisions -* practise individual and group decision making in situations such as class meetings and when working in pairs and small groups  **Numeracy**  Estimating and calculating with whole numbers  *Use money -* identify and use combinations of coins and notes for simple purchases  **Critical and Creative Thinking**  Inquiring  *Pose questions -* pose questions to identify and clarify issues, and compare information in their world  *Organise and process information* -organise information based on similar or relevant ideas from several sources  Reflecting  *Transfer knowledge into new contexts*- use information from a previous experience to inform a new idea |
| **Year 3 – Career Expo**  Sample Activities  Explore and learn technical vocabulary related to a range of careers  Deliver and listen to a range of oral presentations  Create informative tasks related to goal setting and career planning  Participate in activities to extend their understanding of community and local community  Set goals related to learning experiences | Learning Areas  *Year Three*  **English**  *Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations* [(ACELY1676 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACELY1676)  *Plan and deliver short presentations, providing some key details in logical sequence* [(ACELY1677 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACELY1677)  *Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose* [(ACELY1682 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACELY1682)  **Design and Technologies**  *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 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACTDEK010)  **Humanities and Social Sciences** *Why people participate within communities and how students can actively participate and contribute* [(ACHASSK072 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACHASSK072)  **Health and Physical Education**  Explore how success, challenge and failure strengthen identities [(ACPPS033 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACPPS033) | General Capabilities  *Typically, by the end of Year Three, students:*  **Personal and Social Capability**  Self-Awareness  *Recognise personal qualities and achievements -* describe personal strengths and challenges and identify skills they wish to develop  *Develop reflective practice* - reflect on personal strengths and achievements, based on self-assessment strategies and teacher feedback  Self-Management  *Develop self-discipline and set goals -*explain the value of self-discipline and goal setting in helping them to learn  *Work independently and show initiative -*consider, select and adopt a range of strategies for working independently and taking initiative  *Become confident, resilient and adaptable -* persist with tasks when faced with challenges and adapt their approach where first attempts are not successful  Social Awareness  *Contribute to civil society*- identify the various communities to which they belong and what they can do to make a difference  Social Management  *Communicate effectively -* identify communication skills that enhance relationships for particular groups and purposes  *Work collaboratively -*describe characteristics of cooperative behaviour and identify evidence of these in group activities  *Make decisions -* contribute to and predict the consequences of group decisions in a range of situations  **Critical and Creative Thinking**  Inquiring  *Pose questions -* pose questions to expand their knowledge about the world  *Organise and process information -* collect, compare and categorise facts and opinions found in a widening range of sources  Analysing  *Draw conclusions and design a course of action*- draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion |
| **Year 4 – Career Expo**  Sample Activities  Explore and learn technical vocabulary related to a range of careers  Deliver and listen to a range of oral presentations  Create informative tasks related to goal setting and career planning  Participate in activities to extend their understanding of community and local community  Set goals related to learning experiences | Learning Areas  *Year Four*  **English**  *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 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACELY1687)  *Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences* [)](http://www.scootle.edu.au/ec/search?accContentId=ACELY1689) (ACELY1689 - Scootle)  *Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features* [(ACELY1694 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACELY1694)  *Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements* [(ACELY1697 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACELY1697)  **Design and Technologies**  *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 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACTDEK010)  **Health and Physical Education**  *Explore how success, challenge and failure strengthen identities* [(ACPPS033 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACPPS033) | General Capabilities  *Typically, by the end of Year Four, students:*  **Personal and Social Capability**  Self-Awareness  *Recognise personal qualities and achievements -* describe personal strengths and challenges and identify skills they wish to develop  *Develop reflective practice* - reflect on personal strengths and achievements, based on self-assessment strategies and teacher feedback  Self-Management  *Develop self-discipline and set goals -*explain the value of self-discipline and goal setting in helping them to learn  *Work independently and show initiative -*consider, select and adopt a range of strategies for working independently and taking initiative  *Become confident, resilient and adaptable -* persist with tasks when faced with challenges and adapt their approach where first attempts are not successful  Social Awareness  *Contribute to civil society -* identify the various communities to which they belong and what they can do to make a difference  Social Management  *Communicate effectively -* identify communication skills that enhance relationships for particular groups and purposes  *Work collaboratively -*describe characteristics of cooperative behaviour and identify evidence of these in group activities  *Make decisions -* contribute to and predict the consequences of group decisions in a range of situations  **Critical and Creative Thinking**  Inquiring  *Pose questions -* pose questions to expand their knowledge about the world  *Organise and process information* - collect, compare and categorise facts and opinions found in a widening range of sources  Analysing  *Draw conclusions and design a course of action* - draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion |
| **Year 5 – Career Expo**  Sample Activities  Explore and learn technical vocabulary related to a range of careers  Deliver and listen to a range of oral presentations  Create informative tasks related to goal setting and career planning  Participate in activities to extend their understanding of community and local community  Set goals related to learning experiences | Learning Areas  *Year Five*  **English**  *Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students’ own experiences and present and justify a point of view* [(ACELY1699 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACELY1699)  *Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal*  *elements* [(ACELY1700 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACELY1700)  *Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text* [(ACELY1701 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACELY1701)  *Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience* [(ACELY1704 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACELY1704)  *Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements* [(ACELY1707 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACELY1707)  **Humanities and Social Sciences** *How people with shared beliefs and values work together to achieve a civic goal* [(ACHASSK118 – Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACHASSK118)  **Health and Physical Education** *Examine how identities are influenced by people and places* [(ACPPS051 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACPPS051)  **Design and Technologies**  *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 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACTDEK019) | General Capabilities  *Typically, by the end of Year Five, students:*  **Personal and Social Capability**  Self-Awareness  Recognise personal qualities and achievements - describe the influence that personal qualities and strengths have on their learning outcomes*Develop reflective practice* - monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential  Self-Management  *Develop self-discipline and set goals -*analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals  *Work independently and show initiative -*assess the value of working independently, and taking initiative to do so where appropriate  *Become confident, resilient and adaptable -* devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety  Social Awareness  *Contribute to civil society*– identify a community need or problem and consider ways to take action to address it  Social Management  *Communicate effectively -* identify and explain factors that influence effective communication in a variety of situations  *Work collaboratively -*contribute to groups and teams, suggesting improvements in methods used for group investigations and projects  *Make decisions -* identify factors that influence decision making and consider the usefulness of these in making their own decisions  **Critical and Creative Thinking**  Inquiring  *Identify and clarify information and ideas -* identify and clarify relevant information and prioritise ideas  *Organise and process information -* analyse, condense and combine relevant information from multiple sources  Analysing  *Draw conclusions and design a course of action* - scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action |
| **Year 6 – Career Expo**  Sample Activities  Explore and learn technical vocabulary related to a range of careers  Deliver and listen to a range of oral presentations  Create informative tasks related to goal setting and career planning  Participate in activities to extend their understanding of community and local community  Set goals related to learning experiences | Learning Areas  *Year Six*  **English**  *Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches* [(ACELY1708 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACELY1708)  *Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions* [(ACELY1709 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACELY1709)  *Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis* [(ACELY1710 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACELY1710)  *Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts* [(ACELY1713 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACELY1713)  *Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience* [(ACELY1714 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACELY1714)  *Use a range of software, including word processing programs, learning new functions as required to create texts* [(ACELY1717 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACELY1717)  **Health and Physical Education** *Examine how identities are influenced by people and places* [(ACPPS051 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACPPS051)  **Design and Technologies**  *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 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACTDEK019) | General Capabilities  *Typically, by the end of Year Six, students:*  **Personal and Social Capability**  Self-Awareness  Recognise personal qualities and achievements - describe the influence that personal qualities and strengths have on their learning outcomes  *Develop reflective practice -* monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential  Self-Management  *Develop self-discipline and set goals -*analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals  *Work independently and show initiative -*assess the value of working independently, and taking initiative to do so where appropriate  *Become confident, resilient and adaptable -* devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety  Social Awareness  *Contribute to civil society* **-** identify a community need or problem and consider ways to take action to address it  Social Management  *Communicate effectively -* identify and explain factors that influence effective communication in a variety of situations  *Work collaboratively -*contribute to groups and teams, suggesting improvements in methods used for group investigations and projects  *Make decisions -* identify factors that influence decision making and consider the usefulness of these in making their own decisions  **Critical and Creative Thinking**  Inquiring  *Identify and clarify information and ideas -* identify and clarify relevant information and prioritise ideas  *Organise and process information* - analyse, condense and combine relevant information from multiple sources  Analysing  *Draw conclusions and design a course of action* - scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action |