



# **Mapping Units of Work Across the Key Learning Areas**

**Early Stage 1 – Stage 3**

**Revised 2004**

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## MAPPING UNITS OF WORK ACROSS THE KEY LEARNING AREAS

### Introduction

The material in this section of Linkages has been developed in collaboration with the NSW Primary Principals' Association Curriculum Reference group.

Teachers from six schools worked collaboratively to identify outcomes and units that provide opportunities for teachers to link commonly taught units with units and outcomes from other key learning areas in an authentic way.

The suggestions provide an extensive number of possibilities and will be helpful for schools using a cyclic scope and sequence and schools with multi-age or across-stage groupings. Each unit suggests a number of possible links to other units and specific outcomes from other key learning areas that will allow teachers to mix and match to develop an integrated unit. By changing the emphasis, for example, from focusing on HSIE as the 'host' KLA to Science and Technology as the host, teachers can easily include different learning sequences while using the same or similar resources.

Note: This mapping has been updated by replacing earlier Mathematics outcomes (1989 syllabus) with outcomes of the Mathematics K–6 Syllabus (2002). The units also reflect the draft mandatory outcomes (shown in **bold**) that are subject to statewide consultation in Term 4 2004.

Some selected resources are also included.

The material can also be found on the Primary Principals' Association website at <http://www.nswppa.org.au/dcurric.html>

Other websites which have units of work that teachers may find useful include:

Country Area Programs, <http://www.cap.nsw.edu.au>

Learning Materials Production Centre, <http://www.lmpc.edu.au>

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# EARLY STAGE ONE

## GROWING UP

*Links across key learning areas*

### HSIE

Unit: **This is Me!** (*p 29 HSIE K–6 Units of Work*)

This unit provides opportunities to explore students' lives and special characteristics, highlighting beliefs and moral codes. The unit emphasises the skill of organising and comparing information. It focuses on the students' backgrounds, past experiences and memories, and on important people in their lives. It provides opportunities for students to compare themselves with others in their class and with people from different paces and times.

**CUES1** *Identities, Cultural Diversity*

**CCES1** *Significant Events and People, Time and Change*

### ENGLISH

Note: Adapt indicators to reflect a 'growing up' theme.

**TES1.1** *Talking and Listening*

**TES1.4** *Language Structures and Features*

Provide opportunities for students to talk about special events in their life, their friends and family.

**RES1.5** *Reading and Viewing*

**RES1.6** *Skills and Strategies*

**RES1.7** *Context and Text*

**RES1.8** *Language Structures and Features*

Select texts related to children, their families, friends and celebrations.

**WES1.9** *Producing Texts*

**WES1.10** *Grammar and Punctuation*

**WES1.11** *Spelling*

**WES1.13** *Context and Text*

Read a range of recounts and model the writing of a recount for the class as a joint construction.

### MATHEMATICS

**WMES1.1** *Questioning*

**WMES1.3** *Communicating*

**SGES1.1** *Three-dimensional Space*

**SGES1.2** *Two-dimensional Space*

**SGES1.3** *Position*

## **SCIENCE AND TECHNOLOGY**

Unit: **Growing Up** (*p 66 Science and Technology K–6 Syllabus and Support Document*)

This unit focuses on what living things need, and providing for the needs of plants, animals and people.

**LTES1.3** *Living Things*

**PSES1.5** *Products and Services*

**INVES1.7** *Investigating*

**DMES1.8** *Designing and Making*

**UTES1.9** *Using Technology*

## **PDHPE**

Child Protection Materials

Unit: **Personal Safety** (*p 242 PDHPE K–6 Modules*)

This unit provides opportunities for developing in students a commitment and an ability to act in ways that will keep themselves and others safe from harm.

**COES1.1** *Communicating*

**DMES1.2** *Decision Making*

**INES1.3** *Interacting*

**SLES1.13** *Safe Living*

Unit: **I Am Special** (*p 141 PDHPE K–6 Modules*)

This unit provides students with the opportunity to learn about their changing bodies and the factors that impact on this change. They will also learn about their social and emotional selves by exploring personal values, feeling and capabilities.

**COES1.2** *Communicating*

**DMES1.2** *Decision Making*

**INES1.3** *Interacting*

**GDES1.9** *Growth and Development*

## **CREATIVE ARTS**

Unit: **About Me** (*Visual Arts, p 6 Creative Arts K–6 Units of Work*)

This unit allows students to explore their uniqueness and individuality in their making of artworks and recognise that other artists think about the uniqueness of people when they make portraits of them.

*Visual Arts*

VAES1.1 *Making*

**VAES1.2** *Making*

VAES1.3 *Appreciating*

**VAES1.4** *Appreciating*

Unit: **I Can Dance** (Dance p 155 *Creative Arts K–6 Units of Work*)

This unit of work focuses on the elements of action, time, space and relationships, and discussions of movements.

*Dance*

DAES1.1 *Performing*

DAES1.2 *Composing*

DAES1.3 *Appreciating*

# OUR ENVIRONMENT

## *Links across key learning areas*

### **HSIE**

Unit: **Places We Know** (p 33 *HSIE K–6 Units of Work*)

This unit provides opportunities for students to explore their immediate environment, which will include the school or classroom, highlighting ecological sustainability in the care of places. It focuses on differences between familiar features and places and between the activities that occur there.

**ENES1** *Patterns of Place and Location, Relationships with Places*

**SSES1** *Resource Systems, Roles, Rights and Responsibilities*

Unit: **School Days** (p 25 *HSIE K–6 Units of Work*)

This unit provides opportunities for students to explore the school, its surroundings and its people, highlighting intercultural understanding and democratic processes. The unit emphasises the skill of social participation. It focuses on classroom routines and responsibilities, with some opportunities to find out about schools in other places and times.

**CUES1** *Identities, Cultural Diversity*

**ENES1** *Patterns of Place and Location, Relationships with Places*

**SSES1** *Resource Systems, Roles, Rights and Responsibilities*

### **SCIENCE AND TECHNOLOGY**

Unit: **Kids Care** (p 76 *Science and Technology K–6 Syllabus and Support Document*)

This unit focuses on natural and built environments, and responsible use and re-use of materials.

**BEES1.1** *Built Environments*

**PSES1.5** *Products and Services*

**DMES1.8** *Designing and Making*

**UTES1.9** *Using Technology*

Unit: **Look Around You** (p 64 *Science and Technology K–6 Syllabus and Support Document*)

This unit encourages students to look at how spaces are used at school and home and detecting differences in use of different areas within the school environment.

**BEES1.1** *Built Environment*

**DMES1.8** *Designing and Making*

**UTES1.9** *Using Technology*

## ENGLISH

**RES1.5** *Reading and Viewing texts*

**RES1.7** *Context and Text*

**WES1.9** *Language Structures and Features*

## MATHEMATICS

**WMES1.1** *Questioning*

**WMES1.2** *Applying Strategies*

**WMES1.3** *Communicating*

**PAES1.1** *Patterns and Algebra*

**SGES1.1** *Three-dimensional Space*

**SGES1.2** *Two-dimensional Space*

## PDHPE

Unit: **Play It Safe** (p 241 PDHPE K–6 Modules)

It is suggested that the areas of home and rural safety, school and play safety (including appropriate behaviour in and around buildings and playground equipment) be used for links.

**SLES1.13** *Safe Living*

**COES1.1** *Communicating*

**DMES1.2** *Decision Making*

**INES1.3** *Interacting*

Unit: **Healthy Habits** (p 216 PDHPE K–6 Modules)

It is suggested that the area of environmental health, and the effects of pollution at school and home, be used as a link.

**PHES1.12** *Personal Health Choices*

**DMES1.2** *Decision Making*

## CREATIVE ARTS

Unit: **Sounds in the Environment** (Music p 60 Creative Arts K–6 Units of Work)

The unit focuses on sounds around us and particularly those made by insects. Students listen and respond to sounds around them in a variety of ways. Students listen to environmental sounds, allowing them to discriminate between sounds that are familiar to them, and gives them accessible musical materials to work with in their *Organising Sound* activities.

*Music*

**MUES1.1** *Performing*

**MUES1.2** *Organising Sound*

**MUES1.4** *Listening*

Unit: **Rain** (Dance p 150 *Creative Arts K–6 Units of Work*)

This unit provides opportunities for students to make a class dance based on the idea of rain, developing their understanding of the natural environment as a source of ideas for dance.

DAES1.1 *Performing*

DAES1.2 *Composing*

DAES1.3 *Appreciating*

# SCHOOL DAYS

## *Links across key learning areas*

### ENGLISH

Unit: **Coming to School** (NSW Department of Education and Training publication)

- TES1.2 *Skills and Strategies*
- TES1.3 *Context and Text*
- RES1.5 *Reading and Viewing*
- RES1.6 *Skills and Strategies*
- RES1.7 *Context and Text*
- RES1.8 *Language Structures and Features*
- WES1.9 *Producing Texts*
- WES1.10 *Grammar and Punctuation*
- WES1.11 *Spelling*

### MATHEMATICS

- WMES1.1 *Questioning*
- WMES1.3 *Communicating*
- SGES1.1 *Three-dimensional Space*
- SGES1.2 *Two-dimensional Space*

### HSIE

Unit: **School Days** (p 25 HSIE K–6 Units of Work)

This unit provides opportunities for students to explore the school, its surroundings and its people, highlighting intercultural understanding and democratic processes. The unit emphasises the skill of social participation. It focuses on classroom routines and responsibilities with some opportunities to find out about schools in other places and times.

- CUES1 *Identities, Cultural Diversity*
- ENES1 *Patterns of Place and Location, Relationships with Places*
- SSES1 *Resource Systems, Roles, Rights and Responsibilities*

### SCIENCE AND TECHNOLOGY

Unit: **Look Around You** (p 64 Science and Technology K–6 Syllabus and Support Document)

This unit encourages students to look at how spaces are used at school and home and detecting differences in use of different areas within the school environment.

- BEES1.1 *Built Environments*
- DMES1.8 *Designing and Making*
- UTES1.9 *Using Technology*

## **PDHPE**

Unit: **Play it Safe** (p 241 PDHPE K–6 Modules)

It is suggested that the areas of home and rural safety, school and play safety including appropriate behaviour in and around buildings and playground equipment be used for links.

**SLES1.13** *Safe Living*

COES1.1 *Communicating*

DMES1.2 *Decision making*

INES1.3 *Interacting*

Unit: **Healthy Habits** (p 216 PDHPE K–6 Modules)

It is suggested that the area of environmental health, and the effects of pollution at school and home, be used as a link.

**PHES1.12** *Personal Health Choices*

DMES1.2 *Decision Making*

Unit: **Me and My Friends** (p 216 PDHPE K–6 Modules)

It is suggested that students' relationships, communication, peers and groups be the links.

**IRES1.11** *Interpersonal Relationships*

COES1.1 *Communicating*

INES1.3 *Interacting*

## **CREATIVE ARTS**

Unit: **Sing and Move** (Music p 56 Creative Arts K–6 Units of Work)

*Music*

**MUES1.1** *Performing*

**MUES1.2** *Organising Sound*

**MUES1.4** *Listening*

Unit: **I Can Dance** (Dance p 154 Creative Arts K–6 Units of Work)

*Dance*

DAES1.1 *Performing*

DAES1.2 *Composing*

DAES1.3 *Appreciating*

# MEETING NEEDS

## *Links across key learning areas*

### **HSIE**

Unit: **Meeting Needs** (p 37 *HSIE K–6 Units of Work*)

This unit provides opportunities for students to explore their immediate needs — food, shelter, clothing and love. The emphasis is on how needs are met by people and resources, as well as students’ responsibilities in meeting these needs.

**SSES1** *Resource Systems*

**CUES1** *Identities*

### **ENGLISH**

**RES1.7** *Reading and Viewing Texts*

**WES1.9** *Producing Texts*

### **MATHEMATICS**

**WMES1.2** *Applying Strategies*

**WMES1.3** *Communicating*

**NES1.2** *Addition and Subtraction*

### **SCIENCE AND TECHNOLOGY**

Unit: **Hot and Cold** (p 68 *Science and Technology K–6 Syllabus and Support Document*)

This unit provides opportunities for students to investigate objects that are hot and cold and how people respond to hot and cold environments. ‘Design and make’ tasks will involve students in the design of containers for hot and cold food and posters warning people of hot and cold areas.

**BEES1.1** *Built Environments*

**PPES1.4** *Physical Phenomena*

**INVES1.7** *Investigating*

**DMES1.8** *Designing and Making*

**UTES1.9** *Using Technology*

### **PDHPE**

Unit: **Me and My Friends** (p 191 *PDHPE K–6 Modules*)

This unit focuses on how individuals care for each other and how they relate and play in different situations.

**INES1.3** *Interacting*

**COES1.1** *Communicating*

**IRES1.11** *Interpersonal Relationships*

## **CREATIVE ARTS**

Unit: **Rain** (Dance p 150 *Creative Arts K–6 Units of Work*)

*Dance*

DAES1.1 *Performing*

DAES1.2 *Composing*

DAES1.3 *Appreciating*

Unit: **Working with Animals** (Drama p 106 *Creative Arts K–6 Units of Work*)

*Drama*

DRAES1.1 *Making*

DRAES1.3 *Performing*

DRAES1.4 *Appreciating*

# STAGE ONE

## FOOD, GLORIOUS FOOD

### *Links across key learning areas*

#### SCIENCE AND TECHNOLOGY

Unit: **What's for Lunch?** (p 86 *Science and Technology K–6 Syllabus and Support Document*)

This unit provides students with opportunities to investigate healthy food and where it comes from, and explore food preparation and presentation.

- LTS1.3 *Living Things*
- PSS1.5 *Products and Services*
- DMS1.8 *Designing and Making*
- UTS1.9 *Using Technology*

#### ENGLISH

- TS1.1 *Talking and Listening*
- RS1.7 *Context and Text*
- WS1.9 *Producing Texts*

Note: Change indicators to reflect food focus, for example:

- joins in familiar rhymes, chants and poems from various cultures about food
- talks about the topic of a text based on its title and illustrations about food
- combines ideas in writing to reflect food.

#### MATHEMATICS

Unit: **Supporting Themes with Mathematics: Food** (NSW Department of Education and Training publication)

- WMS1.2 *Applying Strategies*
- SGS1.3 *Position*
- MS1.1 *Length*
- NS1.1 *Whole Numbers*
- NS1.2 *Addition and Subtraction*
- DAS1.1 *Data*

Note: Change indicators to reflect food focus, for example:

- draws a picture using food to represent information in the question
- describes the position of a piece of food in relation to another
- describes fruit in terms of length
- models addition and subtraction facts using food as concrete material.

- **HSIE**

Unit: **Workers in the Community** (p 43 *HSIE K–6 Units of Work*)

This unit provides opportunities for students to explore the different roles and responsibilities of people with whom they interact. (Use food as the focus.)

SSS1.7 *Resource Systems*

**SSS1.8** *Roles, Rights and Responsibilities*

Unit: **Transport** (p 47 *HSIE K–6 Units of Work*)

This unit provides the opportunity for students to explore transport systems in their local area. (Uses a food focus.)

ENS1.6 *Relationships with Places*

SSS1.7 *Resource Systems*

Unit: **Celebrations** (p 51 *HSIE K–6 Units of Work*)

This unit provides opportunities for students to explore the types of customs and practices associated with celebrations.

**CUS1.3** *Identities*

CUS1.4 *Cultural Diversity*

**CCS1.1** *Significant Events and People*

Unit: **Families, Past and Present: Stories and Histories** (p 55 *HSIE K–6 Units of Work*)

This unit provides opportunities for students to explore the reasons why people, events and particular days are important, using narratives, traditional stories and recounts.

**CCS1.1** *Significant Events and People*

CCS1.2 *Time and Change*

**CUS1.3** *Identities*

## **SCIENCE AND TECHNOLOGY**

Unit: **Growing Up** (p 66 *Science and Technology K–6 Syllabus and Support Document*)

This unit provides opportunities for students to investigate what living things need to provide for the needs of plants, animals and people.

LTS1.3 *Living Things*

**INVS1.7** *Investigating*

**UTS1.9** *Using Technology*

Unit: **What's Alive?** (p 74 *Science and Technology K–6 Syllabus and Support Document*)

This unit provides opportunities for students to investigate living and non-living things and to explore characteristics and diversity of plants and animals.

LTS1.3 *Living Things*  
INVS1.7 *Investigating*  
UTS1.9 *Using Technology*

Unit: **Back to Nature** (p 80 *Science and Technology K–6 Syllabus and Support Document*)

This unit provides opportunities for students to investigate naturally occurring substances and some of their uses.

PPS1.4 *Physical Phenomena*  
ESS1.6 *Earth and its Surroundings*  
INVS1.7 *Investigating*  
UTS1.9 *Using Technology*

## **PDHPE**

Unit: **Let's Move** (p 59 *PDHPE K–6 Modules*)

This unit provides students with the opportunity to participate in physical activity, recognising that it is enjoyable and important for health.

ALS1.6 *Active Lifestyle*

Unit: **There Is Only One Me** (p 144 *PDHPE K–6 Modules*)

This unit provides students with the opportunity to describe the characteristics that make them both similar to others and unique.

GDS1.9 *Growth and Development*

Unit: **Keeping Myself Healthy** (p 219 *PDHPE K–6 Modules*)

This unit provides students with the opportunity to recognise that positive health choices can promote wellbeing.

PHS1.12 *Personal Health Choices*

Unit: **Watch Your Step** (p 246 *PDHPE K–6 Modules*)

This unit provides students with the opportunity to recognise that their safety depends on the environment and the behaviour of themselves and others.

SLS1.13 *Safe Living*

## **CREATIVE ARTS**

Unit: **Fish and Sea Creatures** (Visual Arts p 26 *Creative Arts K–6 Units of Work*)

This unit provides students with opportunities to heighten their awareness of the sea and its remarkable inhabitants.

*Visual Arts*

VAS1.1 *Making*  
VAS1.2 *Making*  
VAS1.3 *Appreciating*

**VAS1.4** *Appreciating*

Unit: **Where the Forest Meets the Sea** (Music p 72 *Creative Arts K–6 Units of Work*)

This unit focuses on children’s composition and performance using appropriate tone colours and dynamic control for expressive purposes. It has been thematically developed with the book *Where the Forest Meets the Sea* by Jeannie Baker.

*Music*

**MUS1.1** *Performing*

**MUS1.2** *Organising Sound*

**MUS1.4** *Listening*

# MOVING AROUND

## *Links across key learning areas*

### ENGLISH

**TS1.1** *Talking and Listening*

**RS1.7** *Context and Text*

**WS1.9** *Producing Texts*

Note: Change the indicators to reflect the theme ‘moving around’, for example:

- joins in familiar rhymes, chants and poems from various cultures about transport
- predicts the text is about transport using cover and title
- combines ideas in writing about ‘moving around’.

### MATHEMATICS

**WMS1.5** *Reflecting*

**SGS1.3** *Position*

**MS1.1** *Length*

**NS1.1** *Whole Numbers*

**NS1.2** *Addition and Subtraction*

**NS1.3** *Multiplication and Division*

### HSIE

Unit: **Transport** (p 47 *HSIE K–6 Units of Work*)

This unit provides opportunities for students to explore transport systems in their local area. The unit focuses on the benefits and responsibilities of transport use.

**SSS1.7** *Roles, Rights and Responsibilities*

**ENS1.6** *Relationships with Places*

### SCIENCE AND TECHNOLOGY

Unit: **Getting About** (p 62 *Science and Technology K–6 Syllabus and Support Document*)

This unit investigates how vehicles are used to transport people and loads in the local community, as well as exploring vehicle movement.

**PPS1.4** *Physical Phenomena*

**PSS1.5** *Products and Services*

**INVS1.7** *Investigating*

**DMS1.8** *Designing and Making*

**UTS1.9** *Using Technology*

Unit: **Let’s Communicate** (p 70 *Science and Technology K–6 Syllabus and Support Document*)

This unit investigates using senses, signals and symbols to communicate, and explores why living things communicate.

ICS1.2 *Information and Communication*  
LTS1.3 *Living Things*  
**INVS1.7** *Investigating*  
**DMS1.8** *Designing and Making*  
**UTS1.9** *Using Technology*

Unit: **Toy World** (p 72 *Science and Technology K–6 Syllabus and Support Document*)

This unit investigates toys, games and sporting equipment and explores how toys and play objects can be made to move.

PPS1.4 *Physical Phenomena*  
PSS1.5 *Products and Services*  
**INVS1.7** *Investigating*  
**DMS1.8** *Designing and Making*  
**UTS1.9** *Using Technology*

## **PDHPE**

Unit: **Let's Dance** (p 87 *PDHPE K–6 Modules*)

This unit provides opportunities for students to perform simple dance sequences incorporating basic movement skills and patterns.

DA S1.7 *Dance*

Unit: **Getting Started** (p 113 *PDHPE K–6 Modules*)

This unit provides opportunities for students to perform fundamental movement skills with equipment in minor games.

**GSS1.8** *Games and Sports*

Unit: **Hop, Step and Jump** (p 168 *PDHPE K–6 Modules*)

This unit provides the opportunity for students to demonstrate maturing performance of basic movement and compositional skills in a variety of predictable situations.

GYS1.10 *Gymnastics*

Unit: **Watch Your Step** (p 246 *PDHPE K–6 Modules*)

This unit gives students the opportunity to recognise that their safety depends on the environment and the behaviour of themselves and others.

**SLS1.13** *Safe Living*

## **CREATIVE ARTS**

Unit: **Get Ready, Let's Dance** (p 164 *Creative Arts K–6 Units of Work*)

This unit provides a series of learning experiences that clarify the 'what' of dance.

*Dance*

DAS1.1 *Performing*

DAS1.2 *Composing*

DAS1.3 *Appreciating*

# TRADITIONAL TALES

## *Links across key learning areas*

### ENGLISH

Note: Change indicators for each outcome to reflect the Traditional Tales/Multicultural focus.

### MATHEMATICS

Note: Change indicators for each outcome to reflect the Traditional Tales/Multicultural focus.

### HSIE

Unit: **Workers in the Community** (p 43 HSIE K–6 Units of Work)

This unit provides opportunities for students to explore the different roles and responsibilities of people with whom they interact within their family, school and community, highlighting democratic processes.

SSS1.7      *Resource Systems*

SSS1.8      *Roles, Rights and Responsibilities*

Unit: **Celebrations** (p 51 HSIE K–6 Units of Work)

This unit provides opportunities for students to explore the types of customs and practices associated with celebrations.

CUS1.3      *Identities*

CUS1.4      *Cultural Diversity*

CCS1.1      *Significant Events and People*

Unit: **Families, Past and Present: Stories and Histories** (p 55 HSIE K–6 Units of Work)

This unit provides opportunities for students to explore the reasons why people, events and particular days are important, using narratives, traditional stories and recounts.

CCS1.1      *Significant Events and People*

CCS1.2      *Time and Change*

CUS1.3      *Identities*

Unit: **Identifying Us** (p 59 HSIE K–6 Units of Work)

The unit provides opportunities for students to explore the groups to which they and others belong and the benefits of belonging to a group, highlighting beliefs, moral codes and intercultural understanding.

- CUS1.3** *Identities*
- CUS1.4** *Cultural Diversity*
- ENS1.6** *Relationships with Places*
- SSS1.8** *Roles, Rights and Responsibilities*

Unit: **The Way We Were** (p 67 *HSIE K–6 Units of Work*)

This unit provides opportunities for students to explore the changes and continuities in the ways that families have done things over time, highlighting intercultural understanding.

- CCS1.2** *Cultural Diversity*
- SSS1.7** *Resource Systems*

## **SCIENCE AND TECHNOLOGY**

Unit: **Let’s Communicate** (p 70 *Science and Technology K–6 Syllabus and Support Document*)

This unit investigates the use of senses, signals and symbols to communicate, and explores why living things communicate.

- ICS1.2** *Information and Communication*
- LTS1.3** *Living Things*
- INVS1.7** *Investigating*
- DMS1.8** *Designing and Making*
- UTS1.9** *Using Technology*

Unit: **Toy World** (p 72 *Science and Technology K–6 Syllabus and Support Document*)

This unit investigates toys, games and sporting equipment and explores how toys and play objects can be made to move.

- PPS1.4** *Physical Phenomena*
- PSS1.5** *Products and Services*
- INVS1.7** *Investigating*
- DMS1.8** *Designing and Making*
- UTS1.9** *Using Technology*

Unit: **Picture It** (p 84 *Science and Technology K–6 Syllabus and Support Document*)

This unit provides students with the opportunity to investigate information from pictures, and to explore using pictures, sounds and language to tell a story.

- ICS1.2** *Information and Communication*
- DMS1.8** *Designing and Making*
- UTS1.9** *Using Technology*

## **PDHPE**

Unit: **Let’s Move** (p 59 *PDHPE K–6 Modules*)

This unit provides students with the opportunity to participate in physical activity, recognising that it is enjoyable and important for health.

### **ALS1.6** *Active Lifestyle*

Unit: **Let's Dance** (p 87 PDHPE K–6 Modules)

This unit provides opportunities for students to perform simple dance sequences incorporating basic movement skills and patterns.

### **DAS1.7** *Dance*

Unit: **Getting Started** (p 113 PDHPE K–6 Modules)

This unit provides opportunities for students to perform fundamental movement skills with equipment in minor games.

### **GSS1.8** *Games and Sports*

Unit: **Watch Your Step** (p 246 PDHPE K–6 Modules)

This unit gives students the opportunity to recognise that their safety depends on the environment and the behaviour of themselves and others.

### **SLS1.13** *Safe Living*

Unit: **Getting Along with Others** (p 195 PDHPE K–6 Modules)

This unit provides opportunities for students to identify the ways in which they communicate, cooperate and care for others.

### **IRS1.11** *Interpersonal Relationships*

## **CREATIVE ARTS**

Unit: **Where the Forest Meets the Sea** (p 72 Creative Arts K–6 Units of Work)

This unit focuses on children's composition and performance using appropriate tone colours and dynamic control for expressive purposes. It has been thematically developed with the book *Where the Forest Meets the Sea* by Jeannie Baker.

### *Music*

**MUS1.1** *Performing*

**MUS1.2** *Organising Sound*

**MUS1.4** *Listening*

Unit: **If the Cap Fits** (p 112 Creative Arts K–6 Units of Work)

This unit provides the opportunity for students to value the ways in which they might use body language, facial expression and nonverbal vocalisation to create their own improvisations.

### *Drama*

**DRAS1.1** *Making*

**DRAS1.2** *Making*

**DRAS1.3** *Performing*

**DRAS1.4** *Appreciating*

# THE ENVIRONMENT

## *Links across key learning areas*

### ENGLISH

Note: Change indicators for each outcome to reflect the environmental focus.

### MATHEMATICS

Note: Change indicators for each outcome to reflect the environmental focus.

### HSIE

Unit: **Wet and Dry Environments** (p 71 *HSIE K–6 Units of Work*)

This unit provides opportunities for students to explore differences between natural and built environments in their community, with a focus on exploring a wet and dry environment and highlighting ecological sustainability.

**ENS1.5** *Patterns of Place and Location*

**ENS1.6** *Relationships with Places*

Unit: **Families, Past and Present: Stories and Histories** (p 55 *HSIE K–6 Units of Work*)

This unit provides opportunities for students to explore the reasons why people, events and particular days are important, using narratives, traditional stories and recounts.

**CCS1.1** *Significant Events and People*

**CCS1.2** *Time and Change*

**CUS1.3** *Identities*

Unit: **Identifying Us** (p 59 *HSIE K–6 Units of Work*)

This unit provides opportunities for students to explore the groups to which they and others belong and the benefits of belonging to a group, highlighting beliefs, moral codes and intercultural understanding.

**CUS1.3** *Identities*

**CUS1.4** *Cultural Diversity*

**ENS1.6** *Relationships with Places*

**SSS1.8** *Roles, Rights and Responsibilities*

Unit: **Need for Shelter** (p 63 *HSIE K–6 Units of Work*)

This unit explores the need of people and other beings for shelter, and how built and natural environments can provide this, highlighting social justice.

**ENS1.5** *Patterns of Place and Location*

**ENS1.6** *Relationships with Places*

Unit: **The Way We Were** (p 67 *HSIE K–6 Units of Work*)

The unit provides opportunities for students to explore the changes and continuities in the ways that families have done things over time, highlighting intercultural understanding.

CCS1.2 *Time and Change*

SSS1.7 *Resource Systems*

## **SCIENCE AND TECHNOLOGY**

Unit: **Kid’s Care** (p76 *Science and Technology K–6 Syllabus and Support Document*)

BES1.1 *Built Environments*

**DMS1.8** *Designing and Making*

**UTS1.9** *Using Technology*

Unit: **Hot and Cold** (p 68 *Science and Technology K–6 Syllabus and Support Document*)

PPS1.4 *Physical Phenomena*

**INVS1.7** *Investigating*

**UTS1.9** *Using Technology*

Unit: **Sense of Direction** (p 78 *Science and Technology K–6 Syllabus and Support Document*)

ICS1.2 *Information and Communication*

**DMS1.8** *Designing and Making*

**UTS1.9** *Using Technology*

Unit: **Let’s Communicate** (p 70 *Science and Technology K–6 Syllabus and Support Document*)

ICS1.2 *Information and Communication*

**DMS1.8** *Designing and Making*

**UTS1.9** *Using Technology*

Unit: **Back to Nature** (p 80 *Science and Technology K–6 Syllabus and Support Document*)

ESS1.6 *Earth and its Surroundings*

**INVS1.7** *Investigating*

**UTS1.9** *Using Technology*

Unit: **Growing Up** (p 66 *Science and Technology K–6 Syllabus and Support Document*)

LTS1.3 *Living Things*

**INVS1.7** *Investigating*  
**UTS1.9** *Using Technology*

Unit: **A Place in Time** (p 82 *Science and Technology K–6 Syllabus and Support Document*)

**PPS1.4** *Physical Phenomena*  
**INVS1.7** *Investigating*  
**UTS1.9** *Using Technology*

Unit: **Look Around You** (p 64 *Science and Technology K–6 Syllabus and Support Document*)

**BES1.1** *Built Environments*  
**DMS1.8** *Designing and Making*  
**UTS1.9** *Using Technology*

## **PDHPE**

Unit: **Let’s Move** (p 59 *PDHPE K–6 Modules*)

**ALS1.6** *Active Lifestyle*

Unit: **Let’s Dance** (p 87 *PDHPE K–6 Modules*)

**DAS1.7** *Dance*

Unit: **Getting Started** (p 113 *PDHPE K–6 Modules*)

**GSS1.8** *Games and Sports*

Unit: **There Is Only One Me** (p 144 *PDHPE K–6 Modules*)

**GDS1.9** *Growth and Development*

Unit: **Hop, Step and Jump** (p 168 *PDHPE K–6 Modules*)

**GYS1.10** *Gymnastics*

Unit: **Keeping Myself Healthy** (p 219 *PDHPE K–6 Modules*)

**PHS1.12** *Personal Health Choices*

Unit: **Watch Your Step** (p 246 *PDHPE K–6 Modules*)

## **CREATIVE ARTS**

Unit: **Fish and Sea Creatures** (p 20 *Creative Arts K–6 Units of Work*)

*Visual Arts*

VAS1.1 *Making*

**VAS1.2** *Making*

VAS1.3 *Appreciating*

**VAS1.4** *Appreciating*

Unit: **Vase of Flowers** (p 26 *Creative Arts K–6 Units of Work*)

*Visual Arts*

VAS1.1 *Making*

**VAS1.2** *Making*

VAS1.3 *Appreciating*

**VAS1.4** *Appreciating*

Unit: **Where the Forest Meets the Sea** (p 72 *Creative Arts K–6 Units of Work*)

*Music*

**MUS1.1** *Performing*

**MUS1.2** *Organising Sound*

MUS1.3 *Organising Sound*

**MUS1.4** *Listening*

Unit: **Playgrounds** (p 120 *Creative Arts K–6 Units of Work*)

*Drama*

DRAS1.1 *Making*

DRAS1.2 *Performing*

DRAS1.3 *Performing*

DRAS1.4 *Appreciating*

*Dance*

DAS1.1 *Composing*

DAS1.2 *Performing*

DAS1.3 *Appreciating*

# STAGE TWO

## WHO WILL BUY?

### *Links across key learning areas*

#### **HSIE**

Unit: **Who Will Buy?** (p 109 HSIE K–6 Units of Work)

This unit provides opportunities for students to explore the goods and services that provide for needs and wants and the responsibilities of producers and consumers. It is rich in mathematical opportunities in Money and Graphing.

SSS2.7 *Resource Systems*

SSS2.8 *Roles, Rights and Responsibilities*

#### **SCIENCE AND TECHNOLOGY**

Unit: **Eating Out** (p 112 Science and Technology K–6 Syllabus and Support Document)

The *Eating Out* unit investigates food production on a larger scale and could prove relevant for showing connections between elements of systems which provide food.

PSS2.5 *Products and Services*

DMS2.8 *Designing and Making*

UTS2.9 *Using Technology*

#### **ENGLISH**

TS2.1 *Talking and Listening*

TS2.2 *Skills and Strategies*

RS2.5 *Reading and Viewing Texts*

RS2.6 *Skills and Strategies*

WS2.9 *Producing Texts*

WS2.12 *Handwriting and Computer Technology*

Resource: *English K–6 Modules* p 213 Procedure, p 231 Explanation  
*English Kit Stage 3 Advertising*

#### **MATHEMATICS**

Unit: **Supporting Themes with Mathematics Stage 2: Trade**  
(Department of Education and Training publication)

Unit: **Mathematics K–6 Syllabus**

NS2.1 *Whole Numbers*

NS2.2 *Addition and Subtraction*

**NS2.3** *Multiplication and Division*

**NS2.4** *Fractions and Decimals*

**DS2.1** *Data*

**PDHPE**

**PSS2.5** *Problem Solving*

**GDS2.9** *Growth and Development*

**PHCS2.12** *Personal Health Choices*

**SLS2.13** *Safe Living*

**CREATIVE ARTS**

*Music*

**MUS2.1** *Performing*

**MUS2.3** *Organising Sound*

*Drama*

**DRAS2.2** *Making*

**DRAS2.3** *Performing*

*Visual Arts*

**VAS2.3** *Appreciating*

# INDOORS OUTDOORS

## *Links across key learning areas*

*Indoors Outdoors* focuses on organising spaces into structures and buildings. This is the host unit and integrates well with *Places: Then, Now and Tomorrow* which provides opportunities for students to investigate aspects of local history such as cultural groups. This focuses on historical inquiry and provides opportunities for information and report writing, and historical recount. There is also an opportunity for integrating the Science and Technology unit *Making It Easy* into this unit.

## SCIENCE AND TECHNOLOGY

Unit: **Indoors, Outdoors** (p 90 *Science and Technology K–6 Syllabus and Support Document*)

- BES2.1 *Built Environments*
- DMS2.8 *Designing and Making*
- UTS2.9 *Using Technology*

## ENGLISH

- TS2.1 *Talking and Listening*
- TS2.2 *Skills and Strategies*
- RS2.5 *Reading and Viewing Texts*
- RS2.6 *Skills and Strategies*
- RS2.7 *Context and Text*
- WS2.9 *Producing Texts*
- WS2.10 *Grammar and Punctuation*
- WS2.12 *Handwriting and Computer Technology*

Resources: Big Book *The Paper Skyscraper*  
*My Place* by Nadia Wheatley

## MATHEMATICS

Unit: **Mathematics K–6 Syllabus**

- SGS2.2 (a) *Two-dimensional Space*
- SGS2.2(b) *Two-dimensional Space*
- DS2.1 *Data*
- MS2.3 *Volume and Capacity*
- MS2.5 *Time*

## HSIE

Unit: **Places: Then, Now and Tomorrow** (p 93 *HSIE K–6 Units of Work*)

This unit provides opportunities for students to investigate aspects of local history such as transport, housing, Aboriginal traditions, education, women, and the arrival of different cultural groups, highlighting intercultural understanding, ecological sustainability and social justice.

**CCS2.1** *Significant Events and People*

**CCS2.2** *Time and Change*

**CUS2.3** *Identities*

## **SCIENCE AND TECHNOLOGY**

Unit: **Making It Easy** (p 98 *Science and Technology K–6 Syllabus and Support Document*)

This unit investigates the use of machinery to make things easier, eg pulleys, levers, ramps, and other machinery. The focus could be on its use in the construction of outdoor and indoor spaces.

**PPS1.4** *Physical Phenomena*

**PSS2.5** *Products and Services*

**ESS21.6** *Earth and Its Surroundings*

**INVS2.7** *Investigating*

**DMS2.8** *Designing and Making*

**UTS2.9** *Using Technology*

## **PDHPE**

**PHS2.12** *Personal Health Choices*

**SLS2.13** *Safe Living*

## **CREATIVE ARTS**

*Visual Arts*

**VAS2.2** *Making*

*Music*

**MUS2.1** *Performing*

## EARLY AUSTRALIA

### *Links across key learning areas*

The HSIE unit *British Colonisation of Australia* is the host KLA of this integrated unit, which provides opportunities for students to explore issues related to Australia's original inhabitants, explorers before the British arrival and the occupation of Australia. The first learning sequences in both nominated HSIE units are complementary, and may be combined to form a substantial unit *Original Inhabitants of Australia*. The science concepts provide opportunities to build models of settlements leading to comment about suitability to the environment, living conditions and cultural influences on the built environment. Exposition writing and role-play will provide opportunities for students to internalise points of view before formulating their own informed opinions.

### HSIE

Unit: **British Colonisation of Australia** (p 85 HSIE K–6 Units of Work)

This unit provides opportunities for students to explore issues related to Australia's original inhabitants, explorers before the British arrival and occupation of Australia, highlighting intercultural understanding, ecological sustainability and social justice.

**CCS2.1** *Significant Events and People*

**ENS2.6** *Relationships with Places*

Unit: **Places: Then, Now and Tomorrow** (p 93 HSIE K–6 Units of Work)

This unit provides opportunities for students to investigate aspects of local history such as transport, housing, Aboriginal traditions, education, women, and the arrival of different cultural groups, highlighting intercultural understanding, ecological sustainability and social justice. Learning Sequence 1.

**CCS2.1** *Significant Events and People*

**CCS2.2** *Time and Change*

**CUS2.3** *Identities*

### ENGLISH

**TS2.4** *Language Structures and Features*

**RS2.5** *Reading and Viewing Texts*

**RS2.6** *Skills and Strategies*

**RS2.7** *Context and Text*

**WS2.9** *Producing Texts*

**WS2.12** *Handwriting and Computer Technology*

Resources: *Surviving Sydney Cove* by Goldie Alexander  
*The Riddle of the Trumpear* by J. Bernard-Waite  
*English K–6 Modules* p 239 Exposition, p 193 Recount

## **SCIENCE AND TECHNOLOGY**

- BES2.1 *Built Environments*
- LTS2.3 *Living Things*
- INVS2.7** *Investigating*
- DMS2.8** *Designing and Making*
- UTS2.9** *Using Technology*

## **PDHPE**

- IRS2.11** *Interpersonal Relationships*

## **CREATIVE ARTS**

Unit: **Explorers** (*p 132 Creative Arts K–6 Units of Work*)

### *Drama*

- DRAS2.1 *Making*
- DRAS2.2 *Making*
- DRAS2.3 *Performing*
- DRAS2.4 *Appreciating*

# IT DEPENDS ON YOU

## *Links across key learning areas*

This science-based unit requires the study of food chains, the collation of data in tables and the intensive study of the local micro-environment. It provides a platform for writing scientifically oriented explanation and information reports. Developing skills in analysing social comment in picture books, specifically those by Jeannie Baker, can be developed using strategies in *A Year of Text* (PETA 2001). Drama work can be a feature using *The Creatures of the Sea* and also a stimulus for associated narrative writing. The Australian Museum Invertebrate Diversity study supplements this work and can be found at <http://www.austmus.gov.au/biodiversity/index.htm>

## SCIENCE AND TECHNOLOGY

Unit: **Mini Worlds** (p 92 *Science and Technology K–6 Syllabus and Support Document*)

- BES2.1 *Built Environments*
- ICS2.2 *Information and Communication*
- LTS2.3 *Living Things*
- INVS2.7 *Investigating*
- DMS2.8 *Designing and Making*
- UTS2.9 *Using Technology*

## ENGLISH

- TS2.1 *Talking and Listening*
- RS2.2 *Skills and Strategies*
- TS2.3 *Context and Text*
- RS2.5 *Reading and Viewing Texts*
- RS2.6 *Skills and Strategies*
- RS2.7 *Context and Text*
- RS2.8 *Language Features and Structures*
- WS2.9 *Producing Texts*
- WS2.12 *Handwriting and Computer Technology*

Resources: *English K–6 Teaching Kit* — Jeannie Baker Stage 2 BOS  
*English K–6 Modules* p 231 Explanation, p 223 Information Report

## MATHEMATICS

Unit: **Mathematics K–6**

- MS2.1 *Length*
- MS2.1 *Area*

## **HSIE**

Unit: **State and National Parks** (*p 101 HSIE K–6 Units of Work*)

This unit provides opportunities for students to explore the issues, values and attitudes associated with the establishment of state and national parks, highlighting ecological sustainability.

**ENS2.5** *Patterns of Place and Location*

**ENS2.6** *Relationships with Places*

## **PDHPE**

**PHS2.12** *Personal Health Choices*

## **CREATIVE ARTS**

Unit: **Exploring the Worlds of K–6** (Department of Education and Training publication)

Unit: **Explorers** (*p 132 Creative Arts K–6 Units of Work*)

*Drama*

**DRAS2.1** *Making*

**DRAS2.2** *Making*

**DRAS2.3** *Performing*

**DRAS2.4** *Appreciating*

# STAGE THREE

## GLOBAL ENVIRONMENT: RAINFORESTS

### *Links across key learning areas*

Unit: **Global Environments: Rainforests** (p 119 HSIE K–6 Units of Work)

This integrated unit provides opportunities for students to investigate a rainforest environment in Australia. The unit focuses on comparing environmental patterns in Australia with those in other places of the world.

**ENS3.5** *Patterns of Place and Location*

**ENS3.6** *Relationships with Places*

### ENGLISH

**TS3.1** *Talking and Listening* – debating, public speaking, discussions

**RS3.5** *Reading and Viewing Texts* – extensive range of factual texts

**RS3.6** *Skills and Strategies* – reciprocal reading strategies

**SW3.9** *Producing Texts*

**WS3.10** *Grammar and Punctuation*

**WS3.11** *Spelling*

**WS3.14** *Language Structures and Features*

Report writing, discussions, expositions, recounts (excursion)

Resources: Unit: *Rainforests*

*Windows on the Environment* (Department of Education and Training)

### MATHEMATICS

**WMS3.2** *Applying Strategies*

**SGS3.3** *Position*

**DS3.1** *Data*

**MS3.1** *Length*

**NS3.1** *Whole Numbers*

**NS3.4** *Fractions and Decimals*

Resources: *Supporting Themes with Mathematics Stage 3: The Environment*, NSW Department of Education and Training publication.

## SCIENCE AND TECHNOLOGY

Unit: **Environment Matters** (p 132 *Science and Technology K–6 Syllabus and Support Document*)

- LTS3.3 *Living Things* – Interactions between people’s impact on the rainforests
- PSS3.5 *Products and Services* – Rainforest resources
- ESS3.6 *Earth and its Surroundings* – How the rainforest changes over time
- INVS1.7** *Investigating*
- DMS1.8** *Designing and Making*
- UTS1.9** *Using Technology*

## PDHPE

Unit: **Lifestyles of the Young and Healthy** (p 283 *PDHPE K–6 Modules*)

Comparison between the lifestyle of a tribe in a rainforest and us.

- COS3.1 *Communicating*
- INS3.3 *Interacting*
- MOS3.4 *Moving*
- PSS3.5 *Problem Solving*
- DAS3.7 *Dance*
- PHS3.12** *Personal Health Choices*

## CREATIVE ARTS

*Visual Arts*

- VAS3.1** *Making* – Murals/Collages
- VAS3.2 *Making* – Communication

*Music*

- MUS3.1** *Performing* – Musical concepts through activities
- MUS3.2** *Organising Sound* – Improvisation through concepts
- MUS3.4** *Listening* – Musical styles

*Drama*

- DRAS3.1 *Making* – Role playing
  - DRAS3.2 *Making* – Dramatisation
  - DRAS3.3 *Performing* – Performing
  - DRAS3.4 *Appreciating* – Evaluation
- Refer to p 121 Learning Sequence 4 *HSIE K–6 Units of Work*

*Dance*

- DAS3.1 *Performing*
  - DAS3.2 *Composing*
- Refer p 89 Exploring Tone Colour, *Creative Arts K–6 Units of Work*

# OUT IN SPACE

## *Links across key learning areas*

This unit is based around the *Out in Space* unit and provides students with opportunities to investigate the earth's atmosphere and what can be found beyond.

## SCIENCE AND TECHNOLOGY

Unit: **Out in Space** (p 118 *Science and Technology K–6 Syllabus and Support Document*)

- PPS3.4 *Physical Phenomena*
- ESS3.6 *Earth and Its Surroundings*
- INVS3.7** *Investigating*
- UTS3.9 *Using Technology*

## ENGLISH

- TS3.1 *Talking and Listening*
- TS3.2 *Skills and Strategies*
- RS3.5 *Reading and Viewing Texts*
- RS3.6 *Skills and Strategies*
- RS3.8 *Language Structures and Features*
- WS3.9 *Producing Texts*
- WS3.12 *Handwriting and Computer Technology*
- WS3.13 *Context and Text*

Resources: *Halfway across the galaxy and turn left* by Robyn Klein  
Unit: *Cruising through the Cosmos* (Department of Education and Training)  
Software: Great Solar System Rescue

## MATHEMATICS

- WMS3.2 *Applying Strategies*
- WMS3.3 *Communicating*
- WM3.4 *Reasoning*
- SGS3.1 *Three-dimensional Space*
- SGS3.2 *Two-dimensional Space*
- MS3.1 *Length*
- NS3.1 *Whole Numbers*

## HSIE

- CCS3.1 *Significant Events and People*
- SSS3.7 *Resource Systems*

Australia's role in the race to the moon  
Global connections – technology, satellites

## **PDHPE**

- COS3.1 *Communicating*
- INS3.3 *Interacting – cooperation*
- PSS3.5 *Problem Solving – teamwork*

## **CREATIVE ARTS**

### *Visual Arts*

- VAS3.1** *Making*
  - VAS3.2 *Making*
- Scale models linked to Mathematics

### *Music*

- MUS3.2** *Organising Sound*
- Graphic scores, soundscapes, songs from *ABC Sing*

### *Drama*

- DRAS3.3 *Performing*
- Unit: *The search* (p 144 *Creative Arts K–6 Units of Work*)

# STATE AND FEDERAL GOVERNMENT

## *Links across key learning areas*

### HSIE

Unit: **State and Federal Government** (p 123 *HSIE K–6 Units of Work*)

This unit provides opportunities for students to investigate the people and processes involved in legislative, executive and judicial functions of state and federal governments. The unit focuses on the responsibilities of different levels of government and how parliaments work.

CCS3.2 *Time and Change*

SSS3.8 *Roles, Rights and Responsibilities*

### ENGLISH

TS3.1 *Talking and Listening* – Debating

TS3.2 *Skills and Strategies* – (Mock) Parliament

TS3.3 *Context and Text* – Public speaking, discussion

RS3.6 *Skills and Strategies* – Factual texts, reports

RS3.8 *Language Structures and Features* – Information reports, poetry, eg *My Country*

WS3.9 *Producing Texts* – Exposition and report writing

WS3.13 *Context and Text* – Recounts (excursion)

WS3.14 *Language Structures and Features* – Poetry

### MATHEMATICS

WMS3.2 *Applying Strategies*

WMS3.3 *Communicating*

SGS3.3 *Position* – Mapping Canberra

DS13.1 *Data*

MS3.1 *Length* – Parliament House visit

M3.2 *Length* – Flagpole, area, tessellations

N3.2 *Addition and Subtraction*

NS3.2 *Multiplication and Division*

NS3.5 *Chance*

SGS3.2 *Two-dimensional Space*

DS3.1 *Data*

### SCIENCE AND TECHNOLOGY

Unit: **The Best Place to Live** (p 116 *Science and Technology K–6 Syllabus and Support Document*)

This unit focuses on community services and ways to help make the community and local environment a better place to live and students can explore the role of local government.

BES3.1 *Built Environments*  
ICS3.2 *Information and Communication*  
**DMS3.8** *Designing and Making*  
**UTS3.9** *Using Technology*

## **PDHPE**

Unit: **Environment** (p 215, *Drug Use – Services*, p 226 PDHPE K–6 Modules)

DMS3.2 *Decision Making*  
COS3.3 *Communicating*

## **CREATIVE ARTS**

*Visual Arts*

**VAS3.1** *Making*

*Music*

**MUS3.1** *Performing*

**MUS3.4** *Listening*

*Drama*

DRAS3.1 *Making*

DRAS3.2 *Making*

DRAS3.3 *Performing*

DRAS3.4 *Appreciating*

# GOLD

## *Links across key learning areas*

Unit: **Gold!** (*p 115 HSIE Units of Work*)

This unit provides opportunities for students to explore the influence of the discovery of gold on Australian identity, environment and heritage, highlighting social justice and democratic processes.

## **HSIE**

**CCS3.1** *Significant Events and People*

**CCS3.2** *Time and Change*

**CUS3.3** *Identities*

**CUS3.4** *Cultural Diversity*

**ENS3.6** *Relationships with Places*

## **ENGLISH**

**TS3.1** *Talking and Listening*

**TS3.2** *Skills and Strategies*

**RS3.5** *Reading and Viewing Texts*

**RS3.6** *Skills and Strategies*

**RS3.7** *Context and Text*

**RS3.8** *Language Structures and Features*

**WS3.9** *Producing Texts*

**WS3.10** *Punctuation and Grammar*

**WS3.11** *Spelling*

**WS3.12** *Handwriting and Computer Technology*

**WS3.13** *Context and Text*

**WS3.14** *Language Structures and Features*

## **MATHEMATICS**

**WMS3.3** *Communicating*

**WMS3.5** *Reflecting*

**SGS3.3** *Position*

**MS3.1** *Length*

**MS3.2** *Area*

**MS3.3** *Volume and Capacity*

**MS3.4** *Mass*

**NS3.1** *Whole Numbers*

**NS3.2** *Addition and Subtraction*

**NS3.3** *Multiplication and Division*

**NS3.4** *Patterns and Algebra*

## SCIENCE AND TECHNOLOGY

- ICS3.2 *Information and Communication*
- LTS3.3 *Living Things*
- PSS3.5 *Products and Services*
- ESS3.6 *Earth and its Surroundings*
- INVS3.7** *Investigating*
- DMS3.8** *Designing and Making*
- UTS3.9** *Using Technology*

## PDHPE

- COS3.1 *Communicating*
- DMS3.2 *Decision Making*
- INS3.3 *Interacting*
- PSS3.5 *Problem Solving*
- GSS3.8** *Games and Sports*

## CREATIVE ARTS

Unit: **Shovels, Picks and Pans** (p 44 *Creative Arts K–6 Units of Work*)

*Visual Arts*

- VAS3.1 *Making*
- VAS3.2** *Making*
- VAS3.3 *Appreciating*
- VAS3.4** *Appreciating*

***Links to other artforms***

*Music*

- MUS3.1** *Performing*
- MUS3.2** *Organising Sound*
- MUS3.4** *Listening*

*Drama*

- DRAS3.1 *Making*
- DRAS3.3 *Performing*
- DRAS3.4 *Appreciating*

*Dance*

- DAS3.1 *Performing*