**Curriculum Links**

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| National Curriculum Focus | | | | | |
| **Foundation**  **Language**  ACELA1429  ACELA1431  ACELA1432  ACELA1433  ACELA1434  ACELA1439  ACELA1786  ACELA1440  **Literacy**  ACELY1646  ACELY1647  ACELY1648  ACELY1651  ACELY1784 | **Literature**  ACELT1575  ACELT1577  ACELT1587  ACELT1580  ACELT1783  ACELT1785  ACELT1578  ACELT1579 | **Year 1**  **Language**  ACELA1447  ACELA1448  ACELA1449  ACELA 1450  ACELA1451  ACELA1453  ACELA1787  **Literacy**  ACELY1655  ACELY1656  ACELY1658  ACELY1661  ACELY1664 | **Literature**  ACELT1581  ACELT1582  ACELT1583  ACELT1584  ACELT1585  ACELT1586  ACELT1832 | **Year 2**  **Language**  ACELA1463  ACELA1465  ACELA1469  **Literacy**  ACELY1667  ACELY1671  ACELY1674 | **Literature**  ACELT1587  ACELT1591  ACELT1592  ACELT1593  ACELT1833 |
| **Creative Arts**  **Foundation**  ACAMAM054  ACAMAM055  ACAMAM056  ACADRM027  ACADRM028  ACADRM029 | | **Year 1**  ACAMAM054  ACAMAM055  ACAMAM056  ACADRM027  ACADRM028  ACADRM029 | | **Year 2**  ACAMAM054  ACAMAM055  ACAMAM056  ACADRM027  ACADRM028  ACADRM029 | |
| **Science**  **Foundation**  ACSISO14 |  | **Year 1**  ACSIS024 | | **Year 2**  ACSIS037 |  |
| **Technology**  **Foundation**  ACTDIK001 |  | **Year 1**  ACTDIK001 |  | **Year 2** ACTDIK001 |  |

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| New South Wales Curriculum- English | | |
| **Early Stage 1**  **ENe-1a-** communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction  **ENe-2A-** composes simple texts to convey an idea or message  **ENe- 3A**- produces most lower case and upper case letters and uses digital technologies to construct texts  **ENe-4A**- demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies  **ENe-6B-** recognises that there are different kinds of spoken texts with specific language features and shows an emerging awareness of some purposes for spoken language  **ENe-7B-** recognises some different purposes for writing and that own texts differ in various ways  **ENe-8B-** demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter  **ENe-11D-** responds to and composes simple texts about familiar aspects of the world and their own experiences  **ENe-12E-** demonstrates awareness of how to reflect on aspects of their own and others’ learning | **Stage 1**  **EN1.1A-** communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations  **EN1.2A-** plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers  **EN1.3A-** composes texts using letters of consistent size and slope and uses digital technologies  **EN1-.4A-** draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies  **EN1.6B-** recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts  **En1.7B-**identifies how language use in their own writing differs according to their purpose, audience and subject matter  **EN1.8B-** recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter  **EN1.9B-** uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts  **EN1.10C** thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts  **EN1.11D**- responds to and composes a range of texts about familiar aspects of the world and their own experiences | **Stage 2**  **EN2.1A-** communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts  **EN2.2A-** plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language  **EN2.3A-** uses effective handwriting and publishes texts using digital technologies  **EN2.4A-** uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies  **EN2.5A-** uses a range of strategies, including knowledge of letter–sound correspondences and common letter patterns, to spell familiar and some unfamiliar words  **EN2.6B-** identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features  **EN2.7B**- identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts  **EN2.8B**- identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter  **EN2.9B-** uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts  **EN2.10C**- thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts |
| **Creative Arts**  **Early Stage 1**  **VAES1.1** Makes simple pictures and other kinds of artworks about things and experiences  **VAES1.2** Experiments with a range of media in selected forms  **VAES1.3** Recognises some of the qualities of different artworks and begins to realise that artists make artwork  **VAES1.4** Communicates their ideas about pictures and other kinds of artworks  **MUES1.2** Creates own rhymes, games, songs and simple compositions.  **DRAES1.1** Uses imagination and the elements of drama in imaginative play and dramatic situations.  **DRAES1.3** Dramatises personal experiences using movement, space and objects | **Stage 1**  **VAS1.1** Makes artworks in a particular way about experiences of real and imaginary things.  **VAS1.3** Realises what artists do, who they are and what they make  **VAS1.4** Begins to interpret the meaning of artworks, acknowledging the roles of artist and audience.  **MUS1.2** Explores, creates, selects and organises sound in simple structures  **DRAS1.1** Takes on roles in drama to explore familiar and imagined situations.  **DRAS1.2** Conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice.  **DRAS1.3** Interacts collaboratively to communicate the action of the drama with others. | **Stage 2**  **MUS2.2** Improvises musical phrases, organises sounds and explains reasons for choices  **DRAS2.1** Takes on and sustains roles in a variety of drama forms to express meaning in a wide range of imagined situations  **DRAS2.2** Builds the action of the drama by using the elements of drama, movement and voice skills.  **DRAS2.3** Sequences the action of the drama to create meaning for an audience. |
| **Science**   * **STe-8NE-** develop knowledge of the Natural Environment through understanding about the Physical World, Earth and Space, and Living World |  |  |