

# Pre-Primary Talking Time Programme



## Australian Curriculum: HISTORY Foundation/Pre-primary Program: Talking Time

Year Level	Pre-Primary				
Year Level Title	Personal and Family Histories				
Key Concepts F-2	Continuity and change	Cause and effect	Significance	Perspectives	Empathy
Historical Skills F-2	<p><b>Chronology, terms and concepts</b></p> <ul style="list-style-type: none"> <li>Sequence familiar objects and events</li> <li>Distinguish between the past, present and future</li> </ul>	<p><b>Historical questions and research</b></p> <ul style="list-style-type: none"> <li>Pose questions about the past using sources provided</li> </ul>	<p><b>Analysis and use of sources</b></p> <ul style="list-style-type: none"> <li>Explore a range of sources about the past</li> <li>Identify and compare features of objects from the past and present</li> </ul>	<p><b>Perspectives and interpretations</b></p> <ul style="list-style-type: none"> <li>Explore a point of view</li> </ul>	<p><b>Explanation and communication</b></p> <ul style="list-style-type: none"> <li>Develop a narrative about the past</li> <li>Use a range of communication forms (oral, graphic, written, role play) and digital technologies</li> </ul>
Achievement Standard	By the end of the Foundation year, students identify similarities and differences between families. They recognise how important family events are commemorated. Students sequence familiar events in order. They pose questions about their past. Students relate a story about their past using a range of texts.				
Year level Description	The Foundation curriculum provides a study of personal and family histories. Students learn about their own history and that of their family; this may include stories from different cultures and other parts of the world. As participants in their own history, students build on their knowledge and understanding of how the past is different from the present.				
Key Inquiry Questions	<ul style="list-style-type: none"> <li>What is my history and how do I know it?</li> <li>How are significant events in my history commemorated?</li> <li>What stories do other people tell about the past?</li> <li>How can stories of the past be told and shared?</li> <li>How can I use artefacts to represent my own personal history?</li> <li>What significance do artefacts have to past events? f</li> </ul>				
Historical Knowledge and Understanding	<p>Who the people in their family are, where they were born and raised and how they are related to each other.</p> <p>The different structures of families and family groups today, and what they have in common.</p> <p>How they, their family and friends commemorate past events that are important to them.</p> <p>How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media, and museums.</p>				
Teaching and Learning Sequence	<p>This lesson sequence emphasises the development of inquiry skills and builds children's understandings of continuity and change, cause and effect, perspectives, empathy and significance. It aims to develop children's knowledge of past, present and future in the context of their own personal history and that of their families. The unit explores the concept and language of time and then moves to using sources and artefacts to show their own personal history. Students will share personal artefacts and those shared from their families to explore concepts of time, history and change.</p> <p><b>Lesson One</b> - Exploring the Time <i>Talking Tubs</i><sup>™</sup> and Creating a 3-D Mind Map Focus Question: Can students identify between the past, present and future?</p> <p><b>Lesson Two</b> - The language of time- developing an appropriate vocabulary for talking about time Focus Question: Can students use relevant and accurate terms to show the passing of time?</p> <p><b>Lesson Three</b> – Past, Present and Future – who was I, who am I and who will I be? Focus Question: Can students pose questions about the past, present and future?</p> <p><b>Lesson Four</b> - Proving I have grown – presenting an oral language history talk using personal artefacts Focus Question: Can students use sources to support their narrative about the past?</p> <p><b>Lesson Five</b> - Personal Artefacts Museum – Sharing personal historical sources Focus Question: Can students identify and compare features of objects from the past and present?</p> <p><b>Lesson Six</b> - When Frank Was Four – How I have grown and changed? Focus Question: Can students present a narrative about their past using drawing and writing as a communication form?</p>				

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<b>Assessment</b>	<p><b>What specifically will students produce, learn, and develop?</b></p> <ul style="list-style-type: none"> <li>• Students will develop a vocabulary of time related words.</li> <li>• Students will pose questions about the past using the sources provided in the talking tub and will explore a range of sources about the past including their own personal histories using artefacts collected from their own past and those of their families.</li> <li>• Students will tell stories from their past and the past of others through stories (oral and written) drawing, writing, photos and other representations.</li> <li>• Students will present an oral presentation to their peers using personal artefacts to demonstrate how they have changed over time.</li> <li>• Students will collect personal and family artefacts to create a personal artefacts museum.</li> <li>• Students will identify the historical significance of artefacts for themselves and their families.</li> <li>• Students will produce a personal narrative about their past using drawing and writing as a communication form.</li> </ul>
<b>Pedagogical Approach</b>	<p>An integrated approach to teaching in the early years not only meets the needs of young children to learn in personally meaningful and child centred ways but is the most effective method to address the Early Years Learning Framework, Australian Curriculum Disciplines, the Cross Curriculum Priorities and the General Capabilities of the Australian Curriculum.</p> <p>The project approach used in this learning sequence is based on the pedagogy of Emergent or Constructivist approaches to teaching and has been influenced by the schools of Reggio Emilia including theorists Gandini and Malaguzzi; Harvard's Project Zero and the theories of George Foreman and Howard Gardner. Strategies from Katz, Helm and Chards Project Approach are used alongside Warden's Floorbook Approach™. The integrated approach supports the pedagogy of the Early Years Learning Framework.</p> <p>Projects can run over several weeks, a term or longer. For the purpose of this unit the initial 5 lesson sequence in History is provided. Additional areas of possible exploration are also provided. The initial 5 lesson sequence provides a starting point and you should by no means limit the project to the lesson sequence provided.</p> <p>The pedagogy of a project approach means that areas of interest and directions will arise from working with the children. The direction of the project will differ from context to context and in a project approach it will depend on the thinking, questions and interest directions of the children as to the possible directions a project can take. If followed these will lead to further areas of investigation that will allow the project learning to cover many areas of the curriculum, cross curriculum priorities and the General Capabilities.</p> <p><b>The Key Pedagogical Features of a project approach include;</b></p> <p><b>Higher Order Thinking - Higher</b> order thinking is encouraged, explored, recorded and revisited through project work. Children engage in higher order thinking when they are encouraged and allowed to question, hypothesise, reflect and think critically and creatively.</p> <p><b>Representation</b> - Consistent with Howard Gardner's notion of schooling for multiple intelligences and Reggio Emilia's 100 languages, integrating the graphic arts as tools for cognitive, linguistic and social development. Children represent their thinking and learning using print, art, construction, drama etc.</p> <p><b>Teacher as Researcher</b> - The teacher listens carefully, observes and documents children's work. Teachers provoke, co-construct, and stimulate thinking and children's collaboration with peers.</p> <p><b>Collaboration</b> - Collaborative group work allows children to share their thinking, problem solving, hypotheses, and negotiate on projects.</p> <p><b>Thinking Tools</b> - the use of thinking tools to promote children's abilities to make connections in their theory building. These may include (but are not limited to): mind maps, Y charts, wonder books, clouds of wonder, brainstorm, and labeled diagrams.</p> <p><u>Documentation</u> - Projects can be documented in a variety of ways, such as:</p> <p><b>Floorbook Approach</b>™ (Warden, 2012) - record the engagement between children and adults as they discuss their ideas and thoughts. They are used to record the project using photos, the children's thinking, individual and small group learning stories and the weekly life of the class. Floorbooks are large blank books that are used to record the evidence of the process of play and the learning that comes from the Floorbook Approach™. In the back of the Floorbook is a curriculum overview where the teacher can highlight the curriculum areas covered by the project and record notes.</p> <p><b>Individual Portfolios</b> – or project books feature the development of the project through photos and include the collected work samples of the child during the project.</p> <p><b>Documentation panels</b> – or displays can be created by the teacher as evidence of the teacher's observations. This may include a record the children's words and displays of the children's work featured in the classrooms. The panels should not only include children's work samples but also include evidence of the children's thinking and learning.</p>

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<b>Resources</b>	<p><u><a href="#">Online Resources and Children's Literature</a></u></p> <p><b>Lesson One</b></p> <p>Family photos – historical</p> <p><a href="http://museumvictoria.com.au/learning-federation/melbournes-bfa-family1/mbfa-family18/">http://museumvictoria.com.au/learning-federation/melbournes-bfa-family1/mbfa-family18/</a></p> <p><a href="http://museumvictoria.com.au/collections/search?q=family">http://museumvictoria.com.au/collections/search?q=family</a></p> <p><a href="http://www.chia.chinesemuseum.com.au/biogs/CH00624b.htm">http://www.chia.chinesemuseum.com.au/biogs/CH00624b.htm</a></p> <p>Images – Early Australian History</p> <p><a href="http://www.nma.gov.au/collections/about-the-national-historical-collection">http://www.nma.gov.au/collections/about-the-national-historical-collection</a></p> <p><a href="http://www.nla.gov.au/what-we-collect/pictures">http://www.nla.gov.au/what-we-collect/pictures</a></p> <p>Images – Aboriginal and Torres Strait Islander</p> <p><a href="http://www.noongarculture.org.au/photos/">http://www.noongarculture.org.au/photos/</a></p> <p><a href="http://www.sl.nsw.gov.au/discover_collections/history_nation/indigenous/">http://www.sl.nsw.gov.au/discover_collections/history_nation/indigenous/</a></p> <p>Early Australian Art – featuring landscapes, Indigenous Australians in early settlement times</p> <p><a href="http://nga.gov.au/COLLECTIONS/Australia/">http://nga.gov.au/COLLECTIONS/Australia/</a></p> <p><u><a href="#">Children's Literature</a></u></p> <p><b>Lesson Two</b></p> <p>Other stories related to History and young children</p> <ul style="list-style-type: none"> <li>➤ Lizzie Nonsense by Jan Omerod</li> <li>➤ The Great Expedition by Peter Carnavas</li> <li>➤ My Place by Nadia Wheatley and Donna Rawlins</li> <li>➤ You and Me: Our Place by Leonie Norrington and Dee Huxley</li> <li>➤ When I was built – Jennifer Themes</li> <li>➤ When Frank Was Four – Alison Lester</li> <li>➤ Wilfred Gordon MacDonald Partridge – Mex Fox</li> </ul> <p><a href="http://www.mylittlebookcase.com.au/books/aussie-book-lists-australian-history-for-young-readers/">http://www.mylittlebookcase.com.au/books/aussie-book-lists-australian-history-for-young-readers/</a></p> <p><b>Lesson 5</b> Collections of childhood toys</p> <ul style="list-style-type: none"> <li>➤ <a href="http://www.scottle.edu.au/ec/viewing/R6376/index.html">http://www.scottle.edu.au/ec/viewing/R6376/index.html</a> - knuckle bones</li> <li>➤ <a href="http://museumvictoria.com.au/education/learning-lab/little-history/my-grandmothers-toy-box/">http://museumvictoria.com.au/education/learning-lab/little-history/my-grandmothers-toy-box/</a></li> <li>➤ <a href="http://museumvictoria.com.au/education/learning-lab/little-history/australian-toys/">http://museumvictoria.com.au/education/learning-lab/little-history/australian-toys/</a></li> <li>➤ <a href="http://museumvictoria.com.au/learning-federation/melbournes-bfa-migration/digital-photograph---ring-a-rosies/">http://museumvictoria.com.au/learning-federation/melbournes-bfa-migration/digital-photograph---ring-a-rosies/</a></li> <li>➤ <a href="http://www.powerhousemuseum.com/collection/database/?irn=379852&amp;img=245619">http://www.powerhousemuseum.com/collection/database/?irn=379852&amp;img=245619</a></li> <li>➤ <a href="http://splash.abc.net.au/media/-/m/1341718/playgrounds-billicarts-and-hot-rods">http://splash.abc.net.au/media/-/m/1341718/playgrounds-billicarts-and-hot-rods</a></li> <li>➤ <a href="http://splash.abc.net.au/media/-/m/1264269/twinkle-twinkle-little-ducks">http://splash.abc.net.au/media/-/m/1264269/twinkle-twinkle-little-ducks</a></li> </ul> <p><b>Resources for Family – Aboriginal and Torres Strait Islander</b></p> <p><a href="http://australianmuseum.net.au/indigenous-australia-family">http://australianmuseum.net.au/indigenous-australia-family</a></p> <p><a href="http://www.kidsplacemaps.wa.edu.au">http://www.kidsplacemaps.wa.edu.au</a> Go to Lance Holt School – Kindies – Moort</p>	<p><u><a href="#">Professional Reading for Teachers</a></u></p> <p><b>Floorbook Pedagogy</b></p> <p><a href="http://www.claire-warden.com">http://www.claire-warden.com</a></p> <p><a href="http://www.claire-warden.com/publication.cfm/ID/8">http://www.claire-warden.com/publication.cfm/ID/8</a></p> <p><b>Project Approach</b></p> <p><a href="http://projectapproach.org/project-examples/pre-k-kindergarten/">http://projectapproach.org/project-examples/pre-k-kindergarten/</a></p> <p><a href="http://ecrp.uiuc.edu/v8n2/clark.html">http://ecrp.uiuc.edu/v8n2/clark.html</a></p> <p><a href="http://www.communityplaythings.com/resources/articles/2013/the-project-approach-to-teaching-and-learning">http://www.communityplaythings.com/resources/articles/2013/the-project-approach-to-teaching-and-learning</a></p> <p>Professor Lillian Katz presents a series of presentations on using an integrated project approach</p> <p><a href="https://fuse.education.vic.gov.au/pages/View.aspx?id=0314f7c8-fdea-47a9-99ec-838f4fdad8a3&amp;Source=%252fpages%252fMyDesk.aspx">https://fuse.education.vic.gov.au/pages/View.aspx?id=0314f7c8-fdea-47a9-99ec-838f4fdad8a3&amp;Source=%252fpages%252fMyDesk.aspx</a></p> <p><b>Reggio Emilia</b></p> <p><a href="http://www.reggiochildren.it/?lang=en">http://www.reggiochildren.it/?lang=en</a></p> <p><a href="http://www.pz.gse.harvard.edu/pz_in_practice.php">http://www.pz.gse.harvard.edu/pz_in_practice.php</a></p> <p><a href="http://www.educationscotland.gov.uk/earlyyears/images/reggioaug06_tcm4-393250.pdf">http://www.educationscotland.gov.uk/earlyyears/images/reggioaug06_tcm4-393250.pdf</a></p> <p><b>Early Childhood Pedagogy</b></p> <p><a href="https://www.ais.wa.edu.au/aiswa-publications/early-years-learning-framework-in-action/">https://www.ais.wa.edu.au/aiswa-publications/early-years-learning-framework-in-action/</a></p> <p><a href="https://www.ais.wa.edu.au/aiswa-publications/playing-with-the-australian-curriculum/">https://www.ais.wa.edu.au/aiswa-publications/playing-with-the-australian-curriculum/</a></p> <p><a href="http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf">http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf</a></p> <p><a href="http://www.earlychildhoodaustralia.org.au/our-publications/every-child-magazine/every-child-index/every-child-vol-16-3-2010/play-based-learning-free-article/">http://www.earlychildhoodaustralia.org.au/our-publications/every-child-magazine/every-child-index/every-child-vol-16-3-2010/play-based-learning-free-article/</a></p> <p><a href="http://www.earlychildhoodaustralia.org.au/our-publications/every-child-magazine/every-child-index/every-child-vol-16-3-2010/play-based-learning-free-article/">http://www.earlychildhoodaustralia.org.au/our-publications/every-child-magazine/every-child-index/every-child-vol-16-3-2010/play-based-learning-free-article/</a></p> <p><b>Documentation</b></p> <p><a href="http://teachinghistory.org/digital-classroom/beyond-the-chalkboard/25640">http://teachinghistory.org/digital-classroom/beyond-the-chalkboard/25640</a></p> <p><a href="http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2012/05/EYLFPLP_E-Newsletter_No9.pdf">http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2012/05/EYLFPLP_E-Newsletter_No9.pdf</a></p> <p><a href="http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2012/05/EYLFPLP_E-Newsletter_No10.pdf">http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2012/05/EYLFPLP_E-Newsletter_No10.pdf</a></p> <p><a href="http://www.makinglearningvisibleresources.org/documentation-when-does-it-make-learning-visible.html">http://www.makinglearningvisibleresources.org/documentation-when-does-it-make-learning-visible.html</a></p>
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	<p><b>Supporting Resources For Exploring Personal History</b></p> <p>Video - having a new baby <a href="http://splash.abc.net.au/media/-/m/522321">http://splash.abc.net.au/media/-/m/522321</a></p> <p>Video - baby's first birthday <a href="http://splash.abc.net.au/media/-/m/522343/celebrating-a-first-birthday">http://splash.abc.net.au/media/-/m/522343/celebrating-a-first-birthday</a></p> <p>A child exploring her lunch box with her Mum on her first day of school in 1974 <a href="http://splash.abc.net.au/media/-/m/1264225/what-s-for-lunch-on-the-first-day-of-school-">http://splash.abc.net.au/media/-/m/1264225/what-s-for-lunch-on-the-first-day-of-school-</a></p> <p>Children starting school in 1974 <a href="http://splash.abc.net.au/media/-/m/1264247/first-day-jitters">http://splash.abc.net.au/media/-/m/1264247/first-day-jitters</a></p>	<p><u><a href="#">Integrated Project Work Example</a></u> <a href="http://www.kidsplacemaps.wa.edu.au/">http://www.kidsplacemaps.wa.edu.au/</a> Search <i>Lance Holt School</i></p> <p>Resources to Support History Teaching with Young Children <a href="http://teachinghistory.org/digital-classroom/beyond-the-chalkboard/25640">http://teachinghistory.org/digital-classroom/beyond-the-chalkboard/25640</a></p> <p><b>Resources for Family</b></p> <p>Meet my family <a href="http://www.scootle.edu.au/ec/viewing/L1454/index.html">http://www.scootle.edu.au/ec/viewing/L1454/index.html</a> Family photos – historical <a href="http://museumvictoria.com.au/learning-federation/melbournes-bfa-family1/mbfa-family18/">http://museumvictoria.com.au/learning-federation/melbournes-bfa-family1/mbfa-family18/</a></p> 
<b>Opportunities for INTEGRATION</b>		
<p><b>Cross Curriculum Priorities</b></p>	<p><b>Aboriginal and Torres Strait Islander histories and culture</b> - the design of the project lends itself to exploring the idea of Indigenous History including oral histories, dreamtime stories, time lines and the long history of indigenous people and connection to place. Links and suggestions are made within lessons and project extension ideas.</p> <p><b>01.5</b> Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.</p> <p><b>01.8</b> Aboriginal and Torres Strait Islander Peoples have sophisticated family and kinship structures.</p>	
<p><b>Early Years Learning Framework</b></p>	<p>The project approach and its related pedagogies embrace the pedagogy of the Early Years Learning Framework. The holistic nature of project work and the range of teaching and learning strategies intrinsic to the project approach reflect the pedagogies unpinning the Framework.</p> <p>This project encompasses a wide range of Early Years Learning Framework outcomes. This project pedagogy promotes children's sense of identity as they connect with their personal histories and that of their communities. Their connection to their family, their local community and that of Indigenous Australians is explored through the project and the extended activities. The teaching strategies using including <i>Talking Tubs™</i>, mind maps and time lines engage children actively in their leaning encouraging children to ask questions, share their theories, research and investigate. The project approach and the lesson sequence promote children's ability to communicate effectively. The children will be representing their learning through oral language, vocabulary development, mind mapping, drawing, writing and the use a range of text forms.</p> <p><b>Outcome 1 – Children have a strong sense of identity</b></p> <ul style="list-style-type: none"> <li>• Children develop their emerging autonomy, inter-dependence, resilience and a sense of agency.</li> <li>• Children learn to interact in relation to others with care, empathy and respect.</li> </ul> <p><b>Outcome 2 – Children are connected with and contribute to their world</b></p> <ul style="list-style-type: none"> <li>• Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.</li> <li>• Children respond to diversity with respect.</li> </ul> <p><b>Outcome 4 – Children are confident and involved learners</b></p> <ul style="list-style-type: none"> <li>• Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.</li> <li>• Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating.</li> <li>• Children transfer and adapt what they have learned from one context to another.</li> <li>• Children resource their own learning through connecting with people, place, technologies and natural and processed materials.</li> </ul> <p><b>Outcome 5 Children are effective communicators</b></p> <ul style="list-style-type: none"> <li>• Children interact verbally and non-verbally with others for a range of purposes</li> <li>• Children engage with a range of texts and gain meaning from these texts</li> <li>• Children express ideas and make meaning using a range of media</li> <li>• Children use information and communication technologies to access information, investigate ideas and represent their thinking</li> </ul>	

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<b>General Capabilities</b>	<p><b>Literacy</b></p> <p>Students will use a range of literacy skills throughout the project. Class discussions, simple oral presentations and oral story telling are all included in the lesson sequence and provide opportunities for students to provide explanations and to use pair, group and class discussions as learning tools to explore the idea of time and to represent their ideas through the creation of texts. Writing and drawing are used by students to represent their thinking and learning and will compose and edit written texts. Story Books are used to explore the concepts of personal and family histories.</p>
	<p><b>Numeracy</b></p> <p>The basis of the project and the lesson sequence focuses on the concept of time. Children will develop a vocabulary of time related words and will be sequencing events from their own personal histories.</p>
	<p><b>Critical and Creative thinking</b></p> <p>The project uses a range of teaching strategies that promote higher order creative and critical thinking including talking tubs and mind maps will allow children to use thinking strategies. Children will pose questions to identify and clarify issues and to compare information. They will use a range of source materials to explore ideas and will organize the information and artefacts to represent their own histories and those of their family. The children will be posing factual and exploratory questions based on their personal and family experiences. They will be engaged in an inquiry process and will be reflecting on their own thinking and learning (metacognition).</p>
	<p><b>Personal and Social capability</b> The unit of work provides children with the opportunity to work collaboratively in whole class and paired ways. Children will be sharing their personal experiences and what they have learnt about themselves and their personal history</p>
	<p><b>Ethical Understanding</b></p> <p>The project will provide children the opportunity to share ideas about themselves and their families. The children will share personal family and life events reflecting their individual cultural backgrounds. Opportunities for exploring Aboriginal and Torres Strait Islander stories and culture and the stories and culture of the children in the class are abundant.</p>
	<p><b>Intercultural Understanding</b></p> <p>The project allows students to describe and compare themselves to others and from other times including how their family celebrates events and the passing of time. This will allow children from different cultural backgrounds to share their experiences. The project provides opportunities to explore texts that promote intercultural awareness.</p>

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<b>Other Learning Areas</b>	<p><b>English</b></p> <p><u>Language</u> Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430) Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437)</p> <p><u>Literature</u> Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575) Identify some features of texts including events and characters and retell events from a text (ACELT1578) Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785) Retell familiar literary texts through performance, use of illustrations and images (ACELT1580)</p> <p><u>Literacy</u> Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784) Deliver short oral presentations to peers (ACELY1647) Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)</p>
	<p><b>Mathematics</b></p> <p>Compare and order the duration of events using the everyday language of time (ACMMG007). Connect days of the week to familiar events and actions (ACMMG008).</p>
	<p><b>Geography</b></p> <p>The places people live in and belong to, their familiar features and why they are important to people (ACHGK002). The reasons why some places are special to people, and how they can be looked after (ACHGK004).</p>
	<p><b>The Arts</b> In Foundation to Year 2, learning in The Arts builds on the Early Years Learning Framework. Students are engaged through purposeful and creative play in structured activities, fostering a strong sense of wellbeing and developing their connection with and contribution to the world.</p> <p><u>Media Arts</u> Explore ideas, characters and settings in the community through stories in images, sounds and text (ACAMAM054).</p> <p><u>Visual Arts</u> Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists (ACAVAM106).</p> <ul style="list-style-type: none"> <li>• During the project students will use and experiment with different materials, techniques, technologies and processes to make artworks.</li> <li>• Students will create and display artworks to communicate ideas to an audience.</li> </ul>