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Yearly Overview – Foundation

	Term 1	Term 2	Term 3	Term 4
	Theme: My Family		**Theme: Special Places**	
HASS: History	Me and My Family	Let's Celebrate		
HASS: Geography			Special Places	
English: Language	Letter/Sound Recognition Sentence Structure	Information Report	Story Recount – identifying beginning, middle and end	Poetry
English: Literacy				
English: Literature	**Focus Texts:** *Our Class is a Family, Dear Zoo, Where's Spot?, Harry the Dirty Dog, I'm a Dirty Dinosaur, Pete the Cat: I Love My White Shoes, We're Going on a Bear Hunt, Who Sank the Boat?, The Bee and Me, The Very Hungry Caterpillar*	**Focus Text:** *W, is for Wombat, Cunning Crow, KooKoo Kookaburra, Mad Magpie, Awesome Emu, Silly Birds, Rainbow Serpent, Tiddalick the Frog, How the Kangaroos Got their Tails, Diary of a Wombat, Don't Call Me Bear, Tippy and Jellybean*	**Focus Texts:** *Alexander's Outing, Mr Archimedes Bath, Belinda, My Cat Maisie, The Bear's Lunch, Bertie and the Bear, Waddle, Giggle, Gargle, Clippity-Clop, Mr McGee, The Potato People*	**Focus Texts:** *Each Peach, Pear, Plum; Mary Had a Little Lamb; Jack and Jill; Baa, Baa, Black Sheep; Incy Wincy Spider; Twinkle, Twinkle Little Star; Hickory, Dickory, Dock; Hey Diddle Diddle; The Cow Tripped Over the Moon*
The Arts: Drama			I Love Stories	
The Arts: Media				Nursery Rhyme Romp
The Arts: Visual Arts	All About Me Collages	Mini Beast Garden		
Number and Algebra	Numbers to 20, Repeating Patterns, Counting Collections	Subitising Numbers Partitioning Numbers	Addition and Subtraction	Equal Sharing
Measurement and Geometry	Days of the week	Shape, Time	Length, Capacity, Mass	Location
Statistics and Probability				Data
Science		Features of Living Things	Properties of Materials	Moving Things
Design Technology		Playground Design		
Digital Technology	Computer Basics		Data Safety	
Health	Introducing Me!		Health and Safety	Getting Along

Additional Writing Unit Options: Letter Writing & Narrative

For other texts to explore, *visit our website: Picture books to support the Australian Curriculum: Foundation*

English Curriculum Scope and Sequence

	Language	Explore how language is used differently at home and school depending on the relationships between people AC9EFLA01	Explore different ways of using language to express preferences, likes and dislikes AC9EFLA02	Understand that texts can take many forms such as signs, books and digital texts AC9EFLA03	Understand conventions of print and screen, including how books and simple digital texts are usually organised AC9EFLA04	Recognise that sentences are key units for expressing ideas AC9EFLA05	Recognise that sentences are made up of groups of words that work together in particular ways to make meaning AC9EFLA06	Explore the contribution of images and words to meaning in stories and informative texts AC9EFLA07	Recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school AC9EFLA08	Identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end AC9EFLA09	Literature	Share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9EFLE01	Respond to stories and share feelings and thoughts about their events and characters AC9EFLE02	Recognise different types of literary texts and identify features including events, characters, and beginnings and endings AC9EFLE03	Explore and replicate the rhythms and sound patterns of literary texts such as poems, rhymes and songs AC9EFLE04	Retell and adapt familiar literary texts through play, performance, images or writing AC9EFLE05
English Unit 1 (includes Writing Unit - Writing Sentences)															
English Unit 2 (includes Writing Unit - Information Report)															
English Unit 3 (includes Writing Unit - Recount)															
English Unit 4 (includes Writing Unit - Poetry)															
Writing Units															
Writing Sentences															
Recount															
Poetry															
Information Report															
Narrative															
Letter Writing															

English Curriculum Scope and Sequence	English Unit 1 (includes Writing Unit - Writing Sentences)	English Unit 2 (includes Writing Unit - Information Report)	English Unit 3 (includes Writing Unit - Recount)	English Unit 4 (includes Writing Unit - Poetry)	Writing Units	Writing Sentences	Recount	Poetry	Information Report	Narrative	Letter Writing
Literacy											
Identify some familiar texts, such as stories and informative texts, and their purpose AC9EFLY01											
Interact in informal and structured situations by listening while others speak and using features of voice including volume levels AC9EFLY02											
Identify some differences between imaginative and informative texts AC9EFLY03											
Read decodable and authentic texts using developing phonic knowledge, and monitor meaning using context and emerging grammatical knowledge AC9EFLY04											
Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently AC9EFLY05											
Create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly AC9EFLY06											
Create and deliver short spoken texts to report ideas and events to peers, using features of voice such as appropriate volume AC9EFLY07											
Form most lower-case and upper-case letters using learnt letter formations AC9EFLY08											
Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness) AC9EFLY09											
Segment sentences into individual words; orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness) AC9EFLY10											
Recognise and name all upper- and lower-case letters (graphs) and know the most common sound that each letter represents AC9EFLY11											
Write consonant–vowel–consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words AC9EFLY12											
Use knowledge of letters and sounds to spell words AC9EFLY13											
Read and write some high-frequency words and other familiar words AC9EFLY14											
Understand that words are units of meaning and can be made of more than one meaningful part AC9EFLY15											

Term 4	Term 3	Term 2	Term 1	Maths Curriculum Scope & Sequence
				Number and Algebra
			Numbers to 20	Name, represent and order numbers including zero to at least 20, using physical and virtual materials and numerals AC9MFN01
		Subitising		Recognise and name the number of objects within a collection up to 5 using subitising AC9MFN02
			Counting Collections	Quantify and compare collections to at least 20 using counting and explain or demonstrate reasoning AC9MFN03
		Partioning Numbers		Partition and combine collections up to 10 using part-part-whole relationships and subitising to recognise and name the parts AC9MFN04
	Addition and Subtraction			Represent practical situations involving addition, subtraction and quantification with physical and virtual materials and use counting or subitising strategies AC9MFN05
Grouping and Sharing				Represent practical situations involving equal sharing and grouping with physical and virtual materials and use counting or subitising strategies AC9MFN06
			Patterns	Recognise, copy and continue repeating patterns represented in different ways AC9MFA01
				Measurement and Geometry
		Time		Identify and compare attributes of objects and events, including length, capacity, mass and duration, using direct comparisons and communicating reasoning AC9MFM01
	Capacity			Identify and compare attributes of objects and events, including length, capacity, mass and duration, using direct comparisons and communicating reasoning AC9MFM01
	Length			Identify and compare attributes of objects and events, including length, capacity, mass and duration, using direct comparisons and communicating reasoning AC9MFM01
	Mass			Identify and compare attributes of objects and events, including length, capacity, mass and duration, using direct comparisons and communicating reasoning AC9MFM01
			Days of the Week	Sequence days of the week and times of the day including morning, lunchtime, afternoon and night time, and connect them to familiar events and actions AC9MFM02
		Shape		Sort, name and create familiar shapes; recognise and describe familiar shapes within objects in the environment, giving reasons AC9MFSP01
Location				Describe the position and location of themselves and objects in relation to other people and objects within a familiar space AC9MFSP02
				Statistics and Probability
Data				Collect, sort and compare data represented by objects and images in response to given investigative questions that relate to familiar situations AC9MFST01

Science Curriculum Scope and Sequence	Term 1	Term 2 (Properties of Materials)	Term 3 (Moving Things)	Term 4 (Features of Living Things)
Science Understanding				
Biological Sciences	No need to teach science this term			
observe external features of plants and animals and describe ways they can be grouped based on these features AC9SFU01				
Physical Sciences				
describe how objects move and how factors including their size, shape or material influence their movement AC9SFU02				
Chemical Sciences				
recognise that objects can be composed of different materials and describe the observable properties of those materials AC9SFU03				
Science as a Human Endeavour				
explore the ways people make and use observations and questions to learn about the natural world AC9SFH01				
Science Inquiry				
pose questions and make predictions based on experiences AC9SF101				
engage in investigations safely and make observations using their senses AC9SF102				
represent observations in provided templates and identify patterns with guidance AC9SF103				
compare observations with predictions with guidance AC9SFI04				
share questions, predictions, observations and ideas with others AC9SF105				

Term 4	Term 3 (Special Places)	Term 2 (Let's Celebrate)	Term 1 (Me and My Family)	HASS Curriculum Scope and Sequence
				Knowledge and Understanding
No need to teach HASS this term				History
				the people in their family, where they were born and raised, and how they are related to each other AC9HSFK01
				the celebrations and commemorations of significant events shared with their families and others AC9HSFK02
				Geography
				the features of familiar places they belong to, why some places are special and how places can be looked after AC9HSFK03
				the importance of Country/Place to First Nations Australians and the Country/Place on which the school is located AC9HSFK04
				Skills
				pose questions about familiar objects, people, places and events AC9HSFS01
				sort and record information including pictorial timelines and locations on pictorial maps or models AC9HSFS02
				share a perspective on information, such as stories about significant events and special places AC9HSFS03
				draw conclusions in response to questions AC9HSFS04
				share narratives and observations, using sources and terms about the past and places AC9HSFS05

Health Curriculum Scope and Sequence	Personal, Social and Community Health	Investigate who they are and the people in their world AC9HPFP01	Practise personal and social skills to interact respectfully with others AC9HPFP02	Express and describe emotions they experience AC9HPFP03	Explore how to seek, give or deny permission respectfully when sharing possessions or personal space AC9HPFP04	Demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe AC9HPFP05	Identify health symbols, messages and strategies in their community that support their health and safety AC9HPFP06
Term 1 (Introducing Me)							
Term 2 (Health and Safety)							
Term 3 (Getting Along)							
Term 4		No need to teach Health this term					

Term 4	Term 3	Term 2	Term 1	The Arts Curriculum Scope and Sequence
				Visual Arts
Mini Beast Gardens			All About Me Collage	Explore how and why the arts are important for people and communities (AC9AVAFE01)
				Use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas (AC9AVAFD01)
				Creates arts works that communicate ideas (AC9AVAFC01)
				Share their arts works with audiences (AC9AVAFP01)
				Media Arts
	Nursery Rhyme Romp			Explore how and why the arts are important for people and communities (AC9AVAFE01)
				Use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas (AC9AVAFD01)
				Creates arts works that communicate ideas (AC9AVAFC01)
				Share their arts works with audiences (AC9AVAFP01)
				Drama
		I love Stories		Explore how and why the arts are important for people and communities (AC9AVAFE01)
				Use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas (AC9AVAFD01)
				Creates arts works that communicate ideas (AC9AVAFC01)
				Share their arts works with audiences (AC9AVAFP01)

Term 4	Term 3	Term 2	Term 1	Technology Curriculum Scope and Sequence
				Design Technology
Playground Design				Explore how familiar products, services and environments are designed by people AC9TDEFK01
				Generate, communicate and evaluate design ideas, and use materials, equipment and steps to safely make a solution for a purpose AC9TDEFP01
				Digital Technology
			Computer Basics	recognise and explore digital systems (hardware and software) for a purpose AC9TDIFK01 AC9TDIFK01
		Data Safety		represent data as objects, pictures and symbols AC9TDIFK02
				identify some data that is personal and owned by them AC9TDIFP01