

WESTERN AUSTRALIAN CURRICULUM YEARLY OVERVIEW – Pre-Primary

GENERAL CAPABILITIES & CROSS CURRICULUM PRIORITIES										
GENERAL CAPABILITIES	Literacy	Numeracy	ICT Capability	Critical and Creative Thinking	Ethical Understanding	Personal and Social Capability	Intercultural Understanding	General capabilities are represented within and across the learning areas to different degrees.		
CCP	Aboriginal and Torres Strait Islander histories & cultures		Asia & Australia's engagement with Asia		Sustainability		Cross curriculum priorities are embedded in all learning areas. They will have a strong but varying presence depending on their relevance to the learning areas.			
ENGLISH										
LANGUAGE	Language variation & change Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community	Language for social interactions Explore how language is used differently at home and school depending on the relationships between people	Evaluative language Understand that language can be used to explore ways of expressing needs, likes and dislikes	Purpose audience & structure 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	Text cohesion Understand that some language in written texts is unlike everyday spoken language	Punctuation Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences	Concepts of print & screen Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality	Sentences & clause level grammar Recognise that sentences are key units for expressing ideas	Word level grammar Recognise that texts are made up of words and groups of words that make meaning	
	Visual language Explore the different contribution of words and images to meaning in stories and informative texts	Vocabulary Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics being taught at school	Phonological awareness Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words	Phonological awareness Segment sentences into individual words and orally blend and segment onset and rime in single syllable spoken words, and isolate, blend and manipulate phonemes in single syllable words	Alphabet & phonic knowledge Recognise and name all upper and lower case letters (graphemes) and know the most common sound that each letter represents	Alphabet & phonic knowledge Write consonant-vowel-consonant (CVC) words by representing some sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words	Spelling Understand how to use knowledge of letters and sounds including onset and rime to spell words	Spelling Know how to read and write some high-frequency words and other familiar words	Spelling Understand that words are units of meaning and can be made of more than one meaningful part	
LITERATURE	Literature and context Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences	Personal responses Respond to texts, identifying favourite stories, authors and illustrators	Evaluating texts Share feelings and thoughts about the events and characters in texts	Features of literary texts Identify some features of texts including events and characters and retell events from a text	Features of literary texts 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	Language devices Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures		Creating literary texts Retell familiar literary texts through performance, use of illustrations and images	Experimentation & adaptation Innovate on familiar texts through play	
LITERACY	Text in context Identify some familiar texts and the contexts in which they are used	Listening & speaking Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations		Listening & speaking Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact		Oral presentations Deliver short oral presentations to peers		Purpose & audience Identify some differences between imaginative and informative texts	Reading processes Read decodable and predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge	
	Comprehension strategies Use comprehension strategies to understand and discuss texts listened to, viewed or read independently	Creating texts Create short texts to explore, record and report ideas and events using familiar words and phrases and beginning writing knowledge		Editing Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops		Handwriting Produce some lower case and upper case letters using learned letter formations		Use of software Construct texts using software including word processing programs		
MATHEMATICS										
PROFICIENCY STRANDS	Understanding Involves connecting names, numerals and quantities.		Fluency Includes readily counting numbers in sequences, continuing patterns, and comparing the lengths of objects	Problem Solving Includes using materials to model authentic problems, sorting objects, using familiar counting sequences to solve unfamiliar problems, and discussing the reasonableness of the answer	Reasoning Includes explaining comparisons of quantities, creating patterns, and explaining processes for indirect comparison of length.		<i>The proficiency strands describe the actions in which students can engage when learning and using the content. While not all proficiency strands apply to every content description, they indicate the breadth of mathematical actions that teachers can emphasise.</i>			
NUMBER & ALGEBRA	Number and place value Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point			Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond		Subitise small collections of objects	Represent practical situations to model addition and sharing	Compare, order and make correspondences between collections, initially to 20, and explain reasoning	Patterns and algebra Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings	
MEASUREMENT & GEOMETRY	Using units of measurement Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language		Compare and order the duration of events using the everyday language of time	Connect days of the week to familiar events and actions		Shape Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment		Location and transformation Describe position and movement	STATISTICS & PROBABILITY Answer yes/no questions to collect information and make simple inferences	
SCIENCE										
SCIENCE UNDERSTANDING	Biological Sciences		Chemical Sciences		Earth and Space Sciences		Physical Sciences	SCIENCE AS A HUMAN ENDEAVOUR	Nature and Development of Science	
	Living things have basic needs, including food and water		Objects are made of materials that have observable properties		Daily and seasonal changes in our environment affect everyday life		The way objects move depends on a variety of factors, including their size and shape		Science involves observing, asking questions about, and describing changes in, objects and events	
SCIENCE INQUIRY SKILLS	Questioning and Predicting			Planning and Conducting			Processing and Analysing Data and Information		Communicating	
	Pose and respond to questions about familiar objects and events			Participate in guided investigations and make observations using the senses			Engage in discussions about observations and represent ideas		Share observations and ideas	
HUMANITIES and SOCIAL SCIENCES										
HASS Skills	Questioning & Research						Evaluating			
	Identify prior knowledge about a topic (e.g. shared discussion, think-pair-share)		Pose and respond to questions about the familiar		Explore a range of sources (e.g. observations, interviews, photographs, print texts, digital sources)		Sort and record information and/or data into simple categories (e.g. use graphic organisers, drawings)		Draw conclusions based on discussions of observations (e.g. answer questions, contribute to guided discussions)	Participate in decision-making processes (e.g. engage in group discussions, make shared decisions)
	Analysing					Communicating & Reflecting				
	Process information and/or data collected (e.g. sequence familiar events, answer questions, discuss observations)		Explore points of view (e.g. understand that their point of view may differ from others)		Represent information gathered in different formats (e.g. drawings, diagrams, story maps, role-plays)		Share observations and ideas, using everyday language (e.g. oral retell, drawing, role-play)		Develop texts (e.g. retell, describe personal stories)	Reflect on learning (e.g. drawings, discussions)
HASS KNOWLEDGE & UNDERSTANDING	Key concepts: sources, significance									
	HISTORY: Personal and Family Histories									
	Who the people in their family are, where they were born and raised and showing how they are related to each other, using simple family trees		The different structures of families and family groups today (e.g. nuclear, only child, large, single parent, extended, blended, adoptive parent, grandparent) and what they have in common			How they, their family and friends commemorate past events that are important to them (e.g. birthdays, religious festivals, family reunions, community commemorations)		How the stories of families and the past can be communicated and passed down from generation to generation (e.g. photographs, artefacts, books, oral histories, digital media, museums) and how the stories may differ, depending on who is telling them		
	Key concepts: place, space, environment									
	GEOGRAPHY: People Live in Places									
	The globe as a representation of the Earth on which Australia and other familiar countries can be located		The representation of familiar places, such as schools, parks and lakes on a pictorial map			The places people live in and belong to (e.g. neighbourhood, suburb, town, rural locality), the familiar features in the local area and why places are important to people (e.g. provides basic needs)		The reasons some places are special to people and how they can be looked after, including Aboriginal and Torres Strait Islander Peoples' places of significance		

THE ARTS									
	DANCE		DRAMA		MEDIA ARTS		MUSIC		VISUAL ARTS
MAKING Ideas	Exploration of ideas to make simple movement sequences		<ul style="list-style-type: none">Use of stimuli (photos, sounds or music) to develop dramatic action about the real and imagined worldsDevelopment of improvisation skills (accepting offers) to develop dramatic action		<ul style="list-style-type: none">Exploration and experimentation with images, with or without text, to communicate messages and storiesFamiliarisation of signs and symbols, including logos and icons, that have meaning and purpose		<ul style="list-style-type: none">Improvisation with voice, movement and play to explore and create music ideasUse of symbols, pictures and movement to record and share music ideas		<ul style="list-style-type: none">Exploration of, and experimentation with, the visual elements of shape, colour, line and textureExploration of natural and man-made materials to recognise how these materials could be used to create artworks
MAKING Skills	Exploration of, and experimentation with, two (2) elements of dance <ul style="list-style-type: none">Body:<ul style="list-style-type: none">body awareness (awareness of body in space in relation to objects)body zones (whole body movements)body bases (feet)Space:<ul style="list-style-type: none">levels (medium)direction (forward, backward)personal spaceshape (straight, curved) to create dance Locomotor (walking, skipping, running) and non-locomotor movements (twisting, bending, turning, swaying) to develop body control and coordination Safe dance practices, including being aware of personal space		Exploration and experimentation of the two (2) elements of drama: <ul style="list-style-type: none">voice (loud, soft)movement (big, small)to create drama Simple stories based on stimuli and available technologies		Exploration and experimentation with the codes (elements) and conventions of media: <ul style="list-style-type: none">technical (capturing, selecting and arranging images)to produce media work		Development of aural skills by exploring the elements of music, including: <ul style="list-style-type: none">rhythm (sound, silence; long and short sounds; steady beat)tempo (fast, slow)pitch (high, low; pitch direction; distinguish between speaking and singing voice)dynamics (loud, soft)form (same, different; echo patterns)timbre (exploration of sounds produced on percussion instruments)		Development of artistic skills through experimentation with: <ul style="list-style-type: none">shape (familiar shapes; simple 2D shapes)colour (primary colours, secondary colours)line (curved, straight, wavy, zigzag)texture (familiar objects) to create artworks Investigation of a variety of tactile techniques, such as painting, drawing and mixed media
MAKING Performance/ Production	<ul style="list-style-type: none">Performance of improvised movements that communicate ideas to an audiencePerformance skills (facing the audience) when sharing dance with peers		<ul style="list-style-type: none">Performance of improvised drama that communicate ideas to an audiencePerformance skills (facing the audience) when sharing drama with peers		Production of images and/or signs and symbols in a media work to communicate a message for a purpose		<ul style="list-style-type: none">Performance of improvised music (singing, playing, movement) that communicates ideas to an audiencePerformance skills (singing, playing, practising chants, songs and rhymes) for a specific purpose and a familiar audience		<ul style="list-style-type: none">Creation of original 2D and 3D artworks inspired by personal experiences to display, using a variety of techniquesUse of a variety of techniques when creating artworksSharing artworks with others
RESPONDING	<ul style="list-style-type: none">Audience behaviour (being attentive, responding appropriately) to danceDifferent places and special occasions where people dancePersonal responses to dances they view and make		<ul style="list-style-type: none">Audience behaviour (being attentive, responding appropriately) when viewing dramaDifferent places and occasions where drama is seen or heard in the communityPersonal responses to drama they view and make		<ul style="list-style-type: none">Responses to images that communicate messages in the community and use different features to capture an audiencePersonal responses to media works they view and produce		<ul style="list-style-type: none">Audience behaviour (being an attentive listener) during performancesDifferent places and occasions where music is experiencedPersonal responses to music they listen to and make		<ul style="list-style-type: none">Where art is displayed in the local communityPersonal responses and feelings about artworks they view and make
TECHNOLOGIES									
TECHNOLOGIES PROCESSES AND PRODUCTION SKILLS	Investigating & defining		Designing			Producing & implementing		Evaluating	Collaborating & managing
	Explore needs for design		Generate and record design ideas through describing, drawing, modelling and/or a sequence of written or spoken steps			Use given components and equipment to safely make simple solutions		Use personal preferences to evaluate the success of simple solutions	Works with others, or independently, when creating designs
DESIGN & TECHNOLOGIES									
KNOWLEDGE & UNDERSTANDING	Technologies & society			Engineering principles and systems			Food and fibre production		Materials and technologies specialisations
	People produce familiar products to meet personal and community needs			Ways in which products move: push, pull, bounce, slide, fall, spin, float			Plant and animal products are used in everyday life for food, clothing and shelter		Characteristics of materials can be explored using senses
DIGITAL TECHNOLOGIES									
KNOWLEDGE & UNDERSTANDING	Digital systems		Representation of data	PROCESSES & PRODUCTION SKILLS	Collecting, managing and analysing data	Digital implementation			
	Digital systems (hardware and software) are used at home, in the school and in the community		Data can have patterns and can be represented as pictures and symbols		Collect and use data of any kind	Use data to complete a task	Engage with information known people have shared in an online environment, and model strategies to stay safe online		
HEALTH & PHYSICAL EDUCATION									
PERSONAL, SOCIAL AND COMMUNITY HEALTH	Being healthy, safe and active				Communicating and interacting for health and wellbeing			Contributing to healthy and active communities	
	Personal strengths of individuals	The different parts of the body and where they are located	Protective behaviours to keep safe and healthy: <ul style="list-style-type: none">saying 'no'moving awaytelling an adultasking for help	Trusted people in the community who can help individuals feel safe	Personal and social skills to interact with others: <ul style="list-style-type: none">expressing needswants and feelingsactive listeningself-discipline	Emotional responses individuals may experience in different situations, such as feeling: <ul style="list-style-type: none">happysadexcitedtiredangryscaredconfused	Appropriate language and actions to communicate feelings in different situations	Actions that promote health, safety and wellbeing, such as: <ul style="list-style-type: none">eating healthy foodpractising appropriate personal hygiene routinesidentifying household substances that can be dangerousfollowing safety symbols and procedures	Safe active play in outdoor settings and the natural environment
MOVEMENT & PHYSICAL ACTIVITY	Moving our body			Understanding movement			Learning through movement		
	Body management skills: <ul style="list-style-type: none">static balance (one foot)line walk	Locomotor skills: <ul style="list-style-type: none">runjump (two foot)hopgallop	Object control skills: <ul style="list-style-type: none">kick off the groundcatch	Fundamental movement skills in simple games with or without equipment	The ways in which regular physical activity keeps individuals healthy and well	Ways to maintain a balanced position when walking, running, hopping and jumping	Cooperation with others when participating in physical activities, including partners, small groups and whole class	Rules when participating in physical activities: <ul style="list-style-type: none">use of boundariessafe use of appropriate equipmentresponding to a whistle and commands/instructions	