



Unit plan- monsters

Grade Level/s:

K

Subject/s:

Health &
PE,English,Science,Technologies

Type:

Unit Plan

Author:

Tanielle Brooksby

Unit plan- monsters

e.g. Goal of the lesson, what students will learn, how it fits into their study, what resources are required etc.

Single Lesson Plan

Monsters Introduction

Task:

Task 1 - What is a monster

Activity:

To begin the year I have a focus on learning about monsters. Brainstorm what a monster could be, what it might look like how a monster might act. look at some pictures of monsters

Resources:

Monster pictures Whiteboard markers to record students responses

Task 2 – Explain what a monster is in this classroom

Tell students that they are going to be monsters in this classroom. But monsters in this classroom have very important rules to follow and the word monster means something very important. Explain to students what the term monsters means in this classroom. Magnificent Organised Nice Special Talented Energetic Responsible Students Explain that they are going to be learning about what each of these things mean and they themselves are going to become monsters in the classroom. Brainstorm/model and list what monsters should look like in the classroom and create your classroom monster rules. Eg walking, listening, caring, having a go, safe hands and safe feet

MONSTER poster

M for Magnificent

Task:
Task 1 - M is for magnificent

Activity:
Read the story the most magnificent thing. Discuss ideas in the book and how this can relate to school eg -Never give up, Keep persevering. How did she feel when she couldn't work it out? What did she do to solve this problem?

Resources:
The most magnificent thing book by Ashley Spires Whiteboard markers to record students responses

Task 2 - creating and inventing

In the story the girl invents a sidecart for her dog but it took her several goes to get it right. Explain to the students that they are going to do some inventing today. Show them a small laminated monster. It is their job to design and build a home for their monster to live in.

Laminated monster figures
Boxes/paper/tape/ glue etc

Task 3 - reflecting

Reflect on the process of building their home. Was it big enough? What problems did they have and how did they solve them? How were they feeling?

O is for Organised

Task:
Task One- when do you need to organise something?

Activity:
Brainstorm some ways that or when people might need to get organised eg holidays, shopping, working, going to school

Resources:
Whiteboard markers to record students responses

Task 2 - School organisation

What may we need to get organised for school? Brainstorm and list their ideas. Why is it important to be organised? Give students a picture of a back pack and have them draw or cut out pictures of things they need to get organised for coming to school. Lunch, hat, books, drink, jumper etc

Picture of a back pack

N is for nice

Task:
Task 1 - watch video

Activity:
Watch a video or read a book about being nice. Discuss what being nice looks like, sounds like and feels like.

Resources:
You tube clip Whiteboard markers to record students responses

Task 2 - building towers

After watching the video talk about how the students were being nice and that they are going to give it a try. Their activity is to try and build the biggest/taller tower and work with their partner to achieve this.

Materials to build towers - eg blocks/ boxes/lego

Task 3- reflection

Look at students towers and talk about nice ways that they worked together to build it and the nice things you observed while working together and building their towers.

Camera - take photos of towers and students being nice

S is for special

Task:
Task 1

Activity:
Bring in photo or something special to me (teacher). Show the students. Tell the students that it is something very special to you and ask them what that might mean. Explain why it is special to you and how it makes you feel.

Resources:
Something special

Task 2

Students think about something that is very special to them and draw a picture of it

Task 3

Students share their drawing and explain why it is special to them

Task 4

Tell students that they are all special for very similar reasons that their special thing is special. Eg important, unique, lovely

T is for Talented

Task:

Task 1 What the teacher is talented at -10 mins

Activity:

Share with the class something you are talented at. For me it was making cakes. I shared photos of my cake pops and told the class a little bit about how I make them and described how it is a talent of mine. I talked a little bit about what other people might be talented at and we talked about how it is something you are normally very good at. We also discussed that you may only be talented at something after you have practiced and practiced something. I showed a picture of my first cake pop I ever made compared to the ones I make now.

Resources:

May require resource for your talent

Task 2 - what the students are talented at

Have the class think about something that they are talented at. Have students draw a picture of what they are talented at. Create a list - one talent for each child and record make a poster to pin up in the class. Explain that we may not all have the same talents everyone is different and we all learn things at different times.

Could show you tube clip of someone hula hooping and talk about this persons talent.

E is for Energetic

Task:

Task 1

Activity:

Play some music and have the children dance or go for a run around the oval or watch a you tube dance clip the students can follow/dance to.

Resources:

Music/you tube clips

Task 2

Ask students what they needed lots of to be able to dance/move and learn Some students may come up with energy. Explore some of these questions When you have lots of energy, how do you feel? When you don't have lots of energy, how do you feel? Have you ever felt really sleepy or tired in the middle of the day? What do you do to get your energy back? What other kinds of activities use up lots of energy? What kinds of activities do not?

Task 3

We need lots of energy to get through our day at school and to help us learn. Ask students how they might get their energy back if they are feeling tired or worn out? eg eat, have a break, read, relaxation. Brainfood and healthy eating is one way to get our energy back but what is brainfood and what can we eat when it is brainfood time. Make and draw a list of healthy food options.

Textas

Task 4

Give students a paper plate and they can either draw healthy food options or cut pictures out of magazines or catalogues of foods that will help give them energy at school.

Paper plates, magazines, scissors, glue, pencils, catalogues.

R is for Responsible

Task:

Task 1 Responsible discussion 10-15 mins

Activity:

Read the best me I can be I am responsible book and discuss. Create a list of things that the students might be responsible for at home compared with at school

Resources:

Best me I can be I am responsible book

Task 2 - school bag 5-10mins

If students have not come up with this idea already guide them into realising they are responsible for packing their own school bag. Create a list of things that the students might need to be responsible for when packing their bag eg lunch box, drink bottle, reader folder, hat, jumper etc. You could also use a students bag as a visual.

School bag, Markers

Task 3 - School bag picture 20 mins

Students colour a picture or draw one of their school bag and then cut out pictures of the items they need to pack in their bag every school morning.

School bag picture and picture of items to cut and stick onto school bag picture

S if for students

Task:

Task one - time capsule, 5mins

Activity:

Create a time capsule about them selves. Talk about what a time capsule is and how we will write and draw some things for our time capsule and then open them at the end of the year.

Resources:

Task 2 - My favourites, 20 mins	Students write their name and age followed by and drawing or writing a list of their favourites. for example it might include their favourite animal, colour, food, their friends, family etc. Collect ready to add to time capsule.	favourites worksheet if wanted
Task 3 - trace hands and feet, 20 mins	Students trace their hands and feet and decorate if required. They may need to work with a partner to help trace hands and feet but this can link in with N for nice and m for magnificent. have students write their name and collect	Textas pencils A3 paper
Task 4 - self portrait, 20-30 mins	Explain that a self portrait is a drawing of yourself. Provide students with a mirror or mirrors and students look in the mirror at the colour of their hair, eyes, skin, and any other features. Students then draw a self portrait to add to the time capsule.	Mirror crayons, oil pastels, pencils or textas. Paper for self portrait
Task 5 - Time capsule, 10 mins	Once you have collected all students work roll them up and tie some string or a rubber band around them or you could have students create a container to put it in. Then place their work somewhere up high or away in the cupboard or if it is in a weather proof container you could bury it outside. Its then ready to open at the end of the year.	Container? rubber bands? string?

Health,English,Art, IT - Class Dojo

Task: Task 1 - Health	Activity: To support the values we learn and explore with our term MONSTERS we also watch the Class Dojo growth mindset videos and do activities based on these throughout the term. This supports and encourages the students to become active, engaged, kind and ready to learn MONSTERS in the classroom.	Resources: Class Dojo website/app
Task 2 - Art	In art we create, draw, make and use several techniques to produce monsters this helps later when it comes to designing their pet monsters.	Paint, oil pastels, texta, paper, paint, etc
English	We have focused on several monster books and words that can be used to describe monsters.	Monster books
It	During these lessons we were learning to log on and use Makers empire. We were creating caterpillars, Easter bunny, and other things so when we are ready to create our pet monsters they have the background knowledge on how to use the Makers empire App and how know how to log on.	

Science

Task: Task 1 -	Activity: Intro - Find out prior knowledge, what do we need to survive? Have a discussion about what we might need to survive	Resources:
Task 2	Mind map - students create a mind map about what we might need to survive	paper, textas, pencils
Task 3	Share peoples mind maps and discuss	
Task 4	Talk about what your pets might need to survive and have a table to compare what pets need and what humans need. On one table/hoop have a picture of the class on the other have a picture of pets. Ask students to help Place photos/pictures on the correct tables/hoops. discuss and compare what is the same what is different?	Photos of things we need to survive and things pets need to survive Hoops or two tables
Task 5	Explain the we are going to learn about what humans and pets need to survive and then they are going to design and create their own pet monster.	

Pets Features

Task: Task 1	Activity: Show a picture of your pet or if you don't have one use a picture or use someone else's. Talk about your pet its colour, what it eats, what it needs to survive, how it feels, looks, what it does.	Resources: Picture of a pet
------------------------	---	---------------------------------------

Task 2	Students work in small groups. Give students a picture of a pet (a different one for each group) and students draw, write the features and needs of this pet.	Different pet pictures
Task 3	The groups share the features of their pets with the rest of the class and compare.	
Task 4	Create a large van diagram on the floor and have the class sit around it. Place two monsters next to the van diagram and ask students what features are the same or different. Write their answers and place in the correct location on the diagram.	Toy monsters or monster pictures materials to create a van diagram (masking tape or hoops or string)

Senses

Task: Task 1	Activity: Have the class watch a short you tube clip or read a short story about the five senses. Ask students to tell you what the 5 senses were and record on the board. Tell students today we are going to explore 4 of the 5 senses and they need to figure out which one they didn't use.	Resources: You tube or book on 5 senses
task 2	Prepare a mystery container or containers we had three containers with various things to use our 5 senses like soap, feather, rice, play dough, vanilla essence, bell, a photo. In small groups with a teacher/sso leader or as a whole class we explored what was in the box and the students had to guess or figure out what sense or senses they were using. Sometimes it was more than one sometimes we asked them to close their eyes and use a different sense. We were asking questions like what does it look or smell or feel or sound like? We Followed similar steps to pg 16/17 in primary connections Life and living early years.	Various items for a mystery senses box/container, a box/container, extra support if possible,
Task 3	During our discovery play time or another science lesson create senses tables use coloured dots or numbered tables for children to record which sense they used for which activity. Have a sheet of paper with the five senses that they can stick the coloured dots next to or write the number of what sense they used on that table.	Sense tables you may have things like feathers, pebbles, musical instruments, containers with objects hidden in them for sound, some cotton wool with different smells/oils on them, Soaps,
Task 4	At the end of this activity ask students what sense they didn't use and talk about why? explain that we will explore this sense in our next lesson	

Sense Taste

Task: Task 1	Activity: Have students draw a picture of them and on the other side draw a picture of a pet. Students then draw pictures of things that they eat and things that the pet eats and compare	Resources: pencils
Task 2	Ask students about being hungry, how do you know you are hungry? how do you feel when you eat something? why do you think we get hungry?	
Task 3	Prepare earlier some plates of food that have been cut up and disguised. include foods that will give different tastes like sweet, sour, bitter, spicy, salty etc	Food
Task 4	As a whole class place foods in the middle and taste one food at a time all at the same time. Students then try to guess the food and describe what it tastes like. Record their answers on the board. It is a good idea to have a bin and serviettes close by and a small plate as many students may not like the food and want to spit it out. A drink bottle is also a good idea and please check for any food allergies prior to doing this activity.	Various foods, plates, serviettes, bin, water

Pet Rock Monsters

Task: Task 1	Activity: Ask how or what the students would need to take care of a pet. eg food, shelter, water, time Record their answers. This should be revision from previous lessons so they should already have some prior knowledge	Resources:
------------------------	---	-------------------

Task 2	Explain to the students that they are going to have to spend a whole day looking after a pet. But first they are going to have to design and make their pet. Have students design their pet rock monster and draw what it is going to look like.	pencils, paper/book
Task 3	Students make and create their pet rock monster.	Rocks, paint, glue, googly eyes, wool, material, and any other material to make a pet rock
Task 4	Students then make a shelter/bed for their pet rock monster to help them look after it. I put limitations on size as it had to fit on their desk for the day and it only had to be big enough to fit a pet rock monster. We also talked about what they may need as rocks are hard and could break easily if dropped so many students wanted soft materials to protect them.	material, cotton wool, boxes, cardboard, any other materials needed to make a bed/shelter/home for their pet rock monster.
Task 5	The next day students had to take care of their pet rock monster for the whole day. At the end of the day we discussed who still had their pet rock monster and what ways did they take care of their pet? What was hard? What was easy? Was it easier/harder then taking care of a real pet?	

Design pet monsters

Task:	Activity:	Resources:
Task 1	Students now get to design their own pet monster. We created our pet monsters in booklet form and it was used as an assessment piece focusing on science, health and literacy. We filled the booklet out over a few lessons.	Booklet
Task 2	Explain to students that they now can create and design their very own pet monster. We read the story I need My monster which gives wonderful examples of what monsters could be like. We had also been looking and focusing on different descriptive words for monsters in literacy and drawing various monsters in art. Students then draw pictures of their pet monster design on the front of the booklet.	Booklet, pencils
Task 3	On the next page of the booklet students write and draw what their pet monster needs to survive.	
Task 4	On the next page students fill out a senses page this includes them describing/drawing what their pet monster looks like, feel like, sounds like, smells like and what their pet monster eats.	
Task 5	The final page links to our health topic. Students fill out a page that has our monster values. SO they write/draw what their monster is Magnificent at, when is organised, when it is nice, why it is special, what it is talented at, when it is energetic and when it is responsible. So connecting back to the beginning of the term and through out the term M agnificent O rganised N ice S pecial T alented E nergetic R esponsible	

Makers Empire

Task:	Activity:	Resources:
Task one	Students log in to Maker empire (we had been learning to do this in other lessons)	I pads, Booklets (pet monster designs)
Task 2	Explain to the students that they are now going to look at their pet monster drawing and try to recreate it in Makers empire. (we used the toy designer).	
Task 3	Students begin making their monster designs in Makers empire. Remind students to keep looking at their picture and explain that you might have to make some other choices as their may not be similar shapes to what you have drawn so changes may need to happen.	
Task 4	Help students save their designs.	
Task 5	As I have a reception class it was easier to get students to make their designs on makers empire in small groups while the rest of the class worked on an independent activity.	

Print Monsters

Task: Task 1	Activity: Take students to the 3D printer and show/demonstrate how to print their monster creations. Talk about the material how it works and let the students watch it print or ask questions. If you are not printing all the students designs then as a class you could vote which monster you would like to have as your class pet and then show them how to print that one.
------------------------	--

Resources:

Comparing

Task: Task 1	Activity: Give students their 3D printed pet monsters to have a look at and a play with.
------------------------	--

Resources:

Task 2	Provide students with a picture of their drawn monster design and the printed model or a picture of their design in makers empire. (I took photos of both and put them into a word document and printed them for the students). Students then compare their drawn monster with their printed or makers empire model. Ask questions like what is the same? what is different? What might you change next time with your drawing or your printed model? what do you like not like about them? Students can work in small groups and discuss their answers with each other or they could draw or write their answers down.
--------	---

Task 3	Students share what they discovered or found out or learnt when they were comparing their models with the whole class.
--------	--

Diorama

Task: Task 1	Activity: Talk about or discuss what type of environment their pet monster might like in. Is it under your bed like in a story we read, in the forest what type of house? etc
------------------------	---

Resources:

Task 2	Students create a diorama for their pet monster. Include the things that their pet monster would need to survive eg Food, housing. You could also design their homes or the food they eat on Makers empire.
--------	---

Equipment to make a diorama, cardboard, paper, boxes, glue etc

Looking after their pet Monster

Task: Task 1	Activity: We are using our pet monsters for many activities in the class. But this one is lots of fun! So the students get to share their pet monsters with family and friends they get to take them on a holiday for the weekends. Explain to students that their pet monster for now has to live at school to help us stay focus and remind us of our class values. But every week one student who is using their monster values will be selected to take their pet monster home for the weekend for a holiday.
------------------------	---

Resources:

Task 2	Provide a student with a bag/backpack, scrapbook and their pet monster. this student gets to take their pet monster home for a holiday but they must record what they did with their pet monster in the scrapbook and bring them back to share with the class. The page can include drawings, writing, photos or anything that their pet monster did with them on its holiday. Students must bring their pet monster back to school though otherwise it will miss all the other pet monster friends it has.
--------	---

Backpack, scrapbook.

Task 3	When the student brings back their monster and the backpack/scrapbook the students share what they did with their pet and what they have recorded in the book. This then goes home with a different student who has been showing the monster values the following week. It is a great way to continue using what they have created and to put into practice what they need to do to keep their pet monster safe and make sure it survives!
--------	--



time_capsule_receptions.doc

(/download/lesson_plan_attachments/files/000/000/073/original/time_capsule_receptions.doc?1492846344)



bag_org.docx (/download/lesson_plan_attachments/files/000/000/074/original/bag_org.docx?

1492846384)



pack_my_bag.docx

(/download/lesson_plan_attachments/files/000/000/075/original/pack_my_bag.docx?1492846472)



DSC_0344.JPG (/download/lesson_plan_attachments/files/000/000/076/original/DSC_0344.JPG?

1492846637)



DSC_0338.JPG (/download/lesson_plan_attachments/files/000/000/077/original/DSC_0338.JPG?

1492846714)



DSC_0339.JPG (/download/lesson_plan_attachments/files/000/000/078/original/DSC_0339.JPG?

1492846724)



monsters.docx (/download/lesson_plan_attachments/files/000/000/079/original/monsters.docx?

1492846957)



My_Pet_Monster_is.docx

(/download/lesson_plan_attachments/files/000/000/093/original/My_Pet_Monster_is.docx?1493860192)



Comparing.docx (/download/lesson_plan_attachments/files/000/000/116/original/Comparing.docx?

1496484617)



I_eat.docx (/download/lesson_plan_attachments/files/000/000/117/original/I_eat.docx?1496484710)

Curriculum

South Australian TfEL:

2.2 build a community of learners

2.1 develop democratic relationships

3.2 foster deep understanding and skilful action

3.3 explore the construction of knowledge

4.1 build on learners' understandings

4.2 connect learning to students' lives and aspirations

4.3 apply and assess learning in authentic contexts

4.4 communicate learning in multiple modes

Domain 4: Personalise and connect learning

Australian Curriculum:

Language for interaction

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/72255719-f317-4db4-b55a-9e4600a2a39b>)

Learning That Language Varies According To The Relationships Between People, For Example Between Parent And Child, Teacher And Student, Siblings, Friends, Shopkeepers And Customers (ELBE544)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/dd137f38-1eb0-4208-ba29-9e4600a2a39b>)

Learning That We Use A Different Tone And Style Of Language With Different People (ELBE545)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/8fbf5ffc-892f-4794-b832-9e4600a2a39b>)

Learning To Ask Relevant Questions And To Express Requests And Opinions In Ways That Suit Different Contexts (ELBE546)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/4c7f3807-364a-43d5-89da-9e4600a2a39b>)

Recognising Some Of The Ways We Can Use Speech, Gesture, Writing And Media To Communicate Feelings (ELBE547)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/ac6bca1f-549c-4a18-bcbb-9e4600a2a39b>)

Recognising Some Of The Ways Emotions And Feelings Can Be Conveyed And Influenced By Visual Representations, For Example In Advertising And Animations (ELBE548)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/5f719064-8007-4587-af92-9e4600a2a39b>)

Explore how language is used differently at home and school depending on the relationships between people (ACELA1428)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/acf56656-3daa-4105-a491-9e4600a2a39b>)

Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/5897e343-7045-4adf-8395-9e4600a2a39b>)

Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/7bf59363-49a5-47f4-893a-9e4600a2a407>)

Building Vocabulary Through Multiple Speaking And Listening Experiences (ELBE564)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/fb861e22-d171-4afd-8277-9e4600a2a407>)

Discussing New Vocabulary Found In Texts (ELBE565)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/d00046fd-d3a4-443c-8d70-9e4600a2a407>)

Bringing Vocabulary From Personal Experiences, Relating This To New Experiences And Building A Vocabulary For Thinking And Talking About School Topics (ELBE566)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/24169663-e951-42d4-8722-9e4600a2a40b>)

Texts in context
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/a9ac5bb3-b2a2-4af3-b693-9e4600a2a3a4>)

Recognising The Meaning Of Symbols In Everyday Contexts, For Example Exit Signs, Logos, Hearts And Flowers On Greeting Cards (ELBE596)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/304083ce-3282-4425-9dc6-9e4600a2a3a4>)

Identify some familiar texts and the contexts in which they are used (ACELY1645)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/5575dc6b-b556-4214-ac25-9e4600a2a3a4>)

Interacting with others
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/9dd30090-0266-40c3-8270-9e4600a2a3a9>)

Listening To, Remembering And Following Simple Instructions (ELBE597)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/b1e7d0ab-8ad9-4d17-8b4f-9e4600a2a3a9>)

Sequencing Ideas In Spoken Texts, Retelling Well Known Stories, Retelling Stories With Picture Cues, Retelling Information Using Story Maps (ELBE598)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/39a78590-6e45-4268-95c5-9e4600a2a3a9>)

Listening For Specific Things, For Example The Main Idea Of A Short Statement, The Details Of A Story, Or To Answer A Given Question (ELBE599)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/1708a51f-e2d5-46a6-b131-9e4600a2a3a9>)

Participating In Informal Situations, For Example Play Based Experiences Which Involve The Imaginative Use Of Spoken Language (ELBE600)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/4db43f87-8cef-4c7e-b50b-9e4600a2a3a9>)

Participating In Class, Group And Pair Discussions About Shared Experiences Including Shared Texts (ELBE601)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/c892204b-9473-4899-86c2-9e4600a2a3a9>)

Asking And Answering Questions To Clarify Understanding (ELBE602)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/619b0bc5-aadc-40ce-a89e-9e4600a2a3a9>)

Learning How To Use Different Voice Levels Appropriate To A Situation, For Example Learning About 'Inside Voices' And 'Outside Voices' (ELBE605)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/74285d55-c511-49ee-aa9e-9e4600a2a3a9>)

Learning To Ask Questions And Provide Answers That Are More Than One Or Two Words (ELBE606)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/d8065574-9451-4225-9ca0-9e4600a2a3a9>)

Participating In Speaking And Listening Situations, Exchanging Ideas With Peers In Pairs And Small Groups And Engaging In Class Discussions, Listening To Others And Contributing Ideas (ELBE607)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/91a87eb4-d2be-4621-9a98-9e4600a2a3a9>)

Showing Understanding Of Appropriate Listening Behaviour, Such As Listening Without Interrupting, And Looking At The Speaker If Culturally Appropriate (ELBE608)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/3ff8e911-c842-42e0-aace-9e4600a2a3a9>)

Listening And Responding To Oral And Multimodal Texts Including Rhymes And Poems, Texts Read Aloud And Various Types Of Digital Texts (ELBE609)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/3d9c308d-5f09-4e13-a0b1-9e4600a2a3a9>)

Engaging In Conversations With Peers And Adults In Home Language Or Dialect (ELBE610)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/8fcee5c5-abb5-4832-b000-9e4600a2a3a9>)

Asking And Answering Questions Using Appropriate Intonation (ELBE611)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/10dab697-7806-49df-9053-9e4600a2a3a9>)

Speaking So That The Student Can Be Heard And Understood (ELBE612)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/4608fea0-4c70-4fa7-8d83-9e4600a2a3a9>)

Altering Volume For Inside And Outside Situations And When Speaking To An Audience (ELBE613)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/f72db8d4-3310-4c41-9484-9e4600a2a3a9>)

Sharing A Personal Experience, Interest Or Discovery With Peers In A Semi Formal Situation (ELBE603)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/ad39090a-72c2-42fb-948d-9e4600a2a3a9>)

Using Visual Cues To Practise Staying On Topic (ELBE604)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/c2ae0fb1-f368-4640-9e46-9e4600a2a3a9>)

Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/d3e1940e-d2da-4009-a483-9e4600a2a3a9>)

Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/7dfdb3c2-b087-48c8-8890-9e4600a2a3a9>)

Deliver short oral presentations to peers (ACELY1647)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/0037af77-acd3-4576-bfdc-9e4600a2a3a9>)

Talking About The Meanings In Texts Listened To, Viewed And Read (ELBE620)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/01c0aa1c-2212-4a62-9e03-9e4600a2a3fd>)

Visualising Elements In A Text (For Example Drawing An Event Or Character From A Text Read Aloud) (ELBE621)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/41bc29cf-04ef-4a7c-887a-9e4600a2a3fd>)

Providing A Simple, Correctly Sequenced Retelling Of Narrative Texts (ELBE622)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/d3445e92-c888-418a-b884-9e4600a2a3fd>)

Relating One Or Two Key Facts From Informative Texts (ELBE623)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/8325774a-09c5-45d2-be27-9e4600a2a3fd>)

Finding A Key Word In A Text To Answer A Literal Question (ELBE624)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/7519f7d4-46b8-4e6b-92f8-9e4600a2a3fd>)

Making Links Between Events In A Text And Students' Own Experiences (ELBE625)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/02e3d3ce-23d9-4db7-ac4e-9e4600a2a3fd>)

Making An Inference About A Character's Feelings (ELBE626)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/8202c67b-ba38-43e6-b6b1-9e4600a2a3fd>)

Discussing And Sequencing Events In Stories (ELBE627)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/7fe4b225-18c4-4353-a341-9e4600a2a3fd>)

Drawing Events In Sequence, Recognising That For Some Aboriginal And Torres Strait Islander Stories The Sequence Of Events May Be Cyclical (ELBE628)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/baea500e-eb55-4139-bcef-9e4600a2a3fd>)

Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/39a141a6-647e-409e-b936-9e4600a2a3fd>)

Using Image Making And Beginning Writing To Represent Characters And Events In Written, Film And Web Based Texts (ELBE629)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/7286b7e1-42d3-43fc-8ad6-9e4600a2a3b2>)

Using Speaking, Writing And Drawing To Represent And Communicate Personal Responses To Ideas And Events Experienced Through Texts (ELBE630)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/1ff0b2c6-e0c8-4315-89a5-9e4600a2a3b2>)

Creating Short Spoken, Written And Multimodal Observations, Recounts And Descriptions, Extending Vocabulary And Including Some Content Specific Words In Spoken And Written Texts (ELBE631)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/37b3f86c-1925-4e5c-b324-9e4600a2a3b2>)

Using Beginning Concepts About Print, Sound-Letter And Word Knowledge And Punctuation To Create Short Texts (ELBE632)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/d770dc5d-92da-4c2e-a326-9e4600a2a3b2>)

Using Simple Functions Of Keyboard And Mouse Including Typing Letters, Scrolling, Selecting Icons And Drop Down Menu (ELBE639)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/b177158d-4356-4777-8530-9e4600a2a3b2>)

Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/9b6df1a5-3c5c-4da7-a215-9e4600a2a3b2>)

Construct texts using software including word processing programs (ACELY1654)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/6f8a90cd-462e-4bee-9b2c-9e4600a2a3b2>)

Communicating and interacting for health and wellbeing

link (<http://rdf.australiancurriculum.edu.au/elements/2017/01/88d371ff-aacd-4aef-8a9a-823e9ecfba1e>)

Accessing Stories About Characters Who Have Been Excluded From A Group And Discussing How The Character Could Deal With The Situation (ELBP339)

link (<http://rdf.australiancurriculum.edu.au/elements/2017/01/df8e3bf9-667a-444e-8c57-1ecd862cd0f>)

Discussing How It Feels To Be Included In Activities (ELBP17)

link (<http://rdf.australiancurriculum.edu.au/elements/2017/01/1e89d4a0-bd8b-45f0-9952-f5b00a08482a>)

Practising Personal Skills Such As Expressing Needs, Wants And Feelings, Active Listening And Showing Self Discipline To Be An Effective Group Member (ELBP33)

link (<http://rdf.australiancurriculum.edu.au/elements/2017/01/6fd0e665-603c-47f4-b29f-e8f7923c3832>)

Listening And Responding To Others When Participating In Physical Activities To Achieve Agreed Outcomes (ELBP40)

link (<http://rdf.australiancurriculum.edu.au/elements/2017/01/ff104806-ca25-4479-9eab-e5f72b8a7740>)

Identifying And Describing The Emotions Of People Who Are Happy, Sad, Excited, Tired, Angry, Scared Or Confused (ELBP348)

link (<http://rdf.australiancurriculum.edu.au/elements/2017/01/242f261c-5bdc-447d-9736-16bc4a8c58c2>)

Learning And Using Appropriate Language And Actions To Communicate Their Feelings In Different Situations (ELBP183)

link (<http://rdf.australiancurriculum.edu.au/elements/2017/01/73df2177-1fb6-48fd-a211-8a27d0fa1b52>)

Recalling And Sharing Emotional Responses To Different Situations And Representing This In A Variety Of Ways (ELBP60)

link (<http://rdf.australiancurriculum.edu.au/elements/2017/01/fb5edee8-badf-4d5d-b1b1-d6f68e51afc5>)

Reading And Viewing Stories About Adventures And Talking About How Characters Feel And React When Taking Risks (ELBHPE473)

link (<http://rdf.australiancurriculum.edu.au/elements/2017/01/8ca93213-9364-4487-a67a-3482343322fe>)

Talking About Connections Between Feelings, Body Reactions And Body Language (ELBHPE474)

link (<http://rdf.australiancurriculum.edu.au/elements/2017/01/cd7f4867-5e9a-4a19-be9c-f941c7fb7357>)

Exploring How Someone Might Think And Feel During An Emergency (ELBHPE475)

link (<http://rdf.australiancurriculum.edu.au/elements/2017/01/acf42c7e-efbf-4c52-a226-91fd376691a1>)

Practise personal and social skills to interact positively with others (ACPPS004)

link (<http://rdf.australiancurriculum.edu.au/elements/2017/01/996ecad6-50ac-41d0-ac63-d15d71189e57>)

Identify and describe emotional responses people may experience in different situations (ACPPS005)

link (<http://rdf.australiancurriculum.edu.au/elements/2017/01/2f92526e-e3e3-44e2-b65a-779d40a8bf96>)

Identifying Things They Are Good At And Describing How These Have Changed Over Time (ELBP83)

link (<http://rdf.australiancurriculum.edu.au/elements/2017/01/3eb279aa-b9f7-4d5e-b024-c967e39c8192>)

Participating In A Range Of Minor Games And Exploring Which Ones They Enjoy And What Makes Them Enjoyable (ELBP305)

link (<http://rdf.australiancurriculum.edu.au/elements/2017/01/b5eac834-7a44-4302-9395-3a4b631f10fb>)

Describing How They Feel When They Are Learning A New Skill And What Strategies They Can Use To Persist Until They Are Successful (ELBP85)

link (<http://rdf.australiancurriculum.edu.au/elements/2017/01/93a62918-2c83-4d20-9eef-c7e3f6e2f3a5>)

Identifying Ways They Can Use Their Strengths To Help Themselves And Others (ELBP374)

link (<http://rdf.australiancurriculum.edu.au/elements/2017/01/c2aeba38-929d-46f0-8c7a-0b5d64fda946>)

Identify personal strengths (ACPPS001)

link (<http://rdf.australiancurriculum.edu.au/elements/2017/01/877b8d03-d024-4fad-ba23-adede5d8a96e>)

Identify actions that promote health, safety and wellbeing (ACPPS006)

link (<http://rdf.australiancurriculum.edu.au/elements/2017/01/127f2519-fc95-4693-b12a-7b1728cff8da>)

Identifying Household Substances That Can Be Dangerous And Suggesting Examples Of How They Can Be Stored Safely In The Home (ELBP205)

link (<http://rdf.australiancurriculum.edu.au/elements/2017/01/6db61c14-4768-44ca-afc3-79fc40917cdc>)

Grouping Foods Into Categories Such As Food Groups And 'Always' And 'Sometimes' Foods (ELBP366)

link (<http://rdf.australiancurriculum.edu.au/elements/2017/01/270dec3b-8b72-4ea1-b907-0d6aae77ca25>)

Recognising And Following Safety Symbols And Procedures At Home And In Water And Road Environments (ELBP125)

link (<http://rdf.australiancurriculum.edu.au/elements/2017/01/9f5e56fd-40ba-4e94-8e17-acf64ac5cda3>)

Understanding The Importance Of Personal Hygiene Practices, Including Hand Washing, Face Washing, Nose Blowing And Toilet Routines (ELBP188)

link (<http://rdf.australiancurriculum.edu.au/elements/2017/01/2f9f17fb-6bc1-4e33-b6ad-8597500e1378>)

Recognising That Being Kind, Fair And Respectful To Others Can Support Class Health And Wellbeing (ELBP106)

link (<http://rdf.australiancurriculum.edu.au/elements/2017/01/b936ee6b-c650-436f-b09e-b92d822087ed>)

Looking At Different Ways The Community Keeps Them Safe, For Example Devices Like Lights, Procedures Like Safe Swimming Or Safe Food Handling And Safety Volunteers (ELBHPE476)

link (<http://rdf.australiancurriculum.edu.au/elements/2017/01/193354d8-281f-4965-b848-08fb34ae97bc>)

Participate in play that promotes engagement with outdoor settings and the natural environment (ACPPS007)

link (<http://rdf.australiancurriculum.edu.au/elements/2017/01/c0b80187-85e2-4d25-8cda-5a372ba3b5d2>)

Exploring A Range Of Ways To Play And Be Active In Outdoor Or Natural Settings (ELBP283)
link (<http://rdf.australiancurriculum.edu.au/elements/2017/01/51358c23-8c30-430c-acd1-4a3e12195919>)

Understanding How To Be Safe In The Outdoors Through Play In Natural Environments (ELBP385)
link (<http://rdf.australiancurriculum.edu.au/elements/2017/01/95a69a98-a058-4fcd-9824-05c4f00b3a72>)

Playing Traditional Aboriginal And Torres Strait Islander Games Such As Kolap Using Natural Materials (ELBHP477)
link (<http://rdf.australiancurriculum.edu.au/elements/2017/01/69fe7f2d-5df0-42ac-8d29-f9e7c59f8453>)

Contributing to healthy and active communities
link (<http://rdf.australiancurriculum.edu.au/elements/2017/01/9d3748bd-f4ce-4c6f-9364-fd8119be4e0a>)

Identifying The Needs Of Humans Such As Warmth, Food And Water, Using Students' Own Experiences (ELBS674)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/b9fb35ce-cfe6-4525-b4f6-9e4600a2dba8>)

Recognising The Needs Of Living Things In A Range Of Situations Such As Pets At Home, Plants In The Garden Or Plants And Animals In Bushland (ELBS675)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/a7f37ee5-ed2d-414b-96fd-9e4600a2dba8>)

Comparing The Needs Of Plants And Animals (ELBS676)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/1c1392e0-120f-4c0f-81c9-9e4600a2dba8>)

Living things have basic needs, including food and water (ACSSU002)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/677eff2-e8da-49d4-b951-9e4600a2dba8>)

Biological sciences
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/bbc78759-4412-413e-85cc-9e4600a2dba8>)

Science involves exploring and observing the world using the senses (ACSHE013)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/b4c9ca5d-a796-43cb-8d4e-9e4600a2dbac>)

Recognising That Observation Is An Important Part Of Exploring And Investigating The Things And Places Around Us (ELBS687)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/5cea6b12-9403-42ad-a20c-9e4600a2dbac>)

Sharing Observations With Others And Communicating Their Experiences (ELBS688)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/f417fb9b-78ca-45f5-a478-9e4600a2dbac>)

Exploring And Observing Using Hearing, Smell, Touch, Seeing And Taste (ELBS689)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/173ea0ea-8f38-4f57-902d-9e4600a2dbac>)

Nature and development of science
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/638009e2-b704-4325-9bab-9e4600a2dbac>)

Science as a Human Endeavour
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/5a30f40d-d515-4023-a949-9e4600a2dbac>)

Respond to questions about familiar objects and events (AC SIS014)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/23126fac-b914-439b-a41c-9e4600a2dbec>)

Considering Questions Relating To The Home And School And Objects Used In Everyday Life (ELBS690)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/abe7c4d6-aed1-41d7-8cec-9e4600a2dbec>)

Questioning and predicting
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/685507cf-c0f8-4eb5-8c5d-9e4600a2dbb1>)

Explore and make observations by using the senses (AC SIS011)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/21b8ebd5-33ae-443c-84f4-9e4600a2dbec>)

Using Sight, Hearing, Touch, Taste And Smell So That Students Can Gather Information About The World Around Them (ELBS691)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/9014f8fc-3917-47ce-b786-9e4600a2dbec>)

Planning and conducting
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/28140ded-c7b1-4b2e-9a31-9e4600a2dbb1>)

Engage in discussions about observations and use methods such as drawing to represent ideas (AC SIS233)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/4779cbdf-1947-464b-be89-9e4600a2dbec>)

Taking Part In Informal And Guided Discussions Relating To Students'observations (ELBS692)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/0f6ab951-b72f-4768-b5e7-9e4600a2dbec>)

Using Drawings To Represent Observations And Ideas And Discussing Their Representations With Others (ELBS693)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/88fd8687-90ba-4eda-8320-9e4600a2dbec>)

Processing and analysing data and information
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/8f8aca92-f9b2-413f-a991-9e4600a2dbec>)

Share observations and ideas (AC SIS012)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/b443c678-d7f0-4338-9dfe-9e4600a2dbb6>)

Working In Groups To Describe What Students Have Done And What They Have Found Out (ELBS694)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/abe06580-39f4-4e6f-bda5-9e4600a2dbb6>)

Communicating Ideas Through Role Play And Drawing (ELBS695)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/aa63e8e0-55f5-4970-889c-9e4600a2dbb6>)

Communicating
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/eea4dac1-f651-404d-95c7-9e4600a2dbb6>)

Science Inquiry Skills
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/f8f14d77-5c7d-40cc-ba00-9e4600a2dbb1>)

Identify, use and explore digital systems (hardware and software components) for a purpose (ACTDIK001)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/ea2ab715-b296-4c50-b5be-7c34bf83ce1d>)

Playing With And Using Different Digital Systems For Transferring And Capturing Data, For Example Using A Tablet To Take A Photograph Of A Grandparent And Recording An Interview With Them About Life In The Past (ELBT415)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/d32b7938-4db2-4ae5-893b-2acd61342c46>)

Exploring And Using Digital Systems For Downloading And Storing Information, For Example Knowing How To Download Images From A Website And Inserting Them Into A Document; Saving And Retrieving Data (ELBT298)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/d73fa6de-5278-444c-9a25-658d7faa66fc>)

Exploring And Identifying Hardware And Software Components Of Digital Systems When Creating Ideas And Information, For Example Experimenting With Different Ways Of Providing Instructions To Games Software Using A Mouse, Touch Pad, Touch Screen, Keyboard, Stylus, Or Switch Scanning Device, And Using Different Software To Manipulate Text, Numbers, Sound And Images (ELBT263)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/4de639a5-3a11-4f2e-9d33-7a300f3f1ef0>)

Recognising And Using Hardware And Software Components Of Digital Systems And Experimenting With Their Functions, For Example Playing With Interactive Toys And Robotic Devices To Determine Which Ones Can Work With Other Devices (ELBT43)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/629fcb1b-9068-4d4f-8497-eb14e3a7e8a9>)

Recognising That A Digital System Follows Instructions Or Commands, For Example Instructing Robotic Toys To Perform A Function Such As A Dance Movement (ELBT402)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/69b3121b-8135-4b11-8bcc-34a9b9d6da6b>)

Constructing A Model Of A Real Or Imaginary Digital Systems Device For Use In Role Play Scenarios And Explaining The Features Of The Device To An Adult (ELBT304)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/52cb1664-c124-44b6-94b3-63fdb14448df>)

Collect, explore and sort data, and use digital systems to present the data creatively (ACTDIP003)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/a9284032-054a-4686-887c-e6dd2ed140f6>)

Collecting, And Sorting Data Through Play, For Example Collecting Data About Favourite Toys And Sorting Them Into Categories Such As Toys They Like Or Dislike (ELBT23)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/7786f906-a6c4-4d40-8d00-f755bd85f8a6>)

Locating And Purposefully Using Visual Or Text Data, For Example Searching Through A Digital Photo Library To Select An Image, Taking Into Account Cultural Considerations Such As Awareness Of Appropriate Use Of Images And Audio Recordings Of Deceased Persons (ELBT172)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/78938a96-e70e-4c37-bdc0-ac0e412f42de>)

Exploring, Imagining And Comparing The Usefulness Of Different Data Displays, For Example Jointly Creating Simple Column Graphs And Picture Graphs To Represent Different Types Of Items (ELBT293)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/960acd21-3caf-4e23-976a-6a2da87da7eb>)

Exploring And Creating Graphs To Represent Classroom Data, For Example Collecting Data On The Country Of Birth Of Each Student And Presenting The Results As A Picture Graph (ELBT448)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/ed1f7e24-c502-4480-bc62-18faae47c865>)

Using Digital Systems To Organise Data To Improve Meaning, For Example Using Word Processing Software To Create A List Of Tasks Or Visualisation Software To Create A Mind Map (Diagram) Showing Relationships Between Characters In A Story (ELBT275)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/7788b6ce-3a99-4e9a-8381-73c99fbc8d1>)

Using Common Software To Present Data Creatively, For Example As A Slideshow, Movie, Sounds, Image, Chart, Word Art, Poster Or Drawing (ELBT41)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/7ab1ddf3-0ae7-4b52-9517-ebdcf0fd647>)

Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems (ACTDIP004)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/f428f2cc-df0f-4b3f-b21b-80c70354e45a>)

Experimenting With Very Simple, Step By Step Procedures To Explore Programmable Devices, For Example Providing Instructions To Physical Or Virtual Objects Or Robotic Devices To Move In An Intended Manner, Such As Following A Path Around The Classroom (ELBT62)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/70ef4fa8-cdce-47ac-b664-dfbafbf90570>)

Writing And Entering A Simple Set Of Instructions Jointly To Sequence Events And Instructions, For Example Scanning Personal Photographs And Collating And Ordering Significant Personal Events Or Milestones And Describing The Steps Involved In The Process (ELBT59)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/ca76b6bf-1ce0-4f70-b072-e0cc4c107b84>)

Presenting A Sequence Of Instructions Or Events In A Series Of Slides Or Screens With Text And Pictures (ELBT247)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/d701a64e-ed7f-4566-be3b-7ff116a8182f>)

Recognising Sequences Of Instructions Or Events That Are Commonly Experienced Such As The Sequence Of Traffic Lights Or Instructions For Recording A Tv Show Or How Their Lunch Order Is Taken And Delivered (ELBT146)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/db65a9d3-5679-42dc-859e-b6e0d7b22cb1>)

Following A Series Of Instructions To Use A Piece Of Hardware Or Software, For Example Taking A Photograph, Editing And Storing It To Include In A Slow Motion (ELBT379)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/7ef08ed9-d5ca-4f87-b839-41954817dbef>)

Work with others to create and organise ideas and information using information systems, and share these with known people in safe online environments (ACTDIP006)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/667ff8d5-ec97-40d0-b1ee-1c5d0e74b340>)

Using Different Types Of Data To Create Information For Sharing Online, For Example Creating A Multimedia Class Profile That Includes A Photo Of Each Student, A Personal Audio Recording And A Written Message (ELBT452)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/05a86166-338c-4bf4-b657-16b256bfbbae>)

Planning And Creating Text, Drawings And Sound Files To Share Online, For Example Jointly Creating A Photo Story To Illustrate A Fable Or Fairy Tale From The Asia Region Or A Local Aboriginal And Torres Strait Islander Community Story (ELBT63)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/41075528-10f0-4f1b-9d26-dfb6bd7ac7d0>)

Making Ethical Decisions When Using Images For Public Viewing And Using The Work Of Others, For Example Asking The Question 'What Is Fair And Just?' To Compare Images Of Events Or Activities And Decide Whether Or Not To Publish (ELBT7)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/46081015-c5dc-4699-819a-fcdd46266471>)

Participating In Safe Online Environments, For Example Sharing Ideas And Information Through Intranets, Messaging Only To People They Know, Bookmarked Websites And Moderated Online Spaces (ELBT456)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/24e4cc65-f361-4e21-9f2f-147128129a16>)

Explore how people safely use common information systems to meet information, communication and recreation needs (ACTDIP005)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/8d057dc7-d132-411c-bbc8-0fe003c712af>)

Sharing And Describing Ways That Common Information Systems Can Be Used To Meet Communication Needs, For Example Computers Can Be Used As Phones And Social Networking Tools Allowing Communication Between Families Living In Different Regions (ELBT78)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/c52462b7-e664-4436-bd1e-daed6cb24aaa>)

Recognising And Discussing The Need For Cyber Safety When Using Online Information Systems, For Example Recognising That Shared Personal Information Can Be Used For Undesirable Purposes And That Using A Password Is A Means Of Protecting Identity (ELBT125)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/b002499e-6000-480e-b590-c29fdc947a95>)

Recognising Safe Ergonomic Practices When Children Are Playing With Information Systems, For Example Recognising The Need To Take Regular Breaks To Avoid Eye Strain And Repetitive Strain Injuries (ELBT151)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/b038a91c-3845-4bd4-9aca-b500e8c282a8>)

Discussing How A Range Of Information Systems Support Personal Needs And Impact On Others, For Example Text To Speech Software For People With Vision Loss (ELBT314)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/944a0ea0-e31b-4a16-b2a9-603ef2d4fc14>)

Sharing Ideas About The Ways Information Systems Are Being Used By Families And Friends In Everyday Life, For Example Comparing Current Digital Play Equipment With Play Equipment Of 20 Years Ago (ELBT433)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/93baf525-4ad3-4a7b-bf62-2319da737a54>)

Digital Technologies Processes and Production Skills
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/bd90cefd-d9dd-4d4c-8e83-6064b446b5a6>)

Recognise and explore patterns in data and represent data as pictures, symbols and diagrams (ACTDIK002)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/3fcdff3c-f1bb-43e3-bf18-89fa44d2b4b6>)

Sorting Objects And Events Based On Easily Identified Characteristics And Using Digital Systems To Represent Patterns In Data, For Example Sorting Birthdates And Presenting The Patterns Using Seasonal Symbols (ELBT308)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/fe60c569-0afa-430a-8172-62eef348adc5>)

Making Generalisations About Data Sets, For Example Comparing Different Ways Of Travelling To And From School Using Classroom Data, Discussing Results And Finding Patterns In Modes Of Travel (ELBT93)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/ae014ea-39dc-46ee-a6a0-d06eff2adb4c>)

Experimenting With Different Ways Of Representing Patterns, For Example Using Materials, Sounds, Movements Or Drawing (ELBT91)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/841f41c7-2083-4b99-9362-d2a5d0e0c351>)

Exploring With Patterns Of Objects Or Symbols To Represent Data, For Example The Symbol 12 May Represent Different Data To 21, Or That An Email Address Has A Name Followed By An @ Symbol Followed By Another Type Of Name (ELBT323)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/db0b229e-412f-4504-b590-5d5f6d07c41>)

Creating Different Patterns Using The Same Elements, For Example Using Patterns Of Coloured Counters To Communicate And Give Meaning Such As A Response Of 'Yes' Or 'No' (ELBT108)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/9f1c2da5-9f57-4d29-9906-ca4985f4855b>)

Learning About How Data Are Represented By Changing Pixel Density (Resolution) In A Photograph With Support And Noting The Change In File Size To Successfully Email To A Friend (ELBT106)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/bc0664e1-12e5-4d33-8ec0-cb1a73b0aab1>)

Digital Technologies Knowledge and Understanding
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/ced46e66-7174-4a00-8567-4b2cdab52945>)

Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs (ACTDEK001)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/a82a9b03-8abb-4a92-b54b-c7e616a2e5a6>)

Exploring How Local Products, Services And Environments Are Designed By People For A Purpose And Meet Social Needs, For Example The Range Of Shelters Provided For The Public In A Local Community; Graphical Displays To Market School And Community Events (ELBT70)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/9e1a0a61-6d63-4cb9-ba26-deaf8c448bab>)

Asking Questions About Natural And Managed Environments And Impacts On Them When Selecting Materials, Tools And Equipment When Designing And Making Products, For Example Harvesting Products From The School Garden And Using Recycled Clothing (ELBT459)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/08f60867-d0d5-4205-b84b-1294228ddd21>)

Making Design Decisions Based On Personal And Family Needs, For Example Downloading And Comparing Recipes To Suit Available Cooking Facilities Such As Cooking In The Bush Compared To Cooking In A Kitchen (ELBT133)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/70d7276f-43d1-429f-8025-c0229f28261>)

Exploring And Critiquing Products, Services And Environments For Their Impact On Sustainability, For Example The Environmental Risks And Benefits Of A System For Organically Or Hydroponically Growing A Vegetable Crop From Seed Or Seedling To Harvest (ELBT21)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/23307295-4df0-470b-886a-f823d7ecdfeb>)

Explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating (ACTDEK003)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/df561a48-b471-436f-b864-25555219e9b1>)

Exploring Which Plants And Animals Can Provide Food Or Materials For Clothing And Shelter And What Basic Needs Those Plants And Animals Have (ELBT329)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/30a08ae9-96af-4071-bc9e-5ab4f083146f>)

Identifying Products That Can Be Designed And Produced From Plants And Animals, For Example Food Products, Paper And Wood Products, Fabrics And Yarns, And Fertilisers (ELBT481)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/aeb90ad7-bf5f-4d16-a3c3-00778cc48693>)

Considering The Suitability Of A Range Of Tools When Cultivating Gardens, Mulching And Building Garden Structures And Preparing And Cooking Food From Recipes (ELBT184)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/f10f0bba-2f71-43c1-b9c7-a16cd434e9d9>)

Identifying And Categorising A Wide Range Of Foods, Including Aboriginal Bush Foods, Into Food Groups And Describing Tools And Equipment Needed To Prepare These For Healthy Eating (ELBT209)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/20cb34f0-dd42-49b0-aa33-9192f84b62e8>)

Exploring How People From Different Cultures Including Those Of Asia Design And Produce Different Cuisines Based On The Plants And Animals In Their Region And Available Tools And Equipment (ELBT312)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/71eed811-c8aa-43a8-9027-60909df5a35e>)

Exploring The Tools, Equipment And Techniques Used To Prepare Food Safely And Hygienically For Healthy Eating (ELBT344)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/dc710947-55c1-4893-967b-51918fe5493f>)

Identifying, Gathering And Playing With Materials, Components, Tools And Equipment To Generate Personal Design Ideas, For Example Designing A Greeting Card For A Friend (ELBT57)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/c90b1992-fa87-4644-ad93-e265cd2b96c4>)

Discussing Possible Designed Solutions Based On Experience And Some Research, For Example Asking Adults For Advice (ELBT248)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/2f54486b-f1b5-4236-9331-7f33b3478f68>)

Exploring Which Tools, Equipment And Techniques To Use With Selected Materials (ELBT474)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/840979fa-f77f-4943-bde5-075ad00dc493>)

Communicating Design Ideas By Modelling, And Producing And Labelling Two Dimensional Drawings Using A Range Of Technologies To Show Different Views (Top View And Side View), For Example A New Environment Such As A Cubby House Or Animal Shelter (ELBT403)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/67bb8696-3d3d-484d-881a-3387728c85b1>)

Recording A Judgment About Design Ideas With Teacher Guidance, For Example Expressing Own Likes And Dislikes About A Design Idea (ELBT173)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/0ac8c388-a7c8-4758-8f00-ab267b1671a4>)

Using And Playing With Everyday Materials In New Ways Or Re Using Discarded Materials, For Example Using Discarded Materials To Design, Make And Model A Constructed Environment (ELBT112)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/c24222ba-a3ff-48ac-bc1b-c9790cd9e55b>)

Learning And Safely Practising A Range Of Technical Skills Using Tools And Equipment, For Example Joining Techniques When Making Products, Watering And Mulching Gardens, Preparing Food, Using Software To Design An Environment (ELBT42)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/70a39022-a1fb-439a-8032-ebdf5dd51439>)

Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment (ACTDEP008)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/998b4284-d800-448b-a578-b1077260fa8a>)

Developing Criteria For Success With Teacher Guidance Including Consideration Of Impact On Environment (ELBT82)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/ac7e286c-f0f4-40a3-a19a-d9a15397118a>)

Recording A Judgment About Design Ideas With Teacher Guidance, For Example Expressing Own Likes And Dislikes About A Design Idea (ELBT51)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/5bb27d4a-fd06-4ce4-804b-e7d01231aad8>)

Reflecting On The Processes And Challenges Of Designing And Producing A Solution And Sharing These Reflections Using Digital Technologies, For Example When Growing A Food Product, Designing A Structure To Take A Load Or Making A Nutritious Snack (ELBT147)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/e7f98446-7be1-4f91-9e1c-b63e225e2644>)

Suggesting Areas For Design Improvement (ELBT232)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/e00506a7-0fe3-467b-92a9-864205fcdacc>)

Checking That Planned Features Have Been Included In Design Plans And Drawings By Referring To Identified Criteria For Success Including Care For The Environment (ELBT94)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/483a5b5c-ee4-4ef9-8e81-d01858c197a8>)

