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**Outdoor Learning: yearS 1 and 2**

The following table identifies how the key aspects of outdoor learning are evident in content descriptions from across the Australian Curriculum Version 9.0. From this information, teachers could develop a sequential program for outdoor learning by connecting the key aspects of learning with learning area and subject-specific content descriptions.

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| Years 1 and 2 | | | |
| Key aspect 1: Skills and knowledge | | | |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Health and Physical Education** | **Personal, social and community health**  Interacting with others | identify and explore skills and strategies to develop respectful relationships  AC9HP2P02 | * demonstrating appropriate language (including verbal, non-verbal, body language and gestures) when encouraging and including others in physical activities, when completing movement tasks or practising for performance * discussing strategies we can use to show respect to First Nations Australians and acknowledge difference using appropriate language * describing behaviours that may cause hurt or harm to others, or cause them to feel disrespected, including verbal and physical forms of bullying |
| **Personal, social and community health**  Interacting with others | identify how different situations influence emotional responses  AC9HP2P03 | * recognising own emotions and demonstrating ways to manage how they express their emotions in different situations * exploring self-regulation strategies to manage emotional responses * identifying situations that may trigger strong emotional responses in themselves and others, and recognising the impact the responses can have on others * identifying how someone might feel, think and act during an emergency through role-play and imaginative play * predicting how a person or character might be feeling based on the words they use, their facial expressions and body language * recognising how self and others are feeling in a range of situations |
| **Personal, social and community health**  Making healthy and safe choices | identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe  AC9HP2P05 | * identifying the body’s reaction to a range of situations, including safe and unsafe situations, and comparing the different emotional responses * identifying and rehearsing strategies they can use when requiring assistance, such as asking an adult they trust, reading signs and symbols to identify safe places, and solving a problem with friends * proposing strategies they can use at school and home that promote healthy use of digital tools * recognising photos and locations of safe places and a network of people who can help * discussing the importance of seeking help when problems are too big to solve by themselves |
| **Personal, social and community health**  Making healthy and safe choices | investigate a range of health messages and practices in their community and discuss their purposes  AC9HP2P06 | * identifying poison labels and medicine packaging and understanding to ask an adult before taking medicines |
| **Movement and physical activity**  Moving our bodies | practise fundamental movement skills and apply them in a variety of movement situations  AC9HP2M01 | * performing locomotor movements using different body parts to travel in different directions * selecting and implementing different movement skills to be successful in a range of games * performing fundamental movement skills involving controlling objects with equipment and different parts of the body * practising gliding forward and backward in the water using arm and kicking movements * demonstrating balances and describing what helps to maintain stable positions |
| **Movement and physical activity**  Moving our bodies | investigate different ways of moving their body, and manipulating objects and space, and draw conclusions about their effectiveness  AC9HP2M02 | * demonstrating changes in speed, direction and level as they use locomotor and non-locomotor skills in sequences * inventing new games, based on rules and equipment from familiar games, and drawing conclusions about whether the rules and choice of equipment provide for an interesting, challenging and enjoyable game * using stimuli such as equipment, rhythm, music and words to create simple playground games and assessing which games they enjoy most * using different types of equipment to create an original game or solve a movement challenge and evaluating the game or solution against a set of criteria * participating in activities that require students to move around different outdoor spaces and discussing which types of movement are most appropriate to move around safely and efficiently |
| **Movement and physical activity**  Learning through movement | co-construct and apply rules to promote fair play in a range of physical activities  AC9HP2M04 | * discussing changes to rules that will make an activity fairer or more inclusive of all learners * explaining how rules contribute to fair play and applying them in group activities * demonstrating turn-taking and sharing equipment when participating in play and minor games |
| **Movement and physical activity**  Learning through movement | apply strategies to work collaboratively when participating in physical activities  AC9HP2M05 | * working cooperatively with a partner when practising new skills * describing and demonstrating how to include others in physical activities * proposing and trialling how a game can be changed so that everyone can be included |
| **Science**  **Year 1** | **Science understanding**  Biological sciences | identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs  AC9S1U01 | * identifying and comparing the needs of a variety of plants and animals, including humans, based on their own experiences * recognising how First Nations Australians care for living things * exploring why caring for plants and animals is important including as sources of food and fibre |
| **Science as a human endeavour**  Use and influence of science | describe how people use science in their daily lives, including using patterns to make scientific predictions  AC9S1H01 | * learning from farmers, bush care volunteers, gardeners or nursery owners about how they observe the needs of plants, and how they have designed or managed habitats to meet those needs * identifying ways that science knowledge is used in the care of the local environment and suggesting ways local gardens or parks could better meet the needs of native animals * investigating how First Nations Australians use science to meet their needs, such as food and water supply and shelter * recognising how First Nations Australians use changes in the landscape and the sky to answer questions about when to gather certain resources * learning from local ecologists or wildlife carers about native animals’ needs and how they observe animal behaviour to design supports for them to meet those needs, such as building frog and insect hotels and nesting boxes or recycling materials to provide habitat |
| **Science inquiry**  Questioning and predicting | pose questions to explore observed simple patterns and relationships and make predictions based on experiences  AC9S1I01 | * posing questions about how animals meet their needs in particular places, such as: ‘Where does it shelter? Where does it get water from?’ * making predictions about types of animals and plants they might observe in a particular place, such as a garden or pond * making predictions about patterns of observable phenomena such as seasonal changes of plants or changes in temperatures across the seasons |
| **Science**  **Year 2** | **Science understanding**  Chemical sciences | recognise that materials can be changed physically without changing their material composition and explore the effect of different actions on materials including bending, twisting, stretching and breaking into smaller pieces  AC9S2U03 | * exploring how First Nations Australians make physical changes to natural materials to produce objects such as bowls, baskets and various fibre crafts |
| **Science as a human endeavour**  Use and influence of science | describe how people use science in their daily lives, including using patterns to make scientific predictions  AC9S2H01 | * learning how First Nations Australians use observations of the night sky to assist with navigation |
| **Technologies – Design and Technologies** | **Knowledge and understanding**  Technologies context: Food and fibre production; Food specialisations | explore how plants and animals are grown for food, clothing and shelter  AC9TDE2K03 | * exploring how First Nations Australians grow plants and animals for food, for example how land is transformed through the construction of terraces at Wagadagam on Mabuiag Island in the Torres Strait, or how the Kombumerri Peoples of South East Queensland developed an important aquaculture industry farming mangrove worms * identifying which plants and animals can provide food or materials for clothing and shelter, for example looking at a range of items and sorting them according to plant or animal source * identifying products that can be designed and produced from plants and animals, for example food products, paper and wood products, fabrics and yarns |

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| Years 1 and 2 | | | |
| Key aspect 2: Connections | | | |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Health and Physical Education** | **Movement and physical activity**  Making active choices | participate in a range of physical activities in natural and outdoor settings, and investigate factors and settings that make physical activity enjoyable  AC9HP2M03 | * recognising the physical features in a range of different environments, including natural and outdoor settings, that make physical activity in these spaces enjoyable * participating in children's games from First Nations Australian cultures, such as Keentan played by the Kalkadoon People of the north-west central districts of Queensland, and discussing similarities with other games and activities they enjoy * participating in a range of minor games and exploring which ones they enjoy and what makes them enjoyable |
| **Humanities and Social Sciences (HASS)**  **Year 1** | **Knowledge and understanding**  Geography | the natural, managed and constructed features of local places, and their location  AC9HS1K03 | * identifying natural features (for example, hills, rivers, native vegetation and weather), managed features (for example, farms, parks and gardens) and constructed features (for example, roads and buildings) and locating them on a map * listening to and viewing Dreaming and Creation stories of First Nations Australians that identify the natural features of a place * listing the different types of buildings in their local area; for example, houses, shops, offices, factories, religious buildings and farm buildings * describing the daily and seasonal weather of their place using simple terms such as rainy, hot, cold, windy and cloudy, and comparing it with the weather of other places that they know or are aware of; for example, It was windy at the beach but not at my house, It is colder on the mountain, It is rainy in the winter, It is hot in the summer * explaining to classmates where places are and the directions to be followed when moving from one place to another, with the use of appropriate terms for direction and location; for example, terms such as beside, forward, up, down, by, near, further, close to, before, after, here, there, at |
| **Knowledge and understanding**  Geography | how places change and how they can be cared for by different groups including First Nations Australians  AC9HS1K04 | * observing changes in natural, managed and constructed features in their place; for example, recent erosion, revegetated areas, planted crops or new buildings * identifying which resources they can recycle, reduce, re-use or none of these, and what local spaces and systems support these activities; for example, rules, signs, waste collection truck routes * describing how local places change due to changing weather and seasons, and how we can care for places because of those changes; for example, not walking in muddy areas during wet weather, and watering plants in dry weather * describing local features that people look after, finding out why and how these features need to be cared for, and who provides this care; for example, bushland, wetlands, a park or a heritage building * investigating examples of how First Nations Australians manage and care for places |
| **Skills**  Interpreting, analysing and evaluating | interpret information and data from observations and provided sources, including the comparison of objects from the past and present  AC9HS1S03 | * using information gained from sources, such as stories, photographs, fieldwork observations, satellite images and rock art, to answer when, where, what, how and why questions * identifying similarities and differences between activities over time by comparing objects of the past with those currently used; for example, comparing toys, games, clothes, phones, cooking utensils, tools, homework books * using comparative language when describing family life over time and/or comparing features of places, such as smaller/bigger than, closer/further, not as big as, younger/older than, more rainy days, fewer/less, hotter/colder, sunnier/windier than * exploring traditional and contemporary First Nations Australian stories about places and the past, and how places have changed * categorising objects, drawings or images by their features and explaining the reason for their categorisation; for example, categorising the features of a local place into natural (such as a native forest), constructed (such as a street of houses) and managed (such as a windbreak of trees) |
| **Skills**  Concluding and decision-making | draw conclusions and make proposals  AC9HS1S05 | * using collected information (for example, from stories told by parents, grandparents, elders or familiar older people; from comparison of objects; from geographic pictures) to make conclusions about continuity and change over time (for example, how family roles, occupations and/or technologies have changed or remained the same) and how places change (for example, because of the seasons) * describing features of a space or place that is important to them and explaining what they could do to care for it; for example, a chicken coop, a play area, their bedroom, the reading corner, the beach * imagining how a local feature or place might change in the future and proposing action they could take to improve a place or influence a positive future |
| **Humanities and Social Sciences (HASS)**  **Year 2** | **Knowledge and understanding**  History | a local individual, group, place or building and the reasons for their importance, including social, cultural or spiritual significance  AC9HS2K01 | * suggesting reasons for the location of a local landmark before searching for resources that provide an explanation; for example, community building, statue or war memorial * investigating the history of a chosen person, building, site or place in the local community, using provided sources (for example, the internet, books, newspapers, community information guides, audio-visual material, digital sources, photographs) and relating a story that these reveal about the past * discussing why a particular site has heritage significance or cultural value for present generations; for example, it provides a record of a significant historical event, has aesthetic value, reflects the community’s identity * identifying and visiting, where appropriate, local sites, places and landscapes of significance to First Nations Australians; for example, engraving sites, rock paintings, natural sites or features such as the creeks or mountains * identifying and designing a local historical tour of a building or site; for example, one related to a particular cultural group |
| **Knowledge and understanding**  Geography | how places can be spatially represented in geographical divisions from local to regional to state/territory, and how people and places are interconnected across those scales  AC9HS2K03 | * investigating the places locally and at a broader scale that they and their families visit for shopping, health, recreation, religious or ceremonial activities, or other reasons * identifying links they and other people in their community have with people and places at the regional and/or state/territory scale; for example, where produce in their supermarket comes from or produce from their farms goes to, relatives they visit, places they go for holidays |
| **Knowledge and understanding**  Geography | the interconnections of First Nations Australians to a local Country/Place  AC9HS2K04 | * listening to stories connecting local First Nations Australians with the land, sea, waterways, sky and animals of their Country/Place * liaising with community to identify original language groups of First Nations Australians who belong to the local area and exploring the relationship between language, Country/Place and spirituality (this is intended to be a local area study with a focus on one language group; however, if information or sources are not readily available, another representative area may be studied) * discussing when to use Acknowledgement of Country and Welcome to Country at ceremonies and events to respectfully recognise the Country/Place and Traditional Owners and Custodians of the land, sea, waterways, and sky |
| **Skills**  Questioning and researching | develop questions about objects, people, places and events in the past and present  AC9HS2S01 | * developing inquiry questions about a historical site; for example, What does it look like now?, What condition is it in?, What was its purpose?, How might its use have changed?, How was it built/created?, Who built it?, How is it now used?, Why is it important?, Was/is it used by different groups of people?’ * developing inquiry questions about places; for example, What are the features of the place?, How far away is it?, How easy is it to get to?, How am I connected to it?, How is it connected to other places? * posing questions using the stems: How do I feel about …?, ‘What would it be like to …? and What effect …? |
| **Skills**  Questioning and researching | collect, sort and record information and data from observations and from sources provided, including unscaled timelines and labelled maps or models  AC9HS2S02 | * collecting information from sources and observations relevant to learning about the past (for example, photographs, interviews, newspapers, stories, and place and street names in maps) and relevant to learning about places (for example, surveying peers, satellite images, diagrams, field photographs, and observations of monuments, built and non-built historical landmarks, middens, remnants of native vegetation and old building remains), and identifying relevant information * creating pictorial maps with annotations to show historical sites or places they are connected to, incorporating symbols to show locations of objects, places or significant features * locating the places they are connected to, such as through family, travel or friends, or the places they visit for shopping, recreation or other reasons on a print, electronic or wall map |
| **Skills**  Interpreting, analysing and evaluating | interpret information and data from observations and provided sources, including the comparison of objects from the past and present  AC9HS2S03 | * interpreting distance on maps using terms such as distant, close, local, many hours in a bus/car/plane and walking distance to decide on the accessibility of different features and places * interpreting geographic maps, concept maps and other digital or visual displays to explore system connections; for example, places their classmates are connected to, where some food comes from, how First Nations Australians’ songlines connect places * interpreting symbols and codes that provide information, such as map legends * identifying how objects and activities are similar or different depending on conditions in local and distant places; for example, clothes, transport, technology |
| **Skills**  Interpreting, analysing and evaluating | discuss perspectives related to objects, people, places and events  AC9HS2S04 | * discussing why some places are considered special or significant by others, such as parents, First Nations Australians, grandparents or familiar elders, friends and returned soldiers * exploring how the same place has significance to different groups for different reasons; for example, traditional meeting places for First Nations Australians within an urban area that include buildings or monuments that are important to other cultural groups. |
| **Skills**  Concluding and decision-making | draw conclusions and make proposals  AC9HS2S05 | * listing what makes a person, place or building significant and drawing conclusions about how people were, or are, connected to a local place and other places in the region and/or state/territory * identifying how knowledge of special places and natural systems in their local area contributes to behaviour, and ideas about how to care for these places and to preserve their significance ( * using their knowledge about a familiar place or site to imagine how it might change in the future and how they can influence a positive future for it |
| **Science**  **Year 1** | **Science understanding**  Biological sciences | identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs  AC9S1U01 | * identifying and comparing the needs of a variety of plants and animals, including humans, based on their own experiences * recognising how First Nations Australians care for living things * exploring why caring for plants and animals is important including as sources of food and fibre |
| **Science understanding**  Earth and space sciences | describe daily and seasonal changes in the environment and explore how these changes affect everyday life  AC9S1U02 | * making and recording observations of phenomena such as changes to weather, seasonal changes to plants such as colour or dropping of leaves, and growth of flowers or fruit * exploring how people make clothing choices using predictions of weather or knowledge of seasonal changes * recognising the extensive knowledges of daily and seasonal changes in weather patterns and landscape held by First Nations Australians * exploring how First Nations Australians’ concepts of time and weather patterns explain how things happen in the world around them |
| **Science as a human endeavour**  Use and influence of science | describe how people use science in their daily lives, including using patterns to make scientific predictions  AC9S1H01 | * learning from farmers, bush care volunteers, gardeners or nursery owners about how they observe the needs of plants, and how they have designed or managed habitats to meet those needs * identifying ways that science knowledge is used in the care of the local environment and suggesting ways local gardens or parks could better meet the needs of native animals * investigating how First Nations Australians use science to meet their needs, such as food and water supply and shelter * recognising how First Nations Australians use changes in the landscape and the sky to answer questions about when to gather certain resources * learning from local ecologists or wildlife carers about native animals’ needs and how they observe animal behaviour to design supports for them to meet those needs, such as building frog and insect hotels and nesting boxes or recycling materials to provide habitat |
| **Science**  **Year 2** | **Science understanding**  Chemical sciences | recognise that materials can be changed physically without changing their material composition and explore the effect of different actions on materials including bending, twisting, stretching and breaking into smaller pieces  AC9S2U03 | * exploring how First Nations Australians make physical changes to natural materials to produce objects such as bowls, baskets and various fibre crafts |

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| Years 1 and 2 | | | |
| Key aspect 3: Conservation and sustainability | | | |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Health and Physical Education** | **Personal, social and community health**  Making healthy and safe choices | investigate a range of health messages and practices in their community and discuss their purposes  AC9HP2P06 | * discussing how eating a variety of fresh foods can influence health and wellbeing by using The Australian Guide to Healthy Eating * exploring sustainable practices that students can implement in the classroom to improve the health and wellbeing of the class, such as composting food waste, creating an edible garden and reducing single-use plastics |
| **Humanities and Social Sciences (HASS)**  **Year 1** | **Knowledge and understanding**  Geography | the natural, managed and constructed features of local places, and their location  AC9HS1K03 | * identifying natural features (for example, hills, rivers, native vegetation and weather), managed features (for example, farms, parks and gardens) and constructed features (for example, roads and buildings) and locating them on a map * listening to and viewing Dreaming and Creation stories of First Nations Australians that identify the natural features of a place * listing the different types of buildings in their local area; for example, houses, shops, offices, factories, religious buildings and farm buildings * describing the daily and seasonal weather of their place using simple terms such as rainy, hot, cold, windy and cloudy, and comparing it with the weather of other places that they know or are aware of; for example, It was windy at the beach but not at my house, It is colder on the mountain, It is rainy in the winter, It is hot in the summer * explaining to classmates where places are and the directions to be followed when moving from one place to another, with the use of appropriate terms for direction and location; for example, terms such as beside, forward, up, down, by, near, further, close to, before, after, here, there, at |
| **Knowledge and understanding**  Geography | how places change and how they can be cared for by different groups including First Nations Australians  AC9HS1K04 | * observing changes in natural, managed and constructed features in their place; for example, recent erosion, revegetated areas, planted crops or new buildings * identifying which resources they can recycle, reduce, re-use or none of these, and what local spaces and systems support these activities; for example, rules, signs, waste collection truck routes * describing how local places change due to changing weather and seasons, and how we can care for places because of those changes; for example, not walking in muddy areas during wet weather, and watering plants in dry weather * describing local features that people look after, finding out why and how these features need to be cared for, and who provides this care; for example, bushland, wetlands, a park or a heritage building * investigating examples of how First Nations Australians manage and care for places |
|  | **Skills**  Interpreting, analysing and evaluating | interpret information and data from observations and provided sources, including the comparison of objects from the past and present  AC9HS1S03 | * using information gained from sources, such as stories, photographs, fieldwork observations, satellite images and rock art, to answer when, where, what, how and why questions * identifying similarities and differences between activities over time by comparing objects of the past with those currently used; for example, comparing toys, games, clothes, phones, cooking utensils, tools, homework books * using comparative language when describing family life over time and/or comparing features of places, such as smaller/bigger than, closer/further, not as big as, younger/older than, more rainy days, fewer/less, hotter/colder, sunnier/windier than * exploring traditional and contemporary First Nations Australian stories about places and the past, and how places have changed * categorising objects, drawings or images by their features and explaining the reason for their categorisation; for example, categorising the features of a local place into natural (such as a native forest), constructed (such as a street of houses) and managed (such as a windbreak of trees) |
|  | **Skills**  Concluding and decision-making | draw conclusions and make proposals  AC9HS1S05 | * using collected information (for example, from stories told by parents, grandparents, elders or familiar older people; from comparison of objects; from geographic pictures) to make conclusions about continuity and change over time (for example, how family roles, occupations and/or technologies have changed or remained the same) and how places change (for example, because of the seasons) * describing features of a space or place that is important to them and explaining what they could do to care for it; for example, a chicken coop, a play area, their bedroom, the reading corner, the beach * imagining how a local feature or place might change in the future and proposing action they could take to improve a place or influence a positive future |
| **Humanities and Social Sciences (HASS)**  **Year 2** | **Knowledge and understanding**  History | a local individual, group, place or building and the reasons for their importance, including social, cultural or spiritual significance  AC9HS2K01 | * suggesting reasons for the location of a local landmark before searching for resources that provide an explanation; for example, community building, statue or war memorial * investigating the history of a chosen person, building, site or place in the local community, using provided sources (for example, the internet, books, newspapers, community information guides, audio-visual material, digital sources, photographs) and relating a story that these reveal about the past * discussing why a particular site has heritage significance or cultural value for present generations; for example, it provides a record of a significant historical event, has aesthetic value, reflects the community’s identity * identifying and visiting, where appropriate, local sites, places and landscapes of significance to First Nations Australians; for example, engraving sites, rock paintings, natural sites or features such as the creeks or mountains * identifying and designing a local historical tour of a building or site; for example, one related to a particular cultural group |
| **Skills**  Questioning and researching | develop questions about objects, people, places and events in the past and present  AC9HS2S01 | * developing inquiry questions about a historical site; for example, What does it look like now?, What condition is it in?, What was its purpose?, How might its use have changed?, How was it built/created?, Who built it?, How is it now used?, Why is it important?, Was/is it used by different groups of people?’ * developing inquiry questions about places; for example, What are the features of the place?, How far away is it?, How easy is it to get to?, How am I connected to it?, How is it connected to other places? * posing questions using the stems: How do I feel about …?, ‘What would it be like to …? and What effect …? |
| **Skills**  Concluding and decision-making | draw conclusions and make proposals  AC9HS2S05 | * listing what makes a person, place or building significant and drawing conclusions about how people were, or are, connected to a local place and other places in the region and/or state/territory * identifying how knowledge of special places and natural systems in their local area contributes to behaviour, and ideas about how to care for these places and to preserve their significance ( * using their knowledge about a familiar place or site to imagine how it might change in the future and how they can influence a positive future for it |
| **Skills**  Communicating | develop narratives and share observations, using sources, and subject-specific terms  AC9HS2S06 | * sharing observations using sources such as how access to and use of a place has changed over time |
| **Science**  **Year 1** | **Science understanding**  Earth and space sciences | describe daily and seasonal changes in the environment and explore how these changes affect everyday life  AC9S1U02 | * making and recording observations of phenomena such as changes to weather, seasonal changes to plants such as colour or dropping of leaves, and growth of flowers or fruit * exploring how people make clothing choices using predictions of weather or knowledge of seasonal changes * recognising the extensive knowledges of daily and seasonal changes in weather patterns and landscape held by First Nations Australians * exploring how First Nations Australians’ concepts of time and weather patterns explain how things happen in the world around them |
| **Science**  **Year 2** | **Science as a human endeavour**  Use and influence of science | describe how people use science in their daily lives, including using patterns to make scientific predictions  AC9S2H01 | * exploring how physically changing materials helps us to re-use them in a variety of ways, and decrease waste |
| **Technologies – Design and Technologies** | **Knowledge and understanding**  Technologies context: Food and fibre production; Food specialisations | explore how plants and animals are grown for food, clothing and shelter  AC9TDE2K03 | * exploring how First Nations Australians grow plants and animals for food, for example how land is transformed through the construction of terraces at Wagadagam on Mabuiag Island in the Torres Strait, or how the Kombumerri Peoples of South East Queensland developed an important aquaculture industry farming mangrove worms * identifying which plants and animals can provide food or materials for clothing and shelter, for example looking at a range of items and sorting them according to plant or animal source * identifying products that can be designed and produced from plants and animals, for example food products, paper and wood products, fabrics and yarns |

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| Years 1 and 2 | | | |
| Key aspect 4: Health and wellbeing | | | |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Health and Physical Education** | **Personal, social and community health**  Interacting with others | describe their personal qualities and those of others, and explain how they contribute to developing identities  AC9HP2P01 | * describing the personal qualities of characters in stories and how they are similar to and different from their own * describing how belonging to First Nations Australian cultural groups contributes to identities * exploring examples of cultural practices, including those of Australians of Asian heritage, that recognise the contributions of family and friends to identities * explaining how personal and cultural identities are influenced by the groups and communities to which we belong * participating in physical activities and describing how their own and others’ personal qualities contribute to successful outcomes * describing personal achievements and sharing how they felt and how it influenced their personal identities |
| **Personal, social and community health**  Making healthy and safe choices | investigate a range of health messages and practices in their community and discuss their purposes  AC9HP2P06 | * discussing how eating a variety of fresh foods can influence health and wellbeing by using The Australian Guide to Healthy Eating * investigating how foods are marketed and promoted to children through advertisements in online spaces, promotion in supermarkets, and labelling and packaging * exploring sustainable practices that students can implement in the classroom to improve the health and wellbeing of the class, such as composting food waste, creating an edible garden and reducing single-use plastics * creating rules and applying them at school and home to implement healthy and manageable practices with their use of digital tools |
| **Movement and physical activity**  Making active choices | participate in a range of physical activities in natural and outdoor settings, and investigate factors and settings that make physical activity enjoyable  AC9HP2M03 | * recognising the physical features in a range of different environments, including natural and outdoor settings, that make physical activity in these spaces enjoyable * recognising the physical features in a range of different environments, including natural and outdoor settings, that make physical activity in these spaces enjoyable * participating in children's games from First Nations Australian cultures, such as Keentan played by the Kalkadoon People of the north-west central districts of Queensland, and discussing similarities with other games and activities they enjoy * participating in a range of minor games and exploring which ones they enjoy and what makes them enjoyable * comparing the characteristics and benefits of physical activities that can take place in an outdoor setting to those that take place inside |