

## NSW Sample Plans - Support Documents for HEA Members



### “Ethan” - Early Stage 1 (2018-19)

## English

### Talking and Listening \* Reading \* Writing

Students mix and talk informally with peers, teachers and known adults. They give short talks and interact effectively in the classroom and in groups. Students listen with attentiveness to follow simple instructions and ask relevant questions. They express ideas clearly, demonstrating an emerging awareness of how people use spoken language for different purposes.

They explore the way familiar spoken texts are constructed and the features of these texts. Students develop reading, viewing and comprehension skills and strategies using context, grammar, word usage and phonics in short predictable printed texts on familiar topics. They recognise, discuss and respond to the different kinds and purposes of various written and visual texts. Students explore and identify some language features of written and visual texts.



Students write with an increasing awareness of the nature, purpose and conventions of written language. They produce simple texts that demonstrate an awareness of the basic grammar and punctuation needed. Students know and use letters and sounds of the alphabet to attempt to spell known words and use most lower and upper case letters appropriately to construct sentences. Students explore the use of computer technology to construct texts. *(NESA Stage Statements)*

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## **“Ethan”, Early Stage 1 - English**

We are concentrating on learning letters, sounds and then words.

We read together daily. Ethan’s brother and sisters also read together with him. We have numerous early reader books including Fitzroy readers and books from the Ladybird series.

Ethan has just become interested in letters and is recognising some letters already. This is encouraged in daily living.

Ethan has been enjoying working on the Reading Eggs program and a program call OSMO which helps teach letters and simple words.

Ethan often keeps in contact with his cousin and other family and friends via text messages. Currently he is using voice to text but as the year progresses he will move to typing more.

Ethan has also been working on letter sheets where he is to match pictures with the starting letter. We have a huge variety of flash cards which will also be used.

Literacy Planet may also be used.

## **Mathematics**

### **Working Mathematically \* Number \* Patterns and Algebra \* Measurement and Data \* Space and Geometry**

Students ask questions and explore mathematical problems. They use everyday language, materials and informal recordings to demonstrate understanding and link mathematical ideas.

Students count to 30 and represent numbers to 20 with objects, pictures,



numerals and words and read and use ordinal numbers to at least 'tenth' place. They manipulate objects to model addition and subtraction, multiplication and division.

Students divide objects into two equal parts and describe them as halves. They recognise coins and notes.

Students recognise, describe and continue patterns that increase or decrease. Students identify length, area, volume, capacity and mass and compare and arrange objects according to these attributes.

They name the days of the week and the seasons and they order events in a school day, telling the time on the hour.

Students use objects and pictures to create a data display and interpret data. Students manipulate, sort and describe 3D objects using everyday language. They manipulate, sort and describe 2D shapes, identifying circles, squares, triangles and rectangles. Students give and follow simple directions and describe position using everyday language. *(NESA Stage Statements)*

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### **“Ethan”, Early Stage 1 - Mathematics**

Ethan has a fascination with numbers and this is encouraged in everyday life. He is enjoying the Mathseeds program and is also working on Khan academy.

In addition to Mathseeds and Kahn, Ethan enjoys implementing maths skills in his daily life. During cooking times he uses scales and measuring equipment. On shopping excursions he enjoys working out which item is cheaper/more expensive and adding prices together.

Ethan will be provided with all types of mathematical equipment including but not exclusive to rulers, counters, base ten blocks, scales and money. We have times table charts

Ethan has started to learn and recognise the use of clocks and we intend to develop this skill in the coming year through everyday practice.

We will be playing all sorts of games including battleships, snakes and ladders, dominoes, Uno etc. all of which need number recognition and number skills.

OSMO also has a number program which teaches number recognition and simple adding.



# Science and Technology

## Investigating Scientifically \* Designing and Making \* The Natural Environment \* The Made Environment

Students explore their immediate environment by using the senses, questioning, sharing ideas and identifying simple cause and-effect relationships. They identify and safely use some equipment to explore.

Students explore ideas, manipulate materials and trial designs through play to develop products and built environments.

They identify and safely use some equipment and computer-based technology to model and make things.

Students identify and group living and non-living things and recognise the different needs of living things. They recognise different forms of energy and identify its use in daily life. Students identify ways in which the environment influences daily life. They explore the properties of both natural and made materials.

Students identify ways in which familiar products, including information products, services and built environments meet the needs of people. They recognise the different ways that information is sent and received and how these influence communication. Students identify the characteristics of a range of materials used to make commonly available products and built environments. (*NESA Stage Statements*)

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### “Ethan”, Early Stage 1 - Science & Technology

We have used Mystery Science - an online program that presents the children with a video and then reinforces with a hands-on activity/experiment. Each lesson is approximately 45 minutes to an hour.

eg Spaceship Earth, Sun, Moon, Stars, & Planets

*An Overview of Spaceship Earth, Sun, Moon, Stars, & Planets:*

*This is a 6-week introduction to astronomy helps students develop a new perspective on the world they're standing on. They will be given evidence that the Earth beneath our feet is actually moving through space, both spinning on its axis, and traveling in a great orbit around the Sun. They will*



*see how these movements account for the patterns we see in our sky (the paths of our Sun across the sky, the changing seasons, and the changing constellations). Accompanying us on this journey are the Moon and planets, which the students will observe have their own patterns of movement in the sky. Throughout this investigation students will engage in actual and simulated observations of the sky, and they will engage in the process of inquiry: beginning with observations, debating a range of possible causes, and reasoning to possible conclusions.*

We keep chickens as a family, hatching our own chicks several times a year. We hatch the eggs, watch the chicks grow. When grown we also cull the chickens when needed (Ethan knows this but does not watch the procedure), ending with serving the chicken for dinner. This enables Ethan to experience first-hand the complete life cycle.

We plan on making trips to Sydney's Powerhouse Museum, The Australian Museum and participating in Rockpool rambles on the Central Coast this coming year. These trips will be planned and discussed with the family and small projects will come from them also.

Our family is involved with animal rescue. We are involved in the process of obtaining a dog either through the pound or private surrender and helping the dog to become re-homeable through diet, veterinarian attention and hygiene. We also train and at times need to teach the dog to trust people again.

## Human Society and Its Environment

### Change and Continuity \* Cultures \* Environments \* Social Systems and Structures

Students identify personally significant events, places and people and compare these with those of their peers. They use language associated with time, change and place. Students examine characteristics common to people, including Aboriginal peoples, describing some of the similarities and differences.

They acquire information by direct observation, talking to others and by viewing, reading and listening to texts. Students identify and explore familiar natural and built environments, how to care for them and the activities that occur in them. They communicate knowledge and understanding orally,



through writing and drawing, and by constructing models.

Students identify people's needs and explain how these are met individually and cooperatively. They explore roles, responsibilities and rules in the classroom and at home. *(NESA Stage Statements)*

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### **“Ethan”, Early Stage 1 - HSIE**

We participated in a Convict Sleepover in Hyde Park Barracks in March to give the children a real feel for how it was for the early convicts. Here the children will be fed and treated (simulation) like the convicts for an evening and 'released' early the following morning

We will also take part in excursions to interesting spots in Sydney including Art Gallery of NSW, The Australian Museum, The Rocks and various historical sites in Parramatta. We also have a very interesting Cemetery at the end of our street which shows the history of the local people.

Ethan will correspond with distant family in the USA, Laos and The U.K. by means of email and letter writing.

Ethan also attends Church regularly, learns about Jesus through the Bible and prays daily.

## **Creative Arts**

### **Visual Arts \* Music \* Drama \* Dance**

Students make pictures and other artworks using the media and materials given, representing both real and imagined situations. They appreciate that artists make artworks and they begin to describe some aspects of artworks.

Students sing, play and move to a range of music. They experiment with sounds and begin to organise them into basic structures. Students listen and respond to a variety of music. Students engage in roles through imaginative play and dramatic situations. They use movement, spaces and objects to dramatize personal experiences. They respond to different forms of dramatic experiences.

Students perform dances with some control over body movement and expression. They respond to a range of stimuli, drawing from experience and imagination, exploring the notion that dance is about moving the body to express ideas.



Students watch dance performances and begin to recognise some basic components of dance. *(NESA Stage Statements)*

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### **“Ethan”, Early Stage 1 - Creative Arts**

Ethan regularly produces artworks, both self-directed, and as a result of external direction. He will participate in drawing classes via YouTube. Ethan has access to a wide variety of materials for creative use, and uses them regularly. He enjoys drawing and painting.

Ethan also enjoys building with and using blocks, Lego, train sets and our doll house, to create imaginative houses and landscapes. He also enjoys dressing up using our extensive collection of costume items.

Ethan is participating in weekly Auslan classes and we practice daily in the family.

We attend many theatre productions, locally and Sydney based, often ones his big brother is in. He is very accustomed to the theatre and enjoys it.

We also attend local and Sydney based museums and art galleries. We have already visited the Art Gallery of NSW this year, to see the Dutch Masters exhibition. He will be encouraged to talk, write and draw/paint about this experience.

## **Personal Development, Health and Physical Education**

### **Fundamental Movement and Physical Activity \* Healthy Choices \* Self and Relationships**

Students participate in regular physical activity through creative play, dance, gymnastics and minor games. They practise body movement and control, demonstrating different ways the body can move by composing and sequencing simple movement patterns. Students show awareness and consideration of others during play situations and practise the fundamental movement skills of balance, sprint run, vertical jump and catch. They describe the components of an active lifestyle and identify different ways to be active at school and at home.

Students make simple decisions in relation to health and safety and identify medicines and how to store them. They describe balanced eating habits and



healthy personal habits as well as safe and unsafe situations at home, on and near roads, travelling to and from school and near water. Students identify people who can help and describe actions such as 'no, go, tell' that might be taken in unsafe situations.

Students identify personal characteristics and qualities, and physical changes that have occurred since birth and identify different parts of the body. With self-control, students express feelings and develop positive relationships. They interact and communicate with peers in a variety of play and group situations, listening, sharing and showing concern when working with others. *(NESA Stage Statements)*

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### **“Ethan”, Early Stage 1 - PDHPE**

We swim regularly with friends and family at pools and the beach several times a week where water safety is discussed.

Ethan has a weekly swimming lesson at a local swimming pool and is progressing very well.

We are a home with food allergies so as a result there is a constant chatter about food and its preparation, label reading and what makes up a healthy diet. Ethan is very aware of all of these and participates enthusiastically.

We have a healthy respect for exercise in our family and all the children understand and discuss this.

Ethan is involved in walking the dogs locally and at the beach, where water and surf safety is discussed.

Ethan has a list of chores he must complete each day for his development in taking responsibility within the family.

Ethan is involved in food preparation on a daily basis and nutrition is discussed during this time.

As a member of a large family with many friends of all ages, there is a constant availability for occasions to develop relationship and conflict resolving skills.

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# Proposed Time Allocation

“Any syllabus developed or endorsed by the Board for a particular course of study may indicate generally the period of time that should be allocated to the teaching of the course, but is not to make a specific period of time mandatory” (Education Act 1990).

## “Ethan”, Early Stage 1

The time allocated to Ethan’s education will incorporate all the time every day from morning until evening, to allow him to complete the work, and will be sufficient to allow coverage of the curriculum proposed above, and further studies stimulated by our rich learning environment.

# Record Keeping and Assessment

## “Ethan”, Early Stage 1

Records of Ethan’s work and progress will be kept by both informal and formal methods. By observing and discussing Ethan’s work with him, I will be able to ascertain his ability to understand the work he is doing, identify areas which may need greater attention, and adjust his work accordingly, in order to best meet his educational needs.

Photographs or activities and projects will be used as a method of recording, and/or a learning diary will be used to record each day’s summary of what was done.



# “Ethan” - Records from Early Stage 1

(Example of what outcomes for Ethan may look like in 2019. More details can be added if wanted. And/or “tick” the outcome next to the line.)

## NSW SYLLABUS OUTCOMES

Current and updated versions can be found on their site - [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)

<b>English</b>
<b>Ethan communicates through speaking, listening, reading, writing, viewing and representing.</b>
› ENe-1A communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction
› ENe-2A composes simple texts to convey an idea or message
› ENe-3A produces most lower case and upper case letters and uses digital technologies to construct texts
› ENe-4A demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies
› ENe-5A demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling
› ENe-6B recognises that there are different kinds of spoken texts with specific language features and shows an emerging awareness of some purposes for spoken language
› ENe-7B recognises some different purposes for writing and that own texts differ in various ways
› ENe-8B demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter



› ENe-9B demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts

› ENe-10C thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts

› ENe-11D responds to and composes simple texts about familiar aspects of the world and their own experiences

› ENe-12E demonstrates awareness of how to reflect on aspects of their own and others' learning

## Maths

**Ethan works mathematically. He develops efficient strategies for numerical calculation, recognises patterns, describes relationships and applies algebraic techniques and generalisation.**

› MAe-1WM describes mathematical situations using everyday language, actions, materials and informal recordings

› MAe-2WM uses objects, actions, technology and/or trial and error to explore mathematical problems

› MAe-4NA counts to 30, and orders, reads and represents numbers in the range 0 to 20

› MAe-5NA combines, separates and compares collections of objects, describes using everyday language, and records using informal methods

› MAe-6NA groups, shares and counts collections of objects, describes using everyday language, and records using informal methods

› MAe-7NA describes two equal parts as halves

› MAe-8NA recognises, describes and continues repeating patterns

› MAe-9MG describes and compares lengths and distances using everyday language

› MAe-10MG describes and compares areas using everyday language



<p>› MAe-11MG describes and compares the capacities of containers and the volumes of objects or substances using everyday language</p>
<p>› MAe-12MG describes and compares the masses of objects using everyday language</p>
<p>› MAe-13MG sequences events, uses everyday language to describe the durations of events, and reads hour time on clocks</p>
<p>› MAe-14MG manipulates, sorts and represents three-dimensional objects and describes them using everyday language</p>
<p>› MAe-15MG manipulates, sorts and describes representations of two-dimensional shapes, including circles, triangles, squares and rectangles, using everyday language</p>
<p>› MAe-16MG describes position and gives and follows simple directions using everyday language</p>

### Science and Technology

**Ethan has developed and applied skills in:**

- scientific inquiry through the process of working scientifically**
- design and production processes in the development of solutions**
- design and production of digital solutions**

**Ethan has developed knowledge and understanding of:**

- the natural world including living things, materials, forces, energy, and Earth and space**
- the built environment including engineering principles and systems, food and fibre production, and material technologies**
- digital technologies including digital systems and how digital technologies represent data**

› STe-1VA shows interest in and enthusiasm for science and technology, responding to their curiosity, questions and perceived needs, wants and opportunities

› STe-2VA demonstrates a willingness to engage responsibly with local, national and global issues relevant to their lives, and to shaping sustainable futures

› STe-3VA develops informed attitudes about the current and future use and influence of science and technology based on reason



› STe-4WS explores their immediate surroundings by questioning, observing using their senses and communicating to share their observations and ideas

› STe-5WT uses a simple design process to produce solutions with identified purposes

› STe-6NE identifies that the way objects move depends on a variety of factors

› STe-7NE observes, using their senses, how daily and seasonal changes in the environment affect them and other living things

› STe-8NE identifies the basic needs of living things

› STe-9ME identifies that objects are made of materials that have observable properties

› STe-10ME recognises how familiar products, places and spaces are made to suit their purpose

## History

**Ethan has developed knowledge and understanding about the nature of history and the key changes and developments from the past about key historical concepts and he has developed skills to undertake the process of historical inquiry.**

› HTe-1 communicates stories of their own family heritage and the heritage of others

› HTe-2 demonstrates developing skills of historical inquiry and communication

## Geography

› GEe-1 identifies places and develops an understanding of the importance of places to people

› GEe-2 communicates geographical information and uses geographical tools



## Music - Creative Arts

**Ethan has demonstrated that he can make, create and listen to music.**

› CA-MUES1.1 participates in simple speech, singing, playing and moving activities, demonstrating an awareness of musical concepts

› CA-MUES1.2 creates own rhymes, games, songs and simple compositions

› CA-MUES1.4 listens to and responds to music

## PDHPE

**Ethan has shown that he is developing movement skills and participating in physical activity**

› PDHPE-COES1.1 expresses feelings, needs and wants in appropriate ways

› PDHPE-DMES1.2 identifies some options available when making simple decisions

› PDHPE-INES1.3 relates well to others in work and play situations

› PDHPE-MOES1.4 demonstrates a general awareness of how basic movement skills apply in play and other introductory movement experiences

› PDHPE-PSES1.5 seeks help as needed when faced with simple problems

› PDHPE-ALES1.6 develops a repertoire of physical activities in which they can participate

› PDHPE-DAES1.7 moves in response to various stimuli

› PDHPE-GSES1.8 demonstrates fundamental movement skills while playing with and sharing equipment

› PDHPE-GDES1.9 identifies how people grow and change

› PDHPE-GYES1.10 performs basic movement patterns to show actions of the whole body

› PDHPE-IREES1.11 identifies how individuals care for each other

› PDHPE-PHES1.12 displays basic positive health practices

› PDHPE-SLES1.13 demonstrates an emerging awareness of the concepts of safe and unsafe living

