

Our place

Early Stage 1



Connected Outcomes Group (A)

Connection focus: observing, exploring and responding to the immediate natural and built environment. The use of a place or space depends on people's needs. Our environment needs to be safe, appreciated, respected and cared for.

SciTech

Students explore a variety of places and spaces and the way these spaces have been designed for particular uses. Activities should be limited to places and spaces students can experience directly, such as their home or school, or to places and spaces that can be related to fictional or imaginary characters.

Students create a model of their special place or space.

The focus of this design activity should be on how to represent an environment through modelling. Students create their model, test or obtain feedback and make modifications if necessary. Consideration should be given to construction and joining techniques.

Students talk about how their place or space is used and should be able to identify how features of their environment do or don't meet the needs of the user.

HSIE

Students learn about their immediate environment, including the home, classroom and school through direct experience. They acquire information and make decisions about the use and care of school equipment and facilities. Students are involved in class based activities such as recycling, water and electricity conservation. Students develop skills in social and civic participation and values and attitudes associated with ecological sustainability.

Students will be engaged in:

- producing and modifying house designs
- creating a multimedia presentation
- role playing unsafe situations at home and at school
- developing a class plan for recycling
- caring for places in the environment
- making a mixed media artwork representing the natural environment.

Creative Arts

Students develop an awareness of places that can be used by people in different ways. Students do this through movement, imaginative play, sounds and images.

Students respond to the colours, textures, sounds and shapes of the natural and built environments, and create works from these experiences.

Planned assessment:

- questioning students on features of an artwork
- observation of how students care for the environment
- analysis of finished model and explanation of how places/spaces are used
- observation of student role play response to an unsafe situation.
- multimedia presentation titled *Being safe in our place*.

PDHPE

Within their environment, students make simple decisions and choices that can affect their health and the health of others. This may include choosing to play in the shade, placing rubbish in the bin, or choosing a safe place to cross the road. They describe safe situations at home and at school, and identify times when it is safe to take medicine and how to store it appropriately.

Planning page

Student work:	Resources needed:	Literacy links include:	Numeracy links include:
<p>SciTech Students will need a design folder to keep a record of design tasks. The folder could include reflections on steps in the design process and new learning throughout the unit.</p>	<ul style="list-style-type: none"> • <i>Move ahead with street sense Stage 1</i> (incorporating Early Stage 1). A road safety resource to support the <i>PDHPE K–6 syllabus</i> (DET). (Additional copies can be purchased through the regional road safety education consultant.) • K–6 Drug education resource (<i>DET</i>)[#] • <i>Out of reach</i> kit (DET) (additional copies can be purchased through Drug Prevention Programs on (02) 9246 5571 or the regional drug education consultant) • <i>Beyond the frame</i>, image kit, (DET) [#] • picture books as listed in the unit • computer software as listed in the unit. <p>Collaborate with your teacher-librarian for teaching and resource support.</p> <p>[#]Additional copies of these DET resources are available from DET sales at: https://www.det.nsw.edu.au/doingbusiness/product-service/schcurrsource/index.htm</p>	<ul style="list-style-type: none"> • describes and explains real and imagined objects e.g. parts of a house, an imaginary bedroom • reads picture books that describe setting • models use of descriptive language • gives brief explanations of plans • identifies texts that tell a story and texts that provide information (with assistance) • identifies the names of objects and some words that describe them (with assistance) • draws and describes an imaginary bedroom • uses names of bedroom objects with some words to describe them (with assistance) • describes and explains objects in a house • modifies language to suit character in role play situations • organises ideas in sequence. 	<ul style="list-style-type: none"> • recognises 2D and 3D shapes in the environment • discusses simple directions to find the way around the school • uses everyday language to describe the position of objects in the school • recognises straight and curved lines in pictures • describes a safe place to cross a road • describes position of objects in a model of a home or bedroom.

Term planner (teachers may want to use this to plan the work over a term)

Week	Creative Arts	HSIE	PDHPE	SciTech
1	Visual Arts - Van Gogh's bedroom	My place, my home		My place, my home
2				Make a model of my space (or bedroom)
3	Drama – Home safety (PDHPE activity)		Home safety Drug Education	Design and model a home for a storybook family
4	Visual Arts - Natural environments	Our place our school	Road safety: pedestrian safety	Our place, our school
5		Looking after our environment	Road safety: passenger safety	
6		Recycling	Optional extension activity: multimedia presentation – 'Being safe in our school'	
7				
8				

Unit of work

Outcomes	Learning experience	Planned assessment
<p>SciTech BEES1.1 Explores and identifies ways in which built environments suit their users</p> <ul style="list-style-type: none"> places are different because users of environments are different and have different needs spaces and places are created for a wide variety of purposes. <p>Creative Arts VAES1.1 Makes simple pictures and other kinds of artworks about things and experiences</p> <ul style="list-style-type: none"> creates an artwork which represents his or her bedroom. <p>HSIE ENES1 Gathers information about natural and built environments and communicates some of the ways in which they can interact with, and can care for, these environments</p> <ul style="list-style-type: none"> describes natural and built environments of personal significance. <p>English RES1.5 Demonstrates developing reading skills to read short, predictable written texts on familiar topics.</p> <p>RES1.7 Demonstrates an emerging awareness that written and visual texts convey meaning and recognises that there are different kinds of texts that serve different purposes.</p> <p>RES1.8 Identifies some basic language structures and features of texts.</p> <p>WES1.10 Produces simple texts that show the emergence of the grammar and punctuation needed to achieve the purpose of the text.</p>	<p>My place, my home</p> <ul style="list-style-type: none"> Students identify a special place (or space) of personal significance – include natural e.g. beach, park, bush, creek, and built environments e.g. playground, church, friends/relatives houses, shopping centre. Students describe the features of the environment and why the place is important to them. Discuss: <ul style="list-style-type: none"> is your special space/place outside or inside? what do you do in that space/place? What do you use it for? what things do you find in that space/place? which space/place at your house is special to you? why is it special? What do you do there? What things would you find there? Introduce the term ‘environment’ as meaning a place or a space. Explain that our environment is made up of places and spaces. Students share their ideas about the different places and spaces at their homes. Students draw a picture of their special space/place and talk about their picture with the class. (Pictures can be placed in student’s design folder.) Choose two or three of the student’s pictures to model the writing of a short descriptive sentence to accompany their work. Students, with assistance, write their own short descriptive sentences. Select books that explore special places to read as a class e.g. <ul style="list-style-type: none"> <i>Moving house</i> – Rebecca Hunter <i>A new room for William</i> – Sally Grindley and Carol Thompson <i>Minto goes home</i> – Anna Fienberg and Kim Gamble <i>No place like home</i> – Colin Thompson and Anna Pignataro <p>(<i>Literacy link</i>: writes a descriptive sentence using modelled language, participates in the shared and guided reading of a variety of texts that explore different settings – may form part of an English session)</p>	

Outcomes	Learning experience	Planned assessment
<p>Creative Arts: Visual Arts VAES1.3 Recognises some of the qualities of different artworks and begins to realise that artists make artworks</p> <ul style="list-style-type: none"> identifies different colours, shapes and spaces in the painting. <p>VAES1.4 Communicates their ideas about pictures and other kinds of artworks</p> <ul style="list-style-type: none"> talks about the 'scene' of the artwork – subject, objects, mood. <p>Mathematics SGES1.2 Manipulates, sorts and describes representations of two-dimensional shapes using everyday language.</p> <p>SciTech BEES1.1 Explores and identifies ways in which built environments suit their users</p> <ul style="list-style-type: none"> places are different because users of environments are different and have different needs spaces and places are created for a wide variety of purposes drawings and models can be used to work out ideas for places and spaces. <p>English TES1.2 Demonstrates basic skills of classroom and group interaction, makes brief oral presentations and listens with reasonable attentiveness.</p> <p>TES1.4 With teacher guidance, identifies some basic language features of familiar spoken texts.</p>	<p>Van Gogh's bedroom</p> <ul style="list-style-type: none"> Show students an example of one of Vincent Van Gogh's paintings of his bedroom. <p>Use a book, poster or web site: http://www.vangoghgallery.com or http://www.ibiblio.org/wm/paint/auth/gogh The bedroom paintings are sometimes referred to as <i>Van Gogh's bedroom</i>, <i>Van Gogh's room at Arles</i>, or <i>Vincent's room, Arles</i>.</p> <p>NB shaded text is background information for teachers.</p> <ul style="list-style-type: none"> Discuss with the students: <ul style="list-style-type: none"> what can you see in this painting? Explain to students that the image they look at is not the real work. It is an image, print or photograph of the actual painting by Van Gogh. why is this place special? Explain that the artwork was painted by the artist Vincent Van Gogh and this is his bedroom. It was painted a long time ago. (1888–1889) what things can you see in this painting? what colours can you see? what shapes can you see? how is this room different to your bedroom? what feeling does the painting give you about the room? do you think Vincent likes his bedroom? what do you like about the painting? Why? where are the straight lines? (<i>Numeracy link</i>) where are the curved lines? (<i>Numeracy link</i>) Develop a list of objects that should, or could be included in a contemporary bedroom, including objects that students use and value. Make word cards of the names of objects/furniture from this list. <p>Make a model of my space (or bedroom)</p> <ul style="list-style-type: none"> Using drawings/plans from the previous lesson students make a model of a place or space, such as a bedroom, in a box e.g. a shoe box using classroom materials and/or construction blocks. Students explain the features of their bedroom. Students look at their model bedroom from above and draw a plan on a piece of art paper. <p>The teacher may need to model how plans or 'birds eye views' are drawn.</p> <p>The students label their plan to show the objects that meet their needs e.g. bed – this is where I sleep.</p> <p>Teachers may provide <i>cut</i>-outs and labels of some components of a bedroom, such as a bed, window and wardrobe, for the students to paste onto art paper. Students can draw additional items.</p> <ul style="list-style-type: none"> Each student presents their plan and tells how their space/place is used e.g. this is where you put your clothes and your toys. The class provides feedback on how the modelled bedroom meets the needs of the user, and makes suggestions on how to improve the design e.g. does it have a bed? Where is the window? Students consider feedback, modify their plan, and add the plan to their design folder. 	

Outcomes	Learning experience	Planned assessment
	<p>The SciTech activities allow for the building of background knowledge for a later, more comprehensive design task.</p> <p><i>(Literacy link: uses language to describe objects and their location and gives brief explanations of their plans to the class)</i></p>	
<p>English</p> <p>RES1.7 Demonstrates an emerging awareness that written and visual texts convey meaning and recognises that there are different kinds of texts that serve different purposes</p> <ul style="list-style-type: none"> identifies texts that tell a story and texts that provide information (with assistance). <p>RES1.8 Identifies some basic language structures and features of texts</p> <ul style="list-style-type: none"> identifies the names of objects and some words that describe them (with assistance). <p>WES1.9 Engages in writing texts with the intention of conveying an idea or message</p> <ul style="list-style-type: none"> draws and describes an imaginary bedroom. <p>WES1.10 Produces simple texts that show the emergence of the grammar and punctuation needed to achieve the purpose of the text</p> <ul style="list-style-type: none"> use names of bedroom objects with some words to describe these (with assistance). 	<p>Imaginary bedrooms (can be included as part of the English program)</p> <ul style="list-style-type: none"> Select a picture book that features imaginary environments or characters. For example: <ul style="list-style-type: none"> <i>Where the wild things are</i> - Maurice Sendak <i>There's a sea in my bedroom</i> – Margaret Wild <i>Pog</i> – Lyn Lee <i>Felix and Alexander</i> – Terry Denton <i>Gorilla</i> – Anthony Browne <i>The coat hanger horse</i> – Kym Lardner. Before reading, ask the students what type of book they think it is and why they think this is so. Does the book tell us a story or give us information? During reading, emphasise the descriptive language and discuss how the words do or do not connect with the pictures. After reading: ask questions relating to the imaginary environments, features and characters of the book. For example: <ul style="list-style-type: none"> what things in this story are real and how can we tell? what things are not real and how can we tell? why did the author use 'pretend' places or characters in their book? Brainstorm other possible imaginary environments that their bedrooms could become. Have the students take one of these ideas e.g. the sea and close their eyes and imagine they are lying in bed and watching their bedroom transform. Students draw what they saw in their bedroom, or use their models as a starting point. Students can add or modify a feature of their 'bedroom' to depict their imaginary bedroom e.g. turning their bed in the model into a boat, or adding trees to depict a forest. Model a written description using previous examples and word banks around the classroom. Guide students to write a description of their transformed bedroom, using sentence starters or other scaffolds. 	

Outcomes	Learning experience	Planned assessment
<p>SciTech BEES1.1 Explores and identifies ways in which built environments suit their users</p> <ul style="list-style-type: none"> places are different because users of environments are different and have different needs spaces and places are created for a wide variety of purposes. <p>DMES1.8 Generates own ideas and designs through trial and error, play, modelling and making</p> <ul style="list-style-type: none"> states purposes or uses of some common products and environments (places) tells how people use some common products and environments (places). <p>HSIE ENES1 Gathers information about natural and built environments and communicates some of the ways in which they interact with, and care for, these environments</p> <ul style="list-style-type: none"> identifies the uses of different features and places of built living environments. <p>Creative Arts DRAES1.1 Uses imagination and the elements of drama in imaginative play and dramatic situations</p> <ul style="list-style-type: none"> communicates imagined situations through mime. <p>English TES1.2 Demonstrates basic skills of classroom and group interaction, makes brief oral presentations and listens with reasonable attentiveness.</p> <p>TES1.3 Recognises that there are different kinds of spoken texts and shows emerging awareness of school purposes and expectations for using spoken language.</p> <p>TES1.4 With teacher guidance, identifies some basic language features of familiar spoken texts.</p> <p>WES1.9 Engages in writing texts with the intention of conveying an idea or message.</p>	<p>Design task: Design and model a home for a storybook family</p> <p>Exploring the task</p> <ul style="list-style-type: none"> Review earlier activities on special places, drawing and modelling, and imaginary bedrooms. Select a story about an imaginary family. Read the book and introduce the task of designing a house to suit the storybook family, i.e. to meet the needs of family members. Ask students: what do the family members do in their home? Have the class brainstorm the activities that individuals do and what the family does when they are at home. Discuss how various parts of the house/unit/apartment are used: <ul style="list-style-type: none"> what do we do in the bathroom? what things are in the bathroom to help us do this? what things do we not need in the bathroom? Ask students: what does the family need in their house to be comfortable? List student responses e.g. light, fresh air, warmth/coolness, safety, entertainment. Review the design task. Ask students: how will we know that the house we design will make a good home for our storybook family? From the discussion, generate a short list of criteria to be used to judge the success of the house design, (criteria for success) e.g.: <ul style="list-style-type: none"> suit the activities the family members in the story do in their daily lives: sleep, eat, wash, relax, talk be comfortable be safe. <p>The criteria for success needs to be adapted to reflect the particular situation presented in different storybooks.</p> <p>Generating ideas and realising solutions</p> <ul style="list-style-type: none"> Discuss with students the different types of space we have in houses, e.g. private places such as bedrooms, shared places such as kitchens and living rooms, passage ways that allow us to move from one space to another. Identify the room/spaces that will be needed for the storybook family. Students cut out pictures of household objects from magazines. As a class, students sort their pictures into groups, depending upon where in the house they are usually located e.g. kitchen, bathroom, garden, and bedroom. <p>Hoops may be placed on the floor to represent the different parts of a house. Have students place pictures in each hoop.</p> <ul style="list-style-type: none"> Collect a range of different sized boxes and model a house for the storybook family. Label each box as a different part of the house e.g. kitchen, garden. Assign a group to model each different room of the house. Groups arrange then paste the pictures of the objects into each room. Using the criteria, have each group ask: what does the family need for their daily activities, to be comfortable, to be safe? As a class, arrange the boxes from each group to make a model of the house. The sides of the boxes will represent walls of the house and boundaries of the garden. Hallways will need 	<p>Assessment strategy</p> <p>The teacher:</p> <ul style="list-style-type: none"> talks with the student about their design ideas observes the model house and asks the student about the purpose of different parts of the home and the things family members will do in different parts of the home. <p>Assessment criteria</p> <p>The student:</p> <ul style="list-style-type: none"> describes the features of different spaces/places explains how different family members will use spaces/places in the home. <p>These criteria relate to outcomes DMES1.8, BEES1.1</p>

Outcomes	Learning experience	Planned assessment
<p>Mathematics SGES1.3 Use everyday language to describe position and give and follow simple directions.</p>	<p>to be left as spaces. The way people move from one room to another can be discussed. Add word cards or labels to the class model.</p> <ul style="list-style-type: none"> • When the house is modelled, have each group explain why certain objects belong in particular rooms. Have each student draw and label one object in their group's room. • Discuss the relationships of one room to another focussing on the relative size of each room, location and movement from one room to another. • Students mime various household actions e.g. brushing teeth, having dinner. The class guesses what the student is doing, and the room where the mimed action could take place. <p>It is important to explain and demonstrate how this form of drama (mime) involves non verbal communication through action and gesture. It is distinct from movement in that mimed expression is conveyed within minimal space.</p> <ul style="list-style-type: none"> • Extension Students draw a 2D plan view (bird's eye) from the class model, adding hallways, doorways and windows to demonstrate consideration of movement and flow through the house and provision of natural light. <p>Evaluating processes and solutions</p> <ul style="list-style-type: none"> • Students check the design of the model house using the criteria for success. Ask students: <ul style="list-style-type: none"> - will the model house enable the storybook family to do all the things they need to do in their daily lives? - can family members do their daily tasks safely? - will the house be comfortable to live in? - can family members move easily around the house to do the things they need to do? • Invite a guest to the classroom to help evaluate the house for the storybook family. Have a nominated student explain the design features of each area or space. • Ask students: how could we improve the house for the storybook family if we did it again? <p><i>(Literacy link: label objects in a model room, explains how they have met the criteria for the design task; describes objects and activities familiar to a house)</i> <i>(Numeracy link: uses everyday language to describe movement around a house)</i></p>	
<p>PDHPE SLES1.13 Demonstrates an emerging awareness of the concepts of safe and unsafe living</p> <ul style="list-style-type: none"> • identifies dangerous situations around the home • describes dangerous things they can see, reach and touch • talks about hazardous products and medicines that should be kept out of reach • identifies people who give them medicines. <p>DMES1.2 Identifies some options available when making simple decisions</p>	<p>Home safety</p> <ul style="list-style-type: none"> • Lead discussion and review of the various rooms in the house (i.e. models can be used) and how they are used. Ask students to identify possible hazards in different rooms of the house e.g. sharp and hot objects in the kitchen, slippery floors in the bathroom. • Provide scenarios of different unsafe situations around the home. Use the hazards students have identified above as examples. Choose one scenario e.g. broken glass on the kitchen floor, and ask: <ul style="list-style-type: none"> - what would you do ... if there was broken glass on the kitchen floor? - what would be the safest way to clean it up? - who would you ask to help you? - what would you need to think about to help keep yourself safe? 	<p>Assessment strategy The teacher:</p> <ul style="list-style-type: none"> • observes student role play. <p>Assessment criteria The student:</p> <ul style="list-style-type: none"> • communicates an imagined situation through role play (Drama) • demonstrates a dangerous situation (PDHPE) • demonstrates how to deal with an unsafe situation

Outcomes	Learning experience	Planned assessment
<ul style="list-style-type: none"> chooses between safe and unsafe situations. <p>PHES1.12 Displays basic positive health practices</p> <ul style="list-style-type: none"> discusses the safe use and storage of medicines. <p>Creative Arts</p> <p>DRAES1.1 Uses imagination and the elements of drama in imaginative play and dramatic situations</p> <ul style="list-style-type: none"> communicates imagined situations through role play works with other students and the teacher to develop dramatic situations. <p>English</p> <p>TES1.2 Demonstrates basic skills of classroom and group interaction, makes brief oral presentations and listens with reasonable attentiveness.</p> <p>TES1.3 Recognises that there are different kinds of spoken texts and shows emerging awareness of school purposes and expectations for using spoken language.</p> <p>RES1.5 Demonstrates developing reading skills to read short, predictable written texts on familiar topics.</p> <p>RES1.7 Demonstrates an emerging awareness that written and visual texts convey meaning and recognises that there are different kinds of texts that serve different purposes.</p> <p>WES1.10 Produces simple texts that show the emergence of the grammar and punctuation needed to achieve the purpose of the text.</p>	<ul style="list-style-type: none"> In pairs, ask students to role play an unsafe situation at home. Students are to include the steps they followed in solving the unsafe situation. Have each pair present their role-play to the class. Ask questions such as: <ul style="list-style-type: none"> could your problem have been solved in another way? what did you have to think about when solving your unsafe situation? <p>Enrolling or setting up role is a process of transition from the real to the imaginary. Give students assistance on their way in and out of role by demonstrating how to use their bodies, voice and imagination.</p> <p>(Literacy link: changes manner of speech and gesture appropriate to the suit the character in role play)</p> <p>Drug education</p> <p>The following activities are based on the resource <i>Out of reach</i> kit, DET. Teachers may choose to utilise alternative activities to suit the needs of students and the Community.</p> <ul style="list-style-type: none"> Play a game of 'I spy' to familiarise all students with the game being played in the big book <i>Out of reach!</i> Read of the big book <i>Out of reach!</i> (Drug Education resource). Discuss the types of things that Mark has spied in the story. Highlight the various medicines or substances in the story that should be put out of reach. In small groups, provide each group with a copy of <i>Out of reach!</i> reader. Ask students to identify items in the pictures that are out of reach or should be out of reach of children. Allocate each group a page of the text e.g. lounge room (pp. 4–5), bathroom (pp. 6–7) As an individual task, students choose an item that they have identified from the given pages and draw it. Students complete the sentence Keep out of reach of children because ... Students show their illustrations to the whole class and why the item they chose should be put out of reach. Review the text <i>Out of reach!</i> Focus on pp. 8–9, and ask students to describe the type of containers Mark has found under the sink. What are they? Display a number of bottles or empty containers that once contained hazardous substances. (Alternatively, use the <i>Keep out of reach</i> of children poster found in the <i>Out of reach!</i> kit.) Select a container for students to look at. Ask: <ul style="list-style-type: none"> what clues tell you this might be unsafe for children? (warnings, pictures or symbols) why do you think there are symbols and warnings on the container? Explain warnings and symbols that appear on the various containers, e.g. keep out of reach of children, poison, caution and warning. Discuss why there is a warning on the container. Display a number of empty medicine containers or use the <i>Medicines</i> poster found in the <i>Out of reach!</i> kit. Ask students: <ul style="list-style-type: none"> what are medicines? what are medicines used for? what are some of the medicines called? e.g. cream, tablets, syrup who has medicines like this in their home? 	<p>(PDHPE)</p> <ul style="list-style-type: none"> changes manner of speech and gesture appropriate to suit the character in role play (English). <p>These criteria relate to outcomes SLES1.13, DMES1.2, DRAES1.1. TES1.2, TES1.3</p>

Outcomes	Learning experience	Planned assessment
	<ul style="list-style-type: none"> - where are they kept? - why are they kept there? Are they out of reach? • Reread or listen to the taped reading of <i>Out of reach!</i> Focus on p. 2 and ask students: <ul style="list-style-type: none"> - where did Timmy find Grandma's medicine? - do you think the place where Mark and Grandma found the medicine is safe from Timmy? Why or why not? - why did Grandma take it out of the basket? - why do you think the medicine was not put away before Mark and Timmy arrived? - why do medicines have to be safely put away? • Review pp. 2–3 of <i>Out of reach!</i> Emphasise where Grandma says 'It's medicine for my heart. It helps keep me well but it could make you and Timmy very sick.' Ask students: <ul style="list-style-type: none"> - why do you think it could make Timmy or Mark sick? - if Timmy was sick, who could give him medicine? Why? - why shouldn't Mark give Timmy medicine? • As a whole class, brainstorm 'who should give children medicine?' Record all responses. Write the sentence 'When I am sick _____ gives me medicine.' on the board. Sitting in a circle, students say the sentence, including the person who gives them medicine. When each student has had a turn, discuss: <ul style="list-style-type: none"> - why is it important for a adult or other responsible person to give you medicine? <p><i>(Literacy link: uses names of familiar people in scaffolded sentences, identifies images and key words in books and on labels)</i></p>	
<p>HSIE ENES1 Gathers information about natural and built environments and communicates some of the ways in which they interact with, and can care for, these environments</p> <ul style="list-style-type: none"> • <i>observes and identifies natural and built features of the school environment</i> • <i>suggests purposes and uses of different places.</i> <p>SciTech BEES1.1 Explores and identifies ways in which built environments suit their users</p> <ul style="list-style-type: none"> • <i>places are different because users of environments are different and have different needs</i> • <i>spaces and places are created for a wide variety of purposes.</i> <p>DMES1.8 Generates own ideas and designs through trial and error, play, modelling and making</p> <ul style="list-style-type: none"> • <i>states purposes or uses of some common products and environments (places)</i> • <i>tells how people use some common products and environments (places).</i> 	<p>Our place, our school</p> <ul style="list-style-type: none"> • Walk around the school taking digital photos of the different places/spaces in the school environment. • Discuss simple directions such as, 'where is the library?' and 'what is the best way to get there?' • Discuss the position of objects on the class walk. Ask: <ul style="list-style-type: none"> - where are you now? - what is next to the garden? - what is behind the wall? • Have students describe places/spaces in terms of location. • Print and label the spaces/places in the photos and talk about the purpose and use of each space/place. Add these words to class word bank. <p>Introduce the terms 'natural' and 'built' when discussing features of the immediate environment, and stress that built features are made by people.</p> <ul style="list-style-type: none"> • Give students an enlarged photocopy of one of the photos. Students cut up the photo and sort the objects in the photo into natural features and built features. Paste objects into groups onto A3 art paper. • Using the digital photos of the school environment, identify and discuss safe and unsafe places to play. Ask questions such as: <ul style="list-style-type: none"> - in what parts of our school are we allowed to play? 	

Outcomes	Learning experience	Planned assessment
<p>PDHPE SLES1.13 Demonstrates an emerging awareness of the concepts of safe and unsafe living</p> <ul style="list-style-type: none"> describes safe places to play. <p>DMES1.2 Identifies some options available when making simple decisions</p> <ul style="list-style-type: none"> chooses between safe and unsafe play areas. <p>English TES1.1 Communicates with peers and known adults in informal situations and structured activities dealing briefly with familiar topics.</p> <p>WES1.9 Engages in writing texts with the intention of conveying an idea or message.</p> <p>Mathematics SGES1.3 Uses everyday language to describe position, and give and follow simple directions.</p>	<ul style="list-style-type: none"> in what parts of our school are we not allowed to play? why do you think we are not allowed to play in these places? why do we have rules about playing in these places? how could we make these places safer? <ul style="list-style-type: none"> Play an outdoor chasing game, such as tag, with the class. Discuss why it is important to play this game in an open area. Ask students to predict what would happen if this game was played in another area of the playground. Present various play activities/scenarios for the class to decide on the safest area to play within the school. Create a chart including suggested activities and the safest area to play these activities within the school. <p>(Literacy link: listens to and identifies language specific to position and the environment, labels items in the playground including safe places to play) (Numeracy link: uses everyday language to describe position; gives and follows simple directions)</p>	
<p>Creative Arts VAES1.1 Makes simple pictures and other kinds of artworks about things and experiences</p> <ul style="list-style-type: none"> creates an artwork which represents elements of the natural environment. <p>VAES1.2 Experiments with a range of media in selected forms</p> <ul style="list-style-type: none"> manipulates crayons to produce rubbings of objects handles dyes or paints to produce a wash effect uses selected objects to produce a print. <p>VAES1.3 Recognises some of the qualities of different artworks and begins to realise that artists make artworks</p> <ul style="list-style-type: none"> understands that the artwork is a photo-image of a painting identifies different colours, shapes and spaces in the painting. <p>VAES1.4 Communicates their ideas about pictures and other kinds of artworks</p> <ul style="list-style-type: none"> describes the 'scene' of the artwork – subject, objects. <p>English TES1.1 Communicates with peers and known adults in informal situations and structured activities dealing briefly with familiar topics.</p>	<p>Natural environments</p> <ul style="list-style-type: none"> Show students the artwork <i>View upon the Nepean River at the cow pastures, NSW</i> by Joseph Lycett (image 22 from the DET image kit <i>Beyond the frame</i>). Discuss: <ul style="list-style-type: none"> what can you see? what is in the background? What is in the foreground? what colours are used in this artwork? why do you think the artist used these colours? (The colours are realistic i.e. green trees.) is this a photograph? Why or why not? can you see anything made by humans in this environment? <p>Representing the natural environment</p> <ul style="list-style-type: none"> Discuss which colours could be used to show leaves and natural objects e.g. greens, browns, earthy tones. Students collect natural objects (leaves, bark) from home and the playground and use crayons to make texture rubbings. Paint a wash over the rubbings using edicol dye (food dye) or powder paints. Students print using leaves or other natural objects onto their textural rubbings background. <p>(Literacy link: describes their artwork and the artwork of others using modelled language)</p>	<p>Assessment strategy The teacher:</p> <ul style="list-style-type: none"> questions students during making and appreciation activities analyses student artworks which represent the natural environment. <p>Assessment criteria The student:</p> <ul style="list-style-type: none"> identifies differences of colour, shape and space in the painting manipulates materials and demonstrates technical skills – rubbings, wash and printing. talks about what they see in the artwork using relevant language. <p>These criteria relate to outcomes VAES1.1, VAES1.2, VAES1.3, VAS1.4, TES1.1</p>

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<p>PDHPE SLES1.13 Demonstrates an emerging awareness of the concepts of safe and unsafe living</p> <ul style="list-style-type: none"> • <i>role-plays correct crossing procedures</i> • <i>shows how to put on a seatbelt.</i> <p>DMES1.2 Identifies some options available when making simple decisions</p> <ul style="list-style-type: none"> • <i>identifies safe places to cross the road based on their experience.</i> <p>English TES1.1 Communicates with peers and known adults in informal situations and structured activities dealing briefly with familiar topics.</p> <p>TES1.2 Demonstrates basic skills of classroom and group interaction, makes brief oral presentations and listens with reasonable attentiveness.</p> <p>TES1.3 Recognises that there are different kinds of spoken texts and shows emerging awareness of school purposes and expectations for using spoken language.</p> <p>Mathematics SGES1.3 Uses everyday language to describe position, and give and follow simple directions.</p>	<p>Road safety Pedestrian safety</p> <ul style="list-style-type: none"> • Ask students to identify the various local places where they have to cross the road in order to get to school. Ask students how we keep ourselves safe when crossing the road e.g. hold an adult's hand, stop, look, listen, think before crossing. • Use the map on the inside back cover of the big book <i>Jeffrey</i> (located in <i>Move ahead with street sense Stage 1</i> kit) to create journeys and role-play scenarios to simulate safe pedestrian behaviour e.g. Kim and Ben must leave school to walk to the oval to play soccer. Discuss these with students. During role-plays and simulations, prompts for students may include: <ul style="list-style-type: none"> - what can you see and hear? - what is coming along the road? - is the road straight? - is it curved? - can you see the traffic coming? - are there any safe road crossing places nearby? - are you holding a grown-up's hand? • Students practise safe road crossing procedure remembering to Stop, Look, Listen, Think! Use the Stop, Look, Listen, Think cards to reinforce the message (<i>Move ahead with street sense Stage 1 p. 54</i>). <p>Passenger safety</p> <ul style="list-style-type: none"> • Students locate their hips, stomach, shoulders, neck and collarbones. • Discuss where the seatbelt goes when travelling in the car. • Students mime putting on their seatbelts, putting a hand on their shoulder to pull the seatbelt down across the hips or lower abdomen and clicking it in next to the hip. • Use masking tape, on a teddy bear or other soft toy, to mark where a seatbelt would fit. • Listen to and sing 'Click clack' or 'The seatbelt song' in the <i>Move ahead with street sense</i> Early Stage 1/Stage 1 resource kit. <p>Schools need to identify their school environment traffic needs and incorporate these into the above teaching and learning activities e.g. traffic lights outside the school, a new pedestrian crossing installed, bus travel for students. Alternative activities are found in <i>Move ahead with street sense Stage 1</i> kit.</p> <p>(Literacy link: modifies language in role play situations e.g. can follow and give simple instructions)</p> <p>(Numeracy link: describes a safe place to cross a road)</p>	
<p>HSIE ENES1 Gathers information about natural and built environments and communicates some of the ways in which they interact with, and can care for, these environments</p> <ul style="list-style-type: none"> • <i>participates in caring for the natural</i> 	<p>Looking after our environment</p> <ul style="list-style-type: none"> • Develop students' understanding of caring for the natural environment by planting a class tree (native or Indigenous) in the playground. Students undertake to care for the tree. Discuss and identify strategies to protect the tree from damage by students' play activities. Discuss the values associated with taking care to not damage other plants and features of the natural 	<p>Assessment strategy The teacher:</p> <ul style="list-style-type: none"> • analyses questions/answers – why the tree needs to be cared for and protected • analyses student's

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<p><i>environment</i></p> <ul style="list-style-type: none"> articulates reasons for caring for the natural environment identifies reasons for disposing of rubbish appropriately participates in recycling activities. <p>PDHPE PHES1.12 Displays basic positive health practices</p> <ul style="list-style-type: none"> talks about environmental factors that can affect health. <p>English TES1.1 Communicates with peers and known adults in informal situations and structured activities dealing briefly with familiar topics.</p> <p>TES1.3 Recognises that there are different kinds of spoken texts and shows emerging awareness of school purposes and expectations for using spoken language.</p> <p>TES1.4 With teacher guidance, identifies some basic language features of familiar spoken texts.</p>	<p>environment. Relate the school situation to out of school activities e.g. not picking wild flowers or damaging plants, keeping domestic animals out of bushland, moving rocks.</p> <ul style="list-style-type: none"> Discuss the effect of rubbish on the natural environment. Use images of natural environments polluted by rubbish. Include images of Australian wild animals, fish and birds that have been affected by rubbish pollution. Discuss where rubbish goes. Ask: <ul style="list-style-type: none"> what could happen if rubbish is not put in bins? how could rubbish lead to an unhealthy situation? how can we have less rubbish? Ask students how they might prevent rubbish from collecting in areas of the school playground. Conduct a picture talk on clean/unclean environments, using an image that portrays a clean/unclean environment. Ask students to give words to describe the difference between clean and unclean. <p>(<i>Literacy link:</i> uses describing words in a picture talk and explains the benefits of a clean environment)</p> <p>What can be recycled?</p> <ul style="list-style-type: none"> Students sort rubbish from lunch boxes into groups to decide: <ul style="list-style-type: none"> what can be recycled? what can be composted? what goes in the bin? Discuss what is being done at school and at home to recycle. 	<p>explanation of the effect of rubbish on the environment</p> <ul style="list-style-type: none"> observes demonstrated ways of caring for the immediate environment. <p>Assessment criteria The student:</p> <ul style="list-style-type: none"> talks about caring for the natural environment explains the effect of rubbish on the environment participates cooperatively in caring for the immediate environment. <p>These criteria relate to outcomes ENES1, PHES1.12, TES1.4.</p>
<p>SciTech UTES1.9 Identifies and uses a limited range of equipment, computer-based technology, materials and other resources when undertaking exploration and production</p> <ul style="list-style-type: none"> uses computer-based technology to find, organise, manipulate and store information follows established procedures with equipment and materials to produce the desired results. <p>PDHPE SLES1.13 Demonstrates an emerging awareness of the concepts of safe and unsafe living</p> <ul style="list-style-type: none"> describes safe and unsafe situations. <p>English WES1.9 Engages in writing texts with the intention of conveying an idea or message.</p> <p>WES1.13 Recognises some different purposes for writing and that own texts differ in various ways.</p>	<p>Extension activity: Multimedia presentation – Being safe in our place</p> <ul style="list-style-type: none"> Ask students to describe a situation where they are in a safe environment. Each student selects one example to draw or paint. <p>Computer software such as, <i>KidPix</i>, <i>Kahootz</i>, <i>HyperStudio</i> or <i>Storybook Weaver</i> may be used for students to create an image of a child in a safe environment. Otherwise, drawings and images may be photographed or scanned.</p> <ul style="list-style-type: none"> Ask: what is the child in the image doing to help keep him or herself safe? Jointly construct a storyboard or collate/organise/sequence using images the students have created. This activity could be achieved by using post-it notes arranged onto a board, ideas written into a series of blank <i>PowerPoint</i> slides or by physically arranging student drawings. Use this storyboard to jointly construct a slideshow presentation, using computer software such as <i>Microsoft PowerPoint</i>, <i>KidPix</i> slideshow, <i>HyperStudio</i> or web pages, to combine images into a class slideshow. Show the presentation to other groups within the school to promote safe environments. Alternatively, take digital photos of the students being safe at school and combine these photos to create a <i>PowerPoint</i> presentation or a <i>KidPix</i> slideshow. <p>(<i>Literacy link:</i> with teacher guidance, organises ideas in sequence as part of a slideshow)</p>	