

RE-CREATE

SMALL WORLD PLAY CURRICULUM GUIDE

EARLY YEARS FRAMEWORK

EMFW Outcome	Content Descriptors
Outcome 1 CHILDREN HAVE A STRONG SENSE OF IDENTITY	Children have a strong sense of identity <ul style="list-style-type: none"> • openly express their feelings and ideas in their interactions with others • respond to ideas and suggestions from others • initiate interactions and conversations with trusted educators • confidently explore and engage with social and physical environments through relationships and play • initiate and join in play • explore aspects of identity through role play
	Children develop their emerging autonomy, inter-dependence, resilience and sense of agency <ul style="list-style-type: none"> • begin to initiate negotiating and sharing behaviours • increasingly co-operate and work collaboratively with others
	Children develop knowledgeable and confident self identities <ul style="list-style-type: none"> • explore different identities and points of view in dramatic play
	Children learn to interact in relation to others with care, empathy and respect <ul style="list-style-type: none"> • show interest in other children and being part of a group • engage in and contribute to shared play experiences • express a wide range of emotions, thoughts and views constructively • empathise with and express concern for others • display awareness of and respect for others' perspectives
Outcome 2 CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD	Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation <ul style="list-style-type: none"> • cooperate with others and negotiate roles and relationships in play episodes and group experiences • take action to assist other children to participate in social groups • broaden their understanding of the world in which they live • understand different ways of contributing through play and projects

	<ul style="list-style-type: none"> • demonstrate a sense of belonging and comfort in their environments • are playful and respond positively to others, reaching out for company and friendship
	<p>Children become socially responsible and show respect for the environment</p> <ul style="list-style-type: none"> • use play to investigate, project and explore new ideas • participate with others to solve problems and contribute to group outcomes • demonstrate an increasing knowledge of, and respect for natural and constructed environments • explore, infer, predict and hypothesise in order to develop an increased understanding of the interdependence between land, people, plants and animals • show growing appreciation and care for natural and constructed environments • explore relationships with other living and non-living things and observe, notice and respond to change • develop an awareness of the impact of human activity on environments and the interdependence of living things
Outcome 3 CHILDREN HAVE A STRONG SENSE OF WELLBEING	<p>Children become strong in their social and emotional wellbeing</p> <ul style="list-style-type: none"> • increasingly co-operate and work collaboratively with others • enjoy moments of solitude • recognise their individual achievement • make choices, accept challenges, take considered risks, manage change and cope with frustrations and the unexpected • show an increasing capacity to understand, self-regulate and manage their emotions in ways that reflect the feelings and needs of others • assert their capabilities and independence while demonstrating increasing awareness of the needs and rights of others • recognise the contributions they make to shared projects and experiences
	<p>Children take increasing responsibility for their own health and physical wellbeing</p> <ul style="list-style-type: none"> • engage in increasingly complex sensorymotor skills and movement patterns • manipulate equipment and manage tools with increasing competence and skill • show enthusiasm for participating in physical play and negotiate play spaces to ensure the safety and wellbeing of themselves and others
Outcome 4 CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS	<p>Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity</p> <ul style="list-style-type: none"> • express wonder and interest in their environments • are curious and enthusiastic participants in their learning • use play to investigate, imagine and explore ideas • follow and extend their own interests with enthusiasm, energy and concentration • initiate and contribute to play experiences emerging from their own ideas • participate in a variety of rich and meaningful inquiry-based experiences
	<p>Children transfer and adapt what they have learned from one context to another</p> <ul style="list-style-type: none"> • engage with and co-construct learning

	<ul style="list-style-type: none"> • develop an ability to mirror, repeat and practice the actions of others, either immediately or later • make connections between experiences, concepts and processes • use the processes of play, reflection and investigation to solve problems • apply generalisations from one situation to another • try out strategies that were effective to solve problems in one situation in a new context • transfer knowledge from one setting to another
	<p>Children resource their own learning through connecting with people, place, technologies and natural and processed materials</p> <ul style="list-style-type: none"> • manipulate resources to investigate, take apart, assemble, invent and construct • explore ideas and theories using imagination, creativity and play
Outcome 5 CHILDREN ARE EFFECTIVE COMMUNICATORS	<p>Children interact verbally and non-verbally with others for a range of purposes</p> <ul style="list-style-type: none"> • engage in enjoyable interactions using verbal and non-verbal language • convey and construct messages with purpose and confidence, building on home/family and community literacies • respond verbally and non-verbally to what they see, hear, touch, feel and taste • contribute their ideas and experiences in play, small and large group discussions • convey and construct messages with purpose and confidence, building on literacies of home/family and the broader community • exchange ideas, feelings and understandings using language and representations in play
	<p>Children engage with a range of texts and gain meaning from these texts</p> <ul style="list-style-type: none"> • view and listen to printed, visual and multimedia texts and respond with relevant gestures, actions, comments and/or questions • take on roles of literacy and numeracy users in their play • explore texts from a range of different perspectives and begin to analyse the meanings • actively use, engage with and share the enjoyment of language and texts in a range of ways • recognise and engage with written and oral culturally constructed texts
	<p>Children express ideas and make meaning using a range of media</p> <ul style="list-style-type: none"> • use language and engage in play to imagine and create roles, scripts and ideas • share the stories and symbols of their own culture and re-enact well-known stories • use the creative arts such as drawing, painting, sculpture, drama, dance, movement, music and storytelling to express ideas and make meaning • experiment with ways of expressing ideas and meaning using a range of media

FOUNDATION YEAR

Curriculum Area and Strand	ACARA Content Descriptors
English- Language Strand	<p>Explore the different contribution of words and images to meaning in stories and informative texts ACELA1786</p> <p>Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school ACELA1473</p>
English- Literature Strand	<p>Identify some features of texts including events and characters and retell events from a text ACELT1578</p> <p>Retell familiar literary texts through performance, use of illustrations and images ACELT1580</p> <p>Innovate on familiar texts through play ACELT1831</p>
English- Literacy Strand	Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations ACELY1646
HASS- Inquiry and Skills Strand	Sequence familiar objects and events ACHASSI004
Science – Understanding Strand	Living things have basic needs, including food and water ACUSSU002
Science- Inquiry Strand	Share observations and ideas ACSIS012
The Arts- Drama Strand	<p>Use voice, facial expression, movement and space to imagine and establish role and situation ACADRM028</p> <p>Explore role and dramatic action in dramatic play, improvisation and process drama ACADRM027</p>
Critical and Creative Thinking Continuum Level 1a	<p>Inquiring</p> <ul style="list-style-type: none"> identify and describe familiar information and ideas during a discussion or investigation <p>Generate Ideas</p> <ul style="list-style-type: none"> use imagination to view or create things in new ways and connect two things that seem different <p>Reflective Thinking</p> <ul style="list-style-type: none"> Transfer knowledge into new contexts connect information from one setting to another
Personal and Social Capability Continuum Level 1a	<p>Social Awareness</p> <ul style="list-style-type: none"> show an awareness for the feelings, needs and interests of others <p>Social Management</p> <ul style="list-style-type: none"> respond to the feelings, needs and interests of others

<p>Ethical Understanding Continuum Level 1</p>	<p>Recognise ethical concepts</p> <ul style="list-style-type: none"> • identify ethical concepts arising in familiar contexts, such as good and bad behaviours <p>Explore ethical concepts in context</p> <ul style="list-style-type: none"> • describe familiar situations that involve ethical concepts <p>Reason and make ethical decisions</p> <ul style="list-style-type: none"> • identify examples from stories and experiences that show ways people make decisions about their actions <p>Consider consequences</p> <ul style="list-style-type: none"> • identify links between emotions and behaviours <p>Reflect on ethical action</p> <ul style="list-style-type: none"> • identify and describe the influence of factors such as wants and needs on people's actions <p>Examine values</p> <ul style="list-style-type: none"> • identify values that are important to them <p>Explore rights and responsibilities</p> <ul style="list-style-type: none"> • share examples of rights and responsibilities in given situations <p>Consider points of view</p> <ul style="list-style-type: none"> • express their own point of view and listen to the views of others
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YEAR ONE

Curriculum Area and Strand	ACARA Content Descriptors
English- Literature Strand	Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts ACELT1584
	Recreate texts imaginatively using drawing, writing, performance and digital forms of communication ACELT1586
Science- Biological Sciences	Living things live in different places where their needs are met ACSSU211
	People use science in their daily lives, including when caring for their environment and living things ACSHE022
HASS- Geography Strand	recounting Dreaming and Creation stories of Aboriginal Peoples and Torres Strait Islander Peoples that identify the natural features of a place ACHASSK031
	describing local features people look after (for example, bushland, wetland, park or a heritage building) and finding out why and how these features need to be cared for, and who provides this care
	identifying which resources they can recycle, reduce, re-use or none of these, and what local spaces and systems (for example, rules, signs, waste collection truck routes) support these activities ACHASSK033
The Arts- Drama Strand	Use voice, facial expression, movement and space to imagine and establish role and situation ACADRM028
	Explore role and dramatic action in dramatic play, improvisation and process drama ACADRM027
Critical and Creative Thinking Continuum Level 2	Identify and clarify information and ideas <ul style="list-style-type: none"> identify and explore information and ideas from source materials
Personal and Social Capability Continuum Level 1b	<p>Recognise emotions</p> <ul style="list-style-type: none"> identify a range of emotions and describe situations that may evoke these emotions <p>Recognise personal qualities and achievements</p> <ul style="list-style-type: none"> identify their likes and dislikes, needs and wants, and explore what influences these <p>Understand themselves as learners</p> <ul style="list-style-type: none"> identify their abilities, talents and interests as learners <p>Develop reflective practice</p> <ul style="list-style-type: none"> reflect on their feelings as learners and how their efforts affect skills and achievements

<p>Ethical Understanding Continuum Level 1</p>	<p>Examine values</p> <ul style="list-style-type: none"> • identify values that are important to them <p>Reason and make ethical decisions</p> <ul style="list-style-type: none"> • identify examples from stories and experiences that show ways people make decisions about their actions <p>Consider consequences</p> <ul style="list-style-type: none"> • identify links between emotions and behaviours <p>Reflect on ethical action</p> <ul style="list-style-type: none"> • identify and describe the influence of factors such as wants and needs on people's actions <p>Examine values</p> <ul style="list-style-type: none"> • identify values that are important to them <p>Explore rights and responsibilities</p> <ul style="list-style-type: none"> • share examples of rights and responsibilities in given situations <p>Consider points of view</p> <ul style="list-style-type: none"> • express their own point of view and listen to the views of others
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