

NESA CURRICULUM LINKS

KEY LEARNING AREAS

- Mathematics
- Human Society and its Environment
- English
- Creative Arts – Drama

STAGES

- Early Stage 1 (Kindergarten)
- Stage 1 (Year 1 and 2)
- Stage 2 (Year 3 and 4)
- Stage 3 (Year 5 and 6)

GENERAL CAPABILITIES

- Literacy
- Numeracy
- Information and Communication Technology capability
- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Understanding
- Intercultural Understanding

OTHER LEARNING ACROSS THE CURRICULUM

- Civics and Citizenship
- Work and Enterprise
- Difference and Diversity

KEY LEARNING POINTS

- Money Management
- Needs Vs Wants
- Banks are where we keep money
- Withdrawals and Deposits
- Saving for the future
- Money Circulation
- Spending wisely
- Money is made in a mint
- How we get money
- Making smart choices with money
- Interest
- How to save
- Pay yourself first

LEARNING AREAS

MATHEMATICS

OUTCOMES

Working Mathematically

Early Stage 1 (Kindergarten)

- **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-3WM** uses concrete materials and/or pictorial representations to support conclusions

Stage 1 (Years 1 – 2)

- **MA1-1WM** describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols
- **MA1-2WM** uses objects, diagrams and technology to explore mathematical problems
- **MA1-3WM** supports conclusions by explaining or demonstrating how answers were obtained

Stage 2 (Years 3 – 4)

- **MA2-1WM** uses appropriate terminology to describe, and symbols to represent, mathematical ideas
- **MA2-2WM** selects and uses appropriate mental or written strategies, or technology, to solve problems
- **MA2-3WM** checks the accuracy of a statement and explains the reasoning used

Stage 3 (Years 5 – 6)

- **MA2-1WM** uses appropriate terminology to describe, and symbols to represent, mathematical ideas

- **MA2-2WM** selects and uses appropriate mental or written strategies, or technology, to solve problems
- **MA2-3WM** checks the accuracy of a statement and explains the reasoning used

Number and Algebra

Early Stage 1 (Kindergarten)

- **MAE-4NA** Counts to 30, and orders reads and represents numbers in the range of 0 to 20
- **MAE-8NA** Recognises, describes and continues repeating patterns

Stage 1 (Years 1 – 2)

A student:

- **MA1-4NA** Applies place value, informally, to count, order, read and represent two- and three-digit numbers
- **MA1-5NA** Uses a range of strategies and informal recording methods for addition and subtraction involving one- and two digit numbers
- **MA1-8NA** Creates, represents and continues a variety of patterns with numbers and objects

Stage 2 (Years 3 – 4)

A student:

- **MA2-4NA** Applies place value to order, read and represent numbers of up to five digits
- **MA2-5NA** Uses mental and written strategies for addition and subtraction involving two-, three-, four- and five-digit numbers
- **MA2-6NA** Uses mental and informal written strategies for multiplication and division
- **MA2-8NA** generalises properties of odd and even numbers, generates number patterns, and completes simple number sentences by calculating missing values

Stage 3 (Years 5 – 6)

A student:

- **MA3-4NA** orders, reads and represents integers of any size and describes properties of whole numbers.
- **MA3-5NA** selects and applies appropriate strategies for addition and subtraction with counting numbers of any size

- **MA3-6NA** selects and applies appropriate strategies for multiplication and division, and applies the order of operations to calculations involving more than one operation.

Life Skills – MONEY

Recognising and Matching Money

- **MALS-1WM** responds to and uses mathematical language to demonstrate understanding
- **MALS-2WM** applies mathematical strategies to solve problems
- **MALS-12NA** recognises and matches coins and notes

Comparing and Ordering Money

- **MALS-2WM** applies mathematical strategies to solve problems
- **MALS-3WM** uses reasoning to recognise mathematical relationships

Making decisions about purchasing

- **MALS-2WM** responds to and uses mathematical language to demonstrate understanding
- **MALS-2WM** applies mathematical strategies to solve problems
- **MALS-3WM** uses reasoning to recognise mathematical relationships
- **MALS-16NA** makes informed decisions about purchasing goods and services

Personal Finance

- **MALS-1WM** responds to and uses mathematical language to demonstrate understanding
- **MALS-2WM** applies mathematical strategies to solve problems
- **MALS-17NA** plans and manages personal finances

ENGLISH

OUTCOMES

Communicate through speaking, listening, reading, writing, viewing and representing

Early Stage 1 (Kindergarten)

- **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

Stage 1 (Years 1 – 2)

- **EN1-1A** communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations
- **EN1-2A** plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers
- **EN1-3A** composes texts using letters of consistent size and slope and uses digital technologies
- **EN1-4A** draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies
- **EN1-5A** uses a variety of strategies, including knowledge of sight words and letter–sound correspondences, to spell familiar words

Stage 2 (Years 3 – 4)

- **EN2-1A** communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts
- **EN2-2A** plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language
- **EN2-3A** uses effective handwriting and publishes texts using digital technologies
- **EN2-4A** uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies
- **EN2-5A** uses a range of strategies, including knowledge of letter–sound correspondences and common letter patterns, to spell familiar and some unfamiliar words

Stage 3 (Years 5 – 6)

- **EN3-1A** communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features
- **EN3-2A** composes, edits and presents well-structured and coherent texts
- **EN3-3A** uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies
- **EN3-4A** draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts

Use language to shape and make meaning according to purpose, audience and context

Early Stage 1 (Kindergarten)

- **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

Stage 1 (Years 1 – 2)

- **EN1-6B** recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts
- **EN1-7B** identifies how language use in their own writing differs according to their purpose, audience and subject matter
- **EN1-8B** recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter
- **EN1-9B** uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts

Stage 2 (Years 3 – 4)

- **EN2-6B** identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features
- **EN2-7B** identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts
- **EN2-8B** identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter
- **EN2-9B** uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts

Stage 3 (Years 5 – 6)

- **EN3-5B** discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts
- **EN3-6B** uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies

Think in ways that are imaginative, creative, interpretive and critical

Early Stage 1 (Kindergarten)

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

Stage 1 (Years 1 – 2)

- **EN1-10C** thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts

Stage 2 (Years 3 – 4)

- **EN2-10C** thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts

Stage 3 (Years 5 – 6)

- **EN3-7C** thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts

Express themselves and their relationships with others and their world

Early Stage 1 (Kindergarten)

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

Stage 1 (Years 1 – 2)

- **EN1-11D** responds to and composes a range of texts about familiar aspects of the world and their own experiences

Stage 2 (Years 3 – 4)

- **EN2-11D** responds to and composes a range of texts that express viewpoints of the world similar to and different from their own

Stage 3 (Years 5 – 6)

- **EN3-8D** identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts

CREATIVE ARTS – DRAMA

OBJECTIVE

In Drama, students will develop knowledge, skills and understanding:

- in appreciating their own dramatic works and those of others

OUTCOMES

Appreciating

Early Stage 1 (Kindergarten)

- **DRAES1.4** Responds to dramatic experiences.

Stage 1 (Years 1 – 2)

- **DRAS1.4** Appreciates dramatic work during the making of their own drama and the drama of others.

Stage 2 (Years 3 – 4)

- **DRAS2.4** Responds to, and interprets, drama experiences and performances.

Stage 3 (Years 5 – 6)

- **DRAS3.4** Responds critically to a range of drama works and performance styles.

HUMAN SOCIETY AND ITS ENVIRONMENT

Human Society and its Environment is the study of how humans interact with the world, how society operates and how it is changing. Through the study of HSIE, students develop the skills to prepare them to actively and responsibly participate as informed citizens in the contemporary world.

Geography**OBJECTIVES****Knowledge and understanding****Early Stage 1 (Kindergarten)**

- **GEE-1** identifies places and develops an understanding of the importance of places to people

Stage 1 (Years 1 – 2)

- **GE1-1** describes features of places and the connections people have with places
- **GE1-2** Identifies ways in which people interact with and care for places

Stage 2 (Years 3 – 4)

- **GE2-1** examines features and characteristics of places and environments
- **GE2-2** describes the ways people, places and environments interact

Stage 3 (Years 5 – 6)

- **GE3-1** describes the diverse feature and characteristics of places and environments
- **GE3-2** explains interactions and connections between people, places and environments
- **GE3-3** compares and contrasts influences on the management of places and environments