

ENGLISH

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

- predict and discuss ideas drawn from pictures concerning litter reduction and behavior change

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

- respond to a range of texts, that include issues about their world, including home life and the wider community e.g. waste, litter, recycling

DRAMA

DRAS1.1 Takes on roles in drama to explore familiar and imagined situations.

- Is able to draw inspiration and communicate the recycling process through acting

HSIE

HT1.1 identifies and describes significant people, events, places and sites in the local community over time

- identify a site or part of the natural environment in the local community and discuss what they reveal about the past and why they are considered important e.g. landfill, MRF

GE1-2 identifies ways in which people interact with and care for places

- consideration of how a place can be cared for e.g. a park, farm, beach, bushland

PDHPE

PD1-7 explores actions that help make home and school healthy, safe and physically active spaces

PD1-9 demonstrates self-management skills in taking responsibility for their own actions

- describe choices and factors that have an impact on their own and others' health and safety, e.g. pollution

Stage Two

SCIENCE

ST2-7MW-T investigates the suitability of natural and processed materials for a range of purposes

- investigate how the properties of natural and processed materials influence their suitability and use in products, services and/or environments

ST2-10ES-S investigates regular changes caused by interactions between the Earth and the Sun, and changes to the Earth's surface

- identify that scientific knowledge helps people understand the effect of their actions

ENGLISH

EN2 1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts

- interact effectively in groups or pairs, adopting a range of roles

EN2 6B identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features

- listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations

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

- respond to a range of texts, for pleasure and enjoyment, and express thoughtful conclusions about those texts

DRAMA

DRAS2.3 Sequences the action of the drama to create meaning for an audience.

- Creates short acts to communicate an environmental message from visual stimuli

HSIE

GE2-3 examines differing perceptions about the management of places and environments

GE2-2 describes the ways people, places and environments interact

- investigate sustainable practices that protect environments
- discussion of ways waste can be managed sustainably
- Describes where waste can be taken and what happens at each, eg recycling at MRF and landfill

Stage Three

SCIENCE

ST3-7MW-T explains how the properties of materials determines their use for a range of purposes

- investigate characteristics and properties of a range of materials and evaluate the impact of their use

ENGLISH

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

- use comprehension strategies to interpret and analyse information and ideas, comparing content

HSIE

GE3-2 explains interactions and connections between people, places and environments

GE3-2 compares and contrasts influences on the management of places and environments

- identification of ways people influence places and contribute to sustainability
- description of who organises and manages places eg landfill, MRF, local council

PDHPE

PD3-7 proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces

- identify situations where personal choices can influence their own and others' health, e.g. recycling