Stage Five
Physical Personal & Social Learning

Health & Physical Education

Movement & Physical Activity
Students anticipate the next step in familiar physical routines, show that actions have consequences and predict outcomes to activities.
Students may:
- explore a variety of movements
- move spontaneously within available space
- link two activities in a sequence, e.g. walking and jumping
- follow simple movement instructions, such as ‘bend knees’, ‘stamp’
- demonstrate basic concepts, e.g. making big and little circles with ribbons or big and little splashes in the pool
- experience and learn the vocabulary of movement, e.g. stop, go, fast, slow, high, low
- experience challenges, using a range of equipment, such as climbing frame, balance beam
- move over and through a range of levels, surfaces and textures, e.g. bare feet on grass, concrete, carpet, PMP equipment
- take turns with a partner or in a small group
- recognise and collect, on request, familiar pieces of equipment, e.g. bean bag, hoop
- use small and large equipment for a purpose, e.g. ball, trampoline, bike/trike, pool ‘noodle’

Health Knowledge & Promotion
Students show awareness of a range of healthy practices with regard to eating and personal presentation, hygiene and safety.
Students may:
- eat in an appropriate manner, e.g. single bites from a sandwich or using a spoon and fork
- independently drink from a cup or drink bottle and pour a drink with supervision
- manage lunch box at lunchtime, e.g. open lid and unwrap food
- attempt familiar self care routines, when requested, e.g. face and hand washing, teeth cleaning, hair brushing, nose wiping
- take off own clothing, with verbal prompts, when already unfastened
- put on clothes when helped to hold in position by an adult
- follow a verbal request to go to the toilet, remove pants and sit on the toilet
- respond to simple verbal requests in familiar situations, in regard to their personal safety, e.g. ‘it’s hot, don’t touch’
- follow familiar routines that promote their health, with support, e.g. fruit morning teas, sun protection

Interpersonal Development
Students have a developing awareness of their own needs, views and feelings and begin to develop friendships.
Students may:
- take part in work/play involving one or two others
- share toys/equipment during play
- cooperate on a specific single task
- maintain interactions and take turns in a small group with some support
- join in discussions by responding appropriately (vocalising, symbols, signing) to simple questions about familiar events or experiences
- initiate interactions and respond to others
- relate to and make attachments to members of their group
## Personal Learning

Students show increasing confidence and independence when participating in familiar activities. Students may:

- show increasing independence and self sufficiency in selecting and carrying out familiar activities
- persist for extended periods of time at an activity of their choosing
- adopt a position in which they can work comfortably and effectively, such as sitting, kneeling or standing at a table or at floor level
- sustain attentive listening, responding to what they have heard
- search out appropriate resources, stored in a familiar place, for familiar activities
- cope with small changes (routines, staff, venue etc) when appropriately prepared

## Civics & Citizenship

Students have an awareness of the boundaries set and the behavioural expectations within the school setting. They have a sense of belonging to different communities. Students may:

- anticipate next step in a familiar routine/activity
- show awareness that actions have consequences
- predict outcomes to familiar activities
- show an awareness of the behavioural expectations within the setting
- wait for their turn
- develop an awareness that they can respond to the needs of others in familiar situations
- have a sense of self as a member of different communities, e.g. home, school, grandma’s house
## Stage Five
### Discipline Based Learning

#### The Arts

Students handle or use tools and materials purposely. They show preferences for activities and begin to carry out simple processes. They choose tools, materials and equipment appropriate to the activity. They show they can create and apply familiar techniques to a task. They take part in simple musical performances.

Students may:
- make 3D structures
- develop preferences for different forms of creative expression
- make collages, paintings and drawings
- use lines to enclose space and begin to use these to represent objects
- begin to build up a repertoire of favourite songs
- sing a few simple familiar songs
- imitate playing loudly, quietly, quickly or slowly
- match a sound to a correct instrument
- begin to identify some instruments
- explore the sounds of instruments
- perform dances and action songs
- role play a variety of actions during a shared story
- be aware of themselves as performers, e.g. at Christmas Concert or Music festival

#### Literacy

**Speaking & Listening**

Students may combine two key ideas or concepts. They combine single words, signs or symbols to communicate meaning to a range of listeners. They respond to simple questions about familiar events or experiences by vocalising, using gestures, symbols or signing. They may follow requests and instructions containing two key words, signs or symbols.

Students may:
- understand and follow instructions using a negative and one other word e.g. no drink
- introduce possessive, e.g. John's coat
- understand 'where', 'what do you want' questions and 'give me' requests
- respond to questions and requests using yes/no (verbal sign symbol or gesture)
- increase vocabulary of single words
- use questions, question plus one other word e.g. where drink?
- express two concepts/ideas using speech, signs, symbols e.g. big dog
- hear and say the initial sound of some words

**Reading**

Students begin to select a few words, signs or symbols with which they are particularly familiar and derive some meaning from text, symbols or signs presented in a way familiar to them. They show curiosity about content at a simple level. They begin to match objects to pictures and symbols.

Students may:
- have favourite books
- turn pages one at a time
- show curiosity in familiar story by asking questions ie two word level – where dog?
- use pictures in a book to retell part of familiar story (verbally, signing, symbol, gesture)
- look for specific object/picture in a book
- display awareness that story has finished
- recognise the pictures/objects represent something- that a word/symbol gives meaning to the object/picture
Writing
Students begin to produce some meaningful print, signs or symbols associated with their own name or familiar spoken words, actions, images or events. They begin to trace, and copy under or over a model making horizontal, vertical and circular lines. With support, they make and complete patterns.
Students may:
- trace patterns from left to right
- draw around a simple shape
- colour within a large, clearly defined outline
- trace over letters
- use ICT to record class activities/ story, e.g. Clicker
- give pictures a name
- attempt to write caption for a picture
- dictate caption for a picture
- use ICT to write own name

Humanities
Students listen and respond to familiar stories about their own past and begin to communicate about activities in their recent past. They show awareness (through gestures, signs, symbols, or words) of significant differences between specific physical/natural and human/made features of places. They can answer simple questions about places and people such as ‘Who can help us?’

History
Students may:
- remember and talk about significant things that have happened to them
- begin to differentiate between past and present
- use talk, actions and objects to recall and relive past experiences, e.g. photo, baby toys

Geography
Students may:
- experience early representation of maps, e.g. play with toy cars on a city road play mat
- show awareness of significant differences between specific natural and man made features of places, e.g. ‘cars here’ on a noisy street, ‘cars gone’ in the park
- notice and collect objects from the local environment, e.g. feathers & pebbles from the park
- identify the functions of places, e.g. library, safe places to play
- observe changes in the environment, e.g. as a building is constructed

Economics
Students may:
- identify the roles of people who can help us, e.g. fireman
- identify the roles of familiar people, e.g. family members, neighbours
- begin to show awareness of the need to conserve resources, e.g. turn off the tap
- identify waste materials

Numeracy
Number
At this stage students are able to respond to and join in with familiar number rhymes, stories songs and games; they indicate one or two by using fingers or sounds and they demonstrate awareness of contrasting quantities.
Students may:
- join in with familiar number rhymes, stories etc
- respond to familiar number rhymes, songs etc
Stage Five

Dandenong Valley School Curriculum

Hold up a single finger on request
Hold up 2 fingers on request
Select one object on request
Give one number name to each object
Place objects into sets of 'one' or 'lots'
Identify 'one' and 'lots' from pictures, piles of objects etc
Join in games that involve adding and taking away, e.g. musical chairs
Give out 1 object to each person in a group where there is a correct number of objects

Space

Students are able to explore the position of objects and sort and match sets of objects.

Students may:
- Make a tower of 4 bricks
- Roll a cylinder down a slope
- Place large pegs in a board at random
- Complete threading toy
- Place 5 objects in a line
- Put objects in a container
- Take objects from container
- Match 2D shapes with help
- Attempt to colour in an outline
- Find named objects in their usual place
- Complete simple inset puzzle
- Begin to sort objects by shape
- Match objects with help

Measurement

Students are able to compare the overall properties of one object with that of another where there is a marked difference and to find big and small objects on request.

Students may:
- Identify 'big' or 'small' objects on request
- Identify 'heavy' or 'light' objects on request
- Compare the overall size/weight of one object with another where there is a marked difference
- Pour water from one container to another (may overfill)
- Fill and empty containers with sand, pasta etc
- Show some awareness of the function of a clock

Working Mathematically

Students solve simple problems practically.

Students may:
- Complete 2 piece jigsaw puzzle
- Complete simple insert puzzle
- Search for and find missing familiar objects
- Sort objects by color or shape
- Make sets that have the same small number of objects in each

Science

Students anticipate and join in activities focused on enquiry into specific environments. They group objects and materials in terms of simple features or properties. They can indicate the before and after of material changes. They engage in experimentation with a range of equipment in familiar and relevant situations. They answer simple scientific questions.
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<thead>
<tr>
<th>Scientific Knowledge &amp; Understanding</th>
<th>Science at Work</th>
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<tbody>
<tr>
<td>Students may:</td>
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<tr>
<td>- identify what they expect to see and talk about what they have seen e.g. at farm visit</td>
<td>- investigate appropriate materials and tools for a specific task, e.g. make musical instruments from recycled materials</td>
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<td>- explore how sounds can be created and changed</td>
<td>- observe and document growing plants</td>
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<td>- observe changes in the environment through the seasons</td>
<td>- explore different power sources, e.g. kite, balloon powered car, wind up toys, push cars</td>
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<td>- answer simple scientific questions, e.g. where does the fish live?</td>
<td>- use a torch to locate an object in a darkened room</td>
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<td>- identify differences, e.g. is the drink hot or cold?</td>
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<td>- sort objects and materials according to simple properties (plants/animals, float/sink)</td>
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<td>- show awareness that some processes change the properties of materials, e.g. heating food</td>
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## Stage Five Interdisciplinary Learning

### Communication

Students may:
- have emerging self confidence to speak to others about wants and interests
- talk alongside others rather than with them
- use talk to gain attention and initiate exchanges
- use action rather than talk to demonstrate or explain to others

### Design, Creativity & Technology

Students use a basic tool. They demonstrate preferences for products, materials and ingredients.
Students may:
- begin to identify the properties of materials, communicating likes and dislikes
- given limited choices, select an appropriate material or tool for a specific task
- participate, with support, in processes e.g. measuring or cutting
- develop some skills in the safe use of basic equipment
- attempt to verbalise their intention

### Information & Communication Technology

Students operate simple computer games and every day technology. They make connections between control devices and information on computer screens and also understand that every day technology has sequences. They select icons or symbols to indicate a preference.
Students may:
- know to pick up a receiver if a telephone is ringing
- choose a program from visual choice of 3
- show awareness of CD Rom
- repeat use of the mouse as a single switch to complete an activity
- know pressing symbols/pics on a concept keyboard/intellikeys makes the same symbols/letters appear on the screen
- know pressing letters on keyboard makes letters appear on the screen
- relate a printout to own work on computer
- identify initial letter of name on keyboard with help
- select named picture/symbol from choice of 2 using concept keyboard/intellikeys
- choose what to design from a choice, e.g. kid pix stamps
- create a simple picture using a graphics program
- recognise favourite characters within a familiar website

### Thinking

Students may:
- use action, sometimes with limited talk, that is largely concerned with the here and now
- apply their own solutions to problems
- explore and collect information