

NSW CURRICULUM LINKS

SHOW: Wilfrid Gordon McDonald Partridge

Suitable for: Years P- 2 (Pre-school, Stages ES1- 1)

Subject Links: English, Music, Creative Arts- Drama.

Pre-school: The Early Years Learning Framework

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| OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY | Children learn to interact in relation to others with care, empathy and respect | Engage in and contribute to shared play experiences 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 Children become socially responsible and show respect for the environment | cooperate with others and negotiate roles and relationships in play episodes and group experiences broaden their understanding of the world in which they live build on their own social experiences to explore other ways of being demonstrate a sense of belonging and comfort in their environments show growing appreciation and care for natural and constructed environments |

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| | | explore relationships with other living and non-living things and observe, notice and respond to change |
| 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> <p>Children transfer and adapt what they have learned from one context to another</p> | <p>express wonder and interest in their environments</p> <p>are curious and enthusiastic participants in their learning</p> <p>participate in a variety of rich and meaningful inquiry-based experiences</p> <p>make connections between experiences, concepts and processes</p> <p>use the processes of play, reflection and investigation to solve problems</p> <p>transfer knowledge from one setting to another</p> |
| OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS | Children engage with a range of texts and gain meaning from these texts | <p>view and listen to printed, visual and multimedia texts and respond with relevant gestures, actions, comments and/or questions</p> <p>explore texts from a range of different perspectives and begin to analyse the meanings</p> |

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| | | <p>actively use, engage with and share the enjoyment of language and texts in a range of ways</p> <p>recognise and engage with written and oral culturally constructed texts</p> |
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English

| Stage | Content | Objectives | Outcomes |
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| Early Stage 1 | Text types: Australian literature, Picture books, narrative texts that include examples of character | Understanding and Responding to Literature | ENE-UARL-01: understands and responds to literature read to them |
| Stage 1 | Text types: Australian literature, Picture books, narrative texts that include examples of character | Understanding and Responding to Literature | EN1-UARL-01: understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose |

Music

| Stage | Content | Objectives | Outcomes |
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| Early Stage 1 | Instrumental Music | Performing | MUES1.1 Participates in simple speech, singing, playing and moving activities, demonstrating |

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| | | Listening | <p>an awareness of musical concepts.</p> <p>MUES 1.4 Listens to and responds to music.</p> |
| Stage 1 | Instrumental Music | <p>Performing</p> <p>Listening</p> | <p>MUS1.1 Sings, plays and moves to a range of music, demonstrating an awareness of musical concepts.</p> <p>MUS 1.4 Responds to a range of music, expressing likes and dislikes and the reasons for these choices</p> |

Drama

| Stage | Content | Objectives | Outcomes |
|---------------|---------------------------|--------------|--|
| Early Stage 1 | Drama Forms: Storytelling | Appreciating | DRAES1.4 Responds to dramatic experiences |
| Stage 1 | Drama Forms: Storytelling | Appreciating | DRAS1.4: Appreciates dramatic work during the making of their own drama and the drama of others. |