

# MODULE CURRICULUM LNKS 2020



# WORKSHOPS AT A GLANCE

## Benefits

11 educational modules meeting objectives of:

- Litter reduction
- Bin contamination
- Organic Recycling promotion
- Waste Reduction
- Resource Conservation
- Water Specific Conservation
- Sustainability



Encourages students becoming environmental stewards

Workshops cover a multitude of environment issues



Modules designed to engage students through movement and fun activities. Tailored for each learning stage, from preschool to Year Six

Workshops run for 45 minutes to an hour



Up to 5 classes, or approximately 150 students, can participate each day in the incursion-based workshops

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EnviroMentors is proudly supported by:

**MARS  
WRIGLEY**



# ENVIROMENTORS

Since 1994, EnviroMentors has been the country's leading mobile incursion-based environmental education program, reaching every corner of NSW with sustainability workshops.

EnviroMentors modules provide a range of education services to improve community awareness and engagement on local sustainability issues and initiatives. Like other KAB NSW programs, EnviroMentors focuses on motivating communities to participate in simple and practical ways to improve their local environment. Our team are qualified educators as well as experts in sustainability.

EnviroMentors education services include:

- School Workshops
- Community Workshops
- Corporate Programs
- Waste and Litter Audits
- Education Materials
- Community Displays

## WHO WE ARE

Keep Australia Beautiful NSW (KABNSW) are the leaders in transforming behaviour to create a less littered, more environmentally sustainable New South Wales. With a legacy of successful community engagement since 1975, our programs inspire individuals, students, organisations, businesses and government to actively care for their local environment. The Sustainable Cities and the Sustainable Communities - Tidy Towns Awards, Annual Litter Congress, and the EnviroMentors education service advocate for excellence in sustainable resource management and waste reduction.

KABNSW is an apolitical organisation - we do not lobby governments. Rather, work in partnership with local and state governments, as well as industry, to deliver our range of practices.

We work particularly closely with the NSW Environment Protection Authority (NSW EPA) to connect with communities across NSW at a grassroots level.

Communities are at the heart of our mission and the KAB NSW programs are based on acknowledging and rewarding their endeavours. Over a 40-year history, we have built a state-wide network of dedicated individuals, businesses, schools, community groups and government bodies striving to deliver a cleaner environment.

**Patron:** Her Excellency the Honourable Margaret Beazley AC QC Governor of New South Wales

**President:** The Hon. Gladys Berejiklian MP, Premier of New South Wales

## OUR TEAM

Our Sustainability Educators are fully qualified primary and secondary education teachers with a depth of experience in lesson planning and class management.

They are passionate about conservation, environmentalism and engaging young people and their communities in sustainable practices.

KAB NSW and our team of educators are dedicated to providing the highest quality education featuring content tailored specifically to each Council's local environment, which meets the needs of NSW Councils to provide education to their constituents.



## Early Stage One

### SCIENCE

STe 4MW-ST identifies that objects are made of materials that have observable properties

- identify and sort a variety of different waste items based on their material

### ENGLISH

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

- respond to a sustainability visual media through conversation and range of imaginative and creative texts, including visual media

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

- respond using simple actions to a sustainability text about their own and families actions concerning waste and recycling

ENe-4A demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies

- identify some familiar symbols in context, eg recycling symbol

## Stage One

### SCIENCE

ST1 6MW-S identifies that materials can be changed or combined

- investigate how materials can be changed by bending, twisting and stretching
- investigate how different materials can be combined

ST1-7MW-T describes how the properties of materials determine their use

- evaluate a product, demonstrating understanding of the suitability of materials for a purpose

ST1-10ES-S recognises observable changes occurring in the sky and on the land and identifies Earth's resources

- identify and explore the use of a variety of Earth's resources
- plan strategies considering conservation of resources to address sustainability and to meet personal and/or community needs: reusing/recycling campaigns

### 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

## HSIE

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
- understands that rubbish is taken to the local landfill for burial and recycling is taken to a MRF

## 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

ST2-10ES-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

## 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

## 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 e.g. landfill, MRF, local council

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 why they are considered important e.g. landfill, MRF

## 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



## Early Stage One

### SCIENCE

STe 4MW-ST identifies that objects are made of materials that have observable properties

- identify and sort a variety of different waste items based on their material

### ENGLISH

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

- respond to sustainability visual media through conversation and range of imaginative and creative texts, including visual media

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

- respond using simple actions to a sustainability text about their own and families actions concerning waste and recycling

ENe-4A demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies

- identify some familiar symbols in context, eg recycling symbol

### DRAMA

DRAES1.3 Dramatises personal experiences using movement, space and objects.

- Responds to visual stimuli by acting out a characters predicted actions
- uses movement to assist in portraying roles and situations in symbolic play

DRAES1.1 Uses imagination and the elements of drama in imaginative play and dramatic situations.

- participates in imaginative play by taking on basic roles, eg recycling process

## Stage One

### SCIENCE

ST1-10ES-S recognises observable changes occurring in the sky and on the land and identifies Earth's resources

- identify and explore the use of a variety of Earth's resources
- plan strategies considering conservation of resources to address sustainability and to meet personal and/or community needs: reusing/recycling campaigns

ST1 6MW-S identifies that materials can be changed or combined

- investigate how materials can be changed by bending, twisting and stretching
- investigate how different materials can be combined

ST1-7MW-T describes how the properties of materials determine their use

- evaluate a product, demonstrating understanding of the suitability of materials for a purpose

## 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

# lunches unwrapped



## Early Stage One

### SCIENCE

STe 4MW-ST identifies that objects are made of materials that have observable properties

- identify and sort a variety of different waste items based on their material
- identify and describe how the properties of different materials suit their purpose

STe-2DP-T develops solutions to an identified need

- engage in discussions about observations
- consider and discuss the impact of a design solution within an environment

### ENGLISH

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

- respond to a sustainability visual media through conversation and range of imaginative and creative texts, including visual media

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

- respond using simple actions to a sustainability text about their own and families actions concerning waste and recycling

ENe-4A demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies

- identify some familiar symbols in context, e.g. recycling symbol

## Stage One

### SCIENCE

ST1-10ES-S recognises observable changes occurring in the sky and on the land and identifies Earth's resources

- identify and explore the use of a variety of Earth's resources
- plan strategies considering conservation of resources to address sustainability and to meet personal and/or community needs: reusing/recycling campaigns

ST1 6MW-S identifies that materials can be changed or combined

- investigate how materials can be changed by bending, twisting and stretching
- investigate how different materials can be combined

ST1 7MW-S describes how the properties of materials determine their use

- evaluate a product, demonstrating understanding of the suitability of materials
- identify the positive and negative impact of a design solution within an environment

## 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

## HSIE

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

EN2-6B 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

EN2-8B identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter

- identify and interpret the different forms of visual information, including images

## 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
- Recognise the amount of waste they accumulate and describes where waste can be taken and what happens to it

## 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
- critique needs or opportunities for designing using sustainable materials

### 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

- compare texts that represent ideas in different ways, explaining the effects of the different approaches

### HSIE

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

- identification of ways people influence places and contribute to sustainability

### 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, eg recycling

*“As part of Council’s commitment to provide environmental education to our schools, we engage the Enviromentors because they offer a wide variety of topics/modules and have the ability to engage all of the schools in our local government area throughout the year. We have received lots of positive feedback from teachers, as well as students, who have participated in this program.”*

**- Jennie Wagner-Gorton, Environmental Education Officer,  
Queanbeyan-Palerang Regional Council**

# composting

## Early Stage One

### SCIENCE

STe-3LW-ST explores the characteristics, needs and uses of living things

- recognise that living things have basic needs including air, food and water
- participate in guided investigations to identify living things and the external features of plants and animals
- recognise that plants and animals can be used as food, or materials eg compost, worm tea, casting

### HSIE

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

- Describes ways in which people can care for their environment, through waste management
- Participates in worm farming activity, where they learn to care for their environment at school and at home

### MATHEMATICS

MAe-1WM describes mathematical situations using everyday language, actions, materials and informal recordings

- sort and classify a group of familiar objects into things that can be eaten by worms and not

## Stage One

### SCIENCE

ST1-4LW-S describes observable features of living things and their environments

- describe the external features of a variety of living things
- identify and group plants and animals using their external features, e.g. worms
- explore how living things grow, change and have offspring similar to themselves

ST1-5LW-S identifies how plants and animals are used for food and fibre products

- design and produce an environment to cater for the needs of a living thing e.g. compost and worm farms
- investigate ways people use scientific and technological knowledge and skills to sustainably grow plants e.g. compost and worm farms

ST1-10ES recognises observable changes occurring in the sky and on the land and identifies Earth's resources

- observe, ask questions about and describe changes in worms, compost and worm farms
- identify and explore the use of a variety of Earth's resources in compost and worm farms

## HSIE

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

- consideration of how a place can be cared for through waste management

## MATHEMATICS

MA-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols

- collect equal parts green and brown materials for compost

# Stage Two

## SCIENCE

ST2-4LW-S compares features and characteristics of living and non-living things

- collect data and identify patterns to group living things according to their external features, and distinguish them from non-living things
- describe how living things depend on each other and the environment to survive

ST2-5LW-T describes how agricultural processes are used to grow plants and raise animals for food, clothing and shelter

- design, plan and produce a product, system or environment to support the growth of a plant e.g. compost and worm farms

## MATHEMATICS

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

- collect equal parts green and brown materials for compost

## HSIE

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

- discussion of ways waste can be managed sustainably

# Stage Three

## SCIENCE

ST3-4LW-S examines how the environment affects the growth, survival and adaptation of living things

- plan and identify the conditions needed for worms and creatures to survive in compost and worm farms
- Make predictions about how changing the physical conditions of compost impacts on the growth and survival of creatures e.g. heat, water on creatures
- describe adaptations as existing structures or behaviours that enable worms to survive in their environment

## MATHEMATICS

MA3-1WM describes and represents mathematical situations in a variety of ways using mathematical terminology and some conventions

- collect equal parts green and brown materials for compost, recognising a 50/50 split of materials

## 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

# worm farming



## Early Stage One

### SCIENCE

STe-3LW-ST explores the characteristics, needs and uses of living things

- recognise that living things have basic needs including air, food and water
- participate in guided investigations to identify living things and the external features of plants and animals
- recognise that plants and animals can be used as food, or materials eg compost, worm tea, casting

### HSIE

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

- Describes ways in which people can care for their environment, through waste management
- Participates in worm farming activity, where they learn to care for their environment at school and at home

### ENGLISH

ENe-8B demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter

- interpret pictures with labels, environmental print logos and other visual images, in the worm farm visuals

### MATHEMATICS

MAe-1WM describes mathematical situations using everyday language, actions, materials and informal recordings

- sort and classify a group of familiar objects into things that can be eaten by worms and not

## Stage One

### SCIENCE

ST1-4LW-S describes observable features of living things and their environments

- describe the external features of a variety of living things
- identify and group plants and animals using their external features, e.g. worms
- explore how living things grow, change and have offspring similar to themselves

ST1-5LW-S identifies how plants and animals are used for food and fibre products

- design and produce an environment to cater for the needs of a living thing e.g. compost and worm farms
- investigate ways people use scientific and technological knowledge and skills to sustainably grow plants e.g. compost and worm farms

ST1-10ES recognises observable changes occurring in the sky and on the land and identifies Earth's resources

- observe, ask questions about and describe changes in worms, compost and worm farms
- identify and explore the use of a variety of Earth's resources in compost and worm farms

## HSIE

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

- consideration of how a place can be cared for through waste management

## Stage Two

### SCIENCE

ST2-4LW-S compares features and characteristics of living and non-living things

- collect data and identify patterns to group living things according to their external features, and distinguish them from non-living things
- describe how living things depend on each other and the environment to survive

ST2-5LW-T describes how agricultural processes are used to grow plants and raise animals for food, clothing and shelter

- design, plan and produce a product, system or environment to support the growth of a plant eg compost and worm farms

### HSIE

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

- discussion of ways waste can be managed sustainably

## Stage Three

### SCIENCE

ST3-4LW-S examines how the environment affects the growth, survival and adaptation of living things

- plan and identify the conditions needed for worms and creatures to survive in compost and worm farms
- Make predictions about how changing the physical conditions of compost impacts on the growth and survival of creatures e.g. heat, water on worms
- describe adaptations as existing structures or behaviours that enable worms to survive in their environment

### 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

*“The incursions are so valuable as the children are hearing the same message they get from their teachers from another person and it is in so much detail.”*

**- Yr 2 Cabbies Creek, Blacktown**





## Early Stage One

### SCIENCE

STe-3LW-ST explores the characteristics, needs and uses of living things

- recognise that living things have basic needs including air, food and water
- participate in guided investigations to identify living things and the external features of plants

STe-6ES-S identifies how daily and seasonal changes in the environment affect humans and other living things

- explore how plants respond to regular changes in their environment
- observe, ask questions about and describe changes in plants as they grow

### HSIE

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

- discussion of why and how people care for place

## Stage One

### SCIENCE

ST1-4LW-S describes observable features of living things and their environments

- describe the external features of a variety of living things
- identify and group plants and animals using their external features, eg fruits and vegetables
- explore how living things grow, change and have offspring similar to themselves
- identify that living things live in different places that suit their needs
- record the changes in growth of a common plant

ST1-5LW-S identifies how plants and animals are used for food and fibre products

- design and produce an environment to cater for the needs of a living thing
- identify some plants and animals that are grown and used for food production
- investigate ways people use scientific and technological knowledge and skills to sustainably grow plants

ST1-10ES recognises observable changes occurring in the sky and on the land and identifies Earth's resources

- identify how seasonal changes in our daily lives affect living things
- observe, ask questions about and describe changes in plant life
- identify and explore the use of a variety of Earth's resources including water and soil

### HSIE

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

- consideration of how a place can be cared for through plant life
- discussion of how weather can affect places and activities e.g. leisure, farming
- examination of why various activities in an area are located where they are e.g. garden



## Stage Two

### SCIENCE

ST2-4LW-S compares features and characteristics of living and non-living things

- collect data and identify patterns to group living things according to their external features, and distinguish them from non-living things
- identify that living things have life cycles
- conduct an investigation into the life cycle of a pumpkin plant
- describe how living things depend on each other and the environment to survive eg birds and bees

ST2-5LW-T describes how agricultural processes are used to grow plants and raise animals for food, clothing and shelter

- investigate and compare advancing technologies used in food and fibre production in Australian agriculture and those used in traditional agriculture
- design, plan and produce a product, system or environment to support the growth of a plant and/or animal

### HSIE

GE2-1 examines features and characteristics of places and environments

- discussion of how weather contributes to climate and plant growth

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

- investigate the importance of natural vegetation and natural resources to the environment, animals and people
- explanation of the importance of vegetation to animals and the functioning of the environment
- discussion of the importance of vegetation to people

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

- investigate sustainable practices that protect environments and plant life

## Stage Three

### KLA: SCIENCE

ST3-4LW-S examines how the environment affects the growth, survival and adaptation of living things

- plan and conduct a fair test to show the conditions needed for a particular plant or animal to grow and survive in its environment
- describe how changing physical conditions in the environment affect the growth and survival of plants
- describe adaptations as existing structures or behaviours that enable plants to survive in their environment

### 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

- explain the effects of human changes on plant life, evaluating the positive and negative aspects of these changes
- identification of ways people influence places and contribute to sustainability

# sustainability



## Early Stage One

### ENGLISH

ENe-1A communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction

- listen to and respond orally to the camping trip story in informal and structured classroom situations
- engage with and respond to a story for enjoyment and pleasure

ENe-8B demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter

- engage with shared stories and join in shared book activities about the camping trip

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

- respond to a sustainability visual media through conversation and range of imaginative and creative texts, including visual media
- share feelings and thoughts about the events and characters in a sustainability text

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

- respond using simple actions to a sustainability text about their own and their family's actions

### SCIENCE

STe 1WS- 1 observes, questions and collects data to communicate ideas

- responding to questions about the environment
- using role play to share observations and idea on how to be sustainable

STe 2DP-T - develops solutions to an identified need

- share observations and ideas of how to be more sustainable
- engage in discussions about observations
- consider and discuss the impact of a design solution within an environment

STe-3LW-ST explores the characteristics, needs and uses of living things

- recognise that plants and animals can be used as food, or materials (fibres) for clothing and shelter

STe 4MW-ST identifies that objects are made of materials that have observable properties

- identify and describe how the properties of different materials suit their purpose
- observe and describe some properties of a range of materials
- explore the use of materials in the built environment based on their properties

STe-6ES-S identifies how daily and seasonal changes in the environment affect humans and other living things

- identify how plants and animals respond to changes in the environment
- identify daily and seasonal changes that occur in our environment
- observe, ask questions about and describe changes in objects and events
- explore how living things respond to regular changes in their environment

## HSIE

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

- describes ways in which people can care for their environment
- explanation of why people need to take care of places

## KLA: CREATIVE ARTS

DRAES1.3 Dramatises personal experiences using movement, space and objects.

- Responds to visual stimuli by acting out a character's predicted actions
- uses movement to assist in portraying roles and situations in symbolic play

DRAES1.1 Uses imagination and the elements of drama in imaginative play and dramatic situations.

- participates in imaginative play by taking on basic roles, e.g. camping trip

# Stage One

## ENGLISH

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

- use role-play and drama to represent familiar events e.g. camping trip

EN1-7B identifies how language use in their own writing differs according to their purpose, audience and subject matter

- make inferences about character motives, actions, qualities and characteristics when responding to the camping trip story

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 sustainability and behaviour change.
- use creative and imaginative features in role-play and drama

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

## SCIENCE

ST1 2D-T - uses materials, tools and equipment to develop solutions for a need or opportunity

Students produce solutions to sustainability issues by:

- suggesting simple steps for production
- using a range of everyday tools, equipment, materials and techniques
- working cooperatively and safely

Students evaluate sustainable practices by:

- explaining the strengths and limitations of what they did and what could have been done differently to improve the solution
- identifying how their solution meets the needs and wants of users/audiences

ST1-4LW-S describes observable features of living things and their environments

ST1-5LW-S identifies how plants and animals are used for food and fibre products

- recognise that people use science and technology in their daily lives, including when caring for their environment and living things
- identify some plants and animals that are grown and used for food production
- investigate ways people use scientific and technological knowledge and skills to sustainably grow plants and animals to produce fibre for clothing and/or shelter

ST1-7MW-T describes how the properties of materials determine their use

- evaluate a product, demonstrating understanding of the suitability of materials for a purpose
- identify the positive and negative impact of a design solution within an environment

ST1-8PW-S describes common forms of energy and explores some characteristics of sound energy

ST1-9PW-ST investigates how forces and energy are used in products

- identify sound, light, heat, electricity and movement as forms of energy
- explore how technologies use forces to create movement in products
- design and develop a product that uses one or more forms of energy to create change

ST1-10ES-S recognises observable changes occurring in the sky and on the land and identifies Earth's resources

- identify and explore the use of a variety of Earth's resources including water and soil
- plan and implement strategies considering conservation of resources to address sustainability and to meet personal and/or community needs, for example: turning off dripping taps, turning off unnecessary lights, reusing/recycling campaigns
- share their observations and ideas about the ways that resources are used by people in their daily lives
- identify how seasonal changes in our daily lives affect living things

### HSIE

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
- identify ways in which people's interactions with the environment can change that environment
- suggest ways of caring for sites, features, places and environments to which they can contribute

### CREATIVE ARTS

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

- Is able to draw inspiration and communicate sustainable practices through acting

### PDHPE

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, water
- implement sustainable practices in the classroom to improve the health and wellbeing of the class

## Stage Two

### ENGLISH

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

EN2-8B identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter

- identify and interpret the different forms of visual information, including images

## SCIENCE

ST2-2DP-T - selects and uses materials, tools and equipment to develop solutions for a need or opportunity

- using creative thinking techniques students construct actions they can undertake to be sustainable
- exploring design situations and/or existing solutions relevant to the needs and wants of themselves and others

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
- develop a design solution for an identified need or opportunity, using a variety of tools and materials that considers factors such as sustainability and time

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
- investigate why the Earth's surface and water changes over time as a result of natural processes and human activity
- identify the Sun as a major source of energy

## KLA: 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
- investigate how the protection of our environment is influenced by people's perception of places
- discussion of how weather contributes to the resources we have access to and use
- evaluate the necessity of caring for our environment
- present alternatives to, and consequences of, using non-renewable resources in particular ways
- investigate the importance of natural vegetation and natural resources to the environment, animals and people, for example
- explanation of the importance of natural vegetation to animals and the functioning of the environment eg provision of habitats, production of oxygen
- discussion of the importance of natural vegetation and natural resources to people eg provision of food, medicine, fuel, timbers, fibres, metals

## Stage Three

### 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

- compare texts that represent ideas in different ways, explaining the effects of the different approaches
- use comprehension strategies to interpret and analyse information and ideas, comparing content

## SCIENCE

ST3-4LW-S examines how the environment affects the growth, survival and adaptation of living things

ST3-5LW-T explains how food and fibre are produced sustainably in managed environments for health and nutrition

- describe how changing physical conditions in the environment affect the growth and survival of living things
- understand that scientific and technological knowledge is used to solve problems and inform personal and community decisions
- explore examples of managed environments used to produce food and fibre,
- investigate how and why food and fibre are produced in managed environments
- identify and sequence the process of converting 'on-farm' food and fibre products into a product suitable for retail sale
- investigate how people in design and technological occupations address considerations, including sustainability, in the design of products, services and environments for current and future use

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
- identify and evaluate the functional and structural properties of materials
- critique needs or opportunities for designing using sustainable materials

ST3 1WS-S - plans and conducts scientific investigations to answer testable questions, and collects and summarises data to communicate conclusions

- applying experience from similar situations in the past to predict what might happen in a new situation

## KLA: 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 e.g. local council
- investigate the ways people change the natural environment
- investigate how the natural environment influences people and places

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 why they are considered important

## KLA: 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



## Early Stage One

### SCIENCE

STe 1WS- 1 observes, questions and collects data to communicate ideas

- responding to questions about water in the environment
- organising water cycle puzzle
- using role play to share observations and idea on how to conserve water

STe-3LW-ST explores the characteristics, needs and uses of living things

- describe what plants and animals, including humans, need to stay alive and healthy, e.g. water

STe-6ES-S identifies how daily and seasonal changes in the environment affect humans and other living things

- identify daily and seasonal changes that occur in our environment, e.g. rain, snow or frost
- explore how living things respond to regular changes in their environment e.g. changes in human behaviour due to water
- observe, ask questions about and describe changes in objects and events e.g. water cycle

### HSIE

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

- demonstrates ways in which they can care for water at their home, classroom, school and local community

### CREATIVE ARTS

DRAES1.1 uses imagination and the elements of drama in imaginative play and dramatic situations.

- use dramatic play to demonstrate ways in which people waste water

DRAES1.3 Dramatises personal experiences using movement, space and objects

- communicates the depiction of real-life situations involving water using props

DRAES1.4 responds to dramatic experiences

- responds in personal ways to their dramas, e.g. discussing the actions that should have been taken in regard to water usage

## Stage One

### SCIENCE

ST1 2D-T uses materials, tools and equipment to develop solutions for a need or opportunity

- explore ways that products may be designed and made to conserve water as a resource. e.g. rainwater tanks

Students produce solutions to conserve water by:

- suggesting simple steps for saving water
- using a range of everyday tools, equipment, materials and techniques
- working cooperatively and safely



ST1-10ES recognises observable changes occurring in the sky and on the land and identifies Earth's resources

- record the observable changes that occur in the sky and on the land
- identify and explore the use of a variety of Earth's resources including water
- share their observations and ideas about the ways that water is used by people in their daily lives
- plan and implement strategies considering conservation of resources to address sustainability and to meet personal and/or community needs

### ENGLISH

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

- use role-play and drama to represent familiar events e.g. washing the dog, washing the car, having a shower etc.

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

- use creative and imaginative features in role-play and drama

### HSIE

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

- identifies ways in which people's interactions with the environment can change that environment, e.g. water loss
- identify wise and unwise uses for water
- suggests ways of caring our environments to which they can contribute

### CREATIVE ARTS

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

- create roles and situations adapted from their everyday experience

DRAS1.3 interacts collaboratively to communicate the action of the drama with others.

- incorporate props and costumes to communicate role, situation and place.
- shares their drama making with others

DRAS1.4 appreciates dramatic work during the making of their own drama and the drama of others

- reflect on and respond in personal ways to their dramas, e.g. discussing the actions that should have been taken in regard to water usage

## Stage Two


### SCIENCE

ST2 2DP-T selects and uses materials, tools and equipment to develop solutions for a need or opportunity

- exploring design situations and/or existing solutions relevant to the needs and wants of themselves and others
- using creative thinking techniques students use props to construct actions they can undertake to conserve water

ST2-4LW-S compares features and characteristics of living and non-living things

- identify and investigate life cycles eg. Water cycle
- identify water as a factor in the local environment that is needed by plants and animals for survival



ST2-5LW-T describes how agricultural processes are used to grow plants and raise animals for food, clothing and shelter

- design, plan and produce a product, system or environment to support the growth of a plant and/or animals e.g. watering

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 and their role in water conservation
- investigate why the Earth's surface and water changes over time as a result of natural processes and human activity
- predict the effect of natural changes in the environment on some relationships between plants and animals e.g. drought
- describe some changes in the landscape that have occurred over time as a result of water

### MATHEMATICS

MA2 1WM - uses appropriate terminology to describe amounts of water used, and symbols to represent

- use the litre as a unit to measure volumes and capacities to the nearest litre

### HSIE

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

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

- discussion of how weather contributes to amount of water we have access to
- investigate how the protection of our water is influenced by people's perception
- evaluate the necessity of caring for and conserving water
- present alternatives to, and consequences of, using water in particular ways
- investigate sustainable practices that protect environments and water
- examination of how water can be used sustainably

### CREATIVE ARTS

DRAS2.1 takes on and sustains roles in a variety of drama forms to express meaning in a wide range of imagined situations.

- Interpreted a wide range of situation involving water wastage and conservation through the use of drama

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

- selects props to help define role, place and situation to add to the meaning to the drama

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

- forms and exchanges opinions with others about their dramas e.g. discussing the actions that should have been taken in regard to water usage

## Stage Three

### SCIENCE

ST3-4LW-S examines how the environment affects the growth, survival and adaptation of living things

- describe how changing water conditions in the environment affect the growth and survival of living things
- make predictions about how changing the physical conditions of the environment impacts on the growth and survival of living things

## MATHEMATICS

MA3-11MG selects and uses the appropriate unit to estimate, measure and calculate volumes and capacities, and converts between units of capacity

Students:

- select and use appropriate units to estimate the volumes of water used during household activities

MA3-7NA compares, orders and calculates with fractions, decimals and percentages

- Make connections between the percentages of water we have access to

## 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

- investigate how the natural environment influences people and places
- explain the effects of human changes on water usage, evaluating the positive and negative aspects of these changes
- identification of ways people influence places and contribute to sustainable water use

## CREATIVE ARTS

DRAS3.1 develops a range of in-depth and sustained roles

- collaborates to convey dramatic meaning by responding to situations that involve water wastage

DRAS3.3 Devises, acts and rehearses drama for performance to an audience.

- devises drama in collaboration with others using scripted and unscripted material as resources for drama performances
- selects props to help define role, place and situation to add to the meaning to the drama

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

- forms and exchanges opinions with others about their dramas e.g. discussing the actions that should have been taken in regard to water usage

## 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. water conservation and wastage

*“I would highly recommend the EnviroMentors to visit your schools. When we have had the educators come to our region, the students at our schools have been entertained and motivated to embrace their knowledge and encouraged to create change in their own environment.”*

**- Edwina Lowe, Resource and Waste Education Officer, Snowy Monaro Regional Council**



## Early Stage One

### SCIENCE

STe 4WS explores their immediate surroundings by questioning, observing using their senses and communicating to share their observations and ideas

- responding to questions about familiar features such as gutters, drain and outlets that they are curious about in the environment

STe-6ES-S identifies how daily and seasonal changes in the environment affect humans and other living things

- identify how plants and animals respond to changes in the environment, eg trees losing their leaves and aquatic life have limited oxygen or vision

STe 2DP-T develops solutions to an identified need

- identifying the purpose and use of sewage and stormwater systems
- share observations and ideas to keep our waterways clean

STe-3LW-ST explores the characteristics, needs and uses of living things

- describe what plants and animals to stay alive and healthy such as clean water and proper food

### ENGLISH

ENe-1A communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction

- listen to and respond orally to the catchment story in informal and structured classroom situations
- engage with and respond to a catchment story text for enjoyment and pleasure

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

Students

- share feelings and thoughts about the events and characters in a sustainability text

ENe-8B demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter

- engage with shared stories and join in shared book activities about the catchment story

### HSIE

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

- matches features in photographs, pictures, and models to those seen in their environment
- names and talks about places and features in their home, school and immediate environment

# Stage One

## SCIENCE

ST1-2D-T uses materials, tools and equipment to develop solutions for a need or opportunity

Students produce solutions to eliminate water pollution by:

- suggesting simple steps for production
- using a range of everyday tools, equipment, materials and techniques
- working cooperatively and safely

Students evaluate stormwater pollution traps by:

- explaining the strengths and limitations of what they did and what could have been done differently to improve the solution
- identifying how their solution meets the needs and wants of users/audiences

ST1-10ES recognises observable changes occurring in the sky and on the land and identifies Earth's resources

- record the observable changes that occur in the sky and on the land
- identify and explore the use of a variety of Earth's resources including water
- share their observations and ideas about the ways that water is used by people in their daily lives
- plan and implement strategies considering conservation of resources to address sustainability and to meet personal and/or community needs

ST1-4LW-S describes observable features of living things and their environments

ST1-5LW-S identifies how plants and animals are used for food and fibre products

- describe how some different places in a local land or aquatic environment provide for the needs of the animals or plants that live there

## ENGLISH

EN1-7B identifies how language use in their own writing differs according to their purpose, audience and subject matter

- make inferences about character motives, actions, qualities and characteristics when responding to the catchment story

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, e.g. catchment story, that include issues about their world

## HSIE

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

- identify ways in which people's interactions with the environment can change that environment, e.g. sediment, detergent, grass clippings, litter
- suggest ways of caring for sites, features, places and environments to which they can contribute

## 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. water pollution

## Stage Two

### SCIENCE

ST2 2DP-T selects and uses materials, tools and equipment to develop solutions for a need or opportunity

- using creative thinking techniques students use props to construct actions they can undertake to stop water pollution

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 and their role in keeping waterways clean
- investigate why the Earth's surface and water changes over time as a result of natural processes and human activity

ST2-4LW-S compares features and characteristics of living and non-living things

- identify clean water as a factor in the local environment that is needed by plants and animals for survival

### ENGLISH

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

Students

- respond to text by identifying and discussing aspects of text that relate to their own experience
- share response to catchment story by expressing thoughtful conclusions of how the characters could change their action

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

Students:

- make connections between students' own experiences and those of characters and events represented in the catchment story

### HSIE

GE2-1 examines features and characteristics of places and environments

- describe natural features of a catchment

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

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

- discussion of how weather contributes to keeping water clean
- investigate how the protection of our water is influenced by people's perception of places
- investigate sustainable practices that protect environments and our water
- examination of how water can be cared for sustainably

## Stage Three

### SCIENCE

ST3 1WS-S plans and conducts scientific investigations to answer testable questions, and collects and summarises data to communicate conclusions

- applying experience from similar situations in the past to predict what might happen in a new situation

ST3-4LW-S examines how the environment affects the growth, survival and adaptation of living things

- describe how changing water conditions in the environment affect the growth and survival of living things

### ENGLISH

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

- make connections between students' own experiences and those of characters and events represented in the catchment story

### 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

- investigate the ways people change the natural environment
- investigate how the natural environment influences people and places
- explain the effects of human changes on waterways, evaluating the positive and negative aspects of these changes
- identification of ways people influence places and contribute to sustainability

### 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. water pollution

*“Extremely engaging presentation.  
Students all learnt something. Fantastic  
workshop presenter.”*

**- Yr 4, Pennant Hills West, Hornsby**

# waste audits



## Early Stage One

### SCIENCE

STe 4MW-ST identifies that objects are made of materials that have observable properties

- identify and sort a variety of different waste items based on their material

STe-1WS-S observes, questions and collects data to communicate ideas

- make observations using senses through participation in guided scientific investigations (waste audit)
- record observations using drawings, simple digital recording methods, oral descriptions and/or simple visual representation

### MATHEMATICS

MAe-2WM uses objects, actions, technology and/or trial and error to explore mathematical problems

- Sort and classify familiar objects and explain the basis for these classifications

MAe-11MG describes and compares the capacities of containers and the volumes of objects or substances using everyday language

- Compare the volumes of two piles of material directly by filling two identical containers
- Use comparative language to describe volume and capacity
- Record volume and capacity comparisons informally using drawings, numerals and words

MAe-17SP represents data and interprets data displays made from objects

- group objects according to characteristics to form a simple data display

### HSIE

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

- matches features in photographs, pictures, and models to those seen in their environment
- names and talks about places and features in their home, school and immediate environment

## Stage One

### SCIENCE

ST1-10ES-S recognises observable changes occurring in the sky and on the land and identifies Earth's resources

- identify and explore the use of a variety of Earth's resources
- plan and implement strategies considering conservation of resources to address sustainability and to meet personal and/or community needs

ST1 6MW-S identifies that materials can be changed or combined

- investigate how materials can be changed by bending, twisting and stretching
- investigate how different materials can be combined

ST1 7MW-S describes how the properties of materials determine their use

- evaluate a product, demonstrating understanding of the suitability of materials
- identify the positive and negative impact of a design solution within an environment



ST1-1WS-S observes, questions and collects data to communicate and compare ideas

- explore and answer questions through participation in guided scientific investigations (waste audit)
- record observations accurately and honestly using observational drawings, labelling, informal measurements and digital technologies

#### HSIE

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

#### MATHEMATICS

MA1-2WM uses objects, diagrams and technology to explore mathematical problems

MA1-3WM supports conclusions by explaining or demonstrating how answers were obtained

- use and explain mental grouping to count and to assist with estimating the number of items in large groups
- estimate, to the nearest hundred, the number of objects in a collection and check by counting

MA1-11MG measures, records, compares and estimates volumes and capacities using uniform informal units

- estimate the volume of a pile of material and check by measuring, e.g. estimate how many buckets would be used to form a pile of sand
- record volumes by referring to the number and type of uniform informal unit used
- Compare and order several objects based on volume and capacity using appropriate uniform informal units
- record volume and capacity comparisons informally using drawings, numerals and words, and by referring to the uniform informal unit used

MA-12MG measures, records, compares and estimates the masses of objects using uniform informal units

- record comparisons of mass informally using drawings, numerals and words, and by referring to the uniform informal units used
- compare two or more objects according to their masses
- find differences in mass by measuring and comparing
- estimate mass by referring to the number and type of uniform informal unit used and check by measuring

MA-17SP gathers and organises data, displays data in lists, tables and picture graphs, and interprets the results

- gather data and track what has been counted by using concrete materials, tally marks, words or symbols
- record a data display created from concrete materials or pictures of objects (Communicating)
- use displays to communicate information gathered in other learning areas
- record observations based on tables and picture graphs developed from collected data

#### 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. smoking, fast food, pollution, participating in physical activity

## Stage Two

### SCIENCE

ST2-1WS-S questions, plans and conducts scientific investigations, collects and summarises data and communicates using scientific representations

- conduct scientific investigations to find answers to questions
- collect and record accurate, honest observations using labelled observational drawings, basic formal measurements and digital technologies as appropriate
- represent and communicate observations, ideas and findings, using formal and informal representations

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

### 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

### MATHEMATICS

MA2-11MG measures, records, compares and estimates volumes and capacities using litres, millilitres and cubic centimetres

- Measure, order and compare objects using familiar metric units of capacity
- recognise the need for formal units to measure volume and capacity
- Compare objects using familiar metric units of volume
- distinguish between mass and volume

MA2-12MG measures, records, compares and estimates the masses of objects using kilograms and grams

- Measure, order and compare objects using familiar metric units of mass
- recognise that objects with a mass of one kilogram can be a variety of shapes and sizes
- compare two or more objects by mass measured in kilograms and grams
- record masses using kilograms and grams

MA2-18SP selects appropriate methods to collect data, and constructs, compares, interprets and evaluates data displays, including tables, picture graphs and column graphs

- Collect data, organise it into categories, and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies
- represent the same data set using more than one type of display and compare the displays

### 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

- recognise their responsibility to contribute to a healthy, safe and active environment for themselves and others
- identify problem situations in the playground and classroom and suggest ways to improve their environment

## Stage Three

### SCIENCE

ST3-1WS-S plans and conducts scientific investigations to answer testable questions, and collects and summarises data to communicate conclusions

- make and justify predictions about scientific investigations
- plan and apply the elements of scientific investigations to answer problems
- manage investigations effectively, individually and in groups
- construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data

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
- critique needs or opportunities for designing using sustainable materials

### HSIE

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

- identification of ways people influence places and contribute to sustainability

### MATHEMATICS

MA3-11MG selects and uses the appropriate unit to estimate, measure and calculate volumes and capacities, and converts between units of capacity

- select the appropriate unit to measure volume and capacity
- explain and use the relationship between the size of a unit and the number of units needed to assist in determining whether multiplication or division is required when converting between units

MA3-12MG selects and uses the appropriate unit and device to measure the masses of objects, and converts between units of mass

- Choose appropriate units of measurement for mass
- select and use the appropriate unit and device to measure mass
- determine the net mass of the contents of a container after measuring the gross mass and the mass of the container (Problem Solving)

MA3-18SP uses appropriate methods to collect data and constructs, interprets and evaluates data displays, including dot plots, line graphs and two-way tables

- recognise which types of data display are most appropriate to represent categorical data (Communicating)
- Describe and interpret different data sets in context
- use information presented in data displays to aid decision making
- interpret and compare different displays of the same data set to determine the most appropriate display for the data set

*\*new PDHPE syllabus (2018) not in wide use. Optional implementation for 2019; implemented from 2020*



## Early Stage One

### SCIENCE

STe 4MW-ST identifies that objects are made of materials that have observable properties

- identify and sort a variety of different waste items based on their material

### ENGLISH

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

- respond to a sustainability visual media through conversation and range of imaginative and creative texts, including visual media

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

- respond using simple actions to a sustainability text about their own and families actions concerning waste and recycling

### CREATIVE ARTS

DRAES1.3 dramatises personal experiences using movement, space and objects.

- responds to visual stimuli by acting out a character's predicted actions
- uses movement to assist in portraying roles and situations in symbolic play
- communicates the depiction of real-life situations involving littering and pollution using props

DRAES1.1 Uses imagination and the elements of drama in imaginative play and dramatic situations.

- participates in imaginative play by taking on basic roles, e.g. littering
- use dramatic play to demonstrate ways in which people litter

DRAES1.4 responds to dramatic experiences

- responds in personal ways to their dramas, e.g. discussing the actions that should have been taken in regard to littering, pollution and waste disposal

## Stage One

### SCIENCE

ST1 6MW-S identifies that materials can be changed or combined

- investigate how different materials can be combined

ST1-7MW-T describes how the properties of materials determine their use

- evaluate a product, demonstrating understanding of the suitability of materials for a purpose
- identify the positive and negative impact of a design solution within an environment

ST1-10ES-S recognises observable changes occurring in the sky and on the land and identifies Earth's resources

- identify and explore the use of a variety of Earth's resources
- plan strategies considering conservation of resources to address sustainability and to meet personal and/or community needs: reusing/recycling campaigns

## 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

## HSIE

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

## CREATIVE ARTS

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

- create roles and situations adapted from their everyday experience

DRAS1.3 Interacts collaboratively to communicate the action of the drama with others.

- incorporate props and costumes to communicate role, situation and place.
- shares their drama making with others

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

- reflect on and respond in personal ways to their dramas, e.g. discussing the actions that should have been taken in regard to littering, pollution and waste disposal

# Stage Two

## SCIENCE

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

EN2-8B identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter

- identify and interpret the different forms of visual information, including images

## 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
- Recognise the amount of waste they accumulate and describes where waste can be taken and what happens to it

## CREATIVE ARTS

DRAS2.1 takes on and sustains roles in a variety of drama forms to express meaning in a wide range of imagined situations.

- interpreted a wide range of situation involving littering, pollution and waste disposal

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

- selects props to help define role, place and situation to add to the meaning to the drama
- creates short acts to communicate an environmental message from visual stimuli

DRAS2.4 responds to, and interprets, drama experiences and performances.

- forms and exchanges opinions with others about their dramas e.g. discussing the actions that should have been taken in regard to littering, pollution and waste disposal

# 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

## 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 e.g. landfill, MRF, local council

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 why they are considered important e.g. park

## 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, eg littering, pollution, smoking

## CREATIVE ARTS

DRAS3.1 develops a range of in-depth and sustained roles

- collaborates to convey dramatic meaning by responding to situations that involve water wastage

DRAS3.3 devises, acts and rehearses drama for performance to an audience.

- devises drama in collaboration with others using scripted and unscripted material as resources for drama performances
- selects props to help define role, place and situation to add to the meaning to the drama

DRAS3.4 responds critically to a range of drama works and performance styles

- forms and exchanges opinions with others about their dramas e.g. discussing the actions that should have been taken in regard to littering, pollution and waste disposal

*\*new PDHPE syllabus (2018) not in wide use. Optional implementation for 2019; implemented from 2020*

*“Healthy catchments and waterways are highly valued by the Hornsby community:*

*EnviroMentors water education school incursions provide fun, meaningful and interactive IRL messaging on stormwater pollution awareness and water conservation to primary school students.*

*Quality educators connect kids to locally relevant issues and highlight, in a very visual way, the impacts of poor land use and inappropriate behaviours.*

*EnviroMentors captures the imagination of our future environmental custodians and gets them thinking!” -*

**David Bolton, Catchment Education Officer, Hornsby Shire Council**

