(no-code)

identify how familiar , and are designed and produced by people to meet personal or local community needs and sustainability

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Elaborations

• exploring how First Nations Australians have long understood their dependence on living systems to meet their local and community needs, for example exploring the material culture of the Ngarrindjeri Peoples who sustainably make woven items from a grass-like sedge

• exploring how particular meet different needs of people in the community, for example describing why doctors provide medical care to people in many ways including by phone, video conference, plane, car or outdoor clinic

• asking questions about the design of a range of shelters provided for the public and how they meet the needs of people in the community, for example the structures of a school or local sportsground or how to improve accessibility

• exploring how local are designed, for example brainstorming the materials and processes needed to create a costume for a school or community event including using recycled clothing or components to minimise waste

• exploring how people come up with new ideas or modify existing designs, for example preventing water wastage when caring for plants

Students learn to:

identify how familiar products, services and environments are designed and produ meet personal or local community needs and sustainability

(AC9TDE2K01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Reading and viewing

• Understanding texts

Speaking and listening

• Interacting

Design

• Sustainably designed products, environments and services aim to minimise the impact on or restore the quality and diversity of environmental, social and economic systems.

• Creative and innovative design is integral to the identification of new ways of sustainable living.

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

People

• The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

Systems

• All life forms, including human life, are connected through Earth's systems (geosphere, biosphere, hydrosphere and atmosphere) on which they depend for their wellbeing and survival.

Inquiring

• Identify, process and evaluate information

Inquiring

• Develop questions

Generating

• Create possibilities

Design

• Sustainably designed products, environments and services aim to minimise the impact on or restore the quality and diversity of environmental, social and economic systems.

Generating

• Consider alternatives

Design

• Creative and innovative design is integral to the identification of new ways of sustainable living.

Related content

This content description can be taught with the following content descriptions from other learning areas.

AC9HS1K03

AC9HS2K02

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9TDE2K01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

• reads and views simple texts with support from a proficient reader (see Text complexity)

• retells a familiar story or shared learning experience

• contributes to group discussion, demonstrating understanding of a range of texts read by proficient readers

• makes relevant comments or asks relevant questions to demonstrate understanding of a text

• makes connections between texts and personal experiences

Processes

• uses some phonic and contextual knowledge to decode simple texts (see Phonic knowledge and word recognition)

• decodes a few words in a text using phonic knowledge (see Phonic knowledge and word recognition)

• identifies taught high-frequency words in a text (see Phonic knowledge and word recognition)

• demonstrates one-to-one correspondence by pointing to words in a continuous text or in the environment (see Phonic knowledge and word recognition)

• tracks text left to right

• uses return sweep

• consistently reads left page before right page

• makes predictions (e.g. uses the cover of a book or screen image to predict the content)

• identifies simple grammatical features (e.g. identifies verbs in a set of instructions) (see Grammar)

• pauses or appeals for support when meaning is disrupted

• recognises sentence boundary punctuation and uses it when reading aloud (see Punctuation)

Vocabulary

• demonstrates knowledge of common morphemic word families when reading (e.g. identifies the word "run" in "running")

• recognises key content or repeated words in a simple text (see Text complexity)

Comprehension

• reads and views simple texts independently (see Text complexity)

• locates directly stated information

• recounts or describes sequenced ideas or information

• identifies a clearly evident main idea in a simple text

• listens to texts to engage with learning area content (e.g. a text about family histories)

• reads and views the content of texts and describes new or learnt information

• expresses an opinion or preference for a topic or text with a supporting reason

• draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)

• identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

Processes

• uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)

• reads high-frequency words in continuous text

• reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)

• pauses when meaning breaks down and attempts to self-correct

• uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)

• selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

Vocabulary

• identifies key words and the meaning they carry (e.g. nouns, verbs)

• makes plausible interpretations of the meaning of unfamiliar words

• understands simple qualifying or emotive words

• uses context to understand homonyms

Comprehension

• reads and views simple texts and some elementary texts (see Text complexity)

• scans texts to locate specific information in an elementary print text

• recounts or describes the most relevant details from a text

• tracks ideas or information throughout the text

• identifies main idea by synthesising information across a simple text

• identifies the arguments in an elementary text

• identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)

• explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)

• makes connections between texts (e.g. compares 2 versions of a well-known story)

• integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")

• predicts the content and purpose of a text based on a range of text features

Processes

• uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)

• recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)

• identifies parts of text used to answer literal and inferential questions

• uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)

• uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)

• identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

• uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")

• interprets language devices (e.g. exaggeration or repetition)

• interprets simple imagery (e.g. simile, onomatopoeia)

• uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")

• identifies words that state opinions (e.g. "I think")

• understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9TDE2K01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
• listens actively to stay on topic in a small group discussion
• takes an active role in small group and whole-class discussion by volunteering ideas and opinions
• asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
• takes turns in interactions
• interacts using appropriate language in pairs or a small group to complete tasks
• interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
• presents simple ideas clearly in group situations
• actively encourages or supports other speakers
• shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
• uses language to initiate interactions in a small group situation (e.g. "I have an idea")
• critically evaluate ideas and claims made by a speaker
• explains new learning from interacting with others
• appropriately presents an alternative point to the previous speaker
• initiates interactions confidently in group and whole-class discussions
• poses pertinent questions to make connections between a range of ideas
• uses open questions to prompt a speaker to provide more information
• clarifies task goals and negotiates roles in group learning
• monitors discussion to manage digression from the topic
• identifies and articulates the perspective of a speaker, to move a conversation forward

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9TDE2K01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant points in information provided on a topic
• prioritise the information that is most relevant to the topic of study
• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9TDE2K01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop questions to explore a familiar idea or topic
• questions developed reflect their curiosity about the world
• develop questions to explore a familiar idea or topic
• questions developed are fit for the purpose of the investigation
• develop■questions to examine unfamiliar ideas and topics
• questions developed support the process of improving knowledge and understanding about a topic or investigation

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9TDE2K01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- use imagination to create possibilities by exploring and connecting ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9TDE2K01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- consider alternatives by suggesting a different way to approach a given task or problem
- consider alternatives and explore different or creative ways to approach a task or problem
- consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option

AC9TDE2K02

explore how technologies including materials affect movement in

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Elaborations

- investigating First Nations Australians' instructive toys and how such toys are designed and made to produce movement, for example propeller toys made from pandanus across northern Australia
- selecting materials to show how material are appropriate for particular , for example materials that enable sliding, floating or flying
- exploring how to manipulate materials using a range of tools, equipment and techniques to create movement, for example when constructing a toy boat that floats or a kite that flies
- exploring a system such as a marionette or Indonesian wayang kulit shadow puppet to see that by combining materials with forces movement can be created
- testing materials to see how they affect movement and speed, for example the movement of a wheeled toy on different surfaces such as timber, carpet, rubber and plastic

Students learn to:

explore how technologies including materials affect movement in products

(AC9TDE2K02)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Generating

- Put ideas into action

Inquiring

- Identify, process and evaluate information

Reading and viewing

- Understanding texts

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Inquiring

- Identify, process and evaluate information

People

- The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

Generating

- Create possibilities

• Put ideas into action
Analysing
• Interpret concepts and problems
Generating
• Put ideas into action
Generating
• Put ideas into action
Related content
This content description can be taught with the following content descriptions from other learning areas.
AC9S1U03
AC9S2U03
Snapshot – Put ideas into action
Critical and Creative Thinking: Generating: Put ideas into action
Content description
AC9TDE2K02
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action through trial-and-error experiences
• put ideas into action by experimenting with options and predicting possible results
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
Snapshot – Identify, process and evaluate information
Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati
Content description
AC9TDE2K02
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant points in information provided on a topic
• prioritise the information that is most relevant to the topic of study
• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
Snapshot – Understanding texts
Literacy: Reading and viewing: Understanding texts
Content description
AC9TDE2K02
Learning progression extract
The following learning progression extract shows the alignment of the learning progression with this content.
Comprehension
• listens actively and responds to a range of texts read by others
• makes a simple statement about the content of a text (e.g. "it was about the farm")
• engages in group discussion about a text or shared learning experience
• talks about images and/or some printed words in a text
• answers and poses mainly literal questions about the text
• infers and then describes obvious cause and effect relationships (e.g. uses information in the text to infer why a character is smiling in an image)
Processes
• follows text direction when read to by a proficient reader

- locates the front and back of a book and turns pages correctly
- locates the starting point for reading on a page or screen
- uses touch or click features to navigate a text (e.g. clicks arrows to move text along, uses pause/play button to start/stop text, clicks icons to view specific aspects of screen-based texts)

Vocabulary

- asks questions to find out meaning of unfamiliar words
- uses words in discussions that have been encountered in simple texts

Comprehension

- reads and views simple texts with support from a proficient reader (see Text complexity)
- retells a familiar story or shared learning experience
- contributes to group discussion, demonstrating understanding of a range of texts read by proficient readers
- makes relevant comments or asks relevant questions to demonstrate understanding of a text
- makes connections between texts and personal experiences

Processes

- uses some phonic and contextual knowledge to decode simple texts (see Phonic knowledge and word recognition)
- decodes a few words in a text using phonic knowledge (see Phonic knowledge and word recognition)
- identifies taught high-frequency words in a text (see Phonic knowledge and word recognition)
- demonstrates one-to-one correspondence by pointing to words in a continuous text or in the environment (see Phonic knowledge and word recognition)
- tracks text left to right
- uses return sweep
- consistently reads left page before right page
- makes predictions (e.g. uses the cover of a book or screen image to predict the content)
- identifies simple grammatical features (e.g. identifies verbs in a set of instructions) (see Grammar)
- pauses or appeals for support when meaning is disrupted
- recognises sentence boundary punctuation and uses it when reading aloud (see Punctuation)

Vocabulary

- demonstrates knowledge of common morphemic word families when reading (e.g. identifies the word "run" in "running")
- recognises key content or repeated words in a simple text (see Text complexity)

Comprehension

- reads and views simple texts independently (see Text complexity)
- locates directly stated information
- recounts or describes sequenced ideas or information
- identifies a clearly evident main idea in a simple text
- listens to texts to engage with learning area content (e.g. a text about family histories)
- reads and views the content of texts and describes new or learnt information
- expresses an opinion or preference for a topic or text with a supporting reason
- draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)
- identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

Processes

- uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)
- reads high-frequency words in continuous text
- reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)
- pauses when meaning breaks down and attempts to self-correct
- uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)
- selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

Vocabulary
- identifies key words and the meaning they carry (e.g. nouns, verbs)
- makes plausible interpretations of the meaning of unfamiliar words
- understands simple qualifying or emotive words
- uses context to understand homonyms

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatic

Content description

AC9TDE2K02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9TDE2K02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- use imagination to create possibilities by exploring and connecting ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9TDE2K02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- put ideas into action through trial-and-error experiences
- put ideas into action by experimenting with options and predicting possible results
- put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9TDE2K02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9TDE2K02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action through trial-and-error experiences
• put ideas into action by experimenting with options and predicting possible results
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9TDE2K03

explore how plants and animals are grown for food, clothing and shelter

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Elaborations

• exploring how First Nations Australians grow plants and animals for food, for example how land is transformed through the construction of terraces at Wagadagam on Mabuiag Island in the Torres Strait, or how the Kombumerri Peoples of South East Queensland developed an important aquaculture industry farming mangrove worms
• identifying which plants and animals can provide food or materials for clothing and shelter, for example looking at a range of items and sorting them according to plant or animal source
• exploring where plants and animals are grown for food, clothing and shelter in Australia, for example citrus fruit in South Australia; cotton in New South Wales, which is harvested and made into yarn and fabric for clothing; or timber for building homes from sustainable forests in Tasmania
• identifying that can be designed and produced from plants and animals, for example food , paper and wood , fabrics and yarns
• considering a range of tools and equipment that can be used to grow plants for a purpose and their suitability, for example naming and describing tools such as a spade or rake used to cultivate or mulch a home vegetable garden, or equipment such as a seed spreader or global positioning system (GPS) tractor to sow wheat, or a tubestock planting tool and drones to manage forestry plantations
Students learn to:

explore how plants and animals are grown for food, clothing and shelter

(AC9TDE2K03)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Inquiring

• Identify, process and evaluate information

Reading and viewing

• Understanding texts

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

People

• The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

Analysing

• Draw conclusions and provide reasons
Inquiring
• Identify, process and evaluate information
Inquiring
• Identify, process and evaluate information
Related content
This content description can be taught with the following content descriptions from other learning areas.
AC9S1U01
Snapshot – Identify, process and evaluate information
Critical and Creative Thinking: Inquiring: Identify, process and evaluate information
Content description
AC9TDE2K03
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant points in information provided on a topic
• prioritise the information that is most relevant to the topic of study
• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
Snapshot – Understanding texts
Literacy: Reading and viewing: Understanding texts
Content description
AC9TDE2K03
Learning progression extract
The following learning progression extract shows the alignment of the learning progression with this content.
Comprehension
• listens actively and responds to a range of texts read by others
• makes a simple statement about the content of a text (e.g. "it was about the farm")
• engages in group discussion about a text or shared learning experience
• talks about images and/or some printed words in a text
• answers and poses mainly literal questions about the text
• infers and then describes obvious cause and effect relationships (e.g. uses information in the text to infer why a character is smiling in an image)
Processes
• follows text direction when read to by a proficient reader
• locates the front and back of a book and turns pages correctly
• locates the starting point for reading on a page or screen
• uses touch or click features to navigate a text (e.g. clicks arrows to move text along, uses pause/play button to start/stop text, clicks icons to view specific aspects of screen-based texts)
Vocabulary
• asks questions to find out meaning of unfamiliar words
• uses words in discussions that have been encountered in simple texts
Comprehension
• reads and views simple texts with support from a proficient reader (see Text complexity)
• retells a familiar story or shared learning experience
• contributes to group discussion, demonstrating understanding of a range of texts read by proficient readers
• makes relevant comments or asks relevant questions to demonstrate understanding of a text
• makes connections between texts and personal experiences

Processes

• uses some phonic and contextual knowledge to decode simple texts (see Phonic knowledge and word recognition)

• decodes a few words in a text using phonic knowledge (see Phonic knowledge and word recognition)

• identifies taught high-frequency words in a text (see Phonic knowledge and word recognition)

• demonstrates one-to-one correspondence by pointing to words in a continuous text or in the environment (see Phonic knowledge and word recognition)

• tracks text left to right

• uses return sweep

• consistently reads left page before right page

• makes predictions (e.g. uses the cover of a book or screen image to predict the content)

• identifies simple grammatical features (e.g. identifies verbs in a set of instructions) (see Grammar)

• pauses or appeals for support when meaning is disrupted

• recognises sentence boundary punctuation and uses it when reading aloud (see Punctuation)

Vocabulary

• demonstrates knowledge of common morphemic word families when reading (e.g. identifies the word "run" in "running")

• recognises key content or repeated words in a simple text (see Text complexity)

Comprehension

• reads and views simple texts independently (see Text complexity)

• locates directly stated information

• recounts or describes sequenced ideas or information

• identifies a clearly evident main idea in a simple text

• listens to texts to engage with learning area content (e.g. a text about family histories)

• reads and views the content of texts and describes new or learnt information

• expresses an opinion or preference for a topic or text with a supporting reason

• draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)

• identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

Processes

• uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)

• reads high-frequency words in continuous text

• reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)

• pauses when meaning breaks down and attempts to self-correct

• uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)

• selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

Vocabulary

• identifies key words and the meaning they carry (e.g. nouns, verbs)

• makes plausible interpretations of the meaning of unfamiliar words

• understands simple qualifying or emotive words

• uses context to understand homonyms

Snapshot – Draw conclusions and provide reasons

Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons

Content description

AC9TDE2K03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• draw conclusions and make choices when completing tasks and identify the reasons for choices made

• draw conclusions and make choices when completing tasks and explain the reasons for choices made

• draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatio

Content description

AC9TDE2K03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant points in information provided on a topic
• prioritise the information that is most relevant to the topic of study
• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study

AC9TDE2K04

explore how food can be selected and prepared for healthy eating

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Elaborations

• identifying a wide range of foods, categorising them into food groups according to the Australian Guide to Healthy Eating and discussing ways to eat a variety of food groups, including cooking methods, tools and equipment needed to prepare them for healthy eating
• exploring how people including peoples from the countries of design and produce food for healthy eating based on the available plants and animals in their region, the influence of cultural practices, and locally available tools and equipment
• exploring the Australian Guide to Healthy Eating and the Aboriginal and Torres Strait Islander Guide to Healthy Eating and identifying foods in each of the 5 food groups which contribute to health and wellbeing, for example choosing foods from each of the 5 food groups which they are familiar with and designing a menu for a day
• exploring the local supermarket to observe the variety of foods and the placement of foods on shelves, in aisles and displays; and considering how their design may influence the purchase of foods for healthy food eating
• exploring different ways of preparing the from the school kitchen garden, farmers' market or supermarket, for example preparing vegetables for a salad, steaming or roasting vegetables and noticing the changes in flavour and texture

Students learn to:

explore how food can be selected and prepared for healthy eating

(AC9TDE2K04)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Inquiring

• Identify, process and evaluate information

Reading and viewing

• Understanding texts

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Knowing Asia and its diversity

• The interrelationships between people and the diverse environments and systems across the Asia region have global implications.

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

Related content

This content description can be taught with the following content descriptions from other learning areas.

AC9HP2P06

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatic

Content description

AC9TDE2K04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify and explore relevant points in information provided on a topic
• prioritise the information that is most relevant to the topic of study
• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9TDE2K04

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

• listens actively and responds to a range of texts read by others
• makes a simple statement about the content of a text (e.g. "it was about the farm")
• engages in group discussion about a text or shared learning experience
• talks about images and/or some printed words in a text
• answers and poses mainly literal questions about the text
• infers and then describes obvious cause and effect relationships (e.g. uses information in the text to infer why a character is smiling in an image)

Processes

• follows text direction when read to by a proficient reader
• locates the front and back of a book and turns pages correctly
• locates the starting point for reading on a page or screen
• uses touch or click features to navigate a text (e.g. clicks arrows to move text along, uses pause/play button to start/stop text, clicks icons to view specific aspects of screen-based texts)

Vocabulary

• asks questions to find out meaning of unfamiliar words
• uses words in discussions that have been encountered in simple texts

Comprehension

• reads and views simple texts with support from a proficient reader (see Text complexity)
• retells a familiar story or shared learning experience
• contributes to group discussion, demonstrating understanding of a range of texts read by proficient readers
• makes relevant comments or asks relevant questions to demonstrate understanding of a text
• makes connections between texts and personal experiences

Processes

• uses some phonic and contextual knowledge to decode simple texts (see Phonic knowledge and word recognition)
• decodes a few words in a text using phonic knowledge (see Phonic knowledge and word recognition)
• identifies taught high-frequency words in a text (see Phonic knowledge and word recognition)
• demonstrates one-to-one correspondence by pointing to words in a continuous text or in the environment (see Phonic knowledge and word recognition)
• tracks text left to right
• uses return sweep
• consistently reads left page before right page
• makes predictions (e.g. uses the cover of a book or screen image to predict the content)
• identifies simple grammatical features (e.g. identifies verbs in a set of instructions) (see Grammar)
• pauses or appeals for support when meaning is disrupted
• recognises sentence boundary punctuation and uses it when reading aloud (see Punctuation)

Vocabulary

• demonstrates knowledge of common morphemic word families when reading (e.g. identifies the word "run" in "running")
• recognises key content or repeated words in a simple text (see Text complexity)

Comprehension

• reads and views simple texts independently (see Text complexity)
• locates directly stated information
• recounts or describes sequenced ideas or information
• identifies a clearly evident main idea in a simple text
• listens to texts to engage with learning area content (e.g. a text about family histories)
• reads and views the content of texts and describes new or learnt information
• expresses an opinion or preference for a topic or text with a supporting reason
• draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)
• identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

Processes

• uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)
• reads high-frequency words in continuous text
• reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)
• pauses when meaning breaks down and attempts to self-correct
• uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)

- selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

Vocabulary
- identifies key words and the meaning they carry (e.g. nouns, verbs)
- makes plausible interpretations of the meaning of unfamiliar words
- understands simple qualifying or emotive words
- uses context to understand homonyms

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9TDE2K04

identifying a wide range of foods, categorising them into food groups according to the Australian Guide to Healthy Eating and discussing ways to eat a variety of food groups, including cooking methods, tools and equipment needed to prepare them for healthy eating

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9TDE2K04
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives
- discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9TDE2K04
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9TDE2K04
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

AC9TDE2P01

generate and communicate design ideas through describing, drawing or , including using
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Elaborations

• comparing and contrasting of existing to develop new ideas, for example designing and making a puppet with a movable part after experimenting with other toys with several movable parts

• communicating design ideas by or producing and labelling 2-dimensional drawings using a range of technologies, for example designing a new such as a cubbyhouse or animal shelter and showing different views (and) with descriptions of materials and

• communicating an opinion about their design ideas, for example expressing own likes and dislikes about a design idea for felt finger puppets including how they have made changes to their design ideas

• describing the results from exploring design ideas, for example recording the results from people taste-testing a food

Students learn to:

generate and communicate design ideas through describing, drawing or modelling, digital tools

(AC9TDE2P01)
General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Generating

• Create possibilities

Creating and exchanging

• Plan

• Create, communicate and collaborate

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Generating

• Create possibilities

Inquiring

• Identify, process and evaluate information

Measurement and geometry

• Understanding geometric properties

Analysing

• Draw conclusions and provide reasons

Social management

• Communication

Inquiring

• Identify, process and evaluate information

Related content

This content description can be taught with the following content descriptions from other learning areas.

AC9M1SP01

AC9M2SP01

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9TDE2P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• use imagination to create possibilities by exploring and connecting ideas in ways that are new to them

• create possibilities by connecting or creatively expanding on ideas in ways that are new to them

• create possibilities by connecting or creatively expanding on new and known ideas in a variety of

ways
Snapshot – Plan
Digital Literacy: Creating and exchanging: Plan
Content description
AC9TDE2P01
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
- use simple digital tools to contribute to a basic plan to complete a task
- use familiar digital tools to develop and follow a basic plan to complete a task
Snapshot – Create, communicate and collaborate
Digital Literacy: Creating and exchanging: Create, communicate and collaborate
Content description
AC9TDE2P01
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
- use simple digital tools to create content
- experiment with the features of familiar digital tools to create content
- use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults
Snapshot – Create possibilities
Critical and Creative Thinking: Generating: Create possibilities
Content description
AC9TDE2P01
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
- use imagination to create possibilities by exploring and connecting ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
Snapshot – Identify, process and evaluate information
Critical and Creative Thinking: Inquiring: Identify, process and evaluate information
Content description
AC9TDE2P01
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
Snapshot – Understanding geometric properties
Numeracy: Measurement and geometry: Understanding geometric properties
Content description
AC9TDE2P01
Learning progression extract
The following learning progression extract shows the alignment of the learning progression with this content.
Familiar shapes and objects

• uses everyday language to describe and compare shapes and objects (e.g. round, small, flat, pointy)

• locates and describes similar shapes and objects in the environment (e.g. when playing a game of netball or football describes and locates the centre circle; uses a collection of objects with a similar shape or objects as subject matter for a visual artwork, and documents the similarities and differences between each object that has inspired their work)

• names familiar shapes in the environment (e.g. recognises circles, triangles, and rectangles in the design of the school)

Angles

• identifies and describes a turn in either direction (e.g. turn the doorknob clockwise; turn to your left)

Features of shapes and objects

• identifies and describes features of shapes and objects (e.g. sides, corners, faces, edges and vertices)

• sorts and classifies familiar shapes and objects based on obvious features (e.g. triangles have 3 3 3 sides; a sphere is round like a ball)

Transformations

• identifies features of shapes and objects of different sizes and in different orientations in the environment (e.g. identifies a rotated view of an object made out of centicubes; compares representation of familiar shapes and objects in visual artworks from different cultures, times and places commenting on their features)

• explains that the shape or object does not change when presented in different orientations (e.g. a square remains a square when rotated)

Angles

• identifies angles in the environment (e.g. an angle formed when a door is opened; identifies that there are 4 4 4 angles in a square)

Properties of shapes and objects

• identifies the relationship between the number of sides of a two-dimensional shape and the number of vertices (e.g. if the shape has 4 4 4 sides, it has 4 4 4 vertices)

• describes and identifies the two-dimensional shapes that form the faces of three-dimensional objects (e.g. recognises the faces of a triangular prism as triangles and rectangles)

• represents shapes and objects (e.g. drawing and sketching; model building such as skeletal models and centi-cubes; using digital drawing packages; manipulates body to create shapes and objects when choreographing dance)

Transformations

• determines whether a shape has line symmetry (e.g. folds paper cut-outs of basic shapes to demonstrate which has line symmetry and which does not)

• identifies symmetry in the environment

• identifies and creates geometrical patterns involving the repetition of familiar shapes (e.g. uses pattern blocks to create a pattern and describes how the pattern was created)

Angles

• compares angles to a right angle, classifying them as greater than, less than or equal to a right angle

Snapshot – Draw conclusions and provide reasons

Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons

Content description

AC9TDE2P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• draw conclusions and make choices when completing tasks and identify the reasons for choices made

• draw conclusions and make choices when completing tasks and explain the reasons for choices made

• draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9TDE2P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatic

Content description

AC9TDE2P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant points in information provided on a topic
• prioritise the information that is most relevant to the topic of study
• identify and explore relevant information from a range of sources, including visual information
and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual
information and digital sources
• condense and combine selected information related to the topic of study

AC9TDE2P02

use materials, components, tools, equipment and techniques to safely make

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Elaborations

• exploring how available materials can be used or re-used in construction , for example using used
wrapping paper and gift cards to design and make decorations or signage for the classroom or a
school event to minimise waste
• practising a range of technical skills using tools and equipment safely, for example joining
techniques when making , watering and mulching gardens, preparing a recipe using a knife safely
• assembling components and checking they function as planned, for example containers, contents and
joining materials when making musical shakers

Students learn to:

use materials, components, tools, equipment and techniques to safely make design

(AC9TDE2P02)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum
priorities.

Generating

• Put ideas into action

Self-management

• Perseverance and adaptability

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to
general capabilities and cross-curriculum priorities. Content elaborations are optional .

Design

• Sustainably designed products, environments and services aim to minimise the impact on or restore
the quality and diversity of environmental, social and economic systems.

Generating

• Put ideas into action

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9TDE2P02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action through trial-and-error experiences
• put ideas into action by experimenting with options and predicting possible results
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

Snapshot – Perseverance and adaptability

Personal and Social capability: Self-management: Perseverance and adaptability

Content description

AC9TDE2P02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate perseverance with familiar tasks when first attempts are unsuccessful, and adapt attempts as needed
• demonstrate perseverance and adaptability with unfamiliar tasks
• demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9TDE2P02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action through trial-and-error experiences
• put ideas into action by experimenting with options and predicting possible results
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

AC9TDE2P03

evaluate the success of design ideas and solutions based on personal preferences and including sustainability

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Elaborations

• reflecting on and recording a judgement about design ideas, for example describing how design ideas meet the needs of those who will use the solution using audio-recording or video-recording software
• sharing design strengths and weaknesses, for example explaining how the equipment in a playground might be unsuitable for some children to use and suggesting areas for design■improvement
• reflecting on the environmental impacts of the production of a solution and considering alternative approaches that would minimise future negative impacts, for example identifying the negative environmental impacts of different food packaging and how these could be■minimised
• reflecting on the challenges of designing and producing a solution and recording these reflections, for example when growing a food , designing a structure to take a load or making a nutritious snack

Students learn to:

evaluate the success of design ideas and solutions based on personal preferences

sustainability

(AC9TDE2P03)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Analysing

• Evaluate actions and outcomes

Design

• Sustainable design requires an awareness of place, past practices, research and technological developments, and balanced judgements based on projected environmental, social and economic impacts.

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Analysing

• Evaluate actions and outcomes

Analysing

• Draw conclusions and provide reasons

Generating

• Consider alternatives

Reflecting

• Transfer knowledge

Design

• Sustainable design requires an awareness of place, past practices, research and technological developments, and balanced judgements based on projected environmental, social and economic impacts.

Analysing

• Evaluate actions and outcomes

Generating

• Put ideas into action

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9TDE2P03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• evaluate whether they are satisfied with the outcome of tasks or actions

• evaluate whether they have accomplished what they set out to achieve, including using a given set of criteria to support decisions

• evaluate the outcome of a task by explaining ideas, conclusions and actions, including using a given set of criteria to support decisions

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9TDE2P03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• evaluate whether they are satisfied with the outcome of tasks or actions

• evaluate whether they have accomplished what they set out to achieve, including using a given set of criteria to support decisions

• evaluate the outcome of a task by explaining ideas, conclusions and actions, including using a given set of criteria to support decisions

Snapshot – Draw conclusions and provide reasons

Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons

Content description

AC9TDE2P03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• draw conclusions and make choices when completing tasks and identify the reasons for choices made

• draw conclusions and make choices when completing tasks and explain the reasons for choices made

• draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9TDE2P03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider alternatives by suggesting a different way to approach a given task or problem
• consider alternatives and explore different or creative ways to approach a task or problem
• consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9TDE2P03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• connect ideas and information between familiar learning experiences
• use ideas and information from a previous experience to inform similar learning experiences
• use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9TDE2P03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• evaluate whether they are satisfied with the outcome of tasks or actions
• evaluate whether they have accomplished what they set out to achieve, including using a given set of criteria to support decisions
• evaluate the outcome of a task by explaining ideas, conclusions and actions, including using a given set of criteria to support decisions

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9TDE2P03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action through trial-and-error experiences
• put ideas into action by experimenting with options and predicting possible results
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

AC9TDE2P04

sequence steps for making cooperatively

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Elaborations
• using lists or storyboarding when planning and making, for example when creating an
• recording the procedure for making a , for example the ordered steps for making a salad, instructions for making a container or bag
• identifying roles for each member of a group when working cooperatively, for example when making a

number of items for a school fete

Students learn to:

sequence steps for making designed solutions cooperatively

(AC9TDE2P04)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Measurement and geometry

• Measuring time

Social management

• Collaboration

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Managing and operating

• Select and operate tools

Measurement and geometry

• Measuring time

Analysing

• Interpret concepts and problems

Social management

• Collaboration

Snapshot – Measuring time

Numeracy: Measurement and geometry: Measuring time

Content description

AC9TDE2P04

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Sequencing time

• uses the language of time to describe events in relation to past, present and future (e.g. "yesterday I...", "today I ...", "tomorrow I will ...", "next week I will ...")

• applies an understanding of passage of time to sequence events using everyday language (e.g. "I play sport on the weekend and have training this afternoon"; "the bell is going to go soon"; "we have cooking tomorrow")

• uses direct comparison to compare time duration of 2 2 2 actions, knowing they must begin the actions at the same time (e.g. who can put their shoes on in the shortest time)

• measures time duration by counting and using informal units (e.g. counts to 30 30 3 0 while children hide when playing hide and seek)

Units of time

• uses and justifies the appropriate unit of time to describe the duration of events (e.g. uses minutes to describe time taken to clean teeth; uses hours to describe the duration of a long-distance car trip)

• identifies that the clockface is a circle subdivided into 12 12 1 2 parts and uses these to allocate hour markers

• identifies that hour markers on a clock can also represent quarter-hour and half-hour marks and shows that there is a minute hand and an hour hand on a clock

• identifies the direction of clockwise and anticlockwise relating it to the hands of the clock

• reads time on analog clocks to the hour, half-hour and quarter-hour

• names and orders days of the week and months of the year

• uses a calendar to identify the date and determine the number of days in each month

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9TDE2P04
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Snapshot – Select and operate tools
Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9TDE2P04
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- use simple digital tools to explore tasks and consolidate learning
- seek help when encountering a problem
- use familiar digital tools to complete tasks and consolidate learning
- attempt to solve a problem before seeking help
- select and use a range of digital tools to complete tasks
- attempt to solve a problem individually and with peers before seeking help

Snapshot – Measuring time
Numeracy: Measurement and geometry: Measuring time

Content description

AC9TDE2P04
Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Sequencing time
- uses the language of time to describe events in relation to past, present and future (e.g. "yesterday I...", "today I ...", "tomorrow I will ...", "next week I will ...")
- applies an understanding of passage of time to sequence events using everyday language (e.g. "I play sport on the weekend and have training this afternoon"; "the bell is going to go soon"; "we have cooking tomorrow")
- uses direct comparison to compare time duration of 2 2 2 actions, knowing they must begin the actions at the same time (e.g. who can put their shoes on in the shortest time)
- measures time duration by counting and using informal units (e.g. counts to 30 30 3 0 while children hide when playing hide and seek)

Units of time
- uses and justifies the appropriate unit of time to describe the duration of events (e.g. uses minutes to describe time taken to clean teeth; uses hours to describe the duration of a long-distance car trip)
- identifies that the clockface is a circle subdivided into 12 12 1 2 parts and uses these to allocate hour markers
- identifies that hour markers on a clock can also represent quarter-hour and half-hour marks and shows that there is a minute hand and an hour hand on a clock
- identifies the direction of clockwise and anticlockwise relating it to the hands of the clock
- reads time on analog clocks to the hour, half-hour and quarter-hour
- names and orders days of the week and months of the year
- uses a calendar to identify the date and determine the number of days in each month

Snapshot – Interpret concepts and problems
Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9TDE2P04
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify the main parts of a concept or problem

• identify the main parts of a concept or problem and describe how these relate to each other
• identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9TDE2P04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• engage with others and participate in group play, tasks and activities
• participate cooperatively in groups on common tasks and activities
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome