# English – K-2 multi-age – Year A – Unit 7



Contents

[Unit overview and instructions for use 3](#_Toc132616698)

[Teacher notes 4](#_Toc132616699)

[Outcomes and content – Component A 5](#_Toc132616700)

[Outcomes and content – Component B 9](#_Toc132616701)

[Week 1 13](#_Toc132616702)

[Component A teaching and learning 13](#_Toc132616703)

[Component B teaching and learning 14](#_Toc132616704)

[Lesson 1: Author context 15](#_Toc132616705)

[Lesson 2: Exploring context and prepositional phrases 17](#_Toc132616706)

[Lesson 3: Seasons, connections, and compound sentences 20](#_Toc132616707)

[Lesson 4: Text-to-self connections and pronouns 24](#_Toc132616708)

[Lesson 5: Exploring context through special places 26](#_Toc132616709)

[Week 2 29](#_Toc132616710)

[Component A teaching and learning 29](#_Toc132616711)

[Component B teaching and learning 30](#_Toc132616712)

[Lesson 6: Connections and continued planning 31](#_Toc132616713)

[Lesson 7: Plan completion focusing on prepositions 34](#_Toc132616714)

[Lesson 8: Using planning to write 36](#_Toc132616715)

[Lesson 9: Completing and refining writing 37](#_Toc132616716)

[Lesson 10: Sharing author context 39](#_Toc132616717)

[Resource 1: Who, what, where, when 41](#_Toc132616718)

[References 42](#_Toc132616719)

## Unit overview and instructions for use

This two-week unit is comprised of Component A and Component B. Connecting learning across both components is encouraged.

|  |  |  |
| --- | --- | --- |
| Teaching and learning | Component A | Component B |
| Suggested duration | 60 minutes | 45 minutes |
| Explicit teaching focus areas | * Phonological awareness (Early Stage 1) * Print conventions (Early Stage 1) * Phonic knowledge * Reading fluency * Reading comprehension * Spelling * Handwriting | * Oral language and communication * Vocabulary * Reading comprehension * Creating written texts * Understanding and responding to literature |
| To prepare for teaching and learning: | 1. Refer to [Outcomes and content – Component A](#_Outcomes_and_content), [K-2 – Instructional sequence – grapheme–phoneme correspondences [PDF 825 KB]](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/media/documents/english-k-2-GPC-instructional-sequence.pdf), and the teaching advice documents (hyperlinked in [Component A teaching and learning table](#_Component_A_teaching)). 2. Based on student needs identified through ongoing assessment data, plan and document how you will sequence teaching and learning in whole class and targeted teaching groups across the two-week cycle. | 1. Familiarise yourself with [Outcomes and content – Component B](#_Outcomes_and_content_1), [Textual concepts information and videos](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/english/ES1S3/textual-concepts), [English Textual Concepts and Learning Processes (2016)](http://englishtextualconcepts.nsw.edu.au/content/textual-concepts-and-processes-resource), and the teaching and learning sequence. 2. Based on student needs identified through ongoing assessment data, determine how you will support students in whole class and targeted teaching groups across the two-week cycle as required. |

[English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10) © 2022 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

### Teacher notes

1. Context refers to factors acting upon composers and responders that affect meaning. To understand context, we look beyond the text to consider the world in which it was produced and the worlds of its reception. Different contexts can affect the meanings and values of similar content. – [English Textual Concepts and Learning Processes (2016)](http://englishtextualconcepts.nsw.edu.au/content/textual-concepts-and-processes-resource).
2. Understanding of context can be supported through watching the department’s video: [Context (5:23)](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/textual-concepts#/asset13).
3. While context is the mentor concept for Component B of this unit, the supporting concept of narrative can also be explored using the mentor text, A Year on Our Farm by Penny Matthews and illustrated by Andrew McLean.
4. For information on pronouns, coordinating conjunctions, independent clauses, subordinating conjunctions, compound sentences, and prepositions refer to the [NESA Glossary](https://curriculum.nsw.edu.au/curriculum-support/glossary).
5. This unit could enhance student learning towards achievement of outcomes from geography regarding features of places (weather and seasons); science and technology regarding Earth and space; and mathematics regarding time.
6. This unit provides scope to embed Aboriginal perspectives when reading about seasons. Your school’s Aboriginal Education Officer (AEO) or First Nations community members could provide further support if required.
7. Additional supporting texts that use time sequencing include:

* Germein K (2002) Big Rain Coming (Bancroft B, illus.), Penguin Books Australia, Victoria. ISBN: 9780143500452
* Morgan S (2019) Little Bird’s Day (Warrkatja Malibirr J, illus.), Magabala Books, Broome. ISBN: 9781925768923. This text contains associated biographical information about the author.

1. Reflect on student learning and engagement in activities and record differentiation and adjustments within the unit to inform future teaching and learning. One way of doing this could be to add comments to the digital file.
2. Content points are linked to the National Literacy Progression version (3).

Levels and indicators sourced from [National Literacy Learning Progression](https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/version-3-of-national-literacy-and-numeracy-learning-progressions/) © Australian Curriculum, Assessment and Reporting Authority (ACARA), (accessed 25 November 2022) and was not modified. See references for more information.

### Outcomes and content – Component A

The table below outlines the focus outcomes and content. Content is linked to the National Literacy Learning Progression version (3).

|  |  |
| --- | --- |
| ****Early Stage 1 Focus area and outcome**** | ****Stage 1 Focus area and outcome**** |
| **Phonological awareness**  **ENE-PHOAW-01 –** identifies, blends, segments and manipulates phonological units in spoken words as a strategy for reading and creating texts   * orally blend and segment syllables in words comprising up to 3 syllables (PhA2) * consistently say the first phoneme of a spoken one-syllable word (PhA2) * listen to up to 4 words, indicate those that start with the same phoneme and say other words that start with that phoneme (PhA2) * identify the difference between a voiced phoneme and an unvoiced phoneme | **N/A** |
| **Print conventions**  **ENE-PRINT-01 –** tracks written text from left to right and from top to bottom of the page and identifies visual and spatial features of print   * begin reading at the top of the page and conclude reading at the bottom of the page (UnT3) | **N/A** |
| **Phonic knowledge**  **ENE-PHOKW-01 –** uses single-letter grapheme–phoneme correspondences and common digraphs to decode and encode words when reading and creating texts   * blend single-letter grapheme-phoneme correspondences to decode VC and CVC words, and apply this knowledge when reading, including decodable texts (PKW3, PKW4) * segment and encode single-letter VC and CVC words, and apply this knowledge when writing words and creating texts (PKW4) * decode and blend words containing consonant digraphs and apply this when reading texts, including decodable texts (PKW5) * segment and encode CVC words containing consonant digraphs (PKW4, PKW5) | **Phonic knowledge**  **EN1-PHOKW-01 –** uses initial and extended phonics, including vowel digraphs, trigraphs to decode and encode words when reading and creating texts   * **Year 1** – blend and decode one-syllable words with taught extended vowel graphs and digraphs, including graphemes for r-controlled vowels and diphthongs, and apply this when reading texts (PKW6, PKW7) * segment and encode one-syllable words with taught vowel graphs, digraphs and trigraphs and apply this when creating texts * **Year 2** – blend and decode two-syllable words with taught vowel graphs, digraphs, trigraphs, and quadgraphs, including graphemes for r-controlled vowels and diphthongs, and apply this when reading texts (PKW6, PKW7) |
| **Reading fluency**  **ENE-REFLU-01 –** reads decodable texts aloud with automaticity   * stop at the end of a sentence in response to a full stop (FlY3) | **Reading fluency**  **EN1-REFLU-01 –** sustains reading unseen texts with automaticity and prosody and self-corrects errors   * vary pace when reading according to audience and purpose (FlY4) * use sentence punctuation to enhance reading in a conversational manner (FlY4) |
| **Reading comprehension**  **ENE-RECOM-01 –** comprehends independently read texts using background knowledge, word knowledge and understanding of how sentences connect   * identify words that represent who, what, when, where and why in texts * use background knowledge when identifying connections between a text, own life, other texts and/or the world (UnT4) * use known vocabulary to build a mental model of the content of a text | **Reading comprehension**  **EN1-RECOM-01 –** comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning   * use known vocabulary to build a mental model of the content of the text * identify pronouns linked to nouns within and across sentences and/or paragraphs * identify how creative visual features are used to expand meaning * make text-to-self, text-to-text or text-to-world connections when reading (UnT6) |
| **Spelling**  **ENE-SPELL-01 –** applies phonological, orthographic and morphological generalisations and strategies to spell taught familiar and high-frequency words when creating texts   * segment single-syllable words into phonemes as a strategy for spelling (SpG4) | **Spelling**  **EN1-SPELL-01 –** applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of writing contexts   * spell taught high-frequency contractions (SpG6) |
| **Handwriting**  **ENE-HANDW-01 –** produces all lower-case and upper-case letters to create texts   * form all handwritten letters in NSW Foundation Style when given a verbal prompt from the correct starting position and continue in the correct direction (HwK4) | **Handwriting**  **EN1-HANDW-01 –** uses a legible, fluent and automatic handwriting style, and digital technology, including word-processing applications, when creating texts   * form all letters with consistent size and slope in NSW Foundation Style from memory (HwK5) |

### Outcomes and content – Component B

The table below outlines the focus outcomes and content. Content is linked to the National Literacy Learning Progression version (3).

|  |  |
| --- | --- |
| ****Early Stage 1 Focus area and outcome**** | ****Stage 1 Focus area and outcome**** |
| **Oral language and communication**  **ENE-OLC-01 –** communicates effectively by using interpersonal conventions and language with familiar peers and adults   * understand how pronouns can be linked to nouns to support meaning * recall details of events or stories using who, what, when, where, why and how (SpK2) | **Oral language and communication**  **EN1-OLC-01 –** communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions   * initiate, listen and/or respond in partner and group conversations (InT3, InT5) * incorporate extended sentences (simple, compound, complex) during dialogue (SpK3) |
| **Vocabulary**  **ENE-VOCAB-01 –** understands and effectively uses Tier 1 and Tier 2 words in familiar contexts   * understand and use words to describe shape, size, texture, position, numerical order, time and seasons (SpK2, CrT5) | **Vocabulary**  **EN1-VOCAB-01 –** understands and effectively uses Tier 1, taught Tier 2 and Tier 3 vocabulary to extend and elaborate ideas   * use vocabulary to express cause and effect (SpK3). |
| **Reading comprehension**  **ENE-RECOM-01 –** comprehends independently read texts using background knowledge, word knowledge and understanding of how sentences connect   * identify words that represent who, what, when, where and why in texts * use background knowledge when identifying connections between a text, own life, other texts and/or the world (UnT4) * use known vocabulary to build a mental model of the content of a text | **Reading comprehension**  **EN1-RECOM-01 –** comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning   * use known vocabulary to build a mental model of the content of the text * identify pronouns linked to nouns within and across sentences and/or paragraphs * identify how creative visual features are used to expand meaning * make text-to-self, text-to-text or text-to-world connections when reading (UnT6) |
| **Creating written texts**  **ENE-CWT-01 –** creates written texts that include at least 2 related ideas and correct simple sentences   * create written texts that describe, give an opinion, recount an event, convey a story * use prepositional phrases to indicate time or place (GrA2) * use a capital letter to start a sentence and a full stop to end a sentence (PuN3, CrT5) * use drawings, images or mind maps to support planning and writing * identify different purposes for writing (CrT4) | **Creating written texts**  **EN1-CWT-01 –** plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure   * use a logical order to sequence ideas and events in sentences across a text (GrA4) * use noun/pronoun referencing across a text (CrT7) * use contextually precise prepositional phrases when creating texts (GrA4) * use a combination of simple and compound sentences to engage the reader when creating written texts (CrT6, GrA4) * use punctuation, including question marks and exclamation marks, accurately and for effect (PuN3) * use a variety of planning strategies and tools for creating texts |
| **Understanding and responding to literature**  **ENE-UARL-01 –** understands and responds to literature read to them   * identify aspects of their own world represented in texts (UnT4) * create imaginative and/or informative text relating to their own experience, the world and/or other texts (CrT3) * identify texts that are composed for specific audience and purposes | **Understanding and responding to literature**  **EN1-UARL-01 –** understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose   * recognise ways that settings and situation are represented within texts * create and re-create texts in a range of modes and media using understanding of context (CrT5) |

## Week 1

### Component A teaching and learning

The table below can be used to plan and document lessons that address Component A outcomes and content. Both the [detailed example [DOC 529KB]](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/media/documents/english-K-2-multiage-foundational-teaching-and-learning-sample.docx) of a two-week teaching and learning cycle and [brief example [DOC 66KB]](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/media/documents/english-K-2-multiage-foundational-teaching-and-learning-sample-brief-example.docx) may support you in your planning.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Focus Areas | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
| [**Phonological awareness**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **(Early Stage 1) and** [**Phonic knowledge**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)  15 minutes |  |  |  |  |  |
| [**Spelling**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **and** [**Handwriting**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)  15 minutes |  |  |  |  |  |
| [**Print conventions**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **(Early Stage 1),** [**Reading comprehension**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **and** [**Reading fluency**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)  30 minutes |  |  |  |  |  |

### Component B teaching and learning

The following teaching and learning sequence has been designed to address [Component B](#_Outcomes_and_content_1) outcomes and content. Adapt the sequence as required to best meet the needs of your students.

#### Learning intention and success criteria

Learning intentions and success criteria are best co-constructed with students. The table below contains suggested learning intentions and success criteria.

|  |  |  |
| --- | --- | --- |
| Element | Early Stage 1 | Stage 1 |
| Learning intentions | Students are learning to identify connections to a text based on own experiences. | Students are learning to identify how experiences and knowledge influence how they respond to texts. |
| Success criteria | Students can:   * make text-to-self and text-to-world connections * use visual images to predict and confirm meaning * use prepositional language in own writing * write simple sentences with a capital letter and full stop * use a logical order to sequence ideas and events. | Students can:   * make text-to-self and text-to-world connections * identify nouns and their pronouns * write compound sentences * recognise different types of settings in texts * write prepositional phrases * use a logical order to sequence ideas and events across a text. |

#### Resources

* Godwin J (2010) All Through the Year (Walker A, illus.), Viking Australia. ISBN: 9780670073993
* Matthews P (2003) *A Year on Our Farm* (McLean A, illus.), Omnibus Books, Australia. ISBN: 9781862914926
* [Resource 1: Who, what, where, when](#_Resource_1:_Who,_1)
* Video: Interview with [Anthony Browne (14:00)](https://www.youtube.com/watch?v=zywvoPkEUX0)
* Penny Matthews [Welcome to my website!](http://pennymatthews.com.au/)
* Map of Australia or South Australia to show Eden Valley

### Lesson 1: Author context

The following teaching and learning activities support multi-age settings.

#### Whole

1. Ask why authors write stories. [Brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542) student ideas on the board.
2. Introduce the concept of context. Explain that a person’s context is shaped by their experiences, where they live, and what they have done in their life. These experiences influence what they know and affects what they speak and write about.
3. Display several books written by Anthony Browne and ask students if they recognise any of the texts. View the segments of the interview with [Anthony Browne (14:00)](https://www.youtube.com/watch?v=zywvoPkEUX0) where he explains where authors get their ideas (1:35-2:04) and his father’s influence on his texts (8:07-9:19).
4. Ask students what they would write about as an author, using their context or experiences. For example, pets, family, where they live, or places they have visited.

#### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Early Stage 1 (teacher guided/independent) | Stage 1 (independent) |
| 1. Support students to write words or draw images to show things they could write their own story about based on their own experiences and context. | 1. Students create an individual [brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542) to reflect their context and topics they could write about. Guiding questions could include:  * Do you live on a farm, in the city, or near the beach? * Do you have a caravan or go camping? * Have you ever been on an aeroplane? |

#### Whole

1. Revisit the concept of context and how this is different for all people. Ask students if all authors could write quality texts about the same thing and how they know.

### Lesson 2: Exploring context and prepositional phrases

The following teaching and learning activities support multi-age settings.

#### Whole

1. Introduce the first double page from A Year on Our Farm, showing the aerial view of the farm containing the text ‘This is our farm.’ Use the [See-Think-Wonder](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/638) strategy to build vocabulary and understanding of a farm context. For example, windmill, dam, shearing shed, paddock, chicken coop. Explicitly teach how using known words can help to build a mental model and to better understand texts. Ask students who the composer of the text might be and what experiences they might have had in their life.
2. Explore Penny Matthews’ context by visiting her webpage, [Welcome to my website!](http://pennymatthews.com.au/) Focus on the text:

I was a country child, born and raised in rural South Australia. We had a sheep farm, and I lived there with my mother and father and older brother until I had to go to school in Adelaide. I’ve lived in the city now for most of my life, but many of my books are set in the country: it’s the place that’s always most vividly real for me. (Matthews 2015).

1. Explain that the farm Penny Matthews describes in her book is located near Eden Valley, South Australia. Locate Eden Valley on a map and compare it to the local context of your school.
2. Read A Year on Our Farm. Discuss why Penny Matthews may have written this book. Consider the use of the pronoun ‘our’ in the title of the text. Ask students why ‘our’ was used in the title and how the story would be different if the title was, ‘A Year on a Farm’.
3. Explore how the author represented the farm setting. Students [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) about the different places described on the farm in the text and illustrations. For example, tank stand, milking shed, and water troughs.
4. Extend student understanding of ‘where’ by introducing the term ‘preposition’. Explain that a preposition is a word that helps to indicate time or place. Penny Matthews tried to make the farm vividly real for the reader by using prepositions and prepositional phrases that describe place in the text. For example, ‘Maria lies under the tomato plants in the vegetable garden; Kelly and Keeper love riding on the truck, and on the tractor, and on Dad’s motor bike’. Create an anchor chart and record prepositions for future use.
5. Select illustrations from the text and model verbalising a sentence that includes a preposition or a prepositional phrase. For example, ‘Kelly swam in the dam’. Highlight that ‘in the dam’ is the prepositional phrase as it shows where the activity is happening. In pairs, students verbalise sentences that include a prepositional phrase based on text illustrations.

#### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Early Stage 1 (independent) | Stage 1 (teacher guided/pairs) |
| 1. Open A Year on Our Farm to the page entitled ‘February – Summer’. 2. Using the illustrations on this page, students draw pictures representing prepositional phrases. 3. Using the anchor chart from activity 6, students label their drawing with the appropriate preposition, for example, under, below, on.   **Too hard?** Students orally describe their illustration to a peer, naming the preposition they have drawn.  **Too easy?** Students write a sentence including a prepositional phrase to support their drawing. | 1. Model writing a sentence that includes a prepositional phrase describing ‘place’, as well as the subject-specific vocabulary that has been introduced in the text. 2. In pairs, students verbalise sentences with a prepositional phrase describing ‘place’. For example, ‘Georgie finds a goose egg in the vegetable garden’; ‘Kelly and Keeper curl up under the tank stand’. 3. Students write and illustrate their sentences.   **Too hard?** Support students in small groups to jointly construct sentences.  **Too easy?** Students write a compound sentence including 2 prepositional phrases. |

#### Whole

1. Students share their work with a partner and take turns identifying the prepositional phrases they have used in their drawings or writing.

**Early Stage 1 Assessment task 1 –** Observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**ENE-OLC-01 –** communicates effectively by using interpersonal conventions and language with familiar peers and adults

* recall details of events or stories using who, what, when, where, why and how.

**ENE-VOCAB-01–** understands and effectively uses Tier 1 words and Tier 2 words in familiar contexts

* understand and use words to describe shape, size, texture, position, numerical order, time and seasons.

**ENE-CWT-01 –** creates written texts that include at least 2 related ideas and correct simple sentences

* use prepositional phrases to indicate time or place.

**Stage 1 Assessment task 1 –** Observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN-OLC-01 –** communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions

* initiate, listen and/or respond in partner and group conversations
* incorporate extended sentences (simple, compound, complex) during dialogue.

**EN1-CWT-01 –** plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure

* use contextually precise prepositional phrases when creating texts.

**EN1-UARL-01 –** understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose

* recognise ways that settings and situation are represented within texts.

### Lesson 3: Seasons, connections, and compound sentences

The following teaching and learning activities support multi-age settings.

#### Whole

1. Introduce the concept of a year by investigating the meaning of the term ‘year’ and all the associated ways to identify it. For example, 12 months, 365 days, 52 weeks, 4 seasons.
2. Elaborate on the concept of seasons, explaining that one season lasts for 3 months. Ask students to name the months of the year and the seasons. Record responses by creating a timeline that shows both the months and seasons of the year.
3. To build a mental model of the context of A Year on Our Farm, make a list of all the animals in the illustrations and define any unknown vocabulary. For example, give students the words ‘chicken-wire fence’. Find the place in the text where this is written and then use the illustrations to expand the meaning of this term. Highlight how known vocabulary (fence) can help build an understanding of new vocabulary. Write a student-centred definition of ‘chicken-wire fence’ on a retrieval chart with an easily identifiable illustration.
4. Referring to A Year on Our Farm, ask students to look at the repeated tree illustrations in the bottom left-hand corner of the page. Using [See-Think-Wonder](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/638), ask students what they notice about the tree. Ask:

* What do you notice?
* How does the tree represent the seasons? For example, summer shows green leaves; autumn shows brown leaves.
* Where would each tree fit on the timeline?

1. Ask students how the seasons impact the jobs being done on the farm and record student responses. For example, in summer, the family picks fruit, they spread hay for the sheep, and check the water troughs. In autumn, the family plant cabbages, and the first lambs are born. In winter, the cats are allowed inside, and in spring, it’s time for the sheep to be shorn.

#### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Early Stage 1 (independent) | Stage 1 (teacher guided) |
| 1. Students identify their favourite season. To support text-to-self connections, students create a poster of their favourite season and write the name of the season at the top of the page. Students draw a picture and write a simple sentence to show what they understand about that season and activities that might occur during that season. For example, ‘I swim in summer’, ‘I play football in winter’.   **Too hard?** Students write a simple sentence stating their favourite season. For example, ‘I like summer’.  **Too easy?** Students list the months of the year associated with their favourite season.   1. Students share their drawings and writing in pairs or small groups. | 1. Discuss how vocabulary can be used to show cause and effect. Look at different examples that express cause and effect in the text, such as, ‘If they put Daisy with the other sheep, she cried’ and ‘We try to put Daisy with the other sheep, but she cries for us’. Explain that the word ‘but’ in this example is a coordinating conjunction; it connects the 2 independent clauses. 2. Identify the independent clauses and coordinating conjunctions in compound sentences and discuss the cause and effect language. For example:  * They are working dogs (clause 1), so they're not allowed in the house (clause 2). * We try to put Daisy with the other sheep (clause 1), but she cries for us (clause 2). * It hasn't rained for weeks (clause 1), and the dam is going dry (clause 2).  1. Students write a short text using compound sentences with coordinating conjunctions to describe things they like to do in certain seasons. For example, ‘In winter it is cold, so I drink hot chocolate to warm up’; ‘It is hot in summer, so I like to go in the pool’. Draw attention to how context impacts what they do. Students draw pictures to match their writing.   **Too hard?** Students write simple sentences describing what they like to do in their favourite season. |

1. Students share their responses to the seasons and compare how their seasonal activities are different or similar to the ones undertaken on the farm in the text.

**Early Stage 1 Assessment task 2 –** Observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**ENE-RECOM-01 –** comprehends independently read texts using background knowledge, word knowledge and understanding of how sentences connect

* use background knowledge when identifying connections between a text, own life, other texts and/or the world
* use known vocabulary to build a mental model of the content of a text.

**ENE-UARL-01 –** understands and responds to literature read to them

* identify aspects of their own world represented in texts.

**Stage 1 Assessment task 2 –** Observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN1-VOCAB-01–** understands and effectively uses Tier 1, taught Tier 2 and Tier 3 vocabulary to extend and elaborate ideas

* use vocabulary to express cause and effect.

**EN1-RECOM-01 –** comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning

* use known vocabulary to build a mental model of the content of the text
* make text-to-self, text-to-text or text-to-world connections when reading.

### Lesson 4: Text-to-self connections and pronouns

The following teaching and learning activities support multi-age settings.

#### Whole

1. Read A Year on Our Farm. Open to the page at the beginning of the book introducing the family members. Discuss who is in the family that live on the farm. Ask students who lives in their home. Provide scaffolding by discussing similarities between the farm family and the people in students’ homes. For example, ‘I live with a brother or sister’; ‘I have a dog’; ‘I live with my aunty’. Use your own discretion to adjust this activity as appropriate for students. Students [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) responses.
2. Locate examples of pronoun referencing in the text and list these on the board. Provide students with several examples and jointly identify the nouns and associated pronouns. Model verbalising and writing a series of short sentences using appropriate pronoun referencing. For example, ‘My sister likes to surf. She is really good.’; ‘My family go to the beach. We like to swim’. Discuss and record singular (I, me, my) and plural (our, we) pronouns.
3. Revisit discussions about seasons from the previous lesson, noting that the text is structured over the course of a year and the activities that take place in each season. Ask students to restate their favourite season and the activities their family like to do at that time of the year. Encourage students to use pronoun referencing in their statements.

#### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Early Stage 1 (independent/pairs) | Stage 1 (independent) |
| 1. Students draw a picture of their family enjoying an activity in their favourite season. 2. In pairs, students use pronoun referencing to orally describe their drawings. For example, ‘This is my family. In summer, we like to swim at the beach.’ 3. Students label the picture with the names of their family members and write a simple sentence, for example, ‘This is my family.’   **Too easy?** Students write sentences about their drawing using pronoun referencing. | 1. Students create a short recount about something they have done with their family in their favourite season, using personal pronouns to refer to themselves and family members.   **Too easy?** Write compound sentences, underlining the nouns and circling the pronoun references. |

#### Whole

1. Jointly identify pronouns and nouns from student work samples.

### Lesson 5: Exploring context through special places

The following teaching and learning activities support multi-age settings.

#### Whole

1. Re-read A Year on Our Farm and ask students to consider what the purpose of the text may be.
2. Explain that this text was created using the author’s experiences and memories, so it is both a narrative and informative text. Refer back to the interview with [Anthony Browne (14:00)](https://www.youtube.com/watch?v=zywvoPkEUX0) from 1:35-2:04 where he explains how he has exaggerated or changed his experiences to make them more entertaining and interesting. Ask students to identify parts of the story they think are made up and why they think this.
3. Support students to orally retell the text identifying who, what, when and where. Text illustrations could be displayed to support this. Encourage students to use sequencing vocabulary.
4. Provide students with [Resource 1: Who, what, where, when](#_Resource__1:). Explain that they will use this template over the next few lessons to plan a short text about a place that is special to them (where), the family members who might visit this place with them (who), the activities they could do there (what) and when they might visit this place (when).
5. Display the quote from author, Penny Matthews: ‘I’ve lived in the city now for most of my life, but many of my books are set in the country: it’s the place that’s always most vividly real for me.’ Ask students why the author chose this setting for the book and why the country feels ‘vividly real’ to her.
6. Model drawing a special place with details that make the place ‘vividly real’, such as a very tall gum tree with a kookaburra on a branch, or a dog running in the backyard.
7. Ask students to close their eyes and focus on a place that is important or special to them. Prompt them to think about what they might see, hear, smell, and touch, as well as how they feel in this special place. Students [turn and talk](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/numeracy/talk-moves) with a peer to discuss their special place.
8. Students begin their writing plan by drawing their special place in the ‘where’ section of [Resource 1: Who, what, where, when](#_Resource_1:_Who,_1). This resource will be used again in the next few lessons.

#### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Early Stage 1 (teacher guided/independent) | Stage 1 (independent) |
| 1. Model writing a simple sentence with a preposition to describe a special place. For example, ‘My cubby house is in my backyard’; ‘I love building sandcastles at the beach’. 2. Students write a simple sentence using a preposition to describe their special place. | 1. Students write a short text using simple and compound sentences and prepositional phrases to describe the drawing of their special place. |

**Early Stage 1 Assessment task 3 –** Observations from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**ENE-RECOM-01 –** comprehends independently read texts using background knowledge, word knowledge and understanding of how sentences connect

* identify words that represent who, what, when, where and why in texts
* use background knowledge when identifying connections between a text, own life, other texts and/or the world.

**ENE-CWT-01 –** creates written texts that include at least 2 related ideas and correct simple sentences

* use a capital letter to start a sentence and a full stop to end a sentence
* identify different purposes for writing.

**ENE-UARL-01 –** understands and responds to literature read to them

* identify texts that are composed for specific audience and purposes.

**Stage 1 Assessment task 3 –** Observations from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN1-RECOM-01 –** comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning

* identify how creative visual features are used to expand meaning.

**EN1-CWT-01 –** plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure

* use a combination of simple and compound sentences to engage the reader when creating written texts.

**EN1-UARL-01 –** understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose

* recognise ways that settings and situations are represented within texts.

## Week 2

### Component A teaching and learning

The table below can be used to plan and document lessons that address Component A outcomes and content. Both the [detailed example [DOC 529KB]](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/media/documents/english-K-2-multiage-foundational-teaching-and-learning-sample.docx) of a two-week teaching and learning cycle and [brief example [DOC 66KB]](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/media/documents/english-K-2-multiage-foundational-teaching-and-learning-sample-brief-example.docx) may support you in your planning.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Focus Areas | Lesson 6 | Lesson 7 | Lesson 8 | Lesson 9 | Lesson 10 |
| [**Phonological awareness**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **(Early Stage 1) and** [**Phonic knowledge**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)  15 minutes |  |  |  |  |  |
| [**Spelling**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **and** [**Handwriting**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)  15 minutes |  |  |  |  |  |
| [**Print conventions**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **(Early Stage 1),** [**Reading comprehension**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **and** [**Reading fluency**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)  30 minutes |  |  |  |  |  |

### Component B teaching and learning

The following teaching and learning sequence has been designed to address [Component B](#_Outcomes_and_content_1) outcomes and content. Adapt the sequence as required to best meet the needs of your students.

#### Learning intention and success criteria

Learning intentions and success criteria are best co-constructed with students. The table below contains suggested learning intentions and success criteria.

|  |  |  |
| --- | --- | --- |
| Element | Early Stage 1 | Stage 1 |
| Learning intentions | Students are learning to use their own experiences and context to create a short text. | Students are learning to recognise how personal context influences the way texts are created. |
| Success criteria | Students can:   * make text-to-self and text-to-world connections * use visual images to predict and confirm meaning * identify words that represent who, what, when, and where in texts * draw and write to show what they have learnt * use a logical order to sequence ideas and events. | Students can:   * recognise settings within a text * sequence ideas and events in a logical order * use accurate pronouns when writing * write compound sentences * use an exclamation mark for effect * create a text using an understanding of context. |

#### Resources

* Godwin J (2010) All Through the Year (Walker A, illus.), Viking Australia. ISBN: 9780670073993
* Matthews P (2003) *A Year on Our Farm* (McLean A, illus.), Omnibus Books, Australia. ISBN: 9781862914926

* [Resource 1: Who, what, where, when](#_Resource_1:_Who,_1)
* [Exit ticket](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543) (teacher sourced)
* Examples of ‘About the author’ paragraphs from well-known texts (teacher sourced)
* Sticky notes

### Lesson 6: Connections and continued planning

The following teaching and learning activities support multi-age settings.

#### Whole

1. Introduce the text All Through the Year. Preview the front cover of the text. Students describe the front cover, the illustrations, and predict what the story is about.
2. Read the text and discuss how time is expressed in the story. Add vocabulary to a word wall or an anchor chart.
3. Have students make connections with the text, for example:

* Text-to-self: Students reflect on their own experiences. Ask how the ideas in All Through the Year relate to their own life, ideas, and experiences. Students [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) using the statement, ‘What I just read reminds me of the time when \_\_’
* Text-to-text: Ask students if the ideas in All Through the Year remind them of another text. For example, A Year on Our Farm. Students [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) the statements, ‘What I just read reminds me of \_\_; the ideas in All Through the Year are similar to the ideas in \_\_ because \_\_.’

1. Display the first double page which begins with ‘Meet my family’. Revise learning about pronouns and highlight that the pronoun ‘my’ references the girl.
2. In small groups, students identify the characters in All Through the Year and discuss the different places the family members went to and what they did at different times of the year.
3. Revisit connections made to their own family in previous lessons. Prompt student thinking by asking:

* How would you describe your family?
* Do you have a brother or sister?
* Are they older or younger than you?
* Do you have a pet?

1. Refer to students’ writing plans from [Lesson 5](#_Lesson_5_–_1) and explain that they will complete the ‘who’ section of the sheet. Explain that students will describe their family members visiting the special place that they identified.
2. Model drawing a picture of a family and explicitly model writing an accompanying sentence including pronouns. For example, ‘This is my family. We enjoy swimming in the ocean.’

#### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Early Stage 1 (pairs/independent) | Stage 1 (teacher guided/independent) |
| 1. Students complete the ‘who’ section of their plan by drawing pictures of their family members visiting their special place. 2. Students write words or phrases about their family members visiting their special place, including pronouns. For example, we swim.   **Too hard?** Students verbalise a sentence about their family members visiting their special place.  **Too easy?** Students write simple sentences describing their family, including their names with the correct punctuation. | 1. Revisit the use of pronouns in both texts and select sentences for students to identify examples. 2. Students complete the ‘who’ section of their plan by drawing pictures of their family members visiting their special place. 3. Students write accompanying sentences containing pronouns as modelled in the whole class activity. |

#### Whole

1. In small groups, students share their drawings and writing about family members.

**Early Stage 1 Assessment task 4 –** Observations and work samples from this lesson allows students to demonstrate achievement towards the following syllabus outcomes and content points:

**ENE-OLC-01 –** communicates effectively by using interpersonal conventions and language with familiar peers and adults

* understand how pronouns can be linked to nouns to support meaning
* recall details of events or stories using who, what, when, where, why and how.

**ENE-RECOM-01 –** comprehends independently read texts using background knowledge, word knowledge and understanding of how sentences connect

* identify words that represent who, what, when, where and why in texts
* use background knowledge when identifying connections between a text, own life, other texts and/or the world.

**ENE-UARL-01 –** understands and responds to literature read to them

* identify aspects of their own world represented in texts.

**Stage 1 Assessment task 4 –** Observations and work samples from this lesson allows students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN1-RECOM-01 –** comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning

* identify pronouns linked to nouns within and across sentences and/or paragraphs.

**EN1-CWT-01 –** plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure

* use noun/pronoun referencing across a text.

### Lesson 7: Plan completion focusing on prepositions

The following teaching and learning activities support multi-age settings.

#### Whole

1. Using both texts, compare a similar point in time. For example, summer in A Year on Our Farm with January and February in All Through the Year. Draw attention to the ‘when’ and ‘what’ in each of the texts.
2. Extend student understanding of ‘when’ by reminding students that a preposition is a word that helps to indicate time or place. Find examples of prepositions and prepositional phrases that describe ‘when in time’ in A Year on Our Farm and All Through the Year. For example, ‘the chooks don’t lay much in winter’; ‘in February, school begins’; ‘in June, the days are very short’.
3. Students locate examples of other prepositional words and phrases that indicate time in either text. Write examples on sticky notes and place on the anchor chart from [Lesson 2](#_Lesson_2_–_1).
4. Students complete the ‘when’ and ‘what’ sections on their writing plan, describing what occurs at this special place and when. For example, family playing games on the beach in summer, family having a picnic in the park during spring, family visiting the snowfields in winter.

#### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Early Stage 1 (independent) | Stage 1 (teacher guided) |
| 1. Students use their plan to write simple sentences with a prepositional phrase and correct punctuation, including capital letters and full stops. 2. Students use vocabulary from the anchor chart and texts. For example, ‘In summer my family went to \_\_. I sat under \_\_.’ 3. Students share their updated plans in pairs or small groups. | 1. Revisit earlier teaching about compound sentences. Model writing a range of compound sentences with prepositional phrases and punctuation including question and exclamation marks. For example, ‘Will you sit on the beach in summer? The sand is so hot under my feet!’ 2. Explicitly teach the correct placement of a question mark and an exclamation mark for effect. 3. Support students to identify prepositions and prepositional phrases in these sentences. 4. Students use their plan to develop compound sentences, underlining the prepositional phrases and circling the nouns and pronouns. |

#### Whole

1. Students pair up and read their sentences to their buddy, providing an opportunity for peer feedback on prepositional words or phrases and correct punctuation.

### Lesson 8: Using planning to write

The following teaching and learning activities support multi-age settings.

#### Whole

1. Display a double page from A Year on Our Farm and identify the who, what, where, and when elements of the text.
2. Co-construct differentiated success criteria for students’ writing. Encourage focus on vocabulary and elements of creating texts covered throughout this unit. For example:

* write using simple sentences (Early Stage 1) and simple and compound sentences (Stage 1)
* write sentences that describe a special place as ‘vividly real’ (Stage 1)
* use pronouns to refer to people
* use prepositional phrases
* include capital letters and full stops where needed (Early Stage 1)
* use an exclamation or question mark for effect (Stage 1).

1. Model using a student plan to write a description of their special place. Draw a detailed picture to enhance the text.
2. Students begin to write their description, focusing on 2 sections of their plan. As required, provide the mentor and supporting texts for students to use as a support and direct students to the anchor charts. For example, ‘My family likes to go to the beach in summer. We play cricket on the hot sand and eat ice cream. I love ice cream!’

### Lesson 9: Completing and refining writing

The following teaching and learning activities support multi-age settings.

#### Whole

1. Students [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) about their writing so far. Support students to reflect on the differentiated success criteria to ensure they are including necessary vocabulary and structural elements.
2. Students provide [peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549) in pairs.
3. Allow time for students to apply the feedback to edit and refine their existing writing.
4. Students write sentences about the remaining 2 sections of their plan to complete the description of their special place.
5. Students draw an illustration to represent their special place, ensuring to include details of who, what, where, and when to strengthen their descriptions.
6. Students complete a self-assessment [exit ticket](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543) to reflect on how successful they were in addressing the success criteria.

#### Whole

1. Students participate in a [gallery walk](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/555) to explore other students’ writing.

**Early Stage 1 Assessment task 5** **–** Work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**ENE-CWT-01 –** creates written texts that include at least 2 related ideas and correct simple sentences

* create written texts that describe, give an opinion, recount an event, convey a story
* use prepositional phrases to indicate time or place
* use a capital letter to start a sentence and a full stop to end a sentence
* use drawings, images or mind maps to support planning and writing.

**ENE-UARL-01 –** understands and responds to literature read to them

* create imaginative and/or informative text relating to their own experience, the world and/or other texts.

**Stage 1 Assessment task 5** **–** Work samples from this lesson allows students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN1-CWT-01** **–** plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure

* use a logical order to sequence ideas and events in sentences across a text
* use noun/pronoun referencing across a text
* use contextually precise prepositional phrases when creating texts
* use a combination of simple and compound sentences to engage the reader when creating written texts
* use punctuation, including question marks and exclamation marks, accurately and for effect
* use a variety of planning strategies and tools for creating texts.

**EN1-UARL-01** **–** understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose

* create and re-create texts in a range of modes and media using understanding of context.

### Lesson 10: Sharing author context

The following teaching and learning activities support multi-age settings.

#### Whole

1. Read a quality text that includes an author’s dedication or biographical information. Ask students what information is presented in the biographical information that confirms or informs the audience about the author’s context.
2. Model writing a brief biographical paragraph, ‘About the author’, describing Penny Matthews’ context.

#### Part

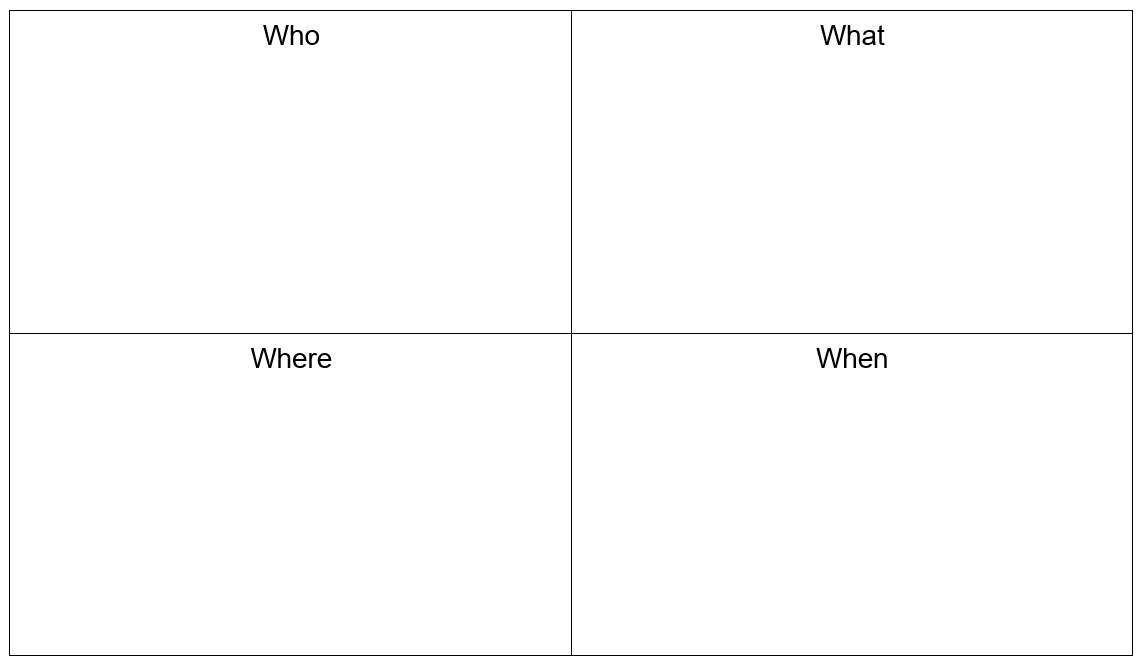
The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Early Stage 1 (teacher guided/independent) | Stage 1 (independent) |
| 1. To add to their text constructed in previous lessons, support students to write their own ‘About the author’ paragraph, writing 2 to 3 sentences to describe themselves. 2. Students draw themselves as the author. | 1. To add to their text constructed in previous lessons, students write their own ‘About the author’ paragraph using provided examples as a guide.   **Too easy?** Students apply their learning about prepositional phrases, pronouns, and compound sentences to enhance their writing. |

#### Whole

1. Read several students’ biographical writing aloud. Students use what they know about their peers to guess the author.
2. Students share their entire text with an authentic audience, for example, reading the created text to a peer from another class, record a reading of the text to be digitally shared with family member, or read their text to another adult within the school.

## Resource 1: Who, what, where, when



## References

**Links to third-party material and websites**

Please note that the provided (reading/viewing material/list/links/texts) are a suggestion only and implies no endorsement, by the New South Wales Department of Education, of any author, publisher, or book title. School principals and teachers are best placed to assess the suitability of resources that would complement the curriculum and reflect the needs and interests of their students.

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