



NSW syllabuses mapping for Year 3 and Year 4

Paying It Forward Foundation to Year 2 resources are mapped to the NSW syllabuses.

Last updated 4 March 2025

Unit mapping



Maps the Paying It Forward Foundation to Year 3 and Year 4 resources to the Australian Curriculum.

Mapping for topic 1



Maps Paying It Forward, Year 3 and Year 4, Topic 1: Belonging and inclusion to the NSW syllabuses.

Mapping for topic 2



Maps Paying It Forward. Year 3 and Year 4, Topic 2: Fairness and equity to the NSW syllabuses.

Mapping for topic 3



Maps Paying It Forward, Year 3 and Year 4, Topic 3: Rights, rules and responsibilities to the NSW syllabuses.

Mapping for topic 4



Maps Paying It Forward, Year 3 and Year 4, Topic 4: Government services in our community to the NSW syllabuses.

Mapping for topic 5



Maps Paying It Forward, Year 3 and Year 4, Topic 5: Savings and to the NSW syllabuses.

Mapping for topic 6



Maps Paying It Forward, Year 3 and Year 4, Topic 6: Improving my community to the NSW syllabuses.

QC 63130

Unit mapping

Maps the Paying It Forward Foundation to Year 3 and Year 4 resources to the Australian Curriculum.


Last updated 4 March 2025

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Unit mapping for Stage 2

Unit mapping for learning across the curriculum

Unit mapping for Stage 2

Along with this accessible version, which you can either print or use online, we also have the same mapping available as a PDF, see [NSW syllabuses unit mapping for Year 3 and 4 \(PDF, 214KB\)](#) 

English

- EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts – topics 1, 2, 3, 4, 5, 6
- EN2-2A plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language – topics 2, 4, 5, 6
- EN2-4A uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies – topic 5
- EN2-6B identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features – topics 3, 6
- EN2-7B identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts – topics 2, 4, 5, 6
- EN2-9B uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts – topics 2, 4, 5, 6
- EN2-11D responds to and composes simple texts about familiar aspects of the world and their own experiences – topic 5
- EN2-12E recognises and uses an increasing range of strategies to reflect on their own and others' learning – topics 1, 3, 6

Mathematics

- MA2-1WM uses appropriate terminology to describe, and symbols to represent, mathematical ideas – topics 2, 5
- MA2-2WM selects and uses appropriate mental or written strategies, or technology, to solve problems – topics 2, 4, 5
- MA2-3WM checks the accuracy of a statement and explains the reasoning used – topics 2, 5
- MA2-4NA applies place value to order, read and represent numbers of up to 5 digits – topic 5

- MA2-5NA uses mental and written strategies for addition and subtraction involving 2, 3, 4 and 5-digit numbers – topics 2, 4, 5
- MA2-6NA uses mental and informal written strategies for multiplication and division – topics 4, 5
- MA2-7NA represents models and compares commonly used fractions and decimals – topic 2

Geography

- GE2-1 examines features and characteristics of places and environments – topics 4, 6
- GE2-4 acquires and communicates geographical information using geographical tools for inquiry – topics 4, 6

Health and Physical Education

- PD2-3 explains how empathy, inclusion and respect can positively influence relationships – topics 1, 6
- PD2-7 describes strategies to make home and school healthy, safe and physically active spaces – topics 3, 4, 6
- PD2-9 demonstrates self-management skills to respond to their own and others' actions – topics 2, 3, 6
- PD2-10 demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations – topics 1, 2, 3, 4, 5, 6

Unit mapping for learning across the curriculum

English

Comprehending texts through listening, reading, and viewing element

- 1.1 Comprehend texts – topic 5
- 1.2 Navigate, read and view learning area texts – topics 5, 6
- 1.3 Listen and respond to learning area texts – topics 1, 2, 3, 4, 5
- 1.4 Interpret and analyse learning area texts – topics 3, 4, 5

Composing texts through listening, reading, and viewing element

- 2.1 Compose texts – topics 1, 2, 3, 5, 6
- 2.2 Compose spoken, written, visual and multimodal learning area texts – topics 1, 2, 3, 4, 5, 6
- 2.3 Use language to interact with others – topics 1, 2, 3, 4, 5, 6
- 2.4 Deliver presentations – topic 6

Text knowledge element

- 3.1 Use knowledge of text structures – topic 6
- 3.2 Use knowledge of text cohesion – topic 6

Grammar knowledge element

- 4.1 Use knowledge of sentence structures – topic 6
- 4.2 Use knowledge of words and word groups – topic 6
- 4.3 Express opinion and point of view – topics 1, 2, 3, 6

Word knowledge element

- 5.1 Understand learning area vocabulary – topic 6
- 5.2 Use spelling knowledge – topic 6

Visual knowledge element

- 6.1 Understand how visual elements create meaning – topics 1, 3, 4, 5

Numeracy

Estimating and calculating with whole numbers element

- 1.1 Understand and use numbers in context – topics 4, 5
- 1.2 Estimate and calculate – topics 2, 4, 5
- 1.3 Use money – topics 2, 4

Recognising and using patterns and relationships element

- 2.1 Recognise and use patterns and relationships – topic 4

Using fractions, decimals, percentages, ratios and rates element

- 3.1 Interpret proportional reasoning – topic 2

Using spatial reasoning element

- 4.2 Interpret maps and diagrams – topic 4

Interpreting statistical information element

- 5.1 Interpret data displays – topic 6

Information and Communication Technology capability (ICT)

Investigating with ICT element

- 2.1 Define and plan information searches – topic 4
- 2.2 Locate, generate and access data and information – topic 4

Creating with ICT element

- 3.1 Generate ideas, plans and processes – topics 3, 6
- 3.2 Generate solutions to challenges and learning area tasks – topics 2, 3, 4, 6

Managing and operating ICT element

- 5.1 Select and use hardware and software – topics 2, 3, 4, 6

Critical creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

- 1.2 Identify and clarify information and ideas – topics 1, 4, 5, 6
- 1.3 Organise and process information – topics 4, 5, 6

Generating ideas, possibilities and actions element

- 2.1 Imagine possibilities and connect ideas – topic 3
- 2.2 Consider alternatives – topics 3, 5
- 2.3 Seek solutions and put ideas into action – topics 2, 3, 5

Reflecting on thinking and processes element

- 3.1 Think about thinking (metacognition) – topics 1, 2
- 3.2 Reflect on processes – topic 3
- 3.3 Transfer knowledge into new contexts – topics 2, 3

Analysing, synthesising and evaluating reasoning and procedures element

- 4.1 Apply logic and reasoning – topics 1, 2, 3, 5, 6
- 4.2 Draw conclusions and design a course of action – topics 2, 3, 6
- 4.3 Evaluate procedures and outcomes – topics 2, 3, 6

Personal social capability

Self-awareness element

- 1.1 Recognise emotions – topics 2, 3
- 1.2 Recognise personal qualities and achievements – topics 1, 3
- 1.4 Develop reflective practice – topics 1, 3

Self-management element

- 2.2 Develop self-discipline and set goals – topic 5

Social awareness element

- 3.1 Appreciate diverse perspectives – topics 1, 5, 6
- 3.2 Contribute to civil society – topics 1, 6
- 3.3 Understand relationships – topics 1, 2

Social management element

- 4.1 Communicate effectively – topics 1, 2
- 4.2 Work collaboratively – topics 1, 2, 3, 4, 5
- 4.3 Make decisions – topics 2, 3, 5
- 4.5 Develop leadership skills – topic 6

Ethical understanding

Understanding ethical concepts and issues element

- 1.1 Recognise ethical concepts – topics 2, 3
- 1.2 Explore ethical concepts in context – topics 2, 3

Reasoning in decision making and actions element

- 2.1 Reason and make ethical decisions – topics 2, 3

- 2.2 Consider consequences – topics 2, 3
- 2.3 Reflect on ethical action – topic 3

Exploring values, rights and responsibilities element

- 3.2 Explore rights and responsibilities – topics 3, 6
- 3.3 Consider points of view – topics 2, 3

Intercultural understanding

Recognising culture and developing respect element

- 1.1 Investigate culture and cultural identity – topic 1
- 1.3 Develop respect for cultural diversity – topics 1, 6

Interacting and empathising with others element

- 2.2 Consider and develop multiple perspectives – topics 5, 6
- 2.3 Empathise with others – topics 3, 6

Interacting with others element

- 3.2 Challenge stereotypes and prejudices – topic 1

Civics and citizenship

- Topics 1, 2, 3, 4, 5, 6

Difference and diversity

- Topics 1, 6

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Foundation to Year 2 Assessment

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Mapping for topic 1


Maps Paying It Forward, Year 3 and Year 4, Topic 1:
Belonging and inclusion to the NSW syllabuses.

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Mapping for topic 1 Stage 2

Learning across the curriculum for topic 1

Mapping for topic 1 Stage 2

Along with this accessible version, which you can either print or use online, we also have the same mapping available as a PDF, see [NSW syllabuses mapping for topic 1 Year 3 and 4 \(PDF, 166KB\)](#) 

English

- EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts – topics 2, 3
- EN2-12E recognises and uses an increasing range of strategies to reflect on their own and others' learning – topic 6

PDHPE

- PD2-10 demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations – topic 2

Learning across the curriculum for topic 1

Literacy

Comprehending texts through listening, reading, and viewing element

- 1.3 Listen and respond to learning area texts – topics 1, 2, 5

Composing texts through listening, reading, and viewing element

- 2.1 Compose texts – topics 2, 4
- 2.2 Compose spoken, written, visual and multimodal learning area texts – topics 2, 4

- 2.3 Use language to interact with others – topic 2

Grammar knowledge element

- 4.3 Express opinion and point of view – topic 3

Visual knowledge element

- Understand how visual elements create meaning – topics 2, 4

Critical and creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

- 1.2 Identify and clarify information and ideas – topic 5

Reflecting on thinking and processes element

- 3.1 Think about thinking (metacognition) – topic 6

Analysing, synthesising and evaluating reasoning and procedures element

- 4.1 Apply logic and reasoning – topic 3

Personal and social capability

Self-awareness element

- 1.2 Recognise personal qualities and achievements – topics 1, 2
- 1.4 Develop reflective practice – topic 2

Social awareness element

- 3.1 Appreciate diverse perspectives – topic 2
- 3.2 Contribute to civil society – topic 4
- 3.3 Understand relationships – topic 2

Social management element

4.1 Communicate effectively – topic 2

4.2 Work collaboratively – topic 2

Intercultural understanding

Recognising culture and developing respect element

- 1.1 Investigate culture and cultural identity – topic 2
- 1.3 Develop respect for cultural diversity – topic 2

Interacting with others element

- 3.2 Challenge stereotypes and prejudices – topic 2

Civics and citizenship

- Topics 2, 3, 4, 5

Difference and diversity

- Topics 1, 2

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Mapping for topic 2

Maps Paying It Forward. Year 3 and Year 4, Topic 2: Fairness and equity to the NSW syllabuses.

Last updated 4 March 2025

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Mapping for topic 2 Stage 2

Learning across the curriculum for topic 2

Mapping for topic 2 Stage 2

Along with this accessible version, which you can either print or use online, we also have the same mapping available as a PDF, see [NSW syllabuses mapping for topic 2 Year 3 and 4 \(PDF, 188KB\)](#) [↗](#)

English

- EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts – topics 1, 4, 7, 9
- EN2-2A plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language – topic 8
- EN2-7B identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts – topic 8
- EN2-9B uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts – topic 8

Mathematics

- MA2-1WM uses appropriate terminology to describe, and symbols to represent, mathematical ideas – topics 4, 5, 6
- MA2-2WM selects and uses appropriate mental or written strategies, or technology, to solve problems – topic 4
- MA2-3WM checks the accuracy of a statement and explains the reasoning used – topic 4
- MA2-5NA uses mental and written strategies for addition and subtraction involving 2, 3, 4 and 5-digit numbers – topic 4
- MA2-7NA represents, models and compares commonly used fractions and decimals – topics 5, 6

PDHPE

- PD2-9 demonstrates self-management skills to respond to their own and others' actions – topics 2, 3, 7
- PD2-10 demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations – topic 4

Learning across the curriculum for topic 2

Literacy

Comprehending texts through listening, reading, and viewing element

- 1.3 Listen and respond to learning area texts – topics 2, 3, 7, 8

Composing texts through listening, reading, and viewing element

- 2.1 Compose texts – topic 8
- 2.2 Compose spoken, written, visual and multimodal learning area texts – topic 8
- 2.3 Use language to interact with others topics 1, 7

Grammar knowledge element

- 4.3 Express opinion and point of view – topic 8

Numeracy

Estimating and calculating with whole numbers element

- 1.1 Understand and use numbers in context – topics 5, 6
- 1.2 Estimate and calculate – topic 4
- 1.3 Use money – topic 4

Recognising and using patterns and relationships element

- 2.1 Recognise and use patterns and relationships – topics 4, 5, 6

Information and Communication Technology capability (ICT)

Creating with ICT element

- 3.2 Generate solutions to challenges and learning area tasks – topic 8

Managing and operating ICT element

- 5.1 Select and use hardware and software – topic 8

Critical and creative thinking

Generating ideas, possibilities and actions element

- 2.3 Seek solutions and put ideas into action – topics 4, 8

Reflecting on thinking and processes element

- 3.1 Think about thinking (metacognition) – topic 4
- 3.3 Transfer knowledge into new contexts – topics 5, 8

Analysing, synthesising and evaluating reasoning and procedures element

- 4.1 Apply logic and reasoning – topics 7, 8
- 4.2 Draw conclusions and design a course of action – topics 5, 7
- 4.3 Evaluate procedures and outcomes – topic 5

Personal and social capability

Self-awareness element

- 1.1 Recognise emotions – topic 8

Social awareness element

- 3.3 Understand relationships – topic 8

Social management element

- 4.1 Communicate effectively – topic 1
- 4.2 Work collaboratively – topics 1, 4, 7
- 4.3 Make decisions – topics 4, 7

Ethical understanding

Understanding ethical concepts and issues element

- 1.1 Recognise ethical concepts – topics 1, 2, 3, 4, 5, 7, 8
- 1.2 Explore ethical concepts in context – topics 2, 3, 4, 7, 8

Reasoning in decision making and actions element

- 2.1 Reason and make ethical decisions – topic 7
- 2.2 Consider consequences – topic 7

Exploring values, rights and responsibilities element

- 3.3 Consider points of view – topics 3, 7

Civics and citizenship

- Topics 1, 2, 7, 8

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Foundation to Year 2 Assessment

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Mapping for topic 3

Maps Paying It Forward, Year 3 and Year 4, Topic 3: Rights, rules and responsibilities to the NSW syllabuses.


Last updated 5 March 2025

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Mapping for topic 3 Stage 2

Learning across the curriculum for topic 3

Mapping for topic 3 Stage 2

Along with this accessible version, which you can either print or use online, we also have the same mapping available as a PDF, see [NSW syllabuses mapping for topic 3 Year 3 and 4 \(PDF, 202KB\)](#) 

English

- EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts – topics 2, 4, 5
- EN2-6B identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features – topics 2, 5, 7
- EN2-12E recognises and uses an increasing range of strategies to reflect on their own and others' learning – topic 5

PDHPE

- PD2-9 demonstrates self-management skills to respond to their own and others' actions features – topics 4, 5
- PD2-10 demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations features – topics 4, 5, 7

Learning across the curriculum for topic 3

Literacy

Comprehending texts through listening, reading, and viewing element

- 1.3 Listen and respond to learning area texts – topics 1, 4, 8
- 1.4 Interpret and analyse learning area texts – topic 5

Composing texts through listening, reading, and viewing element

- 2.1 Compose texts – topics 3, 5, 6, 8
- 2.2 Compose spoken, written, visual and multimodal learning area texts – topics 3, 5, 6, 8
- 2.3 Use language to interact with others – topics 2, 4, 5, 8

Grammar knowledge element

- 4.3 Express opinion and point of view – topic 8

Visual knowledge element

- 6.1 Understand how visual elements create meaning – topic 3

Information and Communication Technology capability (ICT)

Creating with ICT element

- 3.1 Generate ideas, plans and processes – topic 7
- 3.2 Generate solutions to challenges and learning area tasks – topics 3, 7

Managing and operating ICT element

- 5.1 Select and use hardware and software – topics 3, 7

Critical and creative thinking

Generating ideas, possibilities and actions element

- 2.1 Imagine possibilities and connect ideas – topics 5, 8
- 2.2 Consider alternatives – topic 5
- 2.3 Seek solutions and put ideas into action – topic 5

Reflecting on thinking and processes element

- 3.2 Reflect on processes – topic 5
- 3.3 Transfer knowledge into new contexts – topic 8

Analysing, synthesising and evaluating reasoning and procedures element

- 4.1 Apply logic and reasoning – topics 5, 6, 8
- 4.2 Draw conclusions and design a course of action – topic 5
- 4.3 Evaluate procedures and outcomes – topic 5

Personal and social capability

Self-awareness element

- 1.1 Recognise emotions – topic 4
- 1.2 Recognise personal qualities and achievements – topic 8
- 1.4 Develop reflective practice – topic 8

Social management element

- 4.2 Work collaboratively – topics 2, 4, 5, 8
- 4.3 Make decisions – topic 5

Ethical understanding

Understanding ethical concepts and issues element

- 1.1 Recognise ethical concepts – topics 4, 5, 6
- 1.2 Explore ethical concepts in context – topic 5

Reasoning in decision making and actions element

- 2.1 Reason and make ethical decisions – topic 5

- 2.2 Consider consequences – topics 5, 6, 7
- 2.3 Reflect on ethical action – topic 5

Exploring values, rights and responsibilities element

- 3.2 Explore rights and responsibilities – topics 1, 2, 3
- 3.3 Consider points of view – topics 5, 7

Civics and citizenship

- Topics 1, 2, 3, 4, 5, 6, 7

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Foundation to Year 2 Assessment

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Mapping for topic 4

Maps Paying It Forward, Year 3 and Year 4, Topic 4: Government services in our community to the NSW syllabuses.


Last updated 5 March 2025

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Mapping for topic 4 Stage 2

Learning across the curriculum for topic 4

Mapping for topic 4 Stage 2

Along with this accessible version, which you can either print or use online, we also have the same mapping available as a PDF, see [NSW syllabuses mapping for topic 4 Year 3 and 4 \(PDF, 146KB\)](#) 

English

- EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts – topics 14, 6
- EN2-2A plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language – topics 3, 7
- EN2-7B identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts – topics 3, 7
- EN2-9B uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts – topics 3, 7

Mathematics

- MA2-2WM selects and uses appropriate mental or written strategies, or technology, to solve problems – topic 6
- MA2-5NA uses mental and written strategies for addition and subtraction involving 2, 3, 4 and 5-digit numbers – topic 6
- MA2-6NA uses mental and informal written strategies for multiplication and division – topic 6

Geography

- GE2-1 examines features and characteristics of places and environments – topic 5
- GE2-4 acquires and communicates geographical information using geographical tools for inquiry – topic 5

PDHPE

- PD2-6 describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity – topic 5

Learning across the curriculum for topic 4

Literacy

Comprehending texts through listening, reading, and viewing element

- 1.3 Listen and respond to learning area texts – topic 1
- 1.4 Interpret and analyse learning area texts – topic 1

Composing texts through listening, reading, and viewing element

- 2.2 Compose spoken, written, visual and multimodal learning area texts – topic 1
- 2.3 Use language to interact with others – topics 4, 6, 7

Visual knowledge element

- 6.1 Understand how visual elements create meaning – topic 3

Numeracy

Estimating and calculating with whole numbers element

- 1.1 Understand and use numbers in context – topic 6
- 1.2 Estimate and calculate – topic 6
- 1.3 Use money – topic 6

Recognising and using patterns and relationships element

- 2.1 Recognise and use patterns and relationships – topic 5

Using spatial reasoning element

- 4.2 Interpret maps and diagrams – topic 5

Information and Communication Technology capability

Investigating with ICT element

- 2.1 Define and plan information searches – topic 5
- 2.2 Locate, generate and access data and information – topic 5

Creating with ICT element

- 3.2 Generate solutions to challenges and learning area tasks – topic 3

Managing and operating ICT element

- 5.1 Select and use hardware and software – topic 3

Critical creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

- 1.2 Identify and clarify information and ideas – topic 5
- 1.3 Organise and process information – topic 4

Personal social capability

Social management element

- 4.2 Work collaboratively – topic 4

Civics and citizenship

- Topics 1, 2, 3, 4, 5, 6

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Foundation to Year 2 Assessment

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Mapping for topic 5

Maps Paying It Forward, Year 3 and Year 4, Topic 5: Savings and to the NSW syllabuses.

Last updated 5 March 2025

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Mapping for topic 5 Stage 2

Learning across the curriculum for topic 5

Mapping for topic 5 Stage 2

Along with this accessible version, which you can either print or use online, we also have the same mapping available as a PDF, see [NSW](#)

English

- EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts – topics 3, 4, 5, 7 9
- EN2-2A plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language – topics 6, 9
- EN2-4A uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies – topic 6
- EN2-7B identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts – topics 6, 9
- EN2-9B uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts – topics 6, 9
- EN2-11D responds to and composes a range of texts that express viewpoints of the world similar to and different from their own – topic 6

Mathematics

- MA2-1WM uses appropriate terminology to describe, and symbols to represent, mathematical ideas – topic 5
- MA2-2WM selects and uses appropriate mental or written strategies, or technology, to solve problems – topic 5
- MA2-3WM checks the accuracy of a statement and explains the reasoning used – topic 5
- MA2-4NA applies place value to order, read and represent numbers of up to 5 digits – topic 5
- MA2-5NA uses mental and written strategies for addition and subtraction involving 2, 3, 4 and 5-digit numbers – topic 5

- MA2-6NA uses mental and informal written strategies for multiplication and division – topic 5

Learning across the curriculum for topic 5

Literacy

Comprehending texts through listening, reading, and viewing element

- 1.1 Comprehend texts – topics 4, 7
- 1.2 Navigate, read and view learning area texts – topics 4, 7
- 1.3 Listen and respond to learning area texts – topic 7
- 1.4 Interpret and analyse learning area texts – topics 4, 7, 8

Composing texts through listening, reading, and viewing element

- 2.1 Compose texts – topic 7
- 2.2 Compose spoken, written, visual and multimodal learning area texts – topics 2, 7
- 2.3 Use language to interact with others – topics 3, 7

Grammar knowledge element

- 4.1 Use knowledge of sentence structures – topic 4

Visual knowledge element

- 6.1 Understand how visual elements create meaning – topics 7, 8

Numeracy

Estimating and calculating with whole numbers element

- 1.1 Understand and use numbers in context – topics 4, 6
- 1.2 Estimate and calculate – topics 4, 6
- 1.3 Use money – topics 4, 6

Critical and creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

- 1.2 Identify and clarify information and ideas – topic 9
- 1.3 Organise and process information – topic 3

Generating ideas, possibilities and actions element

- 2.2 Consider alternatives – topic 2
- 2.3 Seek solutions and put ideas into action – topic 2

Analysing, synthesising and evaluating reasoning and procedures element

- 4.1 Apply logic and reasoning – topic 2

Personal and social capability

Self-management element

- 2.2 Develop self-discipline and set goals – topics 1, 2

Social awareness element

- 3.1 Appreciate diverse perspectives – topic 3

Social management element

- 4.2 Work collaboratively – topics 3, 7, 8
- 4.3 Make decisions – topic 3

Intercultural understanding

Interacting and empathising with others element

- 2.2 Consider and develop multiple perspectives – topic 3

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Foundation to Year 2 Assessment

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Mapping for topic 6


Maps Paying It Forward, Year 3 and Year 4, Topic 6:
Improving my community to the NSW syllabuses.

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Mapping for topic 6 Stage 2

Learning across the curriculum for topic 6

Mapping for topic 6 Stage 2

Along with this accessible version, which you can either print or use online, we also have the same mapping available as a PDF, see [NSW syllabuses mapping for topic 6 Year 3 and 4 \(PDF, 190KB\)](#) 

English

- EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts – topics 3, 4, 5, 6
- EN2-2A plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language – topic 3
- EN2-6B identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features – topic 6
- EN2-7B identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts – topic 3
- EN2-9B uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts – topic 3
- EN2-12E recognises and uses an increasing range of strategies to reflect on their own and others' learning – topic 6

Mathematics

- MA5.2-3WM constructs arguments to prove and justify results – topic 1

- MA2-18SP selects appropriate methods to collect data, and constructs, compares, interprets and evaluates data displays, including tables, picture graphs and column graphs – topic 1

Geography

- GE2-1 examines features and characteristics of places and environments – topic 2
- GE2-4 acquires and communicates geographical information using geographical tools for inquiry – topics 1, 2

PDHPE

- PD2-3 explains how empathy, inclusion and respect can positively influence relationships – topic 4
- PD2-10 demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations – topic 4

Learning across the curriculum for topic 6

Literacy

Comprehending texts through listening, reading, and viewing element

- 1.1 Comprehend texts – topic 3
- 1.2 Navigate, read and view learning area texts – topic 3
- 1.3 Listen and respond to learning area texts – topic 3
- 1.4 Interpret and analyse learning area texts – topics 3, 5

Composing texts through listening, reading, and viewing element

- 2.1 Compose texts – topic 3
- 2.2 Compose spoken, written, visual and multimodal learning area texts – topic 3
- 2.3 Use language to interact with others – topics 1, 4
- 2.4 Deliver presentations – topic 6

Text knowledge element

- 3.1 Use knowledge of text structures – topic 3
- 3.2 Use knowledge of text cohesion – topic 3

Grammar knowledge element

- 4.1 Use knowledge of sentence structures – topic 3
- 4.2 Use knowledge of words and word groups – topic 3
- 4.3 Express opinion and point of view – topic 3

Word knowledge element

- 5.1 Understand learning area vocabulary – topic 3
- 5.2 Use spelling knowledge – topic 3

Numeracy

Interpreting statistical information element

- 5.1 Interpret data displays – topic 1

Information and Communication Technology Capability (ICT)

Creating with ICT element

- 3.1 Generate ideas, plans and processes – topic 5
- 3.2 Generate solutions to challenges and learning area tasks – topics 3, 5

Managing and operating ICT element

- 5.1 Select and use hardware and software – topics 3, 5, 6

Critical and creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

- 1.2 Identify and clarify information and ideas – topic 2
- 1.3 Organise and process information – topic 2

Generating ideas, possibilities and actions element

- 2.1 Imagine possibilities and connect ideas – topic 2, 3

- 2.3 Seek solutions and put ideas into action – topic 3

Reflecting on thinking and processes element

- 3.2 Reflect on processes – topic 6
- 3.3 Transfer knowledge into new contexts – topic 2

Analysing, synthesising and evaluating reasoning and procedures element

- 4.1 Apply logic and reasoning – topic 3
- 4.2 Draw conclusions and design a course of action – topics 3, 5
- 4.3 Evaluate procedures and outcomes – topic 6

Personal and social capability

Social awareness element

- 3.1 Appreciate diverse perspectives – topics 2, 4
- 3.2 Contribute to civil society – topics 2, 5

Social management element

- 4.5 Develop leadership skills – topic 4

Ethical understanding

Exploring values, rights and responsibilities element

- 3.2 Explore rights and responsibilities – topic 4

Intercultural understanding

Recognising culture and developing respect element

- 1.3 Develop respect for cultural diversity – topic 4

Interacting and empathising with others element

- 2.2 Consider and develop multiple perspectives – topic 4
- 2.3 Empathise with others – topic 4

Civics and citizenship

- Topics 1, 2, 3, 4, 5, 6

Difference and diversity

- Topic 4

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