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Western Australia syllabuses mapping for Foundation to Year 2

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

Last updated 3 March 2025

Unit mapping



Maps the Western Australia syllabuses to the Paying It Forward Foundation to Year 2 resources.

Mapping for topic 1



Maps Paying It Forward, Foundation to Year 2, Topic 1: Fairness to the Western Australia syllabuses.

Mapping for topic 2



Maps Paying It Forward, Foundation to Year 2, Topic 2: Sharing is a choice to the Western Australia syllabuses.

Mapping for topic 3



Maps Paying It Forward, Foundation to Year 2, Topic 3: A word with or without sharing to the WA syllabuses.

Mapping for topic 4



Maps Paying It Forward, Foundation to Year 2, Topic 4: Rules and responsibilities in the classroom to the WA syllabuses.

Mapping for topic 5



Maps Paying It Forward, Foundation to Year 2, Topic 5: Spending and saving for needs and wants to the WA syllabuses.

Mapping for topic 6



Maps Paying It Forward, Foundation to Year 2, Topic 6: How I can contribute to our classroom to the WA syllabuses.

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Unit mapping

Maps the Western Australia syllabuses to the Paying It Forward Foundation to Year 2 resources.

Last updated 3 March 2025

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Unit mapping for pre-primary

Unit mapping for Year 1

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Unit mapping for general capabilities

Unit mapping for pre-primary

Along with this accessible version, which you can either print or use online, we also have the same mapping available as a PDF, see [Western Australia syllabuses unit mapping for Foundation to Year 2 \(PDF, 232KB\)](#) 

English

Language for interaction

- Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429) – topics 1, 3, 4, 5, 6

Text structure and organisation

- Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (ACELA1432) – topics 3, 6

Expressing and developing ideas

- Recognise that texts are made up of words and groups of words that make meaning (ACELA1434) – topic 3
- Recognise that sentences are key units for expressing ideas (ACELA1435) – topics 3, 4, 6
- Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437) – topics 1, 3, 4, 5, 6

Phonics and word knowledge

- Know how to read and write some high frequency words and other familiar words (ACELA1817) – topics 3, 6

Creating literature

- Innovate on familiar texts through play (ACELT1831) – topic 4

Interacting with others

- Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646) – topics 1, 2, 3, 4, 5, 6
- Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures

and eye contact (ACELY1784) – topics 1, 2, 3, 4, 5, 6

- Deliver short oral presentations to peers (ACELY1647) – topics 4, 6

Interpreting, analysing, evaluation

- Read decodable and predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649) – topic 6
- Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650) – topics 3, 4, 5

Creating texts

- Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651) – topics 3, 4, 6
- Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (ACELY1652) – topic 6
- Produce some lower case and upper-case letters using learned letter formations (ACELY1653) – topics 3, 6

Mathematics

Number and place value

- Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point (ACMNA001) – topics 2, 5
- Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (ACMNA002) – topics 2, 5
- Subitise small collections of objects (ACMNA003) – topic 2
- Represent practical situations to model addition and sharing (ACMNA004) – topic 2

Location and transformation

- Describe position and movement (ACMMG010) – topic 6
- Data representation and interpretation Answer yes/no questions to collect information and make simple inferences (ACMSP011) – topic

Humanities and Social Sciences

Analysing

- Explore points of view (e.g. understand that their point of view may differ from others) (WAHASS06) – topic 5
- Process information and/or data collected (e.g. sequence familiar events, answer questions, discuss observations) (WAHASS05) – topic 5

Evaluating

- Draw conclusions based on discussions of observations (e.g. answer questions, contribute to guided discussions) (WAHASS08) – topic 5
- Participate in decision-making processes (e.g. engage in group discussions, make shared decisions) (WAHASS09) – topic 5

Health and Physical Education

- Personal and social skills to interact with others: expressing needs, wants and feelings active listening self-discipline (ACPPS004) – topics 1, 2, 3, 4, 5, 6
- Emotional responses individuals may experience in different situations, such as feeling: happy, sad, excited, tired, angry scared, confused (ACPPS005) – topics 1, 2, 3, 6
- Appropriate language and actions to communicate feelings in different situations (ACPPS005) – topics 1, 2, 4, 6
- Actions that promote health, safety and wellbeing, such as: eating healthy food, practising appropriate personal hygiene routines, identifying household substances that can be dangerous, following safety symbols and procedures (ACPPS006) – topics 3, 4, 6

Drama

- Use of stimuli (photos, sounds or music) to develop dramatic action about the real and imagined worlds (ACADRM027) – topics 1, 4, 6
- Exploration and experimentation of two (2) elements of drama: voice (loud, soft) movement (big, small) to create drama

(ACADRM028) – topics 1, 4, 6

- Simple stories based on stimuli and available technologies (ACADRM029) – topics 1, 4, 6
- Audience behaviour (being attentive, responding appropriately) when viewing drama (ACADRR030) – topics 1, 4

Visual Arts

- Development of artistic skills through experimentation with shape (familiar shapes; simple 2D shapes) colour (primary colours, secondary colours) line (curved, straight, wavy, zigzag) texture (familiar objects) to create artwork (ACAVAM107) – topic 4
- Sharing artwork with others (ACAVAM108) – topic 4

Unit mapping for Year 1

English

Language for interaction

- Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787) – topics 1, 4, 6

Text structure and organisation

- Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449) – topics 3, 6

Expressing and developing ideas

- Identify the parts of a simple sentence that represent ‘What is happening?’, ‘What state is being described?’, ‘Who or what is involved?’ and the surrounding circumstances (ACELA1451) – topics 3, 6
- Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452) – topic 3

- Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454) – topics 1, 3, 5, 6

Phonics and word knowledge

- Understand how to spell one and two syllable words with common letter patterns (ACELA1778) – topics 3, 6
- Use visual memory to read and write high-frequency words (ACELA1821) – topics 3, 6

Creating literature

- Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary (ACELA1832) – topics 3, 4

Interacting with others

- Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656) – topics 1, 2, 3, 4, 5, 6
- Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788) – topics 1, 2, 3, 4, 5, 6
- Make short presentations using some introduced text structures and language, for example opening statements (ACELY1657) – topics 4, 6

Interpreting, analysing, evaluation

- Read decodable and predictable texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading (ACELY1659) – topics 4, 6
- Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660) – topics 3, 4

Creating texts

- Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence level grammar, word

choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661) – topics 2, 3, 4, 6

- Re-read student's own texts and discuss possible changes to improve meaning, spelling and punctuation (ACELY1662) – topic 6
- Write using unjoined lower case and upper-case letters (ACELY1663) – topics 3, 6

Mathematics

Number and place value

- Develop confidence with number sequences to and from 100 by ones from any starting point. Skip count by twos, fives and tens starting from zero (ACMNA012) – topic 5
- Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts (ACMNA015) – topic 2

Money and financial mathematics

- Recognise, describe and order Australian coins according to their value (ACMNA017) – topics 2, 5

Patterns and algebra

- Investigate and describe number patterns formed by skip-counting (ACMNA018) – topic 5

Data representation and interpretation

- Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays (ACMSP263) – topic 5

Humanities and Social Sciences

Analysing

- Process information and/or data collected (e.g. sequence information or events, categorise information, combine information from different sources) (WAHASS18) – topic 5

Evaluating

- Draw conclusions based on information and/or data displayed in pictures, texts and maps (e.g. form categories, make generalisations based on patterns) (WAHASS21) – topic 5
- Participate in decision-making processes (e.g. engage in group discussions, make shared decisions, share views) (WAHASS22) – topic 5

Health and Physical Education

- Appreciation and encouragement of the behaviour of others through the use of: manners positive language praise (ACPPS019) – topics 1, 2, 3, 4, 5, 6
- Positive ways to react to their own emotions in different situations, such as: walking away seeking help remaining calm (ACPPS020) – topics 1, 2, 3, 6
- Actions that support a safe classroom, such as: moving around safely sharing appropriately following class rules (ACPPS022) – topics 3, 4, 6
- Importance of rules and fair play in partner, group activities and minor games (ACPMP032) – topic 4

Drama

- Use of dramatic action to sequence events to communicate an idea or message (ACADRM027) – topics 1, 4, 6
- Exploration and experimentation of three (3) elements of drama: voice (loud, soft, varying loud and soft) movement (big, small, use of facial expressions) role (fictional character) to create drama (ACADRM028) – topics 1, 4, 6
- Use of known stories and personal experiences to create drama with simple objects and available technologies (ACADRM029) – topics 1, 4, 6
- Audience behaviour (paying attention to the development of a story) when viewing drama (ACADRR030) – topics 1, 4,

Visual Arts

- Exploration of different materials, media and/or technologies, when creating artwork (ACAVAM107) – topic 4

- Display of artwork (ACAVAM108) – topic 4

Unit mapping for Year 2

English

Language for interaction

- Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462) – topics 1, 3, 6

Text structure and organisation

- Recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465) – topics 3, 6

Expressing and developing ideas

- Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (ACELA1467) – topics 3, 6
- Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/ phrases can be expanded using articles and adjectives (ACELA1468) – topic 3
- Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470) – topics 1, 3, 5, 6

Phonics and word knowledge

- Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words (ACELA1471) – topics 3, 6
- Use knowledge of letter patterns and morphemes to read and write high frequency words and words whose spelling is not predictable from their sounds (ACELA1823) – topics 3, 6

Interacting with others

- Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666) – topics 1, 2, 3, 4, 5, 6

- Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789) – topics 1, 2, 3, 4, 5, 6
- Rehearse and deliver short presentations on familiar and new topics (ACELY1667) – topics 4, 6

Interpreting, analysing, evaluation

- Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1670) – topics 3, 5

Creating texts

- Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671) – topics 2, 3, 4, 6
- Re-read and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1672) – topic 6
- Write legibly and with growing fluency using unjoined upper case and lower-case letters (ACELY1673) – topics 3, 6

Mathematics

Number and place value

- Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and tens from any starting point, then moving to other sequences (ACMNA026) – topic 5
- Explore the connection between addition and subtraction (ACMNA029) – topic 2
- Solve simple addition and subtraction problems using a range of efficient mental and written strategies (ACMNA030) – topic 2
- Recognise and represent multiplication as repeated addition, groups and arrays (ACMNA031) – topic 2

- Recognise and represent division as grouping into equal sets and solve simple problems using these representations (ACMNA032) – topic 2

Money and financial mathematics

- Count and order small collections of Australian coins and notes according to their value (ACMNA034) – topics 2, 5

Patterns and algebra

- Solve problems by using number sentences for addition or subtraction (ACMNA036) – topics 2, 5

Data representation and interpretation

- Create displays of data using lists, table and picture graphs and interpret them (ACMSP050) – topic 5

Humanities and Social Sciences

Analysing

- Explore points of view (e.g. understand that stories can be told from different perspectives) (WAHASS19) – topic 5
- Process information and/or data collected (e.g. sequence information or events, categorise information, combine information from different sources) (WAHASS18) – topic 5

Evaluating and reflecting

- Draw conclusions based on information and/or data displayed in pictures, texts and maps (e.g. form categories, make generalisations based on patterns) (WAHASS21) – topic 5
- Participate in decision-making processes (e.g. engage in group discussions, make shared decisions, share views) (WAHASS22) – topic 5

Health and Physical Education

- Strategies to include others in activities and games (ACPPS019) – topics 1, 2, 3, 4, 5, 6
- Ways to interpret the feelings of others in different situations, such as: words other people use facial expressions body language (ACPPS020) – topics 1, 2, 3, 6

- Actions that keep people safe and healthy in and outside the classroom, such as: staying hydrated, being sun smart, following school rules (ACPPS022) – topics 3, 4, 6
- Importance of rules and fair play in partner, group activities and minor games (ACPMP032) – topic 4

Drama

- Use of dramatic action to sequence events communicating an idea, message or story (ACADRM027) – topics 1, 4, 6
- Exploration and experimentation of four (4) elements of drama: voice (loud, soft, varying loud and soft; pace and pitch) movement (big, small; use of facial expressions; gestures; posture) role (fictional character; listening and responding in role) situation (establishing a fictional setting and relating to it in role) to create drama (ACADRM028) – topics 1, 4, 6
- Development of drama to communicate important personal events or fictional stories using objects, puppets, images and/or available technologies (ACADRM029) – topics 1, 4, 6

Visual Arts

- Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107) – topic 4
- Create and display artworks to communicate ideas to an audience (ACAVAM108) – topic 4

Unit mapping for general capabilities

Literacy

Comprehending texts through listening, reading, and viewing element

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

Composing texts through listening, reading, and viewing element

- 2.1 Compose texts – topics 1, 2, 3, 4, 6
- 2.2 Compose spoken, written, visual and multimodal learning area texts – topics 1, 2, 3, 4, 6
- 2.3 Use language to interact with others – topics 1, 2, 3, 4, 5, 6
- 2.4 Deliver presentations – topics 1, 3, 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 – topics 3, 6
- 4.2 Use knowledge of words and word groups – topics 3, 5, 6
- 4.3 Express opinion and point of view – topics 1, 3, 6

Word knowledge element

- 5.1 Understand learning area vocabulary – topics 1, 3, 5
- 5.2 Use spelling knowledge – topic 3

Visual knowledge element

- 6.1 Understand how visual elements create meaning – topics 2, 3, 4, 6

Numeracy

Estimating and calculating with whole numbers element

- 1.1 Understand and use numbers in context – topics 2, 3, 5
- 1.2 Estimate and calculate – topics 2, 5
- 1.3 Use money – topics 2, 5

Using spatial reasoning element

- 4.2 Interpret maps and diagrams – topic 6

Interpreting statistical information element

- 5.1 Interpret data displays – topics 2, 5

Critical creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

- 1.3 Organise and process information – topics 4, 5, 6

Generating ideas, possibilities and actions element

- 2.1 Imagine possibilities and connect ideas – topics 1, 6
- 2.2 Consider alternatives – topic 5
- 2.3 Seek solutions and put ideas into action – topics 2, 3

Reflecting on thinking and processes element

- 3.3 Transfer knowledge into new contexts – topics 4, 6

Analysing, synthesising and evaluating reasoning and procedures element

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

Personal social capability

Self-awareness element

- 1.1 Recognise emotions – topics 1, 2, 3, 4, 5, 6
- 1.2 Recognise personal qualities and achievements – topic 3
- 1.3 Understand themselves as learners – topic 3
- 1.4 Develop reflective practice – topic 3

Self-management element

- 2.1 Express emotions appropriately – topic 3

Social awareness element

- 3.1 Appreciate diverse perspectives – topic 2
- 3.2 Contribute to civil society – topic 6
- 3.3 Understand relationships – topic 6

Social management element

- 4.1 Communicate effectively – topics 1, 2, 3, 5, 6

- 4.2 Work collaboratively – topics 1, 2, 3, 5, 6
- 4.3 Make decisions – topics 3, 5
- 4.4 Negotiate and resolve conflict – topics 1, 3
- 4.5 Develop leadership skills – topics 1, 3, 4, 6

Ethical understanding

Understanding ethical concepts and issues element

- 1.1 Recognise ethical concepts – topics 1, 2, 3, 4, 5, 6
- 1.2 Explore ethical concepts in context – topics 1, 2, 3, 4, 5, 6

Reasoning in decision making and actions element

- 2.1 Reason and make ethical decisions – topics 2, 3, 5, 6
- 2.2 Consider consequences – topics 1, 3, 4, 5
- 2.3 Reflect on ethical action – topics 1, 3

Exploring values, rights and responsibilities element

- 3.1 Examine values – topic 1
- 3.2 Explore rights and responsibilities – topics 1, 4, 6
- 3.3 Consider points of view – topic 2

Intercultural understanding

Interacting and empathising with others element

- 2.3 Empathise with others – topic 1

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Mapping for topic 1

Maps Paying It Forward, Foundation to Year 2, Topic 1: Fairness to the Western Australia syllabuses.

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Unit mapping for general capabilities

Mapping for topic 1 pre-primary

Along with this accessible version, which you can either print or use online, we also have the same mapping available as a PDF, see [Western Australia syllabuses mapping for topic 1 Foundation to Year 2 \(PDF, 174KB\)](#) [↗](#)

English

Language for interaction

- Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429) – activity 3

Expressing and developing ideas

- Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437) – activities 2, 3

Interacting with others

- Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646) – activities 1, 5, 6
- Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784) – activities 1, 5, 6

Health and Physical Education

- Personal and social skills to interact with others: expressing needs, wants and feelings active listening self-discipline (ACPPS004) – activities 1, 4, 5, 6
- Emotional responses individuals may experience in different situations, such as feeling: happy, sad, excited, tired, angry scared, confused (ACPPS005) – activities 1, 3, 4, 5, 6
- Appropriate language and actions to communicate feelings in different situations (ACPPS005) – activities 1, 2, 4, 6

Drama

- Use of stimuli (photos, sounds or music) to develop dramatic action about the real and imagined worlds (ACADRM027) – activities 5, 6
- Exploration and experimentation of two (2) elements of drama: voice (loud, soft) movement (big, small) to create drama (ACADRM028) – activities 5, 6
- Simple stories based on stimuli and available technologies (ACADRM029) – activities 5, 6
- Audience behaviour (being attentive, responding appropriately) when viewing drama (ACADRR030) – activities 4, 6

Mapping for topic 1 Year 1

English

Language for interaction

- Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787) – activity 3

Expressing and developing ideas

- Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454) – activities 2, 3

Interacting with others

- Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656) – activities 1, 5, 6
- Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788) – activities 1, 5, 6

Health and Physical Education

- Appreciation and encouragement of the behaviour of others through the use of: manners positive language praise (ACPPS019) – activities 1, 5, 6
- Positive ways to react to their own emotions in different situations, such as: walking away seeking help remaining calm (ACPPS020) – activities 1, 3, 4, 5, 6

Drama

- Use of dramatic action to sequence events to communicate an idea or message (ACADRM027) – activities 5, 6
- Exploration and experimentation of three (3) elements of drama: voice (loud, soft, varying loud and soft) movement (big, small, use of facial expressions) role (fictional character) to create drama (ACADRM028) – activities 5, 6
- Use of known stories and personal experiences to create drama with simple objects and available technologies (ACADRM029) – activities 5, 6
- Audience behaviour (paying attention to the development of a story) when viewing drama (ACADRR030) – activities 4, 5, 6

Mapping for topic 1 Year 2

English

Language for interaction

- Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462) – activity 3

- Expressing and developing ideas Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470) – activities 2, 3

Interacting with others

- Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666) – activities 1, 5, 6
- Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789) – activities 1, 5, 6

Health and Physical Education

- Strategies to include others in activities and games (ACPPS019) – activities 1, 5, 6
- Ways to interpret the feelings of others in different situations, such as: words other people use facial expressions body language (ACPPS020) – activities 1, 3, 4, 5, 6

Drama

- Use of dramatic action to sequence events communicating an idea, message or story (ACADRM027) – activities 5, 6
- Exploration and experimentation of four (4) elements of drama: voice (loud, soft, varying loud and soft; pace and pitch) movement (big, small; use of facial expressions; gestures; posture) role (fictional character; listening and responding in role) situation (establishing a fictional setting and relating to it in role) to create drama (ACADRM028) – activities 5, 6
- Development of drama to communicate important personal events or fictional stories using objects, puppets, images and/or available technologies (ACADRM029) – activities 5, 6

Unit mapping for general capabilities

Literacy

Comprehending texts through listening, reading, and viewing element

- 1.4 Interpret and analyse learning area texts – activity 4

Composing texts through listening, reading, and viewing element

- 2.2 Compose spoken, written, visual and multimodal learning area texts – activity 6
- 2.3 Use language to interact with others – activities 1, 5, 6
- 2.4 Deliver presentations – activity 6

Grammar knowledge element

- 4.3 Express opinion and point of view – activity 2

Word knowledge element

- 5.1 Understand learning area vocabulary – activity 3

Critical and creative thinking

Generating ideas, possibilities and actions element

- 2.1 Imagine possibilities and connect ideas – activity 5

Analysing, synthesising and evaluating reasoning and procedures element

- 4.2 Draw conclusions and design a course of action – activities 1, 6

Personal and social capability

Self-awareness element

- 1.1 Recognise emotions – activities 1, 3, 4

Social management element

- 4.1 Communicate effectively – activities 1, 5, 6
- 4.2 Work collaboratively – activities 1, 5, 6
- 4.4 Negotiate and resolve conflict – activities 5, 6
- 4.5 Develop leadership skills – activities 5, 6

Ethical understanding

Understanding ethical concepts and issues element

- 1.1 Recognise ethical concepts – activities 1, 3, 4, 5, 6
- 1.2 Explore ethical concepts in context – activities 1, 3, 4, 5, 6

Reasoning in decision making and actions element

- 2.2 Consider consequences – activity 6
- 2.3 Reflect on ethical action – activity 6

Exploring values, rights and responsibilities element

- 3.1 Examine values – activity 2
- 3.2 Explore rights and responsibilities – activity 2

Intercultural understanding

Interacting and empathising with others element

- 2.3 Empathise with others – activity 1

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Mapping for topic 2

Maps Paying It Forward, Foundation to Year 2, Topic 2:
Sharing is a choice to the Western Australia syllabuses.

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Mapping for topic 2 pre-primary

Along with this accessible version, which you can either print or use online, we also have the same mapping available as a PDF, see [Western Australia syllabuses mapping for topic 2 Foundation to Year 2 \(PDF 171KB\)](#) 

English

Interacting with others

- Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646) – activities 1, 2, 3, 4, 5, 6
- Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784) – activities 1, 4, 5, 6

Creating texts

- Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651) – activity 4

Mathematics

- Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point (ACMNA001) – activity 5
- Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (ACMNA002) – activities 1, 5, 6
- Subitise small collections of objects (ACMNA003) – activity 3
- Represent practical situations to model addition and sharing (ACMNA004) – activities 1, 5, 6
- Participate in decision-making processes (e.g. engage in group discussions, make shared decisions) (WAHASS09) – activity 5

Health and Physical Education

- Personal and social skills to interact with others: expressing needs, wants and feelings active listening self discipline (ACPPS004) – activities 1, 4
- Emotional responses individuals may experience in different situations, such as feeling: happy, sad, excited, tired, angry scared, confused (ACPPS005) – activity 3
- Appropriate language and actions to communicate feelings in different situations (ACPPS005) – activity 3

Mapping for topic 2 Year 1

English

Interacting with others

- Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656) – activities 1, 2, 3, 4, 5, 6
- Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788) – activities 1, 4, 5, 6

Creating texts

- Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661) – activity 4

Mathematics

- Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts (ACMNA015) – activities 3, 5, 6, Extension
- Recognise, describe and order Australian coins according to their value (ACMNA017) – activity 5

Health and Physical Education

- Appreciation and encouragement of the behaviour of others through the use of: manners positive language praise (ACPPS019) –

activities 1, 4

- Positive ways to react to their own emotions in different situations, such as: walking away, seeking help, remaining calm (ACPPS020) – activity 3

Mapping for topic 2 Year 2

English

Interacting with others

- Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666) – activities 1, 2, 3, 4, 5, 6
- Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789) – activities 1, 4, 5, 6

Creating texts

- Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671) – activity 4

Mathematics

- Explore the connection between addition and subtraction (ACMNA029) – activities 5, 6, Extension
- Solve simple addition problems using a range of efficient mental and written strategies (ACMNA030) – activities 5, 6, Extension
- Recognise and represent multiplication as repeated addition, groups and arrays (ACMNA031) – activities 3, Extension
- Recognise and represent division as grouping into equal sets and solve simple problems using these representations (ACMNA032) – activities 1, 5
- Count and order small collections of Australian coins and notes according to their value (ACMNA034) – activity 5

- Solve problems by using number sentences for addition or subtraction (ACMNA036) – activities 5, 6, Extension

Health and Physical Education

- Strategies to include others in activities and games (ACPPS019) – activities 1, 4,
- Ways to interpret the feelings of others in different situations, such as: words other people use facial expressions body language (ACPPS020) – activity 3

Mapping for topic 2 general capabilities

Literacy

Comprehending texts through listening, reading, and viewing element

- 1.3 Listen and respond to learning area texts – activities 1, 5, 6

Composing texts through listening, reading, and viewing element

- 2.1 Compose texts – activity 4
- 2.2 Compose spoken, written, visual and multimodal learning area texts – activity 4
- 2.3 Use language to interact with others – activity 1

Visual knowledge element

- 6.1 Understand how visual elements create meaning – activity 4

Numeracy

Estimating and calculating with whole numbers element

- 1.1 Understand and use numbers in context – activities 1, 2, 5, 6
- 1.2 Estimate and calculate – activities 2, 5, 6
- 1.3 Use money – activities 5, 6

Interpreting statistical information element

- 5.1 Interpret data displays – activity 5

Critical and creative thinking

Generating ideas, possibilities and actions element

- 2.3 Seek solutions and put ideas into action – activity 4

Analysing, synthesising and evaluating reasoning and procedures element

- 4.1 Apply logic and reasoning – activity 5

Personal and social capability

Self-awareness element

- 1.1 Recognise emotions – activity 4

Social awareness element

- 3.1 Appreciate diverse perspectives – activity 5

Social management element

- 4.1 Communicate effectively – activity 4
- 4.2 Work collaboratively – activities 1, 4

Ethical understanding

Understanding ethical concepts and issues element

- 1.1 Recognise ethical concepts – activities 2, 3, 4, 6
- 1.2 Explore ethical concepts in context – activities 4, 6

Reasoning in decision making and actions element

- 2.1 Reason and make ethical decisions – activity 6

Exploring values, rights and responsibilities element

- 3.3 Consider points of view – activity 5

Return to:

- Foundation to Year 2 Assessment

Mapping for topic 3

Maps Paying It Forward, Foundation to Year 2, Topic 3: A word with or without sharing to the WA syllabuses.

Last updated 3 March 2025

On this page

Mapping for topic 3 pre-primary

Mapping for topic 3 Year 1

Mapping for topic 3 Year 2

Mapping for topic 3 general capabilities

Mapping for topic 3 pre-primary

Along with this accessible version, which you can either print or use online, we also have the same mapping available as a PDF, see [Western Australia syllabuses mapping for topic 3 Foundation to Year 2 \(PDF, 192KB\)](#) [↗](#)

English

Language for interaction

- Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429) – activities 2, 4

Text structure and organisation

- Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (ACELA1432) – activities 5, 8

Expressing and developing ideas

- Recognise that texts are made up of words and groups of words that make meaning (ACELA1434) – activities 2, 3, 4, 5, 8
- Recognise that sentences are key units for expressing ideas (ACELA1435) – activities 2, 4, 5, 8

- Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437) – activities 2, 5, 8

Phonics and word knowledge

- Know how to read and write some high frequency words and other familiar words (ACELA1817) – activities 5, 8

Interacting with others

- Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646) – activities 2, 3, 4, 6, 7
- Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784) – activities 1, 4

Interpreting, analysing, evaluation

- Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650) – activities 2, 3, 6

Creating texts

- Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651) – activities 5, 8
- Produce some lower- case and upper-case letters using learned letter formations (ACELY1653) – activities 5, 8

Health and Physical Education

- Personal and social skills to interact with others: expressing needs, wants and feelings active listening self-discipline (ACPPS004) – activities 1, 4
- Emotional responses individuals may experience in different situations, such as feeling: happy, sad, excited, tired, angry scared, confused (ACPPS005) – activities 1, 2, 5
- Actions that promote health, safety and wellbeing, such as: eating healthy food, practising appropriate personal hygiene routines,

identifying household substances that can be dangerous, following safety symbols and procedures (ACPPS006) – activities 1, 4, 5, 7, 8

Mapping for topic 3 Year 1

English

Text structure and organisation

- Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449) – activities 5, 8

Expressing and developing ideas

- Identify the parts of a simple sentence that represent 'What is happening?', 'What state is being described?', 'Who or what is involved?' and the surrounding circumstances (ACELA1451) – activities 2, 3, 4, 5, 8
- Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452) – activities 2, 3, 4
- Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454) – activities 2, 5, 8

Phonics and word knowledge

- Understand how to spell one and two syllable words with common letter patterns (ACELA1778) – activities 5, 8
- Use visual memory to read and write high-frequency words (ACELA1821) – activities 5, 8

Creating literature

- Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary (ACELA1832) – activities 4, 5

Interacting with others

- Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656) – activities 2, 3, 4, 6, 7
- Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788) – activities 1, 4

Interpreting, analysing, evaluation

- Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660) – activities 2, 3, 6

Creating texts

- Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661) – activities 5, 8
- Write using unjoined lower case- and upper-case letters (ACELY1663) – activities 5, 8

Health and Physical Education

- Appreciation and encouragement of the behaviour of others through the use of: manners positive language praise (ACPPS019) – activities 1, 4
- Positive ways to react to their own emotions in different situations, such as: walking away seeking help remaining calm (ACPPS020) – activities 1, 4
- Actions that support a safe classroom, such as: moving around safely sharing appropriately following class rules (ACPPS022) – activities 1, 4, 6, 7, 8

Mapping for topic 3 Year 2

English

Language for interaction

- Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462) – activities 2, 4

Text structure and organisation

- Recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465) – activities 5, 8

Expressing and developing ideas

- Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (ACELA1467) – activities 3, 4, 5, 8
- Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/ phrases can be expanded using articles and adjectives (ACELA1468) – activities 2, 5, 8
- Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470) – activities 5, 8

Phonics and word knowledge

- Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words (ACELA1471) – activities 5, 8
- Use knowledge of letter patterns and morphemes to read and write high frequency words and words whose spelling is not predictable from their sounds (ACELA1823) – activities 5, 8

Interacting with others

- Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666) – activities 2, 3, 4, 6, 7
- Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789) – activities 1, 4

Creating texts

- Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671) – activities 5, 8
- Write legibly and with growing fluency using unjoined upper-case and lower-case letters (ACELY1673) – activities 5, 8

Health and Physical Education

Strategies to include others in activities and games (ACPPS019) – activities 1, 4

- Ways to interpret the feelings of others in different situations, such as: words other people use facial expressions body language (ACPPS020) – activities 1, 4
- Actions that keep people safe and healthy in and outside the classroom, such as: staying hydrated, being sun smart, following school rules (ACPPS022) – activities 1, 4, 6, 7, 8

Mapping for topic 3 general capabilities

Literacy

Comprehending texts through listening, reading, and viewing element

- 1.1 Comprehend texts – activities 2, 3, 6
- 1.2 Navigate, read and view learning area texts – activities 2, 3, 6
- 1.3 Listen and respond to learning area texts – activities 2, 3, 6
- 1.4 Interpret and analyse learning area texts – activities 2, 3, 6

Composing texts through listening, reading, and viewing element

- 2.1 Compose texts – activities 4, 5, 8
- 2.2 Compose spoken, written, visual and multimodal learning area texts – activities 4, 5, 8
- 2.3 Use language to interact with others – activities 4, 7
- 2.4 Deliver presentations – activities 3, 4

Text knowledge element

- 3.1 Use knowledge of text structures – activities 5, 8
- 3.2 Use knowledge of text cohesion – activities 5, 8

Grammar knowledge element

- 4.1 Use knowledge of sentence structures – activities 5, 8
- 4.2 Use knowledge of words and word groups – activities 5, 8
- 4.3 Express opinion and point of view – activities 5, 6, 7

Word knowledge element

- 5.1 Understand learning area vocabulary – activities 3, 5, 8
- 5.2 Use spelling knowledge – activities 5, 8

Visual knowledge element

- 6.1 Understand how visual elements create meaning – activities 4, 5

Numeracy

Estimating and calculating with whole numbers element

- 1.1 Understand and use numbers in context – activity 1

Critical and creative thinking

Generating ideas, possibilities and actions element

- 2.3 Seek solutions and put ideas into action – activity 4

Personal and social capability

Self-awareness element

- 1.1 Recognise emotions – activities 1, 5, 7
- 1.2 Recognise personal qualities and achievements
- 1.3 Understand themselves as learners
- 1.4 Develop reflective practice – activity 1

Social management element

- 4.1 Communicate effectively – activity 4

- 4.2 Work collaboratively – activities 1, 4, 7
- 4.3 Make decisions – activity 1
- 4.5 Develop leadership skills – activity 1

Ethical understanding

Understanding ethical concepts and issues element

- 1.1 Recognise ethical concepts – activities 2, 5, 6, 7
- 1.2 Explore ethical concepts in context – activities 1, 2, 5, 6, 7

Reasoning in decision making and actions element

- 2.1 Reason and make ethical decisions – activity 1
- 2.2 Consider consequences – activities 5, 7
- 2.3 Reflect on ethical action – activity 1

Intercultural understanding

Interacting and empathising with others element

- 2.3 Empathise with others – activities 2, 8

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- Foundation to Year 2 Assessment

QC 63127

Mapping for topic 4

Maps Paying It Forward, Foundation to Year 2, Topic 4: Rules and responsibilities in the classroom to the WA syllabuses.

Last updated 3 March 2025

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Mapping for topic 4 pre-primary

Mapping for topic 4 Year 1

Mapping for topic 4 Year 2

Mapping for topic 4 general capabilities

Mapping for topic 4 pre-primary

Along with this accessible version, which you can either print or use online, we also have the same mapping available as a PDF, see [Western Australia syllabuses mapping for topic 4 Foundation to Year 2 \(PDF, 183KB\)](#) [↗](#)

English

Language for interaction

- Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429) – activities 3, 5

Expressing and developing ideas

- Recognise that sentences are key units for expressing ideas (ACELA1435) – activity 3
- Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437) – activity 3

Creating literature

- Innovate on familiar texts through play (ACELT1831) – activities 5, 6

Interacting with others

- Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646) – activities 1, 2, 3, 4, 5, 6, 7
- Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784) – activities 4, 5, 6, 7

- Deliver short oral presentations to peers (ACELY1647) – activity 7

Interpreting, analysing, evaluation

- Read decodable and predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649) – activity 3

Creating texts

- Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651) – activities 2, 3

Health and Physical Education

- Personal and social skills to interact with others: expressing needs, wants and feelings, active listening, self-discipline (ACPPS004) – activities 4, 5, 6, 7
- Appropriate language and actions to communicate feelings in different situations (ACPPS005) – activity 1
- Actions that promote health, safety and wellbeing, such as: eating healthy food, practising appropriate personal hygiene routines, identifying household substances that can be dangerous, following safety symbols and procedures (ACPPS006) – activities 1, 2, 3, 4, 5, 6, 7

Drama

- Use of stimuli (photos, sounds or music) to develop dramatic action about the real and imagined worlds (ACADRM027) – activities 6, 7
- Exploration and experimentation of two (2) elements of drama: voice (loud, soft) movement (big, small) to create drama (ACADRM028) – activities 6, 7
- Simple stories based on stimuli and available technologies (ACADRM029) – activities 6, 7
- Audience behaviour (being attentive, responding appropriately) when viewing drama (ACADRR030) – activity 7

Visual Arts

- Development of artistic skills through experimentation with: shape (familiar shapes; simple 2D shapes) colour (primary colours, secondary colours) line (curved, straight, wavy, zigzag) texture (familiar objects) to create artwork (ACAVAM107) – activity 2
- Sharing artwork with others (ACAVAM108) – activity 2

Mapping for topic 4 Year 1

English

Language for interaction

- Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787) – activities 6, 7
- Expressing and developing ideas Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454) – activity 3

Creating literature

- Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary (ACELA1832) – activities 6, 7

Interacting with others

- Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656) – activities 1, 2, 3, 4, 5, 6, 7
- Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788) 4, 5, 6, 7
- Make short presentations using some introduced text structures and language, for example opening statements (ACELY1657) – activity 7

Interpreting, analysing, evaluation

- Read decodable and predictable texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge

and emerging text processing strategies, for example prediction, monitoring meaning and rereading (ACELY1659) – activity 3

Creating texts

- Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661) – activities 2, 3

Health and Physical Education

- Appreciation and encouragement of the behaviour of others through the use of manners positive language praise (ACPPS019) – activities 4, 5, 6, 7
- Actions that support a safe classroom, such as: moving around safely sharing appropriately following class rules (ACPPS022) – activities 1, 2, 3, 4, 5, 6, 7
- Importance of rules and fair play in partner, group activities and minor games (ACPMP032) – activities 6, 7

Drama

- Use of dramatic action to sequence events to communicate an idea or message (ACADRM027) – activities 6, 7
- Exploration and experimentation of three (3) elements of drama: voice (loud, soft, varying loud and soft) movement (big, small, use of facial expressions) role (fictional character) to create drama (ACADRM028) – activities 6, 7
- Use of known stories and personal experiences to create drama with simple objects and available technologies (ACADRM029) – activities 6, 7
- Audience behaviour (paying attention to the development of a story) when viewing drama (ACADRR030) – activity 7

Visual Arts

- Exploration of different materials, media and/or technologies, when creating artwork (ACAVAM107) – activity 2
- Display of artwork (ACAVAM108) – activity 2

Mapping for topic 4 Year 2

English

Interacting with others

- Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666) – activities 1, 2, 3, 4, 5, 6, 7
- Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789) – activities 4, 5, 6, 7
- Rehearse and deliver short presentations on familiar and new topics (ACELY1667) – activity 7

Creating texts

- Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671) – activities 2, 3

Health and Physical Education

- Strategies to include others in activities and games (ACPPS019) – activities 4, 5, 6, 7
- Actions that keep people safe and healthy in and outside the classroom, such as: staying hydrated being sun smart following school rules – activities 1, 2, 3, 4, 5, 6, 7
- Importance of rules and fair play in partner, group activities and minor games (ACPMP032) – activities 2, 6, 7

Drama

- Use of dramatic action to sequence events communicating an idea, message or story (ACADRM027) – activities 6, 7
- Exploration and experimentation of four (4) elements of drama: voice (loud, soft, varying loud and soft; pace and pitch) movement (big, small; use of facial expressions; gestures; posture) role (fictional character; listening and responding in role) situation

(establishing a fictional setting and relating to it in role) to create drama (ACADRM028) – activities 6, 7

- Development of drama to communicate important personal events or fictional stories using objects, puppets, images and/or available technologies (ACADRM029) – activities 6, 7
- Use of dramatic action to sequence events communicating an idea, message or story (ACADRM027) – activity 7

Visual Arts

- Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107) – activity 2
- Create and display artworks to communicate ideas to an audience (ACAVAM108) – activity 2

Mapping for topic 4 general capabilities

Literacy

Comprehending texts through listening, reading, and viewing element

- 1.1 Comprehend texts – activity 3
- 1.2 Navigate, read and view learning area texts – activity 3
- 1.3 Listen and respond to learning area texts – activity 1
- 1.4 Interpret and analyse learning area texts – activity 1

Composing texts through listening, reading, and viewing element

- 2.1 Compose texts – activities 3, 7
- 2.2 Compose spoken, written, visual and multimodal learning area texts – activities 3, 7
- 2.3 Use language to interact with others – activities 3, 4, 5, 6, 7

Visual knowledge element

- 6.1 Understand how visual elements create meaning – activities 6, 7

Critical and creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

- 1.3 Organise and process information – activity 1

Reflecting on thinking and processes element

- 3.3 Transfer knowledge into new contexts – activity 7

Personal and social capability

Self-awareness element

- 1.1 Recognise emotions – activity 7

Social management element

- 4.5 Develop leadership skills – activity 7

Ethical understanding

Understanding ethical concepts and issues element

- 1.1 Recognise ethical concepts – activities 1, 3, 6, 7
- 1.2 Explore ethical concepts in context – activities 3, 6, 7

Reasoning in decision making and actions element

- 2.2 Consider consequences – activities 1, 3

Exploring values, rights and responsibilities element

- 3.2 Explore rights and responsibilities – activities 2, 3, 4, 5, 6, 7

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- Foundation to Year 2 Assessment

QC 63127

Mapping for topic 5

Maps Paying It Forward, Foundation to Year 2, Topic 5:
Spending and saving for needs and wants to the WA

syllabuses.

Last updated 3 March 2025

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Mapping for topic 5 pre-primary

Mapping for topic 5 Year 1

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Mapping for topic 5 general capabilities

Mapping for topic 5 pre-primary

Along with this accessible version, which you can either print or use online, we also have the same mapping available as a PDF, see [Western Australia syllabuses mapping for topic 5 Foundation to Year 2 \(PDF, 191KB\)](#) [↗](#)

English

Language for interaction

- Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429) – activities 1, 2, 3

Expressing and developing ideas

- Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437) – activities 1, 2, 3, 5

Interacting with others

- Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646) – activities 1, 2
- Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784) – activity 3

Interpreting, analysing, evaluation

- Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650) – activities 2, 6

Mathematics

- Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point (ACMNA001) – activity 7
- Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (ACMNA002) – activities 4, 7
- Represent practical situations to model addition (ACMNA004) – activity 7
- Answer yes/no questions to collect information and make simple inferences (ACMSP011) – activity 7

Humanities and Social Sciences

- Explore points of view (e.g. understand that their point of view may differ from others) (WAHASS06) – activity 2
- Process information and/or data collected (e.g. sequence familiar events, answer questions, discuss observations) (WAHASS05) – activities 3, 7
- Represent information gathered in different formats (e.g. drawings, diagrams, story maps, role-plays) (WAHASS07) – activity 7
- Draw conclusions based on discussions of observations (e.g. answer questions, contribute to guided discussions) (WAHASS08) – activity 7
- Participate in decision-making processes (e.g. engage in group discussions, make shared decisions) (WAHASS09) – activity 6

Health and Physical Education

- Personal and social skills to interact with others: expressing needs, wants and feelings, active listening, self-discipline (ACPPS004) – activities 2, 3

Mapping for topic 5 Year 1

English

Expressing and developing ideas

- Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454) – activities 1, 2, 3

Interacting with others

- Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656) – activities 1, 2
- Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788) – activities 1, 2, 3, 5

Interpreting, analysing, evaluation

- Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660) – activity 2

Mathematics

- Develop confidence with number sequences to and from 100 by ones from any starting point. Skip count by twos, fives and tens starting from zero (ACMNA012) – activities 4, 7
- Recognise, describe and order Australian coins according to their value (ACMNA017) – activity 7
- Investigate and describe number patterns formed by skip-counting (ACMNA018) – activity 7
- Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays (ACMSP263) – activity 7

Humanities and Social Sciences

- Explore points of view (e.g. understand that stories can be told from different perspectives) (WAHASS19) – activity 2

- Process information and/or data collected (e.g. sequence information or events, categorise information, combine information from different sources) (WAHASS18) – activities 3, 7
- Represent collected information and/or data in to different formats (e.g. tables, maps, plans) (WAHASS20) – activity 7
- Draw conclusions based on information and/or data displayed in pictures (e.g. form categories, make generalisations based on patterns) (WAHASS21) – activity 7
- Participate in decision-making processes (e.g. engage in group discussions, make shared decisions, share views) (WAHASS22) – activity 6

Health and Physical Education

- Appreciation and encouragement of the behaviour of others through the use of: manners positive language praise (ACPPS019) – activities 2, 3

Mapping for topic 5 Year 2

English

Expressing and developing ideas

- Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470) – activities 1, 2, 3

Interacting with others

- Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666) – activities 1, 2, 7
- Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789) – activities 1, 2, 3, 5, 7

Mathematics

- Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and tens from any starting point, then moving to other sequences (ACMNA026) – activities 4, 7
- Count and order small collections of Australian coins and notes according to their value (ACMNA034) – activity 7
- Describe patterns with numbers and identify missing elements (ACMNA035) – activity 7
- Solve problems by using number sentences for addition or subtraction (ACMNA036) – activity 7
- Create displays of data using lists, table and picture graphs and interpret them (ACMSP050) – activity 7

Humanities and Social Sciences

- Explore points of view (e.g. understand that stories can be told from different perspectives) (WAHASS19) – activity 2
- Process information and/or data collected (e.g. sequence information or events, categorise information, combine information from different sources) (WAHASS18) – activities 3, 7
- Represent collected information and/or data in to different formats (e.g. tables, maps, plans) (WAHASS20) – activity 7
- Draw conclusions based on information and/or data displayed in pictures (e.g. form categories, make generalisations based on patterns) (WAHASS21) – activity 7
- Participate in decision-making processes (e.g. engage in group discussions, make shared decisions, share views) (WAHASS22) – activities 6, 7

Health and Physical Education

- Strategies to include others in activities and games (ACPPS019) – activities 2, 3

Mapping for topic 5 general capabilities

Literacy

Comprehending texts through listening, reading, and viewing element

- 1.1 Comprehend texts – activity 2
- 1.2 Navigate, read and view learning area texts – activity 2
- 1.3 Listen and respond to learning area texts – activities 1, 2, 4, 5, 6, 7
- 1.4 Interpret and analyse learning area texts – activity 2

Composing texts through listening, reading, and viewing element

- 2.3 Use language to interact with others – activities 1, 3, 7

Grammar knowledge element

- 4.2 Use knowledge of words and word groups – activities 1, 2

Word knowledge element

- 5.1 Understand learning area vocabulary 1, 2, 6

Numeracy

Estimating and calculating with whole numbers element

- 1.1 Understand and use numbers in context – activities 4, 7
- 1.2 Estimate and calculate – activities 4, 7
- 1.3 Use money – activities 4, 7

Critical and creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

- 1.3 Organise and process information – activities 3, 6, 7

Generating ideas, possibilities and actions element

- 2.2 Consider alternatives – activity 6

Analysing, synthesising and evaluating reasoning and procedures element

- 4.1 Apply logic and reasoning – activities 2, 6
- 4.2 Draw conclusions and design a course of action – activity 6

Personal and social capability

Self-awareness element

- 1.1 Recognise emotions – activity 4

Social management element

- 4.1 Communicate effectively – activity 3
- 4.2 Work collaboratively – activity 3
- 4.3 Make decisions – activity 3

Ethical understanding

Understanding ethical concepts and issues element

- 1.1 Recognise ethical concepts – activity 4
- 1.2 Explore ethical concepts in context – activity 4

Reasoning in decision making and actions element

- 2.1 Reason and make ethical decisions
- 2.2 Consider consequences – activity 4

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Mapping for topic 6

Maps Paying It Forward, Foundation to Year 2, Topic 6:
How I can contribute to our classroom to the WA
syllabuses.

Last updated 3 March 2025

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Mapping for topic 6 pre-primary

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Mapping for topic 6 general capabilities

Mapping for topic 6 pre-primary

Along with this accessible version, which you can either print or use online, we also have the same mapping available as a PDF, see [Western Australia syllabuses mapping for topic 6 Foundation to Year 2 \(PDF, 195KB\)](#) [↗](#)

English

Language for interaction

- Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429) – activity 4

Text structure and organisation

- Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (ACELA1432) – activity 3

Expressing and developing ideas

- Recognise that sentences are key units for expressing ideas (ACELA1435) – activity 3
- Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437) – activities 1, 3

Phonics and word knowledge

- Know how to read and write some high frequency words and other familiar words (ACELA1817) – activities 3, 4

Interacting with others

- Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646) – activities 1, 2

- Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784) – activity 2
- Deliver short oral presentations to peers (ACELY1647) – activity 4

Interpreting, analysing, evaluation

- Read decodable and predictable texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading (ACELY1659) – activity 4

Creating texts

- Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651) – activity 3
- Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (ACELY1652) – activity 3
- Produce some lower case and upper-case letters using learned letter formations (ACELY1653) – activity 3

Mathematics

- Describe position and movement (ACMMG010) – activity 1

Health and Physical Education

- Personal and social skills to interact with others: expressing needs, wants and feelings active listening self-discipline (ACPPS004) – activity 2
- Emotional responses individuals may experience in different situations, such as feeling: happy, sad, excited, tired, angry scared, confused (ACPPS005) – activities 1, 2, 3
- Appropriate language and actions to communicate feelings in different situations (ACPPS005) – activities 1, 3
- Actions that promote health, safety and wellbeing, such as: eating healthy food, practising appropriate personal hygiene routines, identifying household substances that can be dangerous, following safety symbols and procedures (ACPPS006) – activities 1, 3

Drama

- Use of stimuli (photos, sounds or music) to develop dramatic action about the real and imagined worlds (ACADRM027) – activity 2
- Exploration and experimentation of two (2) elements of drama: voice (loud, soft) movement (big, small) to create drama (ACADRM028) – activity 2
- Simple stories based on stimuli and available technologies (ACADRM029) – activities 2, 4

Mapping for topic 6 Year 1

English

Language for interaction

- Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787) – activity 2

Text structure and organisation

- Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449) – activity 2

Expressing and developing ideas

- Identify the parts of a simple sentence that represent 'What is happening?', 'What state is being described?', 'Who or what is involved?' and the surrounding circumstances (ACELA1451) – activity 2
- Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454) – activity 1

Phonics and word knowledge

- Understand how to spell one and two syllable words with common letter patterns (ACELA1778) – activity 3

- Use visual memory to read and write high-frequency words (ACELA1821) – activity 3

Interacting with others

- Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656) – activities 1, 2
- Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788) – activity 2
- Make short presentations using some introduced text structures and language, for example opening statements (ACELY1657) – activity 4

Interpreting, analysing, evaluation

- Read decodable and predictable texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading (ACELY1659) – activity 4

Creating texts

- Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661) – activity 3
- Re-read student's own texts and discuss possible changes to improve meaning, spelling and punctuation (ACELY1662) – activity 3
- Write using unjoined lower case and upper-case letters (ACELY1663) – activity 3

Health and Physical Education

- Appreciation and encouragement of the behaviour of others through the use of: manners positive language praise (ACPPS019) – activities 1, 2
- Positive ways to react to their own emotions in different situations, such as: walking away seeking help remaining calm (ACPPS020) – activities 1, 3

- Actions that support a safe classroom, such as: moving around safely sharing appropriately following class rules (ACPPS022) – activities 1, 3

Drama

- Use of dramatic action to sequence events communicating an idea, message or story (ACADRM027) – activity 2
- Exploration and experimentation of four (4) elements of drama: voice (loud, soft, varying loud and soft; pace and pitch) movement (big, small; use of facial expressions; gestures; posture) role (fictional character; listening and responding in role) situation (establishing a fictional setting and relating to it in role) to create drama (ACADRM028) – activity 2
- Development of drama to communicate important personal events or fictional stories using objects, puppets, images and/or available technologies (ACADRM029) – activities 2, 4

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- [Mapping for topic 6 Year 1](#)
- [Mapping for topic 6 Year 2](#)
- Mapping for topic 6 general capabilities

Mapping for topic 6 Year 2

English

Language for interaction

- Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462) – activity 3

Text structure and organisation

- Recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465) – activity 3

Expressing and developing ideas

- Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (ACELA1467) – activity 3
- Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470) – activities 1, 3, 4

Phonics and word knowledge

- Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words (ACELA1471) – activity 3
- Use knowledge of letter patterns and morphemes to read and write high frequency words and words whose spelling is not predictable from their sounds (ACELA1823) – activities 3, 4

Interacting with others

- Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666) – activities 1, 2
- Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789) – activity 2
- Rehearse and deliver short presentations on familiar and new topics (ACELY1667) – activity 4

Creating texts

- Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671) – activity 3
- Re-read and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1672) – activity 3
- Write legibly and with growing fluency using unjoined upper-case and lower-case letters (ACELY1673) – activity 3

Health and Physical Education

- Strategies to include others in activities and games (ACPPS019) – activities 1, 2
- Ways to interpret the feelings of others in different situations, such as: words other people use facial expressions body language (ACPPS020) – activities 1, 3
- Actions that keep people safe and healthy in and outside the classroom, such as: staying hydrated, being sun smart, following school rules (ACPPS022) – activities 1, 3

Drama

- Use of dramatic action to sequence events communicating an idea, message or story (ACADRM027) – activity 2
- Exploration and experimentation of four (4) elements of drama: voice (loud, soft, varying loud and soft; pace and pitch) movement (big, small; use of facial expressions; gestures; posture) role (fictional character; listening and responding in role) situation (establishing a fictional setting and relating to it in role) to create drama (ACADRM028) – activity 2
- Development of drama to communicate important personal events or fictional stories using objects, puppets, images and/or available technologies (ACADRM029) – activities 2, 4

Mapping for topic 6 general capabilities

Literacy

Comprehending texts through listening, reading, and viewing element

- 1.1 Comprehend texts – activity 4
- 1.2 Navigate, read and view learning area texts – activity 4
- 1.3 Listen and respond to learning area texts – activities 1, 2, 4
- 1.4 Interpret and analyse learning area texts

Composing texts through listening, reading, and viewing element

- 2.1 Compose texts – activity 3

- 2.2 Compose spoken, written, visual and multimodal learning area texts – activity 3
- 2.3 Use language to interact with others – activity 2
- 2.4 Deliver presentations – activity 3

Grammar knowledge element

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

Visual knowledge element

- 6.1 Understand how visual elements create meaning – activity 2

Numeracy

Using spatial reasoning element

- 4.2 Interpret maps and diagrams – activity 1

Information and Communication Technology capability (ICT)

Critical and creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

- 1.3 Organise and process information – activity 3

Generating ideas, possibilities and actions element

- 2.1 Imagine possibilities and connect ideas – activity 3

Reflecting on thinking and processes element

- 3.3 Transfer knowledge into new contexts – activities 1, 3

Analysing, synthesising and evaluating reasoning and procedures element

- 4.1 Apply logic and reasoning – activities 1, 3

Personal and social capability

Self-awareness element

- 1.1 Recognise emotions – activity 3

Social awareness element

- 3.2 Contribute to civil society – activities 2, 3, 4
- 3.3 Understand relationships – activity 3

Social management element

- 4.1 Communicate effectively – activities 2, 4
- 4.2 Work collaboratively – activity 2
- 4.5 Develop leadership skills – activity 2

Ethical understanding

Understanding ethical concepts and issues element

- 1.1 Recognise ethical concepts – activities 1, 2
- 1.2 Explore ethical concepts in context – activities 1, 2

Reasoning in decision making and actions element

- 2.1 Reason and make ethical decisions – activity 3
- 2.3 Reflect on ethical action – activities 1, 3

Exploring values, rights and responsibilities element

- 3.1 Examine values – activities 1, 2, 3
- 3.2 Explore rights and responsibilities – activities 1, 2, 3

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