



# NSW syllabuses mapping for Foundation to Year 2

NSW syllabuses mapping for Foundation to Year 2.

**Last updated** 13 July 2020

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






- [Unit mapping](#)
- [Mapping for topic 1](#)
- [Mapping for topic 2](#)
- [Mapping for topic 3](#)
- [Mapping for topic 4](#)
- [Mapping for topic 5](#)
- [Mapping for topic 6](#)

## See also:

- Australian Curriculum mapping for Foundation to Year 2
- Victorian syllabuses mapping for Foundation to Year 2
- Western Australia syllabuses mapping for Foundation to Year 2

Along with these accessible versions, which you can either print or use online, we also have the same mapping available as PDFs:

- [NSW syllabuses unit mapping for Foundation to Year 2 \(PDF, 200KB\)](#) 
- [NSW syllabuses mapping for topic 1 Foundation to Year 2 \(PDF, 165 KB\)](#) 

- [NSW syllabuses mapping for topic 2 Foundation to Year 2 \(PDF 178 KB\)](#) 
- [NSW syllabuses mapping for topic 3 Foundation to Year 2 \(PDF, 185KB\)](#) 
- [NSW syllabuses mapping for topic 4 Foundation to Year 2 \(PDF, 182KB\)](#) 
- [NSW syllabuses mapping for topic 5 Foundation to Year 2 \(PDF, 176KB\)](#) 
- [NSW syllabuses mapping for topic 6 Foundation to Year 2 \(PDF, 152KB\)](#) 

**Unit mapping**



**Mapping for topic 1**



**Mapping for topic 2**



**Mapping for topic 3**



**Mapping for topic 4**



**Mapping for topic 5**



**Mapping for topic 6**



# Unit mapping

Last updated 13 July 2020

## On this page

[Unit mapping for Early stage 1](#)

[Unit mapping for Stage 1](#)

[Unit mapping for learning across the curriculum](#)

The following maps the NSW Syllabuses to the Paying It Forward Foundation to Year 2 resources.

## Unit mapping for Early stage 1

### English

- ENe-1A communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction – topics 1, 2, 3, 4, 5, 6
- ENe-2A composes simple texts to convey an idea or message – topics 2, 3, 4, 6
- ENe-8B demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter topics 1, 3, 5, 6
- ENe-9B demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts – topics 3, 4, 5, 6
- ENe-10C thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts – topics 1, 4, 6
- ENe-11D responds to and composes simple texts about familiar aspects of the world and their own experiences – topics 1, 3, 4, 6

- ENe-12E demonstrates awareness of how to reflect on aspects of their own and others' learning – topic 6

## **Mathematics**

- MAe-1WM describes mathematical situations using everyday language, actions, materials and informal recordings – topics 2, 5
- MAe-2WM uses objects, actions, technology and/or trial and error to explore mathematical problems – topics 2, 3
- MAe-3WM uses concrete materials and/or pictorial representations to support conclusions – topics 2, 5
- MAe-4NA counts to 30, and orders, reads and represents numbers in the range 0 to 20 – topic 5
- MAe-5NA combines, separates and compares collections of objects, describes using everyday language, and records using informal methods – topic 2
- MAe-6NA groups, shares and counts collections of objects, describes using everyday language, and records using informal methods – topics 2, 3
- MAe-17SP represents data and interprets data displays made from objects – topics 2, 5

## **Health and Physical Education**

- PDe-3 communicates ways to be caring, inclusive and respectful of others – topics 1, 2, 3, 4, 6
- PDe-6 explores contextual factors that influence an individual's health, safety, wellbeing and participation in physical activity
- PDe-7 identifies actions that promote health, safety, wellbeing and physically active spaces – topics 3, 4, 6
- PDe-9 practises self-management skills in familiar and unfamiliar scenarios – topics 3, 4, 6
- PDe-10 uses interpersonal skills to effectively interact with others – topics 1, 2, 3, 4, 5, 6

## **Drama**

- DRAES1.1 Uses imagination and the elements of drama in imaginative play and dramatic situations. – topics 1, 4, 6
- DRAES1.3 Dramatises personal experiences using movement, space and objects. – topics 1, 4, 6

## **Visual Arts**

- VAES1.1 Makes simple pictures and other kinds of artworks about things and experiences. – topic 4
- VAES1.2 Experiments with a range of media in selected forms. – topic 4

**Move on this page to:**

## **Unit mapping for Stage 1**

### **English**

- EN1-1A communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations – topics 1, 2, 3, 4, 5, 6
- EN1-2A plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers – topics 2, 3, 6
- EN1-8B recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter – topic 5
- EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts – topics 3, 4, 5, 6
- EN1-10C thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts – topics 1, 4, 6
- EN1-11D responds to and composes a range of texts about familiar aspects of the world and their own experiences – topics 1, 3, 4, 6
- EN1-12E identifies and discusses aspects of their own and others' learning – topic 6

## **Mathematics**

- MA1-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols – topic 2
- MA1-2WM uses objects, diagrams and technology to explore mathematical problems – topic 2
- MA1-5NA uses a range of strategies and informal recording methods for addition and subtraction involving one- and two-digit numbers – topic 2
- MA1-6NA uses a range of mental strategies and concrete materials for multiplication and division – topic 2
- MA1-17SP gathers and organises data, displays data in lists, tables and picture graphs, and interprets the results

## **Health and Physical Education**

- PD1-1 describes the qualities and characteristics that make them similar and different to others
- PD1-3 recognises and describes the qualities that enhance inclusive and respectful relationships – topics 1, 2, 3, 4, 6
- PD1-7 explores actions that help make home and school healthy, safe and physically active spaces – topics 3, 4, 6
- PD1-9 demonstrates self-management skills in taking responsibility for their own actions – topics 3, 4, 6
- PD1-10 describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong – topics 1, 2, 3, 4, 6

## **Drama**

- DRAS1.1 Takes on roles in drama to explore familiar and imagined situations. – topics 1, 4, 6
- DRAS1.2 Conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice. – topics 1, 4, 6
- DRAS1.3 Interacts collaboratively to communicate the action of the drama with others. – topics 1, 4, 6

## Visual Arts

- VAS1.1 Makes artworks in a particular way about experiences of real and imaginary things. – topic 4
- VAS1.2 Uses the forms to make artworks according to varying requirements. – topic 4

**Move on this page to:**

## Unit mapping for learning across the curriculum

### Literacy

Comprehending texts through listening, reading, and viewing element

- 1.1 Comprehend text – 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

**Move on this page to:**

**Return to:**

- Foundation to Year 2 Assessment

**See also:**

- [Mapping for topic 1](#)
- [Mapping for topic 2](#)
- [Mapping for topic 3](#)
- [Mapping for topic 4](#)
- [Mapping for topic 5](#)
- [Mapping for topic 6](#)

QC 63124

# **Mapping for topic 1**

**Last updated** 13 July 2020

## **On this page**

[Mapping for topic 1 Early stage 1](#)

[Mapping for topic 1 Stage 1](#)

[Mapping for learning across the curriculum for topic 1](#)

The following maps Paying It Forward, Foundation to Year 2, Topic 1: Fairness to the NSW syllabuses.

## **Mapping for topic 1 Early stage 1**

### **English**

- ENe-1A communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction – activities 1, 2, 3, 5, 6
- ENe-8B demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter – activity 3
- ENe-10C thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts – activities 4, 5, 6
- ENe-11D responds to and composes simple texts about familiar aspects of the world and their own experiences – activities 5, 6

### **Personal Development, Health and Physical Education**

- PDe-3 communicates ways to be caring, inclusive and respectful of others – activities 1, 2, 6
- PDe-10 uses interpersonal skills to effectively interact with others – activities 1, 5, 6

### **Drama**

- DRAES1.1 Uses imagination and the elements of drama in imaginative play and dramatic situations. – activities 5, 6
- DRAES1.3 Dramatises personal experiences using movement, space and objects – activities 5, 6

**Move on this page to:**

# **Mapping for topic 1 Stage 1**

## **English**

- EN1-1A communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations – activities 1, 2, 3, 5, 6
- EN1-10C thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts – activities 4, 5, 6
- EN1-11D responds to and composes a range of texts about familiar aspects of the world and their own experiences – activities 5, 6

## **Personal Development, Health and Physical Education**

- PD1-3 recognises and describes the qualities that enhance inclusive and respectful relationships – activities 1, 2, 6
- PD1-10 describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong – activities 1, 5, 6

## **Drama**

- DRAS1.1 Takes on roles in drama to explore familiar and imagined situations. – activities 5, 6
- DRAS1.2 Conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice. – activities 5, 6
- DRAS1.3 Interacts collaboratively to communicate the action of the drama with others. – activities 5, 6

**Move on this page to:**

# **Mapping for learning across the curriculum for topic 1**

## **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

## **Civics and citizenship**

- Activities 2, 4, 5, 6

**Move on this page to:**

- [Mapping for topic 1 Early stage 1](#)
- [Mapping for topic 1 Stage 1](#)
- Mapping for learning across the curriculum for topic 1

**Return to:**

- Foundation to Year 2 Assessment

**See also:**

- [Unit mapping](#)
- [Mapping for topic 2](#)
- [Mapping for topic 3](#)
- [Mapping for topic 4](#)
- [Mapping for topic 5](#)
- [Mapping for topic 6](#)

# Mapping for topic 2

Last updated 13 July 2020

## On this page

[Mapping for topic 2 Early stage 1](#)

[Mapping for topic 2 Stage 1](#)

[Mapping for learning across the curriculum for topic 2](#)

The following maps Paying It Forward, Foundation to Year 2, Topic 2: Sharing is a choice to the NSW syllabuses.

## Mapping for topic 2 Early stage 1

### English

- ENe-1A communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction – activities 1, 2, 3, 4, 5, 6
- ENe-2A composes simple texts to convey an idea or message – activity 4

### Mathematics

- MAe-1WM describes mathematical situations using everyday language, actions, materials and informal recordings – activities 1, 5, 6
- MAe-2WM uses objects, actions, technology and/or trial and error to explore mathematical problems – activities 1, 5, 6
- MAe-3WM uses concrete materials and/or pictorial representations to support conclusions – activities 5, 6
- MAe-5NA combines, separates and compares collections of objects, describes using everyday language, and records using

informal methods – activity 3

- MAe-6NA groups, shares and counts collections of objects, describes using everyday language, and records using informal methods – activities 1, 3, 5, 6

## **Personal Development, Health and Physical Education**

- PDe-3 communicates ways to be caring, inclusive and respectful of others – activities 2, 4
- PDe-10 uses interpersonal skills to effectively interact with others – activities 1, 4, 6

**Move on this page to:**

## **Mapping for topic 2 Stage 1**

### **English**

- EN1-1A communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations – activities 1, 2, 3, 4, 5, 6
- EN1-2A plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers – activity 4

### **Mathematics**

- MA1-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols – activities 1, 5, 6, Extensions
- MA1-2WM uses objects, diagrams and technology to explore mathematical problems – activities 1, 5, 6, Extensions
- MA1-5NA uses a range of strategies and informal recording methods for addition involving one- and two-digit numbers – activities 5, 6, Extensions
- MA1-6NA uses a range of mental strategies and concrete materials for multiplication and division – activities 1, 5



## **Personal Development, Health and Physical Education**

- PD1-3 recognises and describes the qualities that enhance inclusive and respectful relationships – activities 2, 4
- PD1-10 describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong – activities 1, 4, 6

**Move on this page to:**

## **Mapping for 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 – 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

## **Civics and citizenship**

- Activities 2, 3, 4, 5, 6

**Move on this page to:**

**Return to:**

- Foundation to Year 2 Assessment

**See also:**

- [Unit mapping](#)
- [Mapping for topic 1](#)
- [Mapping for topic 3](#)
- [Mapping for topic 4](#)
- [Mapping for topic 5](#)
- [Mapping for topic 6](#)

QC 63124

## Mapping for topic 3

Last updated 13 July 2020

### On this page

[Mapping for topic 3 Early stage 1](#)

[Mapping for topic 3 Stage 1](#)

[Mapping for learning across the curriculum for topic 3](#)

The following maps Paying It Forward, Foundation to Year 2, Topic 3: A world with or without sharing to the NSW syllabuses.

## Mapping for topic 3 Early stage 1

### English

- ENe-1A communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction – activities 1, 3, 4, 6
- ENe-2A composes simple texts to convey an idea or message – activities 4, 5, 8

- ENe-8B demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter – activities 2, 3, 6
- ENe-9B demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts – activities 2, 3, 4, 5
- ENe-11D responds to and composes simple texts about familiar aspects of the world and their own experiences – activities 2, 3, 4, 5, 8

## **Mathematics**

- MAe-2WM uses objects, actions, technology and/or trial and error to explore mathematical problems – activity 1
- MAe-6NA groups, shares and counts collections of objects, describes using everyday language, and records using informal methods – activity 1

## **Personal Development, Health and Physical Education**

- PDe-3 communicates ways to be caring, inclusive and respectful of others – activity 4
- PDe-7 identifies actions that promote health, safety, wellbeing and physically active spaces – activities 4, 6
- PDe-9 practises self-management skills in familiar and unfamiliar scenarios – activities 1, 4
- PDe-10 uses interpersonal skills to effectively interact with others – activities 1, 4

**Move on this page to:**

## **Mapping for topic 3 Stage 1**

### **English**

- EN1-1A communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own

communication is adjusted in different situations – activities 1, 3, 4, 6

- EN1-2A plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers – activities 4, 5, 8
- EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts – activities 2, 3, 4, 5
- EN1-11D responds to and composes a range of texts about familiar aspects of the world and their own experiences – activities 2, 3, 4, 5, 8

## **Personal Development, Health and Physical Education**

- PD1-3 recognises and describes the qualities that enhance inclusive and respectful relationships – activity 4
- PD1-7 explores actions that help make home and school healthy, safe and physically active spaces – activities 4, 6
- PD1-9 demonstrates self-management skills in taking responsibility for their own actions – activities 1, 4
- PD1-10 describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong – activities 1, 4

**Move on this page to:**

## **Mapping for learning across the curriculum for topic 3**

### **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 3, 4

## **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

## **Civics and citizenship**

- Activities 2, 4, 6, 7, 8

**Move on this page to:**

**Return to:**

- Foundation to Year 2 Assessment

**See also:**

- [Unit mapping](#)

- [Mapping for topic 1](#)
- [Mapping for topic 2](#)
- [Mapping for topic 4](#)
- [Mapping for topic 5](#)
- [Mapping for topic 6](#)

QC 63124

## Mapping for topic 4

Last updated 13 July 2020

### On this page

[Mapping for topic 4 Early stage 1](#)

[Mapping for topic 4 Stage 1](#)

[Mapping for learning across the curriculum for topic 4](#)

The following maps Paying It Forward, Foundation to Year 2, Topic 4: Rules and responsibilities in the classroom to the NSW syllabuses.

## Mapping for topic 4 Early stage 1

### English

- ENe-1A communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction – activities 2, 3, 4, 5, 6, 7
- ENe-2A composes simple texts to convey an idea or message – activity 3
- ENe-4A demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies – activity 3



- ENe-9B demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts – activity 3
- ENe-10C thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts – activities 6, 7

## **Personal Development, Health and Physical Education**

- PDe-3 communicates ways to be caring, inclusive and respectful of others – activities 2, 4, 5, 6
- PDe-7 identifies actions that promote health, safety, wellbeing and physically active spaces – activities 2, 4, 5, 6
- PDe-9 practises self-management skills in familiar and unfamiliar scenarios – activities 6, 7
- PDe-10 uses interpersonal skills to effectively interact with others – activities 4, 5, 6, 7

## **Drama**

- DRAES1.1 Uses imagination and the elements of drama in imaginative play and dramatic situations. – activities 5, 6
- DRAES1.3 Dramatises personal experiences using movement, space and objects. – activities 5, 6

## **Visual Arts**

- VAES1.1 Makes simple pictures and other kinds of artworks about things and experiences. – activity 2
- VAES1.2 Experiments with a range of media in selected forms. – activity 2

## **Mapping for topic 4 Stage 1**

### **English**

- EN1-1A communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own

communication is adjusted in different situations – activities 2, 3, 4, 5, 6, 7

- EN1-4A draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies – activity 3
- EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts – activity 3
- EN1-10C thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts – activity 3
- EN1-11D responds to and composes a range of texts about familiar aspects of the world and their own experiences – activities 6, 7

## **Personal Development, Health and Physical Education**

- PD1-3 recognises and describes the qualities that enhance inclusive and respectful relationships – activities 2, 4, 5, 6
- PD1-7 explores actions that help make home and school healthy, safe and physically active spaces – activities 2, 4, 5, 6
- PD1-9 demonstrates self-management skills in taking responsibility for their own actions – activities 6, 7
- PD1-10 describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong – activities 4, 5, 6, 7

## **Drama**

- DRAS1.1 Takes on roles in drama to explore familiar and imagined situations. – activities 6, 7
- DRAS1.2 Conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice. – activities 6, 7
- DRAS1.3 Interacts collaboratively to communicate the action of the drama with others. – activities 6, 7

## **Visual Arts**

- VAS1.1 Makes artworks in a particular way about experiences of real and imaginary things. – activity 2
- VAS1.2 Uses the forms to make artworks according to varying requirements. – activity 2

## **Mapping for learning across the curriculum for topic 4**

### **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 1, 2, 3, 4, 5, 6, 7

## **Civics and citizenship**

- Activities 2, 3, 4, 5, 6, 7

**Move on this page to:**

**Return to:**

- Foundation to Year 2 Assessment

**See also:**

- [Unit mapping](#)
- [Mapping for topic 1](#)
- [Mapping for topic 2](#)
- [Mapping for topic 3](#)
- [Mapping for topic 5](#)
- [Mapping for topic 6](#)

# Mapping for topic 5

Last updated 13 July 2020

## On this page

[Mapping for topic 5 Early stage 1](#)

[Mapping for topic 5 Stage 1](#)

[Mapping for learning across the curriculum for topic 5](#)

The following maps Paying It Forward, Foundation to Year 2, Topic 5: Spending and saving for needs and wants to the NSW syllabuses.

## Mapping for topic 5 Early stage 1

### English

- ENe-1A communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction – activities 1, 3
- ENe-8B demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter – activity 6
- ENe-9B demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts – activities 2, 5

### Mathematics

- MAe-1WM describes mathematical situations using everyday language, actions, materials and informal recordings – activity 7
- MAe-3WM uses concrete materials and/or pictorial representations to support conclusions – activity 7
- MAe-4NA counts to 30, and orders, reads and represents numbers in the range 0 to 20 – activities 4, 7
- MAe-17SP represents data and interprets data displays made from objects – activity 7

## **Personal Development, Health and Physical Education**

- PDe-10 uses interpersonal skills to effectively interact with others – activities 1, 3

**Move on this page to:**

## **Mapping for topic 5 Stage 1**

### **English**

- EN1-1A communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations – activities 1, 3
- EN1-8B recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter – activity 6
- EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts – activities 2, 5

### **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

**Move on this page to:**

## **Mapping for learning across the curriculum for topic 5**

### **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 – activities 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

**Move on this page to:**

**Return to:**

- Foundation to Year 2 Assessment

**See also:**

- [Unit mapping](#)
- [Mapping for topic 1](#)
- [Mapping for topic 2](#)
- [Mapping for topic 3](#)
- [Mapping for topic 4](#)
- [Mapping for topic 6](#)

QC 63124

# Mapping for topic 6

Last updated 13 July 2020

**On this page**



[Mapping for topic 6 Early stage 1](#)

[Mapping for topic 6 Stage 1](#)

[Mapping for learning across the curriculum for topic 6](#)

The following maps Paying It Forward, Foundation to Year 2, Topic 6:  
How I contribute to our classroom community to the NSW syllabuses.

## **Mapping for topic 6 Early stage 1**

### **English**

- ENe-1A communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction – activities 2, 4
- ENe-2A composes simple texts to convey an idea or message – activity 3
- ENe-4A demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies – activity 4
- ENe-8B demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter – activity 4
- ENe-9B demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts – activities 2, 3, 4
- ENe-10C thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts – activity 2
- ENe-11D responds to and composes simple texts about familiar aspects of the world and their own experiences – activities 2, 3
- ENe-12E demonstrates awareness of how to reflect on aspects of their own and others' learning – activity 1

### **Personal Development, Health and Physical Education**

- PDe-3 communicates ways to be caring, inclusive and respectful of others – activities 1, 3
- PDe-7 identifies actions that promote health, safety, wellbeing and physically active spaces – activities 1, 3
- PDe-9 practises self-management skills in familiar and unfamiliar scenarios – activity 2
- PDe-10 uses interpersonal skills to effectively interact with others – activity 2

## **Drama**

- DRAES1.1 Uses imagination and the elements of drama in imaginative play and dramatic situations. – activity 2
- DRAES1.3 Dramatises personal experiences using movement, space and objects. – activity 2

**Move on this page to:**

## **Mapping for topic 6 Stage 1**

### **English**

- EN1-1A communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations – activities 2, 4
- EN1-2A plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers – activity 3
- EN1-4A draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies – activity 4
- EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts – activities 1, 2, 3
- EN1-10C thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts – activity 2

- EN1-11D responds to and composes a range of texts about familiar aspects of the world and their own experiences – activities 2, 3
- ENe-12E demonstrates awareness of how to reflect on aspects of their own and others' learning – activity 1

## **Personal Development, Health and Physical Education**

- PD1-3 recognises and describes the qualities that enhance inclusive and respectful relationships – activities 1, 3
- PD1-7 explores actions that help make home and school healthy, safe and physically active spaces – activities 1, 3
- PD1-9 demonstrates self-management skills in taking responsibility for their own actions – activity 2
- PD1-10 describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong – activity 2

## **Drama**

- DRAS1.1 Takes on roles in drama to explore familiar and imagined situations – activity 2
- DRAS1.2 Conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice. – activity 2
- DRAS1.3 Interacts collaboratively to communicate the action of the drama with others. – activity 2

**Move on this page to:**

## **Mapping for learning across the curriculum for topic 6**

### **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 (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

## **Civics and citizenship**

- Activities 1, 2, 3, 4

**Move on this page to:**

**Return to:**

- Foundation to Year 2 Assessment

**See also:**

- [Unit mapping](#)
- [Mapping for topic 1](#)
- [Mapping for topic 2](#)
- [Mapping for topic 3](#)
- [Mapping for topic 4](#)
- [Mapping for topic 5](#)

QC 63124

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