









Australian Curriculum Outcomes

FOUNDATION LEVEL

CURRICULUM CONNECTION	DIMENSIONS	RESPONSIBILITY				INTEGRITY				STRENGTH				EMPATHY			
		LESSON				LESSON				LESSON				LESSON			
		01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16
 Online Safety	Values, Rights and Responsibilities	★	★	★	★	★	★	★	★	★	★			★	★	★	★
	Wellbeing		★	★		★	★	★	★	★	★	★	★			★	★
	Respectful Relationships		★			★	★	★	★					★	★	★	★
	Digital Media Literacy	★	★		★	★	★		★	★				★			
	Informed and Safe Use of Information and Devices		★		★	★	★		★	★				★			

LEARNING AREA OUTCOMES	ELEMENTS	CONTENT DESCRIPTION	RESPONSIBILITY				INTEGRITY				STRENGTH				EMPATHY			
			LESSON				LESSON				LESSON				LESSON			
			01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16
 Health and Physical Education Personal, Social and Community Health	Being healthy, safe and active	Identify personal strengths		★			★	★	★		★	★	★	★		★	★	★
		Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy		★	★	★	★	★	★	★		★	★	★				★
	Communicating and interacting for health and wellbeing	Practise personal and social skills to interact positively with others		★			★	★	★	★					★	★	★	★
		Identify and describe emotional responses people may experience in different situations		★	★				★		★				★	★	★	★
Contributing to healthy and active communities	Identify actions that promote health, safety and wellbeing		★	★	★	★	★	★	★		★	★	★	★	★	★	★	
 Digital Technologies	Processes and Production Skills	Explore how people safely use common information systems to meet information, communication and recreation needs	★	★		★	★	★	★	★		★	★					

GENERAL CAPABILITIES	ELEMENTS	CONTENT DESCRIPTION	RESPONSIBILITY				INTEGRITY				STRENGTH				EMPATHY			
			LESSON				LESSON				LESSON				LESSON			
			01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16
 Critical and Creative Thinking	Inquiring - identifying, exploring and organising information and ideas	Pose factual and exploratory questions based on personal interests and experiences					★	★	★		★		★	★	★		★	
		Identify and describe familiar information and ideas during a discussion or investigation	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★
		Gather similar information or depictions from given sources	★				★	★		★		★						
	Generating ideas, possibilities and actions	Use imagination to view or create things in new ways and connect two things that seem different					★	★				★			★			★
		Suggest alternative and creative ways to approach a given situation or task		★	★	★			★	★	★	★			★		★	★
		Predict what might happen in a given situation and when putting ideas into action		★	★		★	★	★	★	★					★	★	★
	Reflecting on thinking and processes	Describe what they are thinking and give reasons why	★	★	★	★		★	★	★	★	★	★	★		★	★	★
		Connect information from one setting to another	★		★		★	★	★	★	★	★	★	★	★			★
	Analysing, synthesising and evaluating reasoning and procedures	Identify the thinking used to solve problems in given situations							★		★							
Share their thinking about possible courses of action			★	★	★	★	★	★	★	★					★	★		
Check whether they are satisfied with the outcome of tasks or actions							★		★	★				★				
 Ethical Understanding	Understanding ethical concepts and issues	Identify ethical concepts arising in familiar contexts, such as good and bad behaviours		★	★		★	★	★	★		★	★					
		Describe familiar situations that involve ethical concepts		★	★	★	★	★	★	★					★	★	★	
	Reasoning in decision making and actions	Identify examples from stories and experiences that show ways people make decisions about their actions		★				★	★		★						★	
		Identify links between emotions and behaviours		★					★		★					★	★	★
	Exploring values, rights and responsibilities	Identify and describe the influence of factors such as wants and needs on people's actions		★		★			★			★	★		★	★	★	
		Identify values that are important to them		★				★	★	★	★					★	★	★
 Personal and Social	Self awareness	Recognise and identify their own emotions		★	★				★		★					★	★	★
		Express a personal preference	★	★	★					★	★	★	★	★				
		Select tasks they can do in different learning contexts	★									★			★			
	Self management	Recognise and identify participation in or completion of a task	★			★	★	★	★	★	★	★	★	★	★	★	★	★
		Recognise and identify how their emotions influence the way they feel and act		★	★			★	★		★					★	★	★
		Make a choice to participate in a class activity		★	★	★	★	★	★	★	★	★	★	★	★	★	★	★
		Attempt tasks with support or prompting	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★
	Social awareness	Identify people and situations with which they feel a sense of familiarity or belonging	★	★	★						★	★	★	★		★	★	★
	Social management	Show an awareness for the feelings, needs and interests of others						★	★		★				★	★	★	★
		Respond to the feelings, needs and interests of others							★		★				★	★	★	★
 Intercultural Understanding	Recognising culture and developing respect	Share ideas about self and belonging with peers			★						★	★	★	★	★	★	★	★
		Identify, explore and compare culturally diverse activities and objects										★	★	★				
	Interacting and empathising with others	Express their opinions and listen to the opinions of others in given situations		★	★		★	★	★	★	★	★	★	★		★	★	★
		Imagine and describe their own feelings if they were put in someone else's place							★							★	★	★
	Reflecting on intercultural experiences and taking responsibility	Identify examples of the acceptance and inclusion of others in given situations							★							★	★	★
Identify similarities and differences between themselves and their peers				★				★			★	★	★		★	★	★	
 Information and Communication Technology	Applying social and ethical protocols and practices when using ICT	Recognise ownership over their own digital work									★							
		Follow class rules about using digital information				★	★	★	★	★					★			
		Follow class rules when sharing personal information with known audiences and demonstrate an awareness of applying social protocols when using ICT to communicate				★	★	★	★	★					★			
	Communicating with ICT	Identify how they use ICT in multiple ways on multiple devices	★	★				★			★	★		★	★			
Use purposefully selected ICT tools safely to view information shared by trusted adults		★							★		★			★				
		Understand that messages are recorded, viewed or sent in computer mediated communications for others to receive		★		★			★	★	★			★				