

English and Mathematics
Years 7–10 Life Skills

Advice on Planning, Programming and Assessment

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1 Introduction

This support document has been designed to help teachers understand key aspects of the Life Skills outcomes and content that have been developed in conjunction with the new *English Years 7–10 Syllabus* and the new *Mathematics Years 7–10 Syllabus*, and to provide guidance for initial implementation.

The document should be read in conjunction with the following Board of Studies documents that can be accessed through the Board of Studies website (www.boardofstudies.nsw.edu.au):

- *English Years 7–10 Syllabus: Advice on Programming and Assessment* (2002)
- *English Years 7–10 Syllabus* (Reprint including Life Skills outcomes and content) (2003)
- *Mathematics Years 7–10 Syllabus: Advice on Programming and Assessment* (2002)
- *Mathematics Years 7–10 Syllabus* (Reprint including Life Skills outcomes and content) (2003)
- *Assessment, Certification and Examination Manual* (2002).

This advice provides information additional to that contained in the above documents to assist teachers to:

- clarify the process to access Life Skills outcomes and content and identify those students for whom this option may be appropriate
- program from the new Years 7–10 Life Skills outcomes and content in the English and Mathematics syllabuses
- design and implement appropriate assessment processes for students undertaking Life Skills outcomes and content by reflecting on evidence of learning in relation to outcomes.

The document contains two sample units of work for English and four sample units of work for Mathematics. The format of the sample units is a suggested method of programming. In each sample unit, a number of integrated teaching, learning and assessment activities have been prepared to assist teachers to become familiar with the Life Skills outcomes and content in English and Mathematics. In addition, links to Life Skills outcomes from other syllabuses have been provided to assist teachers in developing integrated units.

The sample units provide a basis from which teachers can develop their own programs to cater for the learning needs of the students in their class.

2 Curriculum options for students with special education needs

2.1 Inclusive curriculum

A key principle of the *K–10 Curriculum Framework*, that guides K–10 syllabus development, is that the curriculum must be inclusive of all students in New South Wales.

The rationale, aim, objectives, outcomes and content of each syllabus have been designed to accommodate teaching approaches that support the learning needs of all students. The Board of Studies recognises that all teachers have students in their classrooms with a range of needs and abilities. The *Stage Statements* and the *Continuum of Learning* in each syllabus can help teachers identify the starting point for instruction for the students in their class.

It is expected that most students with special education needs will participate fully in learning experiences and assessment activities provided by the regular syllabus outcomes and content, although they may require additional support, including adjustments to teaching and learning activities and/or assessment tasks. However, for a small percentage of these students, particularly those with an intellectual disability, the Life Skills outcomes and content in each syllabus can provide a more relevant, accessible and meaningful curriculum option.

Providing for students with special education needs: an overview

Collaborative curriculum planning (see section 2.2)
All students with special education needs should be encouraged to choose the most appropriate courses and options within courses in keeping with their interests, strengths, goals and learning needs. This is best done in the context of collaborative curriculum planning with the student, parent/carer and other significant individuals in the student's life (eg teachers, learning support personnel and community service providers as appropriate).

⇩

Curriculum adjustments (see section 2.3)
Most students with special education needs will participate fully in learning experiences and assessment activities provided by the regular syllabus outcomes and content. However, they may require additional support and/or adjustments to teaching and learning activities and/or assessment processes.

⇩

Decision to access Life Skills outcomes and content (see section 2.4)
For **some** students with special education needs, particularly those with an intellectual disability, the collaborative curriculum planning process may determine that a pattern of study based on Life Skills outcomes and content in one or more of the Years 7–10 syllabuses is appropriate.

⇩

School planning to implement Life Skills outcomes and content (see section 2.5)
The school develops a plan to implement Life Skills outcomes and content and assist the student in the learning process.

2.2 Collaborative curriculum planning

Collaborative curriculum planning is the process by which a team of people meet to discuss and make decisions about curriculum options and adjustments that will enable a student with special education needs to access the curriculum.

These decisions need to involve those who have significant knowledge and understanding of the student. Participants should include the student and parents/carers. In addition, the principal, subject/classroom teachers, learning support personnel and community service providers may be involved. It might be necessary to provide the student with additional assistance or encouragement to enable them to be actively involved in the process.

Collaborative curriculum planning should focus on designing and implementing an appropriate pattern of study for the student and examining relevant curriculum options that will lead to the award of the School Certificate. Refer to the *Assessment, Certification and Examination Manual* (*ACE Manual*) for mandatory curriculum requirements.

When making decisions about curriculum options it is important to consider:
- the student's interests, strengths, goals and learning needs
- the support and/or adjustments that may be necessary for the student to fully access the curriculum (see section 2.3)
- the transition needs of the student from school to adult life.

School systems and individual independent schools are responsible for the manner in which this collaborative planning process is managed. Consultation with the respective support personnel in schools is important when making decisions about the most appropriate curriculum options for students with special education needs.

2.3 Curriculum adjustments

Curriculum adjustments are measures or actions that enable a student with special education needs to access syllabus outcomes and content. A range of curriculum adjustments should be explored before a decision is made to access Life Skills outcomes and content. These curriculum adjustments will vary according to the needs of the individual student.

The following information outlines possible adjustments for students with special education needs. (Forms of adjustment, other than curriculum adjustments, may also be necessary to promote active participation in all aspects of school life by students with special education needs. This may include physical access to buildings, equipment and school activities.)

Adjustments to teaching and learning
Some students may require:
- adjustments to classroom organisation, eg consideration may need to be given to positioning the student in the classroom to maximise participation and/or access to instruction
- adjustments to enable access to teaching and learning activities, eg the use of technology; alternate formats such as large print, disk or Braille, simplified texts, subtitled videos and DVDs; oral/sign interpreters or readers and scribes; adjustments or modifications to equipment or furniture; and adjustments to enable participation in field trips and excursions
- adjustments to the amount of content to be covered in a particular lesson or unit of work or the time allocated to complete work
- additional demonstration of key concepts and skills by the teacher, teacher's aide or a peer

- a range of appropriate learning activities with structured opportunities for guided and independent practice and effective feedback
- additional support through group work, peer or volunteer tutoring, and/or other individual assistance.

Adjustments to assessment

Some students may require:

- adjustments to the assessment process such as additional time, rest breaks, quieter conditions, or the use of a reader and/or scribe or specific technology
- adjustments to assessment tasks such as rephrasing questions, using simplified language, fewer questions or alternative formats for questions
- alternative formats for responses, eg written responses may include essays, answers to questions, multi-media presentations.

The following are more specific examples of adjustments that can be made to teaching, learning and assessment activities. They identify alternative ways for students to participate in commenting and discussing, writing or recording, reading, listening and viewing. Some of these strategies may require additional support from the teacher, teacher's aide or a peer.

A student may participate in *commenting* and *discussing* by:

- oral contribution to class discussion
- answering closed questions on a topic
- using changes in facial expression, nod or gesture to respond to a closed question, eg 'Did Germany invade Poland in 1939?'
- selecting photographs, pictures or symbols, eg the student makes a choice between two photographs to express a preference (like/don't like)
- selecting symbols from a topic board or communication book to express an opinion
- using a communication device, eg the student leads a group discussion with pre-recorded questions or a peer records information on a communication device for the student to present to the class during group work.

A student may participate in *writing* or *recording* by:

- writing simple answers to questions
- ticking pre-prepared checklists
- using photographs, pictures or symbols, eg the student sequences pictures to tell a story, combines symbols to convey meaning, circles a selection of symbols on a page to create a list
- using computer software, eg the student uses a drawing program and pictures to write, uses scanned pictures and/or digital photographs in a multimedia presentation, uses assistive technology to select text or pictures from the screen.

A student may participate in *reading* activities by:

- reading simplified texts
- reading transcripts
- following a text being read by a peer or adult
- following a text from audiotape, CD-ROM, multimedia presentation or video
- following a visual sequence of instructions, a visual recipe or a visual timetable.

A student may participate in *listening* activities by:

- listening to a text being read by a peer or adult
- listening to a text from audiotape, CD-ROM, multimedia presentation or video
- responding to tone of voice in conjunction with facial expressions, gestures and/or physical prompts.

A student may participate in *viewing* activities by:
- viewing subtitled videos, DVDs
- reading summaries/descriptions of the visual input from photographs, slides, multimedia presentations, films/videos/DVDs, pictures and posters
- listening to a peer or adult describe the visual input from photographs, slides, multimedia presentations, films/videos/DVDs, pictures and posters while they 'view' the visual media or multimedia together
- responding to sensory stimuli, facial expressions, gestures or physical prompts in conjunction with tone of voice.

Decisions are made at school level to offer adjustments to students with special education needs in course work, assessment tasks and in-school tests. However, the application for special provisions in external examinations is a separate process. Refer to section 7 of the *ACE Manual* for further information about special provisions in the School Certificate tests.

2.4 Decision to access Life Skills outcomes and content

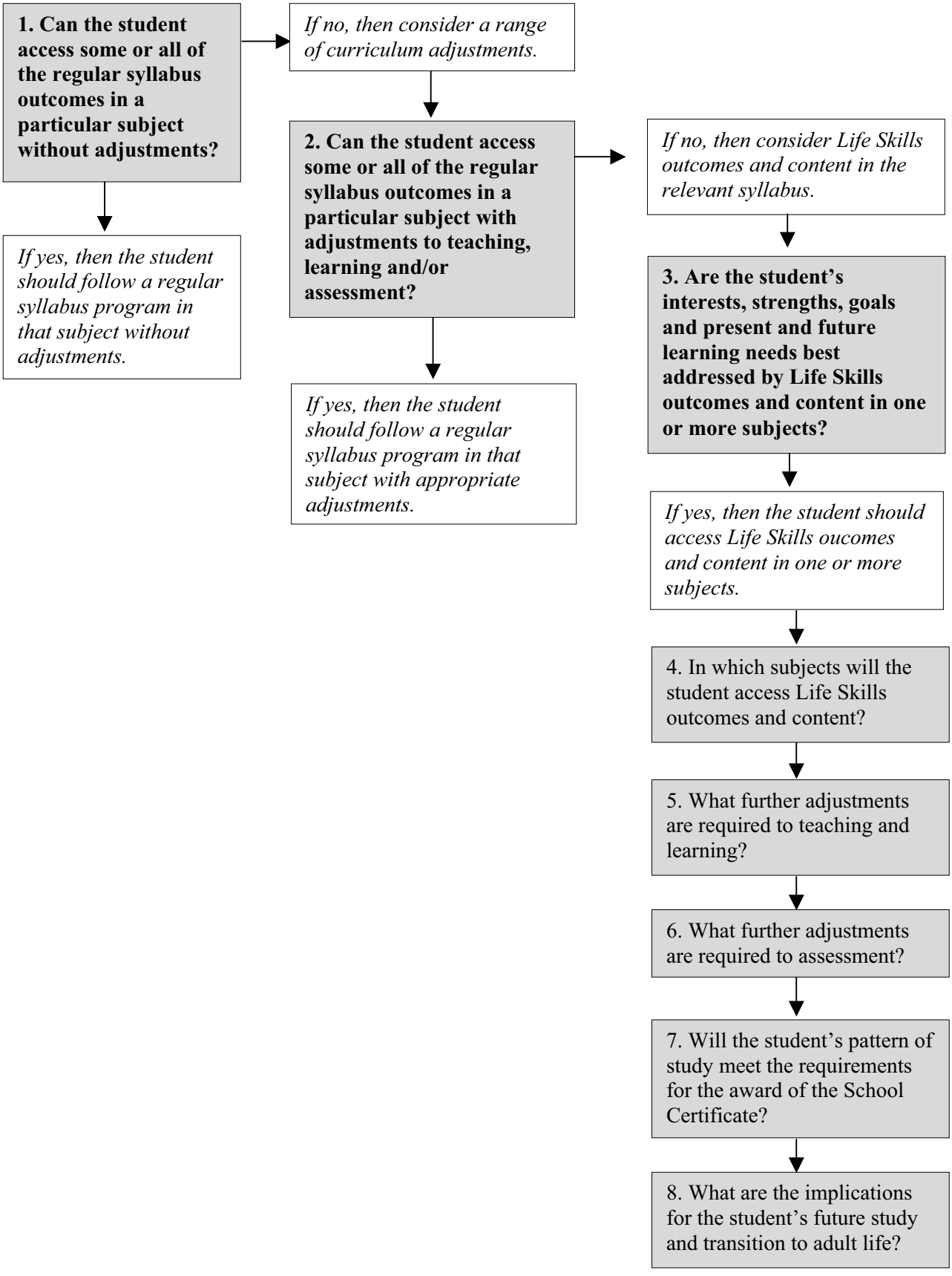
The decision to access Life Skills outcomes and content in one or more Years 7–10 syllabuses is made:
- within the context of collaborative curriculum planning (see section 2.2)
- with consideration to curriculum adjustments (see section 2.3)
- with regard to the student's pattern of study for the School Certificate (refer to section 5 of the *ACE Manual*).

In coming to the decision to access Life Skills outcomes and content, the planning team members should:
- consider carefully the student's priorities, competencies and learning needs
- establish that the outcomes of the particular Years 7–10 syllabus are not appropriate to meet the needs of the student, eg note the curriculum adjustments that have already been implemented for the student and why these alone are not appropriate to meet the student's present and future needs
- record the adjustments to instruction, teaching strategies and assessment practices that are still required in those subjects in which the student undertakes regular syllabus outcomes and content
- demonstrate that the student's pattern of study will meet the requirements for the School Certificate.

The following flow chart outlines a process that might be helpful when considering whether a student should access Life Skills outcomes and content.

Deciding whether a student should access Life Skills outcomes and content

The following questions might be helpful when considering whether a student should access Life Skills outcomes and content in one or more Years 7–10 syllabuses.



2.5 School planning to implement Life Skills outcomes and content

When it has been decided that a student should access Life Skills outcomes and content in one or more subjects, school planning to support the student in the learning process should address:

- the selection of appropriate personnel to involve in the design and implementation of the pattern of study for the student
- the selection of Life Skills outcomes and content that will form the basis of the student's program of study in a particular subject
- the most appropriate contexts for the student to demonstrate achievement of outcomes, eg school, community or workplace
- the time needed for addressing outcomes and content
- the resources required to assist the school in meeting the needs of the student
- teaching strategies that are appropriate to the age and abilities of the student
- curriculum adjustments that may be required to enable the student to access the Life Skills outcomes and content
- strategies for monitoring the student's progress
- ongoing collaborative planning to assist the student's successful transition through school to adult life.

Schools do not need to ask permission from the Office of the Board of Studies for students to access Life Skills outcomes and content, nor is it necessary to submit planning documentation.

2.6 Frequently asked questions on access to Life Skills outcomes and content

Who can access Life Skills outcomes and content?
The Board expects that the majority of students who will access Life Skills outcomes and content will have an intellectual disability. However, it is not necessary to submit documentation or confirmation of a disability to the Board for students to access Life Skills outcomes and content.

When can a decision to access Life Skills outcomes and content be made?
The decision to access Life Skills outcomes and content can be made at any time during the course of Years 7–10. The appropriate timing of the decision will be determined by the needs of the individual student. It is important to remember that students with special education needs build on their achievements from K–6 and collaborative curriculum planning provides a means by which to consider a range of curriculum options and adjustments over time.

Does the student have to undertake a full Life Skills pattern of study in all subjects once a decision has been made to access Life Skills outcomes and content?
No, students with special education needs can meet the requirements for the School Certificate using a combination of Life Skills courses, Board Developed courses and Board Endorsed courses. Through collaborative curriculum planning, a pattern of study is developed across the key learning areas (KLAs).

Some students will study some Life Skills subjects and some regular subjects to meet the requirements for the award of the School Certificate. However, it is not possible for students to seek to demonstrate achievement of some regular outcomes and some Life Skills outcomes within the same syllabus.

Some students will study only Life Skills subjects. Life Skills outcomes and content are selected from chosen subjects across the KLAs to meet the requirements for the award of the School Certificate.

Refer to section 9 of the *ACE Manual* for further details of the pattern of study requirements for the School Certificate for students with special education needs.

Can schools develop integrated programs across all the key learning areas?
Yes, schools may integrate Life Skills outcomes and content from selected subjects across a variety of school, community and workplace contexts. Links are provided in each of the sample units in sections 5 and 6 to help schools develop integrated programs for students accessing Life Skills outcomes and content from more than one subject.

When is it appropriate to access Life Skills outcomes and content as the preferred curriculum option?
Before the decision is made to access Life Skills outcomes and content, schools should first explore a range of curriculum adjustments for a student with special education needs and decide whether these will enable the student to access the regular syllabus outcomes and content. Students who are capable of achieving some or all of the regular syllabus outcomes should be encouraged to do so.

3 Programming Life Skills outcomes and content

3.1 Life Skills assessment

Life Skills assessment involves collecting evidence and reflecting on the student's performance in relation to selected Life Skills outcomes.

The Board's revised Years 7–10 syllabuses advocate *assessment for learning* principles. The principles of *assessment for learning* reinforce good teaching practice. Assessment is a regular part of the teaching and learning cycle for all students including students undertaking Life Skills outcomes and content. It informs decisions about the student's current level of skill development in relation to Life Skills outcomes, and supports further learning. Ongoing assessment provides information about the student's ability to maintain and generalise their knowledge and skills to a range of contexts. Teachers may also design specific assessment tasks to assess achievement at particular points.

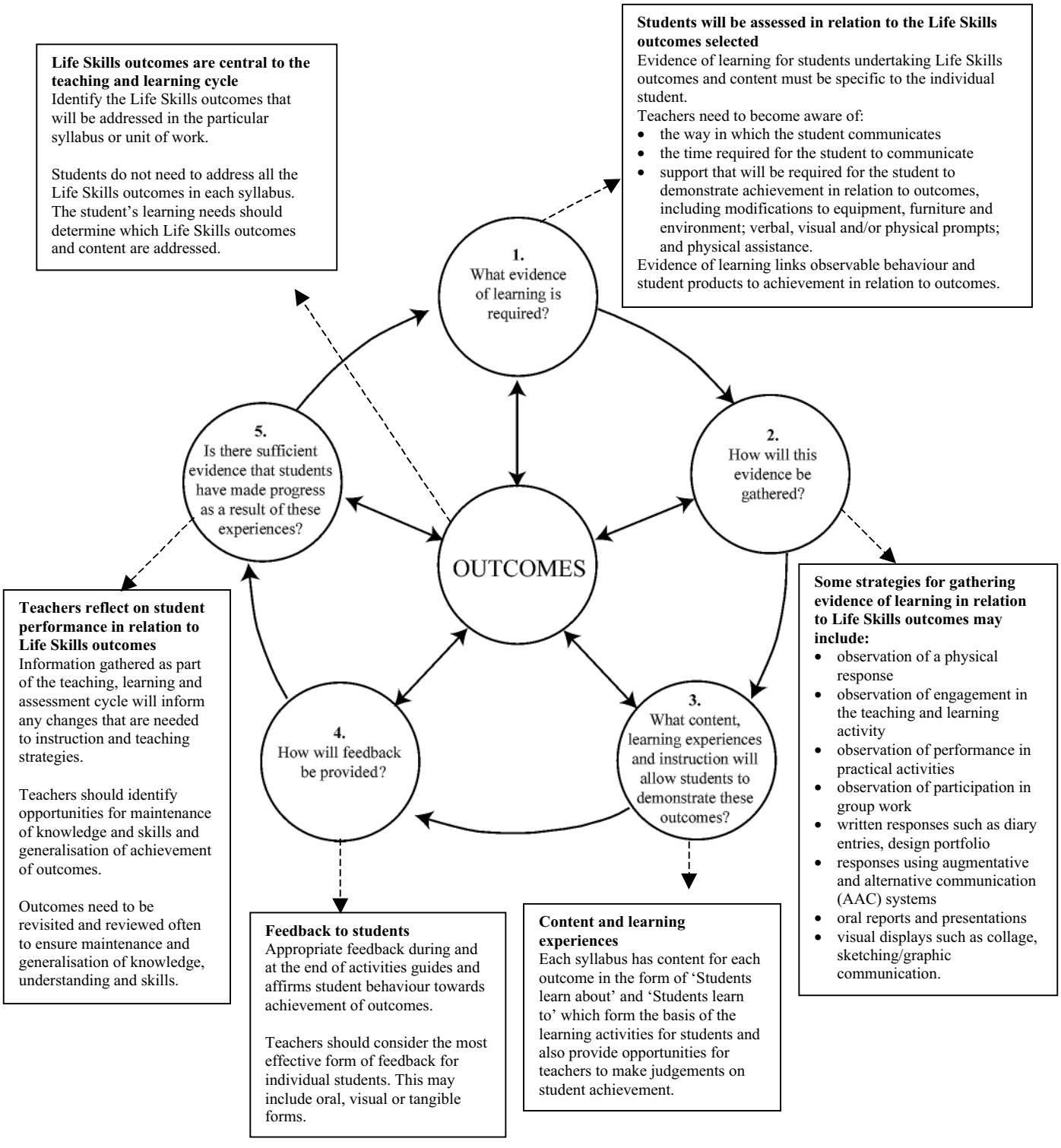
The diagram on the following page emphasises that Life Skills outcomes are central to the teaching and learning cycle.

After selecting the appropriate Life Skills outcomes, teachers should:

- determine the evidence of learning that needs to be collected in relation to the outcomes for individual students
- determine how the evidence of learning in relation to outcomes will be gathered
- plan teaching, learning and assessment activities that address the learning needs of all students
- provide appropriate feedback to students in relation to their learning
- reflect on the student's performance in relation to the selected Life Skills outcomes
- adjust teaching strategies accordingly.

Developing integrated teaching, learning and assessment activities

The following diagram demonstrates one method of programming from Life Skills outcomes and content that incorporates ongoing assessment. It could be useful for teachers who are programming from the framework of a unit of work or theme.



3.2 Life Skills reporting

Reporting of a student's achievement to the Board of Studies for the School Certificate will be in relation to the Life Skills outcomes selected from the new Years 7–10 syllabus documents.

Schools will advise the Board of a student's individual achievement of Life Skills outcomes using *Schools Online*. The Board will issue a Student Profile that reports on the student's achievement of Life Skills outcomes based on the information provided by schools. The School Certificate Testamur, School Certificate Record of Achievement and the Student Profile make up the portfolio of School Certificate credentials for students undertaking Life Skills outcomes and content in one or more subjects.

Further information about assessment and reporting in relation to Life Skills outcomes for the School Certificate is provided in:

- the *ACE Manual*
- *School Certificate Credentialling for Students with Special Education Needs in Stage 5* (www.boardofstudies.nsw.edu.au/manuals/pdf_doc/sc_credent_specialneeds.pdf).

The mechanism for regular reporting on a student's progress to parents/carers should be decided by the school.

3.3 Model of programming from Life Skills outcomes and content

The new Years 7–10 syllabuses encourage a model of programming that begins with outcomes and is explicit about what is being taught and what is being learnt.

The following steps summarise a process of programming from Life Skills outcomes and content for students in a range of contexts. The model is a suggested process only and some teachers may vary the sequence of the planning steps.

Programming from Life Skills outcomes and content

NOTE: The selection of Life Skills outcomes and content is informed by collaborative curriculum planning.

Step 1	Select the Life Skills outcomes and content that will be addressed in a particular syllabus or unit of work.
	The student's learning needs should determine the Life Skills outcomes and content selected.
	It is important to prioritise outcomes in a particular unit or theme so that assessment is manageable over a period of time.
	Each syllabus has content for each outcome in the form of 'Students learn about' and 'Students learn to' which form the basis of the learning activities and also provide opportunities for teachers to make judgements about student achievement of outcomes.
	Students do not need to complete all the content to demonstrate achievement of the outcome.

Step 2	Identify the required evidence of learning that will enable students to demonstrate achievement in relation to outcomes.
	Evidence of learning for students undertaking Life Skills outcomes and content must be specific to the individual student. Teachers need to become aware of: • the way in which a student communicates • the time required for some students to communicate • the support that will be required for the student to demonstrate achievement in relation to outcomes, including modifications to equipment, furniture and environment; oral, visual and/or physical prompts; and physical assistance. Evidence of learning links observable behaviour and student products to achievement in relation to outcomes. Some strategies for gathering evidence of learning may include: • observation of a physical response • observation of engagement in the teaching and learning activity • observation of performance in practical activities • observation of participation in group work • written responses such as diary entries, design portfolio • responses using augmentative and alternative communication (AAC) systems • oral reports and presentations • visual display such as collage, sketching/graphic communication.
Step 3	Plan the instruction, teaching and learning experiences and assessment opportunities appropriate to the outcomes.
	To cater for the range of needs of students in any given classroom it is important that teachers develop whole-of-class programs that can accommodate the learning needs of all students. It is important when developing teaching and learning activities that teachers consider: • the sequence of the teaching and learning activity • the appropriate placement of the student in that sequence • a range of adjustments to enable individual students to participate effectively • age-appropriate activities and materials • the student's individual communication system • the provision of opportunities for the student to generalise skills into other contexts. The sample units of work in sections 5 and 6 provide examples of integrated teaching, learning and assessment activities. Teachers should develop their own teaching and learning activities that are appropriate for the students in their class.
Step 4	Ensure that appropriate and meaningful feedback is given to the student throughout the learning experience to guide further learning and encourage participation.
	Teachers should consider the most effective form of feedback for individual students in relation to their learning.
Step 6	Reflect on student progress towards outcomes, including generalisation across school, community and workplace contexts and maintenance of achievement over time.
	Outcomes need to be revisited and reviewed often to ensure generalisation and maintenance of knowledge, understanding and skills. Students should be given structured opportunities to generalise knowledge, understanding and skills.
Step 7	Adjust teaching and learning experiences accordingly.
	Information gathered as part of the teaching, learning and assessment cycle will inform any changes that are needed to teaching strategies.

4 Introduction to the sample units of work

Sample units of work are presented in the following sections to assist teachers in programming Life Skills outcomes and content from the *English Years 7–10 Syllabus* (in section 5) and the *Mathematics Years 7–10 Syllabus* (in section 6). The units contain ideas that can be used with students with a range of support needs in a variety of contexts.

The format of the sample units aligns closely with that in the *English Years 7–10 Syllabus: Advice on Programming and Assessment* and *Mathematics Years 7–10 Syllabus: Advice on Programming and Assessment* support documents.

The sample units have a 'Links' section to help schools in developing integrated programs for students accessing Life Skills outcomes and content from more than one subject. It may also help teachers to plan additional opportunities for students to demonstrate their knowledge, understanding and skills in a range of contexts and environments.

The time allocated to complete activities in the sample units will vary according to the needs of the students. Teachers should make more time available where necessary for students to complete activities or demonstrate achievement of outcomes.

The number of outcomes that students will be addressing at any one time will vary depending on the unit of work and the capabilities of the student. Teachers should select a manageable number of outcomes per unit informed by the interests, strengths, goals and learning needs of their students.

The sample units are intended to be used flexibly and to provide a starting point for teachers in using the Life Skills outcomes and content in the new Years 7–10 syllabuses. Students do not need to address all of the outcomes listed in the following units as they serve as examples only. The student's learning needs should determine those Life Skills outcomes that are selected.

5 Sample English Years 7–10 Life Skills units of work

The following sample units of work are provided as examples to clarify the process of programming for students undertaking Life Skills outcomes and content from the *English Years 7–10 Syllabus*.

Unit number	Unit title	Unit description
5.1	Viewing and reviewing film	The unit engages students in the study of four areas: initial responses to, and understanding of, film; promotion of films; posters and reviews; and close study of film. This unit is based on a unit of the same name in the support document *English Years 7–10 Syllabus: Advice on Programming and Assessment* (pp 33–41). In the sample unit that follows (pp 20–27), the sections marked (a) contain programming from that support document. The sections marked (b) contain programming based on Life Skills outcomes and content. This programming will align with the classroom activities that are taking place as a result of the section (a) programming.
5.2	Myself	The unit engages students in the study of sharing and engaging with others and composing various texts such as personal diary, email, personal greetings and presenting research information. This unit has been developed from a unit in the support document *English Years 7–10 Syllabus: Advice on Programming and Assessment* (p 12), as appropriate for students in Year 7.

5.1 Viewing and reviewing film

Life Skills Outcomes		**Content**
A student:		'Learn to' and 'Learn about' paragraphs (see the *English Years 7–10 Syllabus* (pp 45–54) for details of content)
LS.1	responds to auditory cues in a range of contexts	1.2, 1.5
LS.2	listens for a variety of purposes in a range of contexts	2.3, 2.5, 2.6, 2.7, 2.8, 2.10
LS.3	uses technology and aids to communicate with a range of audiences	3.5, 3.6, 3.7
LS.4	uses spoken language to interact with a range of audiences	4.4, 4.7, 4.8, 4.9, 4.10, 4.12, 4.13
LS.5	recognises visual texts in a range of contexts	5.1, 5.5
LS.6	uses visual texts in a range of contexts	6.1, 6.2, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10
LS.9	writes short texts for everyday purposes	9.8, 9.12
LS.10	composes increasingly complex written texts	10.2, 10.7, 10.11
LS.11	views and responds to a range of visual texts, media and multimedia	11.1, 11.2, 11.6, 11.7, 11.10, 11.11
LS.12	communicates for a variety of purposes	12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7
LS.13	communicates in a range of contexts	13.1, 13.4, 13.5, 13.6, 13.7, 13.8
LS.14	communicates with a range of audiences	14.1, 14.2, 14.4, 14.5, 14.6, 14.7, 14.8
LS17	uses individual and collaborative skills in the learning process	17.1, 17.5, 17.6, 17.7, 17.8, 17.9, 17.10, 17.11, 17.12
Links		A student:
Music		LS.7 experiences music from a variety of social, cultural and historical contexts
Photographic and Digital Media		LS.4 explores ways in which experiences of the world can be communicated through photographic and digital media works
Visual Design		LS.4 explores ways in which experiences of the world can be communicated in visual design artworks
Drama		LS.1.1 explores characters, roles, situations and actions through drama activities LS.3.1 experiences a variety of drama or theatre performances
Information and Software Technology		LS.1.1 uses information and software technology to participate in and manage their environment
Graphics Technology		LS.2.2 undertakes graphical presentations to communicate ideas.

Stage 5 sample unit of work: Viewing and reviewing film

Programming from regular outcomes and content

(a)

Focus: Initial responses to, and understanding of, film		
Integrated learning experiences, instruction and assessment	**Evidence of learning**	**Feedback**
Students • brainstorm films and film-making through questioning, class discussion and journal writing. They could consider such things as the following: What do they know about film? What is their favourite film and why? What types of films do they enjoy watching and why? What other types of film (or genres) do they know? What films have they seen in the last 12 months? What made them see these films? • discuss the popularity of home videos/DVDs and how they account for the continuing popularity of the cinema	Oral responses, discussion and journal entries show students' prior knowledge and understanding of film and 'where they are at' as they begin the unit.	Teacher's oral feedback and questioning during discussion.
• identify and discuss with the class a 'memorable' scene from a film they have seen and what made it memorable (eg film techniques, sound or special effects, mood, action) • individually or in pairs, storyboard a scene and display for peer comment and discussion.	Storyboard demonstrates students' representation skills, and their knowledge and critical analysis of film-making techniques used to engage the audience.	Teacher's oral feedback and questioning during discussion and while students are composing their storyboards. Storyboards displayed and peer commentary.

Viewing and reviewing film

Programming from Life Skills outcomes and content

(b)

Focus: Initial responses to, and understanding of, film		
Integrated learning experiences, instruction and assessment	**Evidence of learning** *(words in italics refer to Life Skills outcomes)*	**Feedback**
Students • participate in class discussion and brainstorming about a film that they have watched. Responses may be prompted by direct questioning and/or visual supports. Information identified may include: – the main theme or plot of the film – whether they enjoyed the film – reasons why they did or did not enjoy the film – favourite and least favourite characters and reasons for liking/disliking them – similarities with and differences between this and other films they have seen – ways in which the film could have been improved	Participation may constitute a *response to auditory cues in the environment*. It may indicate *the use of spoken language to interact,* and/or *the use of technology and aids to communicate with an audience*.	Oral, visual and/or tangible feedback and prompting by the teacher: • to encourage and guide consideration during the discussion of features of films
• describe the events depicted in a short sequence of a film storyboard. Activities may include: – indicating agreement or disagreement with the teacher's description of the events – participating in directed role-play – sequencing captions to accompany each frame – choosing captions from a number of alternatives to accompany each frame – creating captions to accompany each frame of the storyboard – recounting the events verbally, in writing or by using augmentative and alternative communication systems – suggesting a number of alternative interpretations of the events depicted in the storyboard	The description may constitute *listening for a variety of purposes*. It may indicate the *use of spoken language to interact,* and/or *use of technology and aids to communicate, with an audience*. It may indicate a *recognition of visual texts* and *viewing and responding to visual texts and media*.	• to encourage response to visual texts and media
• an additional or alternative activity could include collecting, displaying and describing film posters, advertising material and other images related to their favourite film/s. Individual student participation may include: – acknowledging individual images when they are presented – selecting images from an array provided – locating and selecting images from sources provided – locating sources and selecting images from print and electronic media – contacting and organising the supply of posters and other images from distributors	A response to the pictures could include a *recognition of visual texts in a range of contexts* and the selection of pictures may indicate the *use of visual texts in a range of context*s.	• to support the selection of appropriate pictures.

continued

(b)

Focus: Initial responses to, and understanding of, film (cont)		
Integrated learning experiences, instruction and assessment	**Evidence of learning** *(words in italics refer to Life Skills outcomes)*	**Feedback**
• the display of posters and other images may involve: – positioning a picture in a prominent place in the classroom – mounting a selection of appropriate pictures on a poster – arranging pictures in sequential order with or without a commentary – arranging pictures according to genre – arranging pictures around a theme, eg suspense scenes, those involving a favourite actor – describing the theme or genre and relevance of each picture to the theme or genre	The display may involve *using technology and aids to communicate,* and/or using *spoken language to interact with a range of audiences.* It may indicate *recognition* and/or *use of visual texts in a range of contexts.*	Oral, visual and/or tangible feedback and prompting by the teacher: • to facilitate appropriate display of the images
• describe what is happening in a selection of posters or images related to their favourite film/s. Activities may include: – indicating agreement or disagreement with the teacher's description – participating in directed role-play – sequencing captions to accompany each image – creating captions from a number of alternatives to accompany each frame – recounting the events verbally, in writing or by using alternative and augmentative communication systems – relating how the events depicted in the images relate to events in the film	The description may *indicate the use of spoken language to interact,* and/or *use of technology and aids to communicate, with an audience.* It may indicate a *recognition of visual texts* and *viewing and responding to visual texts and media.*	• to encourage interpretation of visual text and affirm the response
• present the descriptions of the storyboard or the poster/images to the teacher and peers	A presentation may indicate *communication for a variety of purposes and audiences.*	• to support and affirm the skills used in the presentation. Feedback in the form of peer response at the end of the presentation.
• participate in the audience for the presentation	Appropriate listening behaviours may indicate *listening for a variety of purposes in a range of contexts.*	Oral, visual and/or tangible feedback and prompting by the teacher: • to direct and affirm appropriate listening behaviours and to emphasise information
• respond to the presentations of other members of the class by making comments, asking questions, discussing with peers, using facial expressions, applauding, gesturing and/or using augmentative and alternative communication systems. These responses may be prompted by the teacher and/or by peers.	A response may constitute *listening for a variety of purposes.* It may indicate *the use of spoken language to interact,* and/or *the use of technology and aids to communicate with an audience.* It may indicate *communication for a variety of purposes, in a range of contexts and with a range of audiences.*	• to encourage both responding to and interaction with peers. Peer feedback in the form of interaction.

Stage 5 sample unit of work: Viewing and reviewing film

Programming from regular outcomes and content

(a)

Focus: Promotion of films, posters and reviews		
Integrated learning experiences, instruction and assessment	**Evidence of learning**	**Feedback**
Students • discuss how we learn about upcoming films • consider promotional material and reviews • examine posters as representations of films. **Teacher** • gives instruction on how to analyse a poster (if required) • directs questions such as what is the relationship between a poster and the film it promotes? What does the poster suggest about the film? How is each film promoted? Is the focus on the lead actor, director, character or genre of the film? What are the specific layout and design features of the poster that support the focus for promoting the film?	Oral responses and discussion demonstrate their level of understanding of how meaning is shaped in visual texts.	Teacher observation and oral feedback.
Resources: Film posters.		
Students • in pairs, examine a poster and present an analysis or evaluation of the effectiveness of its visual and written elements to the class. Peers listen and take notes on its features in their workbooks.	Oral report-backs to class identify what students have learnt from previous discussion and are able to utilise in their own analysis. Notes in workbooks demonstrate listening skills and identification of pertinent points for analysis.	Teacher observation and oral feedback during group work and after report-backs. Teacher observation of notes taken by students and what they deemed to be pertinent.
Resources: Selected film posters for student analysis.		

Viewing and reviewing film

Programming from Life Skills outcomes and content

(b)

Focus: Promotion of films, posters and reviews		
Integrated learning experiences, instruction and assessment	**Evidence of learning** *(words in italics refer to Life Skills outcomes)*	**Feedback**
Teacher • provides a selection of appropriate film posters from which students are able to gain information about a film such as theme, main characters, leading actors and location • explicitly teaches skills in identifying and evaluating information contained in posters and film listings and session information • provides students with copies of film listings, session information and censorship classifications from the print media • uses guided questions and prompts to assist students to identify information in posters and film listings.		
Students • respond to film posters. This may involve: – gesturing to aspects of the poster nominated by the teacher – identifying text in the poster – interpreting text in the poster – predicting the theme or genre of the film – predicting whether they would enjoy the film	Responses to information contained in the poster may indicate *recognition of visual texts in a range of contexts.* It may involve the student *reading and responding to short written texts.*	Oral, visual and/or tangible feedback and prompting by the teacher: • to guide responses using relevant information
• identify information contained in the print media regarding film listings and film session times. Relevant information may include: – film titles – session times – censorship classification – cinema contact details – information telephone numbers – telephone call cost – access provisions for people with disabilities	Identification of information contained in print media may involve *reading and responding to short written texts.*	• to encourage a response and to support the identification of appropriate information
• access other sources of information regarding the promotion of films through activities such as: – telephoning information lines regarding film sessions and following the recorded prompts – telephoning cinemas to enquire about information such as session times and ticket prices – using the internet to locate information about film sessions – using the internet to locate information about electronic purchasing of tickets.	Obtaining information from sources other than print media may involve *using spoken language to interact with a range of audiences* and/or may involve *using technology and aids to communicate with a range of audiences.* It may involve *listening for a variety of purposes in a range of contexts.* It may indicate that the student *views and responds to a range of visual texts, media and multimedia.*	• to guide the identification of relevant sources of information and use of appropriate communication skills in seeking information.

Stage 5 sample unit of work: Viewing and reviewing film

Programming from regular outcomes and content

(a)

Focus: Close study of film		
Integrated learning experiences, instruction and assessment	**Evidence of learning**	**Feedback**
Students • undertake the close study of a selected film (this could be a popular feature film, short film or documentary film) • write their initial responses to the film in their journals and then discuss them with a partner or in a small group • from own experience and teacher-directed questions discuss film narrative elements, film techniques and elements that shape meaning, possible perspectives and different readings of the film, eg as a film director, journalist, or artist, a gendered, psychological or Marxist reading, a social commentary and expression of cultural values and assumptions.	Written responses and contributions to class discussion indicate level of knowledge and understanding of film-making techniques, textual integrity and possible readings.	Teacher observation of students in class and any note-taking in students' workbooks. Oral feedback at appropriate stages as they complete the close study of the film.
Resources: Film on video/DVD.		
Students • design a poster for the film that emphasises a particular perspective or reading of the film • submit their design with an explanation of its layout and design features and its relationship to a particular reading of the film	Notes from discussion, relevant research, planning and drafting and explanation of poster design indicate students' interpretation of the film and ability to represent this visually. Students' poster design and explanation.	Teacher assesses posters and explanations and provides written feedback.
• read initial journal entry on the film and write subsequent response to film after studying it. Students include reflection on what they feel they have learnt from their close study of the film.	Journal entries that explore students' understanding of their own learning.	Teacher reads students' self-evaluations and reflections in journal and revises program of study where necessary.

Viewing and reviewing film

Programming from Life Skills outcomes and content

(b)

Focus: Close study of film		
Integrated learning experiences, instruction and assessment	**Evidence of learning** *(words in italics refer to Life Skills outcomes)*	**Feedback**
Teacher • presents a film poster or DVD cover and guides discussion and student responses • shows the feature film corresponding to the poster or DVD cover • guides discussion and provides prompts to aid comprehension of the narrative and film techniques • provides opportunities for the advertising and screening of a film to a wider audience.		
Students • respond to guided questioning and prompts regarding a film poster or DVD cover. Responses may include: – acknowledging the presentation of the poster or cover – identifying elements of the poster or cover – describing the elements of the poster or cover – relating information provided by the poster or cover to previous knowledge, eg other films the actors have been in – predicting the theme/genre of the film	A response may constitute *a response to auditory cues in the environment*. It may indicate the *use of spoken language to interact,* and/or the use of *technology and aids to communicate with an audience.* It may indicate *recognition of visual texts in a range of contexts*.	Oral, visual and/or tangible feedback and prompting by the teacher: • to encourage and guide responses and to affirm participation in the activity
• view a film and participate in class, small group or pair discussion about aspects of the film such as: – actors – character – storyline – specific incidents – film-making techniques, eg special effects, music, camera techniques Responses may be prompted by the teacher and may include use of augmentative and alternative communication systems, gestures, supported role-plays, illustrations and verbal comments.	Participation may constitute *a response to auditory cues in the environment.* It may indicate the *use of spoken language to interact,* and/or the use of *technology and aids to communicate with an audience.* It may constitute *a response to a range of visual texts, media and multimedia.*	• to encourage and guide responses in identifying relevant features of a film
• advertise a screening of a film to a wider audience by creating a handbill, poster or multimedia presentation. A variety of techniques including desktop publishing software, multimedia presentation, magazine clippings and drawings may be used	Participation in the creation of a poster or multimedia presentation may indicate the *use of visual texts in a range of contexts* and/or *communication for a variety of purposes, contexts and audiences*. It may involve *composing increasingly complex written texts.*	• to develop appropriate advertising material. Peer responses to the materials.

(b)

Focus: Close study of film (cont)		
Integrated learning experiences, instruction and assessment	**Evidence of learning** *(words in italics refer to Life Skills outcomes)*	**Feedback**
• screen a film for an audience at school. Activities may include: – liaising with school personnel to organise equipment and venue – informing peers as to screening details verbally or by using augmentative and alternative communication systems – gesturing to direct the audience – operating switches and other equipment, eg start the video, increase/decrease volume, replay sections – directing the organisation of the furniture – welcoming the audience and introducing the film – designing and producing programmes	Participation in the activity may indicate the *use of technology and aids to communicate with a range of audiences* and/or the use of *spoken language to interact with a range of audiences*. Writing of programs and other materials may constitute the *writing of short texts for everyday purposes*. Participation may indicate *communication for a variety of purposes, in a range of contexts and with a range of audiences.* It may involve the *use of individual and collaborative skills in the learning process.*	Oral, visual and/or tangible feedback and prompting by the teacher to guide the fulfilment of roles. Audience reactions also provide feedback on the success of the communication skills involved.
• reflect on the experience of advertising and screening the film in response to teacher questioning and prompts and visual supports. Responses may include: – gesture and/or facial expressions – indicating symbols to express emotion – using augmentative and alternative communication systems – responding yes/no to questions about whether they enjoyed the experience – oral and/or written recounts – suggestions as to how the activity could be improved for future film screenings – writing thank you notes to school personnel and peers who assisted in the activity.	Responses may indicate the *use of individual and collaborative skills in the learning process*. It may involve *writing short texts for everyday purposes* and/or *responding to increasingly complex written texts.*	Oral, visual and/or tangible feedback and prompting by the teacher to elicit and guide a response that is descriptive of feelings.
Resources: Film and video/DVD, video/DVD player, materials for making posters, computer and appropriate software.		

5.2 Myself

Life Skills Outcomes		Content
		'Learn to' and 'Learn about' paragraphs (see the *English Years 7–10 syllabus* (pp 45–54) for details of content)
A student:		
LS.1	responds to auditory cues in a range of contexts	1.1, 1.2, 1.3, 1.5, 1.6
LS.2	listens for a variety of purposes in a range of contexts.	2.1, 2.2, 2.3, 2.7, 2.10
LS.3	uses technology and aids to communicate with a range of audiences	3.2, 3.4, 3.5, 3.6, 3.7
LS.4	uses spoken language to interact with a range of audiences	4.2, 4.3, 4.4, 4.8, 4.9, 4.12, 4.14
LS.5	recognises visual texts in a range of contexts	5.1, 5.3, 5.5
LS.6	uses visual texts in a range of contexts	6.1**,** 6.2, 6.4, 6.5, 6.7, 6.8, 6.9
LS.7	reads and responds to short written texts	7.2, 7.6, 7.8, 7.10, 7.11**,** 7.12
LS.8	responds to increasingly complex written texts	8.1, 8.2, 8.4, 8.7, 8.8
LS.9	writes short texts for everyday purposes	9.6, 9.7, 9.8, 9.9, 9.10, 9.1, 9.12
LS.10	composes increasingly complex written texts	10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9, 10.10, 10.11
LS.11	views and responds to a range of visual texts, media and multimedia	11.2, 11.5**,** 11.10, 11.11, 11.12
LS.12	communicates for a variety of purposes	12.1, 12.3, 12.4, 12.5, 12.6, 12.7
LS.13	communicates in a range of contexts	13.1, 13.2, 13.4, 13.5, 13.7
LS.14	communicates with a range of audiences.	14.1, 14.2, 14.3, 14.4, 14.5, 14.6, 14.7, 14.8
Links		A student:
History		LS.2 explores personal connections to history
Languages		MLC.2 explores ways in which meaning is conveyed by nonverbal communication
Mathematics		MLS.2 recognises and uses the language of time
		MLS.3 reads and interprets time in a variety of situations
Personal Development, Health and Physical Education		LS.1 recognises the personal characteristics and needs that make them similar to others yet unique.

Focus: Myself – sharing and engaging with others		
Integrated learning experiences, instruction and assessment	**Evidence of learning** *(words in italics refer to Life Skills outcomes)*	**Feedback**
Teacher • engages students in playing a variety of name games • prompts student responses about themselves: likes/dislikes, hobbies, pets, interests, family, origins • prompts students to bring materials to be used in a collage and scrapbook about themselves.		
Students • participate in a variety of name games, eg name alliteration, toss-a-name, name/card match-up, matching names to photos	Engagement in activities may involve a *response to auditory cues* and/or *listening for a variety of purposes in a range of contexts*. It may involve *using technology and aids* and/or *spoken language to communicate with a range of audiences* and may involve *recognising visual texts in a range of contexts.*	Oral, visual and/or tangible feedback and prompting by the teacher: • to encourage participation in the activities and to guide and encourage identification and use of their own names and those of peers
• identify and/or describe personal characteristics such as likes, dislikes, hobbies, pets, interests, family members, favourite sports, colours, food, bands. This may be in response to guided questions and prompts by the teacher and peers	Identification and/or description of personal characteristics may involve *using technology and aids* and/or *spoken language to communicate with a range of audiences*. It may involve *recognising visual texts in a range of contexts*. It may involve *communicating for a variety of purposes* and *with a range of audiences*.	• to assist and encourage students in identifying and reflecting on their own characteristics and those of peers
• construct a collage for classroom display to represent themselves, eg likes/dislikes, hobbies, pets, interests, family members, favourite sports, colours, food, bands. Individual student participation may include: – selecting images from photo albums, magazines and newspapers, etc – arranging chosen images under appropriate headings – describing aspects of the collage to peers in response to questions and prompts – creating a written description of themselves to accompany and explain the collage – making comparisons and noting similarities between their interests and those of peers.	Constructing the collage may involve *recognising and using visual texts in a range of contexts*. It may involve *using spoken language to interact with a range of audiences* and *viewing and responding to a range of visual texts, media and multimedia*.	• to assist and affirm students in selecting appropriate visual texts to represent their own characteristics and those of peers and to guide and encourage reflection on these.

Focus: Myself – sharing and engaging with others (cont)		
Integrated learning experiences, instruction and assessment	**Evidence of learning** *(words in italics refer to Life Skills outcomes)*	**Feedback**
• create a personal scrapbook which may include: – photographs of self, family and friends, with appropriate captions – awards, memorabilia, objects, illustrations and artwork – a personal timeline depicting significant events in their life – a family tree – descriptions of the significance of the items in the scrapbook – personal reflections on and evaluations of the items in the scrapbook and the events they represent	Construction of the scrapbook may involve the *recognition* and/or use *of visual texts in a range of contexts*.	Oral, visual and/or tangible feedback and prompting by the teacher: • to support identification, selection and arrangement of texts to represent important events and people in their lives and to reflect on these events
• interact with a peer to share information about themselves in response to peer and/or teacher prompting. Interaction may involve: – making eye contact and/or responding to a peer's voice or physical presence – gesturing and/or using facial expression – use of augmentative and alternative communication systems – displaying the scrapbook and/or collage to a peer – exchanging information such as names and interests – engaging in sustained conversation by asking questions of the respondent and responding to the answers – introducing the peer to others and relaying information about them.	Interaction may involve *responding to auditory cues in a range of contexts* and/or *listening for a variety of purposes in a range of contexts*. It may involve *using technology and aids to communicate with,* and/or *using spoken language to interact with, a range of audiences*. It may involve *communicating for a variety of purposes, in a range of contexts with a range of audiences*.	• to assist students to use effective communication skills, to encourage interaction and to facilitate identification of information to share.

Focus: Myself – composing texts		
Integrated learning experiences, instruction and assessment	**Evidence of learning** *(words in italics refer to Life Skills outcomes)*	**Feedback**
Teacher • provides guidance/assistance for the development of a personal diary including photographs of activities • provides guidance/assistance for composing and sending an email • provides a calendar format and guidance/assistance in the maintenance of a calendar • provides materials and guidance/assistance in the composing of a personal greeting • provides guidance/assistance for research activities.		
Students • develop a personal diary recording daily events in their lives. Individual student participation may include: – acknowledging photographs taken of themselves and others participating in daily events – choosing photographs/symbols to sequence events in the day – recount events of the day – recording thoughts and opinions – responding to texts and stimulus materials	Development of diary entries may involve *writing short texts for everyday purposes* and/or *communicating for a variety of purposes, in a range of contexts* and *with a range of audiences*.	Oral, visual and/or tangible feedback and prompting by the teacher: • to assist and confirm the identification of appropriate events to record and to encourage full participation in the recording process
• compose and send an email to a peer or known adult outlining details of an event/activity recorded in their daily diary. Individual student participation may include: – identifying one event/activity recorded in their diary – describing one event/activity recorded in their diary – describing selected aspects of an event/ activity based on a knowledge of the interests of the recipient – recording reflections and opinions on events and seeking advice and information from the recipient	The composition and sending of the email may constitute *writing short texts for everyday purposes* or *increasingly complex written texts*. It may involve *communicating for a variety of purposes, in a range of contexts and with a range of audiences*.	• to guide and acknowledge the inclusion of relevant information in the email, use of appropriate language and language structures, and transmission of the email. Response by the recipient provides peer/adult feedback.
• maintain a calendar of events and dates significant to themselves, their family and/or their peers. These may include birthdays, holidays, sporting events, favourite television shows and concerts. Individual student participation may include: – identifying symbols to indicate significant events such as religious holidays/school holidays – attaching stickers to a calendar to denote significant dates – description of the significant events – recording assessment dates in the school handbook or diary – recording significant dates related to family members and/or peers, eg birthdays, anniversaries.	Entry of events on the calendar may involve *writing short texts for everyday purposes* and/or *communicating for a variety of purposes* and *in a range of contexts*.	Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm identification and entry of events on the calendar.

Focus: Myself – composing texts (cont)		
Integrated learning experiences, instruction and assessment	**Evidence of learning** *(words in italics refer to Life Skills outcomes)*	**Feedback**
• compose a personal greeting to a peer or known adult, eg a birthday card, a note to congratulate a friend on the success of their football team. Activities may include: – identifying an event on the calendar – selecting images and/or text from a collection of old cards, magazines, newspapers etc – leaving a message on voice mail – creating text messages, eg SMS – writing text and/or illustrating or drawing images – using desktop publishing software	The personal greeting may involve *writing short written texts for everyday purposes* or *increasingly complex written texts*. It may indicate *communication for a variety of purposes* and *with a range of audiences*.	Oral, visual and/or tangible feedback and prompting by the teacher: to guide and acknowledge the identification of a circumstance in which to send the greeting, choice of an appropriate format and appropriateness of the message. A response from the recipient provides feedback.
• conduct research on a topic of special interest, eg favourite football team, stars of a favourite film/television series, band. Activities may include: – identifying a topic of interest – sequencing information provided – locating and/or selecting relevant information from print and electronic media – identifying providers of information and making personal contact to request the supply of information	Research activities may involve *reading and responding to short written texts* or *increasingly complex texts* and/or *viewing and responding to a range of visual texts, media and multimedia*. It may involve *communicating for a variety of purposes, in a range of contexts* and *with a range of audiences*.	Oral, visual and/or tangible feedback and prompting by the teacher: • to encourage selection of appropriate sources and methods of research and recording of information
• present research information to the class. This may include: – positioning images, artefacts and/or text in a prominent place in the classroom – using augmentative and alternative communication systems to present an oral presentation – making a presentation to the class verbally – writing a summary of research information – making a multimedia presentation.	The presentation may involve *composing increasingly complex written texts* and/or *communicating for a variety of purposes, in a range of contexts with a range of audiences*.	• to guide and affirm the choice of method and process of presentation. Audience response to the presentation provides feedback.
Resources: Internet access, magazines, newspapers, library resources, digital camera, computer and appropriate software.		

6 Sample Mathematics Years 7–10 Life Skills units of work

The following sample units are provided as examples to clarify the process of programming for students undertaking Life Skills outcomes and content from the *Mathematics Years 7–10 Syllabus*.

Content Strand: NUMBER		
Unit number	**Unit title**	**Unit description**
6.1	Number	In this unit students participate in teaching and learning activities to develop their number skills. They learn to recognise language that is descriptive of number. They learn to count real objects and count, read, order and record numbers.
6.2	Fractions	In this unit students learn to recognise and use fractions in everyday contexts using concrete materials. This unit is based on a unit of the same name in the support document *Mathematics Years 7–10 Syllabus: Advice on Programming and Assessment* (pp 20–26).
6.3	Money	In this unit students learn to recognise and match coins and notes. They learn to read and write amounts of money. Students develop their ability to use money to purchase goods and services in a variety of everyday situations and to estimate and calculate with money.
Content Strand: MEASUREMENT		
Unit number	**Unit title**	**Unit description**
6.4	Time	In this unit students learn to match familiar activities with time frames, organise personal time and manage scheduled activities. Students learn to recognise and use the language of time and develop their ability to tell the time using both analog and digital clocks.

6.1 Number

NLS.2 A student counts objects.
NLS.4 A student counts and reads, orders and records numbers.

Working Mathematically Outcomes

Questioning	Applying Strategies	Communicating	Reasoning	Reflecting
Asks questions about mathematics	Uses a range of strategies in solving problems	Responds to and uses mathematical language in everyday situations	Checks solutions and reasons to reach conclusions	Links their mathematical experiences to everyday life

A selection of the content from NLS.2 and NLS.4 is included below. For further details, refer to the relevant Mathematics Years 7–10 Life Skills outcomes and content pages.

Knowledge and Skills	Working Mathematically
Students learn about	**Students learn to**
NLS.2	**NLS.2**
• counting objects • matching groups of objects that have the same number of items • comparing and ordering groups of objects • counting objects by twos, fives, tens	• count in meaningful situations *(Applying Strategies)* • identify groups that have the same number of items as a given group, more items than a given group or fewer items than a given group *(Applying Strategies)* • count objects into equal bundles *(Applying Strategies)*
NLS.4	**NLS.4**
• counting and reading, ordering and recording numbers 0–9 • counting and reading, ordering and recording two-digit numbers • recognising and reading numerals in a range of formats • counting and reading, ordering and recording three-digit numbers • counting forwards and backwards from a given number in the range 0–100 • counting by twos, fives, tens and hundreds • recognising odd and even numbers • recognising and reading numbers with more than three digits	• identify some of the ways numbers are used in our lives *(Reflecting)* • identify and locate numbers in a range of situations *(Applying Strategies, Reflecting)* • interpret numerical information from text, graphs and tables *(Applying Strategies, Reflecting)* • ask questions involving counting *(Questioning)* • write ordinal terms *(Communicating)*

Technology

Calculator, computer software, digital displays, eg digital clocks, counters on CD and DVD players, odometers

Resources	Language
Counters, blocks, number line, hundreds chart, calendar, ruler used as a number line, card games, board games	The same as, as many as, more than, less than, before, after, first, second, third, … tenth

Links

Numeracy is a fundamental component of learning across all areas of the curriculum.

Learning Experiences and Assessment Opportunities

In the following activities, teachers should first demonstrate the concepts and skills and then provide a range of opportunities and contexts for students to develop and practise the concepts and skills.

NLS.2

Students could:

- count out a given number of items and place them in a bag or bundle, eg 8 apples in a bag
- count in meaningful situations, eg lunch orders to go to the canteen, worksheets for the class, number of new chickens in the school's agriculture plot, inventory of items in the school canteen, uniforms for the sports team, players in a sports activity
- count objects into equal bundles, eg bundles of 10 pencils, bundles of 30 newsletters for distribution to classes
- respond to prompts such as 'Are there five lunch orders?'
- match groups of objects that have the same number of items
- sort/match items to a model/picture provided, eg match pictures of objects to a number
- identify groups that have the same number of items, more items and/or fewer items than a given group
- count objects, keeping a tally and/or by marking off on a number line, by 2s, 5s and 10s
- sort items into sets of 2, 5, and 10.

NLS.4

Students could:

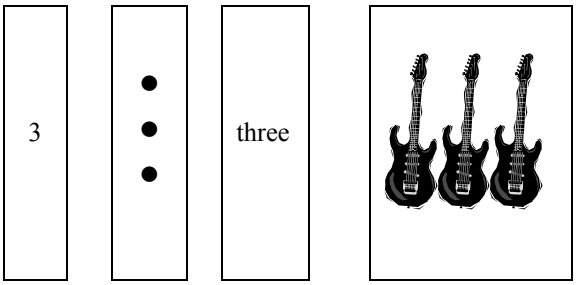
- identify and locate numbers in a range of situations, eg seat numbers in a theatre, aisles in the supermarket, numbers in a shopping centre lift, page numbers in a book, classroom numbers, numbers on a calendar, train station platform numbers, bus numbers, odd and even house numbers in a street, numbers on raffle tickets, telephone numbers, clock faces, timetables, grid references on street maps, money, football scores, speed signs
- collect numbers that relate to themselves and record them in a booklet or diary, eg telephone numbers, addresses, birthdays, ages. Students could create their own spreadsheet or table on the computer to record their information
- be given several pages from an old telephone book that have been shuffled, then put the pages in the correct order
- respond to numbers embedded in a song, rhyme, film or story
- respond to questions concerning numbers, eg 'How many brothers/sisters do you have?'
- respond (as a class) to number questions that can be tallied and displayed, eg how many people in the class enjoy going to the movies, enjoy eating out? The numbers can then be entered into a spreadsheet program, printed and displayed
- research an area of interest that relates to numbers, eg football scores in weekend matches could be compiled and presented to the rest of the class
- observe as the teacher places a handful of objects (eg counters, buttons) into a clear plastic container and respond to a request to estimate (guess) how many are in the container. The teacher and/or students record the estimates. A student (possibly with teacher assistance) counts out the items in the container
- follow and repeat a teacher's demonstration of counting rhythmically aloud to identify number patterns, eg stressing (saying louder) every second number 1 **2** 3 **4** 5 **6**
- use a number line with a range of 0–10, and respond to a teacher's request to indicate the number that is:
  - before 3
  - after 5
  - after 9
  - before 10
  - two more than 6
  - two less than 6
- use a number line to count forwards or backwards from a given number in other ranges, eg 1– 20, 15–25
- use a number line graduated from 0–30 to follow and repeat the teacher's demonstration of:
  - counting from 0 by twos
  - counting from 0 by fives
  - counting from 0 by threes.

Games

Card and board games enable students to practise number recognition, counting and the language of turn-taking (eg first, second) within an everyday context. It also links strongly with the working mathematically outcome of using a range of strategies in solving problems.

Students could:

- be given a set of cards with numbers represented by numerals, pictures, dots or words. Cards should be provided within an appropriate range, eg 0 to 10, 10 to 20, etc. In pairs, the students sort the cards into matching sets and/or play card games such as Snap



- play card games using a pack of numeral cards marked, for example, from 1 to 50. Each player takes a card from the pack. The student whose card has the highest number wins and takes both cards. This is repeated until there are no cards in the original pack. The students count how many cards they each have. The winner is the student with the most cards
- play board games such as dominoes, ludo, housie, snakes and ladders.

Extension activities

Further activities, such as those listed below, could potentially address all the working mathematically outcomes. Students could:

- construct simple board games and play these with peers in the class
- write a story that involves numbers for a younger student in the school or a younger sibling.

Calculators

Students could:

- practise entering given numbers into a calculator
- use the constant facility on a calculator to reinforce counting by a given number, eg use the constant facility on a calculator to count from 2 by twos. The teacher may need to experiment with the calculator, and/or consult the calculator manual, to produce the required sequence of numbers. Below are possible methods for different types of calculators:

Method 1 Press [2] [+] [+] [=] then continue to press [=]

Method 2 Press [2] [+] [2] [=] [=] then continue to press [=]

Method 3 Press [2] [=] [Ans] [+] [2] [=] then continue to press [=]

In each case the calculator display should be 2, 4, 6, 8, 10, 12, … .

Using a hundreds chart
Students are given 10 strips of paper each containing ten squares.

Students could:
- place the numbers 1 to 10 in the squares on one strip, the numbers 11 to 20 on another strip and so on up to 91 to 100
- align the strips to form a number line from 1 to 100, then rearrange the strips to form a hundreds chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

- practise counting forwards and backwards from a given number using a hundreds chart
- practise counting on/off decade to 100.

Further activities using a hundreds chart
The construction of the hundreds chart from a number line is aimed at reinforcing that the number after 10, 20, 30, etc is at the beginning of the next row.

Students could:
- be given their own copy of a hundreds chart and then discuss with their teacher the patterns they can see eg all the numbers ending in 2 are in the same column, all the numbers in the thirties are in the same row
- use a hundreds chart to follow and repeat the teacher's demonstration of:
  - counting by one
  - counting by twos
  - counting by fives
  - counting by tens
- be given several hundred charts copied onto a worksheet. On one hundreds chart they are asked to colour in the squares for counting by twos (from 2), on another chart the squares for counting by fives (from 5) and on another the squares for counting by tens (from 10)
- be provided with jigsaw puzzles that have been made by cutting along the lines on a hundreds chart to form pieces. Students are given the task of reassembling the pieces to produce the hundreds chart
- play dice games using the hundreds chart, eg two students race to 100 by rolling the dice in turn and moving their counters along the chart the number of places shown on the dice. The first to reach 100 wins.

6.2 Fractions

NLS.5 A student recognises fractions in everyday contexts.
NLS.6 A student uses fractions in everyday contexts.

Working Mathematically Outcomes

Questioning	**Applying Strategies**	**Communicating**	**Reasoning**	**Reflecting**
Asks questions about mathematics	Uses a range of strategies in solving problems	Responds to and uses mathematical language in everyday situations	Checks solutions and reasons to reach conclusions	Links their mathematical experiences to everyday life

A selection of the content from NLS.5 and NLS.6 is included below. For further details, refer to the relevant Mathematics Years 7–10 Life Skills outcomes and content pages.

Knowledge and Skills

Students learn about

NLS.5

Half and halves

- recognise the terms 'half' and 'halves' in everyday situations
- sharing an object

Quarters

- recognising the term 'quarter' in everyday situations
- sharing an object

NLS.6

Half and halves

- recognising the need for two equal parts when dividing a whole in half
- putting two halves together to make a whole eg two half sandwiches is the same as one whole sandwich
- halving a group of objects by sharing into two equal piles, eg 'If I take one half of the six lollies, I will have three lollies'
- using fraction notation for a half $\frac{1}{2}$
- combining a half with whole numbers

Quarters

- putting four quarters together to make a whole
- putting two quarters together to make a half
- using fraction notation for quarters

Thirds

- using the term 'third' in everyday situations
- sharing an object by dividing it into three equal parts
- using fraction notation for thirds

Working Mathematically

Students learn to

NLS.5

- respond to fraction language in everyday situations *(Applying Strategies*, *Reflecting)*
- follow an instruction involving fraction language in everyday situations *(Applying Strategies)*
- recognise the use of fractions in everyday contexts *(Reflecting)*

NLS.6

- allocate portions or divide materials *(Applying Strategies)*
- question if parts of a whole object, or collection of objects, are equal *(Questioning)*
- identify items that are about a half *(Applying Strategies)*
- identify items that are less than a half or more than a half *(Applying Strategies)*
- describe situations using the terms 'half' and 'halves' *(Communicating)*
- recognise the use of fractions in everyday contexts *(Communicating, Reflecting)*
- follow instructions involving the use of 'quarter' and/or 'third' *(Applying Strategies)*
- indicate the relative size of a fraction or mixed number *(Communicating, Reasoning)*

Technology
Computer software, calculators

Resources
Food items such as sandwiches, fruit, cakes; three dimensional materials such as fraction cakes (square and round), cuisenaire rods, fraction mats; two-dimensional fraction circles and squares, paper squares and circles; measuring cups, jugs and spoons

Language
The same as, equal, more than, less than, half, one half, a half, a quarter, one quarter, three quarters, a third, one third, two thirds

Links
Fraction concepts are applied in other areas of mathematics, eg time and measurement.
Fraction concepts are applied in other learning areas including:

	A student:	
Food Technology	LS.5.1	participates in making food items
	LS.5.2	uses appropriate equipment and techniques in making a variety of food items
English	LS.7	reads and responds to short written texts.

Learning Experiences and Assessment Opportunities

In the following activities, teachers should first demonstrate the concepts and skills and then provide a range of opportunities and contexts for students to develop and practise the concepts and skills.

Note: Many of the experiences below can be modified to involve quarters or thirds.

Teacher Demonstration

The teacher could:

- demonstrate cutting an object such as an apple into two equal pieces and then emphasise that the two pieces are the same size. The teacher names each piece as a half of the whole object, eg 'each piece is a half of the apple'
- demonstrate sharing equally a bag containing an even number of objects between two people, eg sharing eight counters or lollies equally between two people. Students determine whether each person received the same number of lollies. The teacher explains that as each person has received an equal amount, each person has half of the lollies
- introduce the notation for a half $\frac{1}{2}$
- demonstrate sharing a collection of an odd number of objects, eg seven apples. The students could discuss how to share equally the seventh apple
- demonstrate cutting an object into four equal pieces and then indicate that the pieces are the same size. The teacher names each piece as a quarter of the whole object, eg 'each piece is a quarter of the apple'. The teacher explains that two pieces taken together form 'two quarters of the apple'. The students discuss what is meant by 'three quarters'
- introduce the notation for two quarters $\frac{2}{4}$ and three quarters $\frac{3}{4}$. The teacher could explain that the bottom number indicates the number of equal parts that a whole object has been divided into, while the top number refers to the number of equal parts required.

Students could:

- match equal parts of an object, eg put together two halves of an orange
- be given a collection of shapes that have been divided into two parts, eg circles with a line across. The collection should include some that show two equal parts and some that show two unequal parts. Students indicate which circles are divided in half
- use cuisenaire rods to find which rod is half as long as another rod, eg the yellow rod is half as long as the orange rod
- respond to instructions that involve the term 'half', eg 'give me half a sandwich', 'cut a ball of plasticine in half', 'cut an apple in half', 'cut a ribbon in half', 'draw a line to divide the page in half', 'fold a square of paper in half', 'colour half the picture', 'colour one half of the flag red'
- select a matching half from a collection of different shapes, eg given a square, the students find the triangles and/or rectangles that are half of the square
- label diagrams as being '$\frac{1}{2}$' or 'not $\frac{1}{2}$'
- label diagrams as being 'less than $\frac{1}{2}$' or 'more than $\frac{1}{2}$'
- find examples of the $\frac{1}{2}$ notation in everyday situations, eg recipes
- apply an understanding of half/halves in practical situations, eg 'give half a chocolate bar to a friend', 'cut a cake in half', 'cut a piece of tape or string in half', 'pour half a glass of water'
- follow instructions involving whole numbers and a half, eg 'bring me two and a half apples', 'put $1\frac{1}{2}$ sandwiches on each plate', 'use $2\frac{1}{2}$ cups of flour in a recipe', 'cook a chicken for $1\frac{1}{2}$ hours'.

6.3 Money

NLS.11 A student recognises and matches coins and notes.
NLS.12 A student reads and writes amounts of money.
NLS.13 A student uses money to purchase goods and services.
NLS.14 A student estimates and calculates with money.

Working Mathematically Outcomes

Questioning	**Applying Strategies**	**Communicating**	**Reasoning**	**Reflecting**
Asks questions about mathematics	Uses a range of strategies in solving problems	Responds to and uses mathematical language in everyday situations	Checks solutions and reasons to reach conclusions	Links their mathematical experiences to everyday life

A selection of the content from NLS.11, NLS.12, NLS.13 and NLS.14 is included below. For further details, refer to the relevant Mathematics Years 7–10 Life Skills outcomes and content pages.

Knowledge and Skills	**Working Mathematically**
Students learn about	**Students learn to**
NLS.11	**NLS.11**
• recognising a range of coins and notes • matching and sorting coins and notes into groups on the basis of face value • ordering coins and notes on the basis of face value • recognising that coins and notes have different values	• indicate the appropriate coin to purchase a specific item in the school canteen *(Applying Strategies)* • indicate the most appropriate note to purchase an item in a shop *(Applying Strategies)*
NLS.12	**NLS.12**
• recognising the cost of goods or services • writing amounts in cents • writing amounts in dollars • writing amounts of money using decimal notation • writing amounts of money in words	• identify the cost of items up to $10 in value by locating prices *(Communicating*, *Applying Strategies*, *Reflecting)* • identify the cost of items up to $100 in value by locating prices *(Communicating*, *Applying Strategies*, *Reflecting)* • write amounts of money involving cents, dollars, and combinations of dollars and cents *(Applying Strategies)* • complete a cheque using words and decimal notation *(Applying Strategies*, *Reflecting, Communicating)*
NLS.13	**NLS.13**
• recognising that money has value • recognising that money is a medium for obtaining goods and services • recognising the hierarchy of value attached to goods and services • counting coins of the same denomination • counting coins of different denomination • counting notes of the same denomination • counting notes of different denomination • matching a range of coins to demonstrate equivalence of value • matching a range of notes to demonstrate equivalence of value	• use coins to pay for purchases *(Applying Strategies)* • use coins or notes to pay for services *(Applying Strategies)* • tender an amount of money using a combination of coins and notes *(Applying Strategies*, *Reasoning)* • determine if they have enough money to pay for a particular item or service *(Applying Strategies*, *Reasoning)* • use the language of money in a range of contexts *(Communicating)* • check the details of purchases on receipts or dockets (*Reflecting, Applying Strategies)*

NLS.14 • estimating amounts of money to tender for goods or services • calculating amounts of money to tender for goods or services • estimating the amount of change due in relation to a transaction for goods or services • calculating the amount of change due in relation to a transaction for goods or services • calculating the amount of time it will take to save for items at a specific rate per week or month	**NLS.14** • estimate the cost of a range of items and select the appropriate coin or note to pay for the items *(Applying Strategies)* • calculate the cost of several items and tender the appropriate amount *(Applying Strategies, Reasoning)* • estimate the amount of change due and check using a calculator *(Applying Strategies, Reasoning)*
Technology Calculators, ATMs, cash registers, vending machines, EFTPOS	
Resources Coins, notes, cheque books, payslips, catalogues	**Language** Coins, notes, value, worth, cents, dollars, price, cost, cash

Links	A student:	
Commerce	LS.1	explores the differences between needs and wants
	LS.2	recognises ways in which people obtain goods and services in the community
	LS.7	makes informed decisions about purchasing and services
	LS.8	purchases goods and services
	LS.9	uses financial services
English	LS.8	responds to increasingly complex written texts
	LS.9	writes short texts for everyday purposes
	LS.12	communicates for a variety of purposes
	LS.13	communicates in a range of contexts
	LS.14	communicates with a range of audiences
Geography	LS.1	experiences a range of environments
	LS.2	moves around in the environment.

Learning Experiences and Assessment Opportunities

In the following activities, teachers should first demonstrate the concepts and skills and then provide a range of opportunities and contexts for students to develop and practise the concepts and skills.

NLS.11

Students could:

- select the appropriate coin or note when requested, eg student selects a ten-cent coin when asked
- sequence coins and notes in order of value, eg 5 cents, 10 cents, 20 cents, 50 cents, $1, $2, $5, $10, $20, $50 and $100
- combine coins of the same value to make a specified amount less than or equal to one dollar, eg ten 10 cent coins to make one dollar, five 20 cent coins to make one dollar, four 20 cent coins to make 80 cents
- combine coins of different value to make a specified amount less than or equal to one dollar, eg a 50 cent coin, a 20 cent coin and a 5 cent coin to make 75 cents
- identify the smallest and largest valued coins and notes.

NLS.12

Students could:

- read money amounts in catalogues and on shop dockets, shelf prices, for-sale signs and on notice boards at theatres/cinemas that display admission prices. Notice boards in video stores that state the cost of renting videos/DVDs could also be used for the cost of renting a movie
- write amounts in cents
- write amounts in dollars
- write amounts of money involving cents, dollars and combinations of dollars and cents
- writing amounts of money using decimal notation
- complete a cheque using numerals and words.

NLS.13

Students could:

- identify item to be purchased and its price and determine the value of money needed to purchase the item
- use coins or notes to pay for purchases, eg to buy lunch in the school canteen, to pay for items at a supermarket, to purchase a magazine, card or gift, to rent a video/DVD
- use coins or notes to pay for services, eg going to the movies, having a haircut
- identify the next whole dollar amount that is more than a given amount, eg $2 to meet a purchase of $1.75, $4 to meet a purchase of $3.80
- insert appropriate coins and/or notes in public telephones, vending machines
- match coins to prices of items in a catalogue, eg place a $2 coin for an item costing $1.99
- match notes to prices of items in a catalogue, eg place a $5 note for an item costing $4.99
- purchase an item of food from the school canteen using the above method, eg offer $1 coin to purchase a muesli bar that costs 75 cents.

NLS.14

Students could:

- estimate the cost of a range of items and select the appropriate coin or note to pay for the item, eg selects a $2 coin to pay for a can of soft drink from a vending machine, selects a $20 note to pay for cinema tickets
- calculate the cost of two items at the school canteen and tender the appropriate amount
- estimate the amount of change due and check using a calculator, eg the change due for a purchase of $3.50 if a $5 note is tendered
- estimate the cost of purchasing a number of items of clothing for a special event
- estimate the cost of purchasing Christmas presents for the whole family
- estimate the cost of purchasing grocery items in order to cook a meal
- calculate the difference in price between similar items in different stores, eg a particular CD may be cheaper in a department store compared to a specialist music store.

6.4 Time

MLS.1 A student matches familiar activities with time frames.
MLS.2 A student recognises and uses the language of time.
MLS.3 A student reads and interprets time in a variety of situations.
MLS.4 A student organises personal time and manages scheduled activities.

Working Mathematically Outcomes

Questioning	Applying Strategies	Communicating	Reasoning	Reflecting
Asks questions about mathematics	Uses a range of strategies in solving problems	Responds to and uses mathematical language in everyday situations	Checks solutions and reasons to reach conclusions	Links their mathematical experiences to everyday life

A selection of the content from MLS.1, MLS.2, MLS.3 and MLS.4 is included below. For further details, refer to the relevant Mathematics Years 7–10 Life Skills outcomes and content pages.

Knowledge and Skills	Working Mathematically
Students learn about	**Students learn to**
MLS.1	**MLS.1**
• associating familiar activities involving eating, personal care and social routines with times of the day	• indicate an association (using personalised strategies) between a time of the day and a range of familiar activities *(Applying Strategies, Reflecting)* • recognise activities that occur on weekdays *(Applying Strategies, Reflecting)* • recognise activities that occur on the weekend *(Applying Strategies, Reflecting)* • identify activities that occur on specific days and at specific times *(Applying Strategies, Reflecting)*
MLS.2	**MLS.2**
• recognising the language of time in relation to specific personal activities • recognising the language of time in a range of everyday situations • using the language of time to describe activities in a range of everyday situations	• use or respond to the language of time in relation to a range of personal activities *(Communicating)* • respond to questions involving the language of time *(Communicating)* • use the language of time to describe personal activities and events *(Communicating)*
MLS.3	**MLS.3**
Clocks and Watches	*Clocks and Watches*
• reading the hour on digital clocks or watches • reading the hour on analog clocks and watches • reading half and quarter hour on digital clocks and watches • reading half hour and quarter hour on analog clocks or watches • reading minutes on clocks or watches • describing the relationship between analog and digital time • reading am and pm on digital clocks and watches	• use ‘hour’ within a personal context *(Reflecting)* • use ‘half hour’ within a personal context *(Reflecting)* • use minutes within a personal context *(Reflecting)* • respond to questions related to time *(Communicating)* • ask questions related to time *(Questioning)*

Calendars and Planners • reading the names or symbols for days of the week on a calendar • reading the months of the year on a calendar • locating special days and events on a calendar • recognising that calendars are used to plan special events and activities • identifying number of days, weeks, months between one event and another	*Timetables* • read and follow an individual sequence chart (timetable) for a range of activities *(Applying Strategies, Reflecting)* • read and follow a school timetable for group or class activities *(Applying Strategies, Reflecting)* • read and interpret a written timetable for TV programs *(Applying Strategies, Reflecting)* • read and interpret a timetable for using community transport *(Applying Strategies, Reflecting)* *Calendars and Planners* • locate birthdays of significant people on a calendar *(Reflecting)* • use a calendar/diary to plan for regular personal activities *(Applying Strategies, Reflecting)* • use a calendar to plan special events and activities *(Reflecting)* • use a calendar or planner to calculate time for particular activities *(Reflecting)* • use electronic formats of calendars and planners *(Applying Strategies)*
MLS.4 • identifying the amount of time needed for a range of activities • structuring activities of a school day in relation to the time required for each event • making choices and decisions about activities on the basis of time available • planning personal time over a day or a week so that activities do not clash • scheduling events over a day or week taking into account a range of activities and personal responsibilities	**MLS.4** • recognise that specific activities require a particular amount of time *(Reflecting)* • recognise the order and sequence of events in relation to carrying out regular routines *(Reflecting)* • identify priorities in relation to personal time, and discriminate between essential and non-essential activities *(Reflecting)* • prepare a personal timetable for a weekend *(Applying Strategies, Reflecting)*
Technology Digital and analog clocks	
Resources Photographs, pictures and symbols, a variety of calendars, personal diary	**Language** Morning, afternoon, evening, days of the week
Links History Music	A student: LS.1 explores the concepts of time and chronology LS.2 explores personal connections to history LS.1 uses movement, vocalisation or instruments to respond to a range of music LS.5 experiments in organising musical sounds.

Learning Experiences and Assessment Opportunities

In the following activities, teachers should first demonstrate the concepts and skills and then provide a range of opportunities and contexts for students to develop and practise the concepts and skills.

MLS.1

Students could:

- indicate from a sequence of photographs the activities that relate to morning, afternoon, evening, eg indicate a photograph or picture of getting ready for school in the morning in response to 'What do you do before school in the morning?'
- sort photographs or pictures to represent weekday and weekend activities
- match activities with particular days of the week using objects or pictures, eg swimming or PDHPE is on Wednesdays, Food Technology is on Thursdays
- associate personal activities with time, eg 'It is now one o'clock and it's lunchtime', 'Where are you going to sit for lunch today?'
- prepare a visual sequence of the activities that have taken place on any given day from a selection of photographs or pictures
- prepare a daily timetable with the sequence of activities before school, during school and after school
- prepare a weekly timetable using a calendar.

MLS.2

Students could:

- arrange photographs or pictures in response to questioning, eg 'When are you going shopping – in the morning or the afternoon?'
- use the language of time to describe personal activities, eg 'We're going shopping, tomorrow', 'The party is on next week'
- use photographs or pictures to respond to questioning about weekend activities
- compose a story about a school excursion or event that happened on the weekend
- label class activities under the headings 'Yesterday', 'Today', 'Tomorrow'
- respond to teacher questions about the days of the week, eg 'If today is Tuesday, then yesterday was _____ and tomorrow will be _____ ?'

MLS.3

Students could:

- recognise, in a range of settings, that the minute hand points straight up to indicate 'o'clock' on analog clocks, eg 2 o'clock
- recognise, in a range of settings, that the minutes appear as :00 on a digital clock to indicate 'o'clock'
- recognise, in a range of settings, that the minute hand points straight down to indicate 'half past' on analog clocks
- observe the complementary action of the hour and minute hands on an analog clock, eg using a real clock, set the hands to show 10 o'clock. Then move the minute hand to 6, that is half way around the clock, observing that the hour hand has moved half way between 10 and 11 and the time shown is half past 10.
- recognise, in a range of settings, that the minutes appear as :30 on a digital clock to indicate 'half past'
- recognise, in a range of settings, that the minute hand points to the 3, or the corresponding position, to indicate 'quarter past' on an analog clock
- recognise, in a range of settings, that the minutes appear as :15 on a digital clock to indicate 'quarter past'
- recognise, in a range of settings, that the minute hand points to the 9, or the corresponding position, to indicate 'quarter to' on an analog clock
- recognise, in a range of settings, that the minutes appear as :45 on a digital clock to indicate 'quarter to'
- recognise that a clock showing 7:05 can be read as 'five minutes past seven' as well as 'seven-o-five'
- work in pairs to position the hour hand to indicate a time. Swap clocks with their partner. Partner states the time on the clock and gives reasons for their choice
- write the numbers 1 to 12 around a circle to represent a clock
- count 5-minute intervals around the clock
- recognise the number pattern – 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60.
- be given a clock face and students draw a line to cut the clock in half and in quarters. Label the clock highlighting 'o'clock', 'half past', 'quarter past', 'quarter to'…

continued

- indicate analog time on individual clock faces in response to verbal statements of digital time. Reverse the procedure. Given analog time, students indicate digital time.
- use matching games (eg cards with time on clock faces, time in words, time in digital notation) to recognise am/pm time
- match activities to suitable times (eg 7 am – breakfast, 1 o'clock – lunch)

- recognise that the next time shown on a digital clock after 6:59 is 7:00 (not 6:60)
- recognise that time is often expressed to the nearest five minute mark on an analog clock (eg 7:28 would be read as 'nearly half past seven')
- recognise that time before noon is denoted as 'am' and after noon as 'pm', eg 7 am is in the morning, 7 pm is at night
- given a scenario, the student describes the situation as being 'early', 'on time' or 'late', eg 'the bus was late, it arrived at school after 9 o'clock'
- explore and discuss the common features and the differences using a range of calendars. Students could count how many days there are in each month, then note the last day on a given month and the first day of the next month. They could compare the date of a given Tuesday with that of the Tuesday in the following week. Students may also label significant days on the calendar, eg birthdays, school holidays.
- practise sequencing order of days and months
- locate birthdays of significant people, public holidays and special events on a calendar
- use a calendar to plan for regular personal activities, eg swimming every second Friday
- use a calendar to plan special events and activities, eg camp, birthday party
- plan an afternoon or evening of television viewing by referring to television guides, noting the channel and start and finish times for each program to be watched
- read bus and train timetables.

MLS.4

Students could:

- predict the movement of the hands on a clock and tell the new time after a given period of time, eg if the time is now 3:15 what time will it be after 5 minutes, 10 minutes, one hour, 2 hours, half an hour?
- participate in specific timing activities, eg time taken to do one lap of the bike track or walk to the bus stop
- identify the start and finish times for the lesson period, recess, lunch, the school day
- estimate/guess and check the amount of time needed for a range of activities, eg eat lunch, shower and dress, travel home from school
- identify the start time of the various activities on a particular day, eg on Monday – get up at 7 am, catch bus at 8:15 am, school starts at 9 am
- find from a television guide, the start and finish times of a particular television show
- identify the routine activities they undertake each day of the week, eg go to school on each week day, go to youth club on Friday evening
- prepare a personal timetable for particular days of the week, eg for a school day, for Saturday, for Sunday
- use a calendar or planner to calculate time between particular activities
- schedule events over one week
- set the alarm on a clock and/or clock radio to ring after a given period of time, eg 5 minutes, 1 hour, 8 hours (to wake up after sleeping)
- set the time on a VCR to record a television program at a particular time
- keep a personal diary.