

Grandad's Place - Links to the Australian and New South Wales Curriculum Year 2 - Year 6

Please note this list is not extensive and many other links can be made between the show and the curriculum.

Key learning Concepts	Relevant Song	Learning Areas and Priorities Addressed	Learning Opportunities	Specific Links to Australian Curriculum (AC) sub strands and NSW Curriculum
Cultural Awareness	<i>We Say G'day</i>	<ul style="list-style-type: none"> • Cross-cultural priorities - Aboriginal and Torres Strait Islander histories and culture; Asia and Australia's engagement with Asia • English 	<ul style="list-style-type: none"> • Saying 'hello' in 18 different languages • World music sounds that relate to individual countries 	<ul style="list-style-type: none"> • AC - English Sub-Strands <ol style="list-style-type: none"> 1. Language for Interactions
Personal Safety	<i>Grandad's Hat</i>	<ul style="list-style-type: none"> • Personal Development, Health and Physical Education 	<ul style="list-style-type: none"> • Sun safety • Fire safety • Water safety 	<ul style="list-style-type: none"> • NSW - SLES1.13 - Demonstrate an emerging awareness of the concepts of safe and unsafe living. • NSW - SLS1.13 - Recognise that their safety depends on the environment and the behaviour of themselves and others. • NSW - SLS2.13 - Discuss how safe practices promote personal wellbeing • NSW - SLS3.13 - Describe safe practices that are appropriate to a range of situations and environments

<p>Australian Dinosaurs</p>	<p><i>Muttaburrasaurus</i></p>	<ul style="list-style-type: none"> • Science and Technology (NSW) • History • Science 	<ul style="list-style-type: none"> • The story of the discovery of Muttaburrasaurus Langdoni, an Aussie dinosaur. 	<ul style="list-style-type: none"> • NSW - ST2-11LW Describes ways that science knowledge helps people understand the effect ... on the environment and on the survival of living things. • AC - Science Sub-Strands <ol style="list-style-type: none"> 1. Biological Science 2. Nature and the Development of Science 3. Communication • AC - History Sub-Strands <ol style="list-style-type: none"> 1. Chronology, terms and concepts 2. Historical questions and research 3. Analysis and use of sources 4. Explanation and communication
<p>Indigenous Music</p>	<p><i>Clapsticks</i></p>	<ul style="list-style-type: none"> • Cross-cultural priorities - Aboriginal and Torres Strait Islander histories and culture • History • Creative Arts 	<ul style="list-style-type: none"> • Students learn to clap along to rhythmic sequences. • History of indigenous music and instruments • Making a set of clapsticks 	<ul style="list-style-type: none"> • NSW - MUES1.4 Listens to and responds to music • AC - History Sub-Strands <ol style="list-style-type: none"> 1. Chronology, terms and concepts 2. Historical questions and research 3. Analysis and use of sources 4. Explanation and communication • AC - History Stage Level Focus <ol style="list-style-type: none"> 1. S2 - First Contact

<p>Convicts - Journey to Botany Bay</p>	<p><i>This Stinkin Ship</i></p>	<ul style="list-style-type: none"> • History 	<ul style="list-style-type: none"> • Conditions of life on board early convict transportation • Story of why convicts were transported to Australia 	<ul style="list-style-type: none"> • NSW - First Contacts: describes people and events and actions related to world exploration and its effects HT2-3 • AC - History Sub-Strands <ol style="list-style-type: none"> 1. Chronology, terms and concepts 2. Historical questions and research 3. Analysis and use of sources 4. Perception and interpretation 5. Explanation and Communication • AC - History Stage Level Focus: <ol style="list-style-type: none"> 1. S2 - First Contact 2. S3 - The Australian Colonies 3. S3 - Australian as a Nation
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Eureka Stockade	<i>Eureka Stockade</i>	<ul style="list-style-type: none"> History Personal Development, Health and Physical Education 	<ul style="list-style-type: none"> The story of the Eureka Stockade and its outcome Start of democracy in Australia The benefits of standing up for your rights - Personal Development 	<ul style="list-style-type: none"> NSW - The Australian Colonies: describes and explains the significance of people, groups and places and events to the development of Australia HT3-1 AC - History Sub-Strands <ol style="list-style-type: none"> Chronology, terms and references Historical questions and research Analysis and use of sources Perceptions and Interpretation Explanation and Communication AC - History Year Level Focus: <ol style="list-style-type: none"> S3 - The Australian Colonies S3 - Australian as a Nation
Physical Activity	<i>Cock-a-doodle-doo</i>	<ul style="list-style-type: none"> Creative Arts 	<ul style="list-style-type: none"> Coordination/ movement Drama 	<ul style="list-style-type: none"> NSW - MUES1.4 Listens to and responds to music
Australian History - How things used to be	<i>Diggin into History - Show recap</i>	<ul style="list-style-type: none"> History Science Creative Arts 	<ul style="list-style-type: none"> Overview of all key concepts addressed in the show. <ol style="list-style-type: none"> Dinosaurs Aboriginal culture Convicts Gold Rush 	<ul style="list-style-type: none"> See above mapping for links

Grandad's Place - Links to the Early Years Learning Framework and the Australian and NSW Curriculum K - Year 1

Key learning Concepts	Relevant Song	Learning Areas and Priorities Addressed	Learning Opportunities	Specific Links to Australian Curriculum (AC), NSW Curriculum and the Early Years Learning Framework
Cultural Awareness	<i>We Say G'day</i>	<ul style="list-style-type: none"> • Cross cultural priorities - Aboriginal and Torres Strait Islander histories and culture and Asia and Australia's engagement with Asia • English • Languages • EYLF - Outcomes 1 and 2 	<ul style="list-style-type: none"> • Saying hello in 18 different languages • World music sounds that relate to individual countries 	<ul style="list-style-type: none"> • EYLF Outcomes <ol style="list-style-type: none"> 1. Children have a strong sense of identity (1.4) 2. Children are connected with and contribute to their world (2.2) • NSW - ES1 - Recognise differences between individuals (empathetic understanding) • AC - English Sub-Strands <ol style="list-style-type: none"> 1. Language for Interactions

Personal Safety	<i>Grandad's Hat</i>	<ul style="list-style-type: none"> • Personal Development, Health and Physical Education • EYLF - Outcome 3 	<ul style="list-style-type: none"> • Sun safety • Fire safety • Water safety 	<ul style="list-style-type: none"> • EYLF Outcomes <ol style="list-style-type: none"> 1. Children have a strong sense of wellbeing (3.2) • NSW - SLES1.13 - Demonstrate an emerging awareness of the concepts of safe and unsafe living. • NSW - SLS1.13 - Recognise that their safety depends on the environment and the behaviour of themselves and others. • NSW - SLS2.13 - Discuss how safe practices promote personal wellbeing • NSW - SLS3.13 - Describe safe practices that are appropriate to a range of situations and environments
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<p>Australian Dinosaurs</p>	<p><i>Run, Run, Run</i></p>	<ul style="list-style-type: none"> • Science • History • EYLF - Outcome 4 	<ul style="list-style-type: none"> • Australian dinosaurs and their names • The story of Lark Quarry Stampede in QLD • What the land looked like when dinosaurs roamed the earth 	<ul style="list-style-type: none"> • EYLF Outcomes <ol style="list-style-type: none"> 1. Children are confident and involved learners (4.2) • NSW - ST2-11LW Describes ways that science knowledge helps people understand the effect ... on the environment and on the survival of living things. • AC - Science Sub-Strands <ol style="list-style-type: none"> 1. Biological Science 2. Nature and the Development of Science 3. Communication • AC - History Sub-Strands <ol style="list-style-type: none"> 1. Chronology, terms and concepts 2. Historical questions and research 3. Analysis and use of sources 4. Explanation and communication
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Indigenous Music	<i>Clapsticks</i>	<ul style="list-style-type: none"> • Cross-cultural priorities - Aboriginal and Torres Strait Islander histories and culture • History • Creative Arts • EYLF Outcome 2 	<ul style="list-style-type: none"> • Students learn to clap along to rhythmic sequences. • History of indigenous music and instruments • Making a set of clapsticks 	<ul style="list-style-type: none"> • EYLF Outcomes <ol style="list-style-type: none"> 1. Children are connected with and contribute to their world (2.1, 2.2) • NSW - MUES1.4 Listens to and responds to music • AC - History Sub Strands <ol style="list-style-type: none"> 1. Chronology, terms and concepts 2. Historical questions and research 3. Analysis and use of sources 4. Explanation and communication
Convicts - A Journey aboard a convict ship	<i>This Stinkin Boat</i>	<ul style="list-style-type: none"> • History • EYLF - Outcome 2 	<ul style="list-style-type: none"> • Conditions of life on board early convict transportation • Consequences of actions • Directions 	<ul style="list-style-type: none"> • EYLF Outcomes <ol style="list-style-type: none"> 1. Children are connected with and contribute to their world (2.1, 2.3) • NSW - First contacts (S2): describes people and events and actions related to world exploration and its effects HT2-3 • AC - History Sub-Strands <ol style="list-style-type: none"> 1. Chronology, terms and concepts 2. Historical questions and research 3. Analysis and use of sources 4. Perception and interpretation 5. Explanation and Communication

Gold Rush - Panning for gold	<i>Eureka</i>	<ul style="list-style-type: none"> • History • Creative Arts 	<ul style="list-style-type: none"> • How and where gold can be found • How they mined for gold in the past • Meaning of the word Eureka - celebration • Coordination/ movement 	<ul style="list-style-type: none"> • NSW - The Australian Colonies (S3): describes and explains the significance of people, groups and places and events to the development of Australia HT3-1 • NSW - MUES1.4 Listens to and responds to music <ol style="list-style-type: none"> 1. AC - History Sub-Strands 2. Chronology, terms and references 3. Historical questions and research 4. Analysis and use of source 5. Explanation and Communication
Animal Care	<i>I am a Dog</i>	<ul style="list-style-type: none"> • EYLF - Outcome 3 • Science 	<ul style="list-style-type: none"> • Caring for animals • The benefits of having a pet 	<ul style="list-style-type: none"> • EYLF Outcomes <ol style="list-style-type: none"> 1. Children are connected with and contribute to their world (2.1, 2.4) • AC - Science Sub-Strand <ol style="list-style-type: none"> 1. Biological Science
Physical Activity Different birds and their sounds	<i>Cock-a-doodle-doo</i>	<ul style="list-style-type: none"> • Creative Arts • EYLF - Outcome 3 	<ul style="list-style-type: none"> • Coordination/ movement • Drama 	<ul style="list-style-type: none"> • EYLF Outcome <ol style="list-style-type: none"> 1. Children have a strong sense of wellbeing (3.1) • NSW - MUES1.4 Listens to and responds to music
Australian History - How things used to be	<i>Diggin into History</i> - Show recap	<ul style="list-style-type: none"> • History • Science • Creative Arts 	<ul style="list-style-type: none"> • Overview of all key concepts addressed in the show. <ol style="list-style-type: none"> 1. Dinosaurs 2. Aboriginal culture 3. Convicts 4. Gold Rush 	<ul style="list-style-type: none"> • See above mapping

