



STEINER EDUCATION AUSTRALIA

AUSTRALIAN STEINER CURRICULUM FRAMEWORK 2018

ALL SUBJECTS
Scope & Sequence
& Topics List
Primary K-6

AUSTRALIAN STEINER CURRICULUM FRAMEWORK

Original Document Recognised by ACARA October 2011

Revisions included in this document:

August 2013

The content in this document is unchanged from that submitted for recognition by ACARA . The separate scope & sequence documents have been combined for the convenience of Class teachers .

English, Maths, Science and History are as recognised by ACARA in 2012.

Geography material was submitted in July 2103 but is not yet recognised by ACARA.

To that extent the geography component of the document is DRAFT, and will be updated as required as Geography is finalised.

Other subjects will be added as they are finalised in the Recognition process.

17 Sept 2014 Changes made to terminology relating to Aboriginal and Torres Strait Islander peoples, as per ACARA guidelines

17 Sept 2014 Geography Scope & Sequence updated to reflect content changes made in curriculum documents as result of discussions with ACARA November 2013 & Sept 2104

15 Dec 2014 **Geography Recognised by ACARA 14 Nov 2104**; colour coding removed

5 Sept 2018 English and HaSS Amendments added, recognised by ACARA July 2018

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AUSTRALIAN STEINER CURRICULUM: Topics Classes K-6											
English/History			Home Surroundings / Science / Geography				Maths / Form Drawing/Geometry				
K.1 Story Time, Puppet Story	K.2 Morning Circle	K.3 Self-directed Creative Play	K.4 The Living World of Garden, Bush and Farm	K.5 The Elements of the World	K.6. Rhythms of Sun, Moon, Earth & Cosmos	K.7. Creative Structures	K.8 Number	K.9 Measurement and Geometry	K.10 Pre-Statistics and Probability		
1.1 Form Drawing 1 Straight and Curved Lines	1.2 The Alphabet: Letters	1.3 From Letters to Texts	1.4 Stories from The Dreaming / Sentences	1.5 Ancient World Tales	1.6 Local Surroundings 1	1.7 Local Surroundings 2	1.8 Numbers	1.9 Counting and Informal Processes Grouping	1.10 Number Processes 1	1.11 Number Processes 2	1.12 Form Drawing 2
2.1 Celtic Narratives	2.2 Animal Fables	2.3 Sainly Lives	2.4 World Legends	2.5 Local Surroundings 3	2.6 Local Surroundings 4		2.8 Times Tables and Number Patterns	2.9 Place Value	2.10 Magic Numbers	2.11 Layout of Sums	2.12 Form Drawing
3.1 Literature of Creation and Tradition	3.2 Literature of Authority/ Rulership	3.3 Grammar	3.4 Reading Program	3.5 Farming and Gardening	3.6 Building		3.8 Mathematics: Processes and Strategies	3.9 Meas'mt; Length, Weight, Capacity	3.10 Measurement: Time	3.11 Measurement: Money	3.12 Form Drawing
4.1 Myths of Northern Europe	4.2 Art, Science and History of Writing/Pen and Ink	4.3 The Arts of Language and Literacy	4.4 Spirituality of The Dreaming	4.5 Local Area : Mapping	4.6 The Local Region	4.7 Human Being and The Animal Kingdom	4.8 Number Processes: Factors, Multiples, Long Multiplication/Division	4.9 Fractions 1	4.10 Fractions 2	4.11 Freehand Geometry	4.12 Form Drawing
5.1 A-C Ancient Cultures: Ancient India, Persia and Babylon, Egypt	5.2 Ancient Cultures: Greece	5.3 English Language and Literacy	5.4 Indigenous Life/History Geography of the Region and State	5.5 Botany	(5.6) See 5.1 Ancient Cultures Includes Geography of India, Persia, Egypt, Greece	(5.7) See 5.1 Ancient Cultures Includes History of Science	5.8 Decimals	5.9 Decimals and Fractions	5.10 The World of Mathematics	5.11 Geometry	5.12 Form Drawing
6.1 Ancient Cultures :The History of Ancient Rome	6.2 The Wonder and Wisdom of Words	6.3 English Language and Literacy	6.4 Australian History	6.5A Geology 6.5 B Gardening/ Horticulture	6.6 Astronomy	6.7 Physics Acoustics, Optics, Warmth	6.8 Physics Static Electricity, Earth Magnetism	6.9 Business Maths Percentages, Interest	6.10 Number and Algebra	6.11 Geometry and Measurement	6.12 Geography: Australia and Beyond
(Geography: see also 6.12)											
A. Festivals, Celebrations and Rhythms of Time -Stage 1; Stage 2											
B. Outdoor Play, Bushwalk and Practical Garden and Home Activities - Stage 1 Class 1-3 only (integrated in Kindergarten Topics)											
C. Handcrafts of the Traditional World -Stage 1; Stage 2											
D. Morning Circle/Rhythmic Work - Stage 1class 1-3; (integrated in Kindergarten Topics) Stage 2											

ASCF ENGLISH SCOPE and SEQUENCE Foundation Year to Year 6

Language Scope and Sequence ENGLISH								
Sub Strand	Focus of Thread	Foundatio n	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Language Variation and Change	Language Variation and Change	xx	Understand that English is one of many languages by learning a language other than English in class	Understand that spoken and written forms of language have different features according to purpose and context/audience	Understand the oral language traditions of other cultures and how they expressed meaning (eg opening of the Hebrew or Egyptian creation narratives)	Understand written languages are a system of signs which have been expressed in many ways in the history of writing	Understand that word meanings have histories and change over time	Understand the influences on a range of English words from historical (eg Greek and Roman) sources
	Language for social interaction	Engage in social conventions, customs and change of mood reverence, joy eg for seasons and in listening	Understand the different ways of asking questions and giving information	Understand the different levels of formal and informal language in the classroom	Understand and practice the conventions of interaction in the classroom: turn taking, forms of address in relation to degrees of formality	Understand the conventions influencing varying levels of formality of interactions both inside and outside the classroom	Understand that patterns of language interaction vary across different social roles and relationships	Understand that social interactions influence the way people exchange information eg in exploring and exchanging points of view
Text Structure and Organisation	Conventions of print	xx	Understand the three directions of space in books: up/down, left/right, front/back	Recognise basic conventions of books: title page, page numbering	Demonstrate familiarity with book format: author, headings, titles,	Work with typical features of texts and books: alphabetical order, chapters, index, glossary	Understand usual features of information presentation: diagrams, charts	xx
	Punctuation	xx	Write sentences modelled by the teacher.	Recognise capital letter and full stop/question marks as sentence markers.	Use commas to separate items in lists. Recognise word contractions as a feature of informal speech and the use of apostrophes to signal missing letters	Use appropriate punctuation for sentences eg question/exclamation marks Use quotation marks to signal direct speech	Recognise and use apostrophes to signal possession	Understand the use of commas to separate clauses

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Language Scope and Sequence ENGLISH								
Sub Strand	Focus of Thread	Foundatio n	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Expressing and Developing Ideas	Spelling	xx	Recognise, read and write some simple sight words and CVC words, including blended sounds.	Recognise and spell common phonic patterns. Recognise, write and spell increasing bank of sight words Spell one and two syllable words	Recognise and spell high frequency words; Recognise wider range of phonic patterns Understand silent letters, digraphs, long vowels in spelling patterns, Recognise, use prefixes and suffixes	Spell unfamiliar words using phonics (word families), blends, double letters, suffixes, word origins, homophones and spelling patterns;	Able to use a range of strategies including context, morphemes, syllabification skills and spelling rules to spell unfamiliar words	Understand the derivations of many English words from a range of historical sources including Latin/ Greek, Use base words, letter and spelling patterns, generalisations, word origins- including prefixes and suffixes and morphemes to spell new words including those adopted from other languages and technical words.
	Vocabulary	Develop rich vocabulary through stories, morning circle and communication in creative play	Use a range of words derived from rich language of the classroom including stories and poetry	Expand vocabulary derived form poetry and stories	Learn more technical vocabulary connected with Science topics Building and Farming Incorporate vocabulary derived from reading program	Use dictionaries to explore word meanings	Use Thesaurus to explore synonyms, antonyms, homonyms.	Explore historical meanings and derivations of English words from Latin
	Word level Grammar	Experience rich oral language in story, morning circle and play	Experience grammatical elements embedded in the rich oral language environment of the classroom, recognise that words have meaning	Recognise difference between naming and doing words	Identify parts of speech: nouns, verbs, adverbs, adjectives.	Identify prepositions, pronouns (including possessives), conjunctions and interjections; Recognise and use verbs in the 3 tenses	Identify and write in active and passive voice	Understand ways to strengthen verbs in creating movement and richness in language eg modal auxiliaries, elaborated tenses and adverbs

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Language Scope and Sequence ENGLISH								
Sub Strand	Focus of Thread	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Sentence level grammar	xx	Write sentences modelled by the teacher.	Use capital letters and full stop.	Understand concept of a sentence as a unit of meaning	Recognise types of sentences: statement, command, question, exclamation. Identify phrases (prepositional, adverbial) as parts of a sentence Recognise and write quoted (direct) speech	Recognise and use principal and subordinate clauses Understand simple, compound and complex sentences Recognise and write reported (indirect) speech	Understand conditional mood and its use as a subordinate clause to enrich and deepen meaning Eg If Brutus had not joined the conspirators, Caesar may not have died. Figures of speech
Sound and Letter Knowledge	Alphabet	xx	Recognises the letters of the alphabet, sound/ letter/name correspondence.	Finishes at Year 1	xx	xx	xx	xx
	Phonic Knowledge and Phonemic Awareness	Engage in poems,, verse, games , dances with rhymes	Identifies separate spoken sounds in words, identifies and sounds consonants in blends and clusters.	Recognises all regular letter-sound matches including blends at the beginning, middle and ends of words; long vowels, diagraphs, silent letters when reading and writing.	Write, read, spell through understanding: of diagraphs, short/long vowels,blending/segmenting of sounds, addition and deletion of initial medial and final phonemes knowledge of onset and rhyme, letter patterns and morphemes to read and write most high frequency words, homophones and unpredictable words. Understand that a syllable must contain a vowel sound. Build morphemic word families using knowledge of prefixes and suffixes.	xx	xx	Understand how to use phonic knowledge about less common letter patterns,and letter-sound relationships to read and write increasingly complex words.

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Literature Scope and Sequence ENGLISH								
Sub Strand	Focus of Thread	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Responding to Literature	How texts reflect the context/culture in which they were created	xx	xx	xx	xx Starts in Year 4	Discuss how literary texts give the reader an imaginative experience of different cultural and historical contexts	Identify aspects of literary texts that convey details of particular social, historical and cultural contexts	Make connections between students' own experiences and those of characters and events in texts drawn from different contexts
	Experiencing And Representing	Represent through play scenes and oral language	Listen to and represent through illustrated texts the teacher presented stories of the fairy/folk tale tradition	Listen to and represent teacher presented stories of the Celtic narrative tradition	Listen to and represent teacher presented stories of the Hebrew or Egyptian tradition	Listen to and represent teacher presented myths of Northern Europe	Listen to and represent the literature from ancient epochs, particularly Greece	Listen to and represent the literature from ancient epochs, particularly Rome
	Responding	Respond in self-initiated play with questioning, cooperating and negotiating	Retell the sequence of incidents in teacher presented stories	Retell and discuss the content of teacher presented stories	Retell and discuss teacher presented stories Report to others on written texts	Retell and discuss teacher presented stories Report on and discuss a range of texts	Express a point of view about literary texts and discuss with peers	Express a point of view about literary texts, giving reasons and relating to criteria
	Evaluating	xx	xx	xx	xx	Write simple evaluative reviews of imaginative and non fiction texts	Write evaluative reviews of imaginative and non fiction texts giving some personal responses	Write evaluative reviews of imaginative and non fiction texts giving some personal responses with reasons

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Literature Scope and Sequence ENGLISH								
Sub Strand	Focus of Thread	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Features of literary texts	xx	Experiences form in literature through reciting simple rhythmic and rhyming verses	Experiences form in literature through reciting more sophisticated rhythmic and rhyming verses	Discuss features of ancient literature that derive from different cultural and historical context eg Hebrew or Egyptian creation texts	Identify the key features of plot and character in particular texts Discuss how language is used to create impact on the reader	Discuss how authors use various techniques such as language, character and plot to engage readers Identify and use figures of speech such as metaphors and similes	Identify, describe and discuss the similarities and differences between texts Discuss characteristics of the style of particular authors
Examining Literature	Language Devices in Literary Texts (Poetics)	Learn and recite simple poems, chants, rhymes and songs	Learn and recite simple poems, chants, rhymes and songs from a range of Australian, Asian, Pacific and global sources	Learn and recite simple poems, chants, rhymes and songs from a range of Australian, Asian Pacific and global sources	Learn and recite range of poetry and song derived from the ancient literature of creation and tradition	Learn and recite range of poetry including that derived from the myths of Northern Europe: runes, oaths, verses	Learn, recite and discuss range of poetry including that derived from ancient epochs eg Greece: creation hymns, Olympic oaths, The Iliad and Odyssey	Learn, recite and discuss range of poetry derived from ancient epochs eg Rome: The Aeneid; and also from Australian historical sources Learn one traditional or literary Ballad (eg Man From Snowy River, The Highwayman) and discuss the features of the Ballad as a poetic form
	Drama	Create simple puppet stories in self-directed play	Participate in simple tableaux like presentation	Participate in simple verse drama presentation	Participate in verse/spoken drama presentation	Participate in verse/spoken drama presentation	Participate in increasingly complex verse/spoken drama presentation	Participate in increasingly complex verse/spoken drama presentation
Creating Literature	Creating literary texts	xx	Recreate teacher presented stories in self created illustrated book	Recreate teacher presented stories in self created illustrated book	Create own simple verses and poems based on seasonal and other experiences	Create own verses and poems derived from lesson content	Recreate and perform literary texts imaginatively Create own verses and poems derived from lesson content	Recreate literary texts imaginatively by retelling stories through the eyes different characters

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Literacy Scope and Sequence ENGLISH								
Sub Strand	Focus of Thread	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Interacting with Others	Listening and Speaking	Listen to stories, morning circle verses and songs, Listen to children in play	Listen to stories and instructions Listen to others in the class (turn- taking) Retell stories in sequence Speak clearly using appropriate language Use onset/rime	Engage in conversations in the classroom Retell and discuss stories in sequence	Listen for specific instructions and information Collaborate with and respond to others in small group work	Listen to others in order to extend discussion points in class conversations Express point of view to peers	Listen to others in order to extend discussion points in class conversations Express extended point of view to peers Answer questions from audience	Listen to and understand a variety of points of view Express points of view other than own eg debating
	Oral Presentations	xx	Present orally some simple personal experiences (news)	Present orally personal experiences to peers	Deliver short presentations on formal and informal topics	Plan and deliver short presentations to peers	Plan, rehearse and deliver presentations on range of information including research	Plan, rehearse and deliver presentations on range of information including research and to a range of audiences
Interpreting, analysing, evaluating	Reading	xx	Read self written texts derived from teacher modelled examples, read high frequency sight words.	Read familiar texts from teacher-created books and begin reading program	Read unfamiliar texts by combining contextual, semantic, grammatical and phonic knowledge and using a number of strategies including rereading and self-correcting Read aloud expressively with phrasing and fluency.	Read an increasing range of literary and informative texts from a range of genres with increasing fluency, using homophones, and complex letter combinations, prefixes and suffixes.	Read different types of texts for enjoyment and for specific purposes such as research	Select and read a wider range of texts
	Comprehension	xx	Use pictorial cues and imitative responses to	Build comprehension strategies based on pictorial cues	Develop comprehension strategies to build understanding of	Use a range of comprehension strategies to understand meaning,	Use comprehension strategies to understand literal	Use comprehension strategies to interpret and analyse elements of a wide range of

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Literacy Scope and Sequence ENGLISH								
Sub Strand	Focus of Thread	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			comprehend meaning of self written texts	and emerging knowledge of language features	meaning including context, language features and text structure	to identify key elements in informative texts and to appreciate plot and character in literary texts	and inferred meaning, to link ideas, and to evaluate texts	texts both literary and informative
Creating Texts	Creating Texts	xx	Illustrate events from personal and peer experience eg drawing scenes from bushwalks, holidays	Illustrate with simple text some direct experiences or scenes from stories	Write own sentences/texts developed through teacher guided expression of personal experience	Develop personal journal writing based on experience Plan, draft and publish a range of imaginative and informative texts derived from class content using growing knowledge of structure and language features.	Plan, draft and publish a range of imaginative and informative texts containing key information using growing knowledge of structure and language features.	Plan, draft and publish a range of imaginative, informative and persuasive texts containing key information using growing knowledge of structure and language features.
	Editing	xx	Review written work to ensure a good aesthetic and accurate standard	Reread own texts to ensure capital letters and full stops in appropriate position	Reread and edit own texts to ensure accuracy of spelling and punctuation	Reread and edit own texts to improve content and structure	Reread and edit own and others' texts to improve content, structure and meaning	Reread and edit own and others' texts to improve content, structure and meaning against agreed criteria
	Handwriting	xx	Write using unjoined capital and lower case print	Write more extended passages using capital and lower case print	Write using joined letters in a flowing and aesthetic style	Write using clearly-formed joined letters with increasing fluency Write with range of implements including pen and ink	Develop a personal handwriting style that is legible, fluent and aesthetic	Develop a personal handwriting style that is legible, fluent and aesthetic, and may be tailored to different purposes and audiences

ASCF MATHEMATICS SCOPE and SEQUENCE FOUNDATION to CLASS 6

NUMBER & ALGEBRA		Mathematics					
	Foundation	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
Number Place Value	Count freely and imitatively	Rhythmic ally count numbers to 100 in chorus	Recognise, model, read, write and sequence numbers to 1,000	Recognise, model, read, write and sequence numbers to 10,000	Rhythmically count in all number patterns to 12s.	Revise more complex tables forwards and back and in division form	Order, read, write and sequence numbers up to tens of millions.
	Move number sequences in songs, dances and games	Experience the qualitative nature of numbers 1-12 in the world Connect number names, numerals and quantities Count to 20 forwards and back from 10 Count in 2s, 3s, 5s and 10s. Say 2x, 5x 10x tables with body percussion Use ordinal numbers to 10 th Write Roman numerals to 12 Identify odd and even numbers Recognise, model, write, read and sequence numbers to 100,	Rhythmically count in 2s, 3s, 4s, 5s, 6s, 10s to 100 Recite 2x, 3x, 4x, 5x, 6x, 10x tables in chorus using body percussion Recite addition facts to 20 Group and regroup collections in hundreds, tens and units up to 1000 Use the 4 processes in horizontal layout in units, tens and hundreds Understand the connection between addition and subtraction Explore and use strategies such as counting on, partitioning and	Rhythmically count in 7s, 8s, 9s, 11s, 12s Rhythmically count by 1s, 5s and 10s to 1000. Recite 2x, 3x, 4x, 5x, 6x, 8x, 9x, 10x, tables Recall multiplication and division facts of 2, 3, 5, 10 Represent the tables relationships between 2,4,8,12 //3, 6, 9//5,10 Read, write and order numbers to 1000. Identify place value Explore and use efficient strategies Estimate and solve algorithms to 1000 with trading and carrying Including simple division (to 100) with remainders .	Rhythmically count in all number patterns to 12s. Recite all tables to 12x; forwards and back and; in division form Recognise, model, read, write and sequence numbers to 10,000 Solve partition, rearrange, regroup and use addition and subtraction with trading to 10,000 Solve multiplication to 1,000 Solve simple division to 1,000 Explore long division Check answers by the reverse process. Recognise prime and composite numbers Use <, > Solve a range of sums including those with measurement and fractions through mental	Recognise, model, read, write and sequence numbers to 10,000 and recognise and read place value to thousandths Distinguish significant and non-significant zeros Apply more complex problem solving strategies, use shortcuts, find averages Solve a range of sums including those with measurement, fractions and decimals through mental arithmetic strategies in daily practice Practice the use of long multiplication to solve problems Practise division strategies for larger numbers including long division	Use the four operations with numbers of any size Describe mathematical situations in a variety of ways Apply efficient and diverse strategies involving all four processes Give reasons for supporting one solution over another Link mathematical ideas and ask mathematical ideas about the world Discover, develop, select and apply appropriate mental and written strategies to solve simple problems involving the four operations with whole numbers, decimals and fractions.

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NUMBER & ALGEBRA		Mathematics					
	Foundation	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
		<p>Group and regroup numbers using concrete objects to work number sentences from the whole to the parts</p> <p>Represent pictorially multiplication and division as grouping And solve simple problems</p> <p>Represent simple practical situations in pictorial form and solve concretely</p> <p>Write and solve simple algorithms with the 4 processes using symbols</p> <p>Know and use addition facts to 10</p>	<p>rearranging. to solve problems</p> <p>Apply place value and zero in sums to 100</p> <p>Represent vertical layout for addition and subtraction in narrative and pictorial form</p> <p>Explore vertical layout of addition and subtraction</p> <p>Solve simple sums through mental arithmetic in daily practice</p>	<p>Represent vertical layout for addition and subtraction in narrative, pictorial and written form and solve problems</p> <p>Round off numbers</p> <p>Solve simple equations with 2 operations</p> <p>Solve a range of sums including those with measurement through mental arithmetic strategies in daily practice</p> <p>Explore , square and triangular numbers</p>	<p>arithmetic strategies in daily practice</p> <p>Explore long multiplication and long division</p> <p>Find factors, highest common factors, multiples, lowest common multiples</p> <p>Identify prime, and composite numbers.</p>	<p>Use a range of efficient strategies</p> <p>Use estimation and rounding to solve problems</p> <p>Use factors and multiples in solving problems</p>	

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NUMBER & ALGEBRA		Mathematics					
	Foundation	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
Fractions Decimals	xx	Use <i>half</i> , informally in cooking and play	Use <i>half</i> , <i>quarter</i> informally in cooking and play	Recognise and use of <i>half</i> , <i>quarter</i> in practical measurement eg in farming, building, time, pie charts Use decimals in money problems	Recognise, write and use $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{10}$ and their multiples Represent problems involving fractions in drawing using pictures, pie charts, tables, lines Using concrete and pictorial representation: Simplify fractions Convert improper and mixed fractions and recognise equivalent fractions Solve simple fraction problems with the same or related denominator using the 4 operations Use fractions in measurement problems	Recognise, write, order on a number line and solve problems with fractions with the same or related denominator using efficient strategies Understand and use place value in decimals and convert fractions to decimals and vice versa Solve simple problems in decimals Use fractions and decimals in measurement problems	Understand the equivalence of fractions, decimals and percentages. Perform simple conversions. Locate and represent on a number line. Perform calculations with decimals, such as multiplication or division by whole numbers, powers of 10 etc. Use fractions, decimals, percentages to solve problems using the four processes with a variety of strategies
Money and Financial Maths	xx	xx	Recognise coins to one dollar	Experience and understand gifting and barter and their advantages and limitations and the historical development of means of exchange Recognise, order and count the value of Australian coins and notes. Give change from simple transactions Solve simple problems and write sums with a decimal point.	Recognise, use and solve equations with coins and notes to \$100 using the 4 processes	Recognise, use and solve more complex equations and problems with coins and notes to \$100 using the 4 processes	Calculate percentages, interest and discount Draw up a simple balance sheet Discover, experience and solve practical problems involving the use of percentages, including profit and loss, discount, mark-up, interest etc. inherent in the operation of a simple business.

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NUMBER & ALGEBRA		Mathematics					
	Foundation	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
Patterns and Algebra	Informally sort and classify objects in play Informally order, sequence and make number patterns with objects In play	Order, sequence and make number patterns with objects in grouping and in movement and skip counting Recognise and name odd and even number sequences	Order, sequence and make number patterns with objects in grouping and in movement and skip counting as well as through geometric representation (see tables patterns) . Explore number sequences of 1s, 2s, 3s, 4s, 5s, 6s, 10s in movement, geometric patterns, rhythmic counting	Complete simple number sequences	Complete number sequences and express the rule.	Recognise number patterns, name them and continue the sequence	Discover and apply the rule to generate sequences of numbers, including fractions and decimals. Become familiar with the development of mathematical statements from word sentences and vice versa. Use the order of operations and the substitution of values to solve simple mathematical formulae. Calculate simple algebraic equations arising out of formulas

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MEASUREMENT & GEOMETRY		Mathematics					
	Foundation	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
MEASUREMENT	<p>Order objects freely by size in play</p> <p>Measure length, weight, capacity informally in play, home activities</p> <p>Experience daily, weekly, seasonal rhythms of time In verse, story, festivals</p>	<p>Measure length, weight, capacity informally in craft, cooking and play</p> <p>Use rhythmic time measurement in recorder playing, percussion and movement</p> <p>Create and solve measurement explorations in craft eg knitting and sewing patterns</p>		<p>Understand, illustrate, describe the history of measurement through body-based and standardised systems</p> <p>Estimate, measure, compare and record length in m, cm and mm; weight in kg and g and capacity in litres and ml</p> <p>Calculate simple conversions</p> <p>Use a ruler, balance and scales</p> <p>Read analogue time Read and interpret calendars</p>	<p>Estimate and measure length, mass and capacity in m, km, g, kg, tonne, ml, lit.</p> <p>Use fractions and decimals in measurement problems</p> <p>Read and interpret timetables and timelines</p>	<p>Estimate and measure length, temperature mass and capacity in m, km, g, kg, tonne, ml, lit and use in problem solving</p> <p>Use decimals and fractions in more complex measurement problems</p> <p>Use and convert between 12 and 24 hour time.</p>	<p>Measure volume, capacity and mass, temperature and convert units</p> <p>Construct historical timelines</p> <p>Convert units in measurement</p> <p>Solve problems based on the interpretation of commonly encountered sources of information such as timetables, utility bills, bank statements etc.</p> <p>Solve problems based on time, and convert between 12 and 24 hour time.</p> <p>Solve problems that require the use and conversion between units of length, mass, capacity etc.</p> <p>Measure perimeter and calculate area of squares, rectangles and triangles using algebraic formulae</p> <p>Develop formulae for area and perimeter by construction and measurement, and apply to a range of problems.</p> <p>Solve problems involving the measurement and calculation of lengths and areas, including taking scale into account when working from maps.</p>

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MEASUREMENT & GEOMETRY		Mathematics					
	Foundation	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
FORM DRAWING AND GEOMETRY	Order objects by shape freely in play	Move the 6 dimensions of space	Draw freehand geometric forms of the regular polygons		Draw Celtic intertwining forms, Norse band forms Draw freehand rosettes	Draw forms from Ancient cultures; labyrinths, rosettes	Identify and name further properties of a circle including chord
Shape	Make 3D forms In beeswax/ crafts Move geometric forms with body in space	Draw straight and curved lines , triangles, squares, spirals, lemniscates and ribbon forms Make 3 D forms in	Draw and artistically image explorations of the times tables in circle form creating stars, squares, lines and polygons		Draw accurate freehand geometrical forms using circle divisions Identify and name the properties of a circle including point, line and circumference	Identify and name further properties of a circle including tangent, radius. Use a compass and straight edge to draw forms	Measure, construct and name angles Construct increasingly complex patterns based on the four, six, eight, twelve, sixteen and twenty four divisions of the circle, and the stellar polygons of five, six, eight, ten and more sides.
Location Transformation	xx	Draw forms with vertical symmetry	Draw forms with horizontal symmetry	Draw forms with four-fold symmetry Draw and read simple building plans	Draw, colour and read simple maps with accurate measurement, labelling, legends and informal scale Create 3D landscapes of the local area	Draw inner and outer transformations of geometric forms arising out of the circle Draw to scale, colour and read maps using a grid, use directions. Give directions to locations Use coordinates to identify points on a map	Investigate the metamorphosis of form through the rotations, reflections and symmetry employed in the construction of geometric patterns Use mapping skills in complex maps eg of the state or of Australia
Perception, Imagination of Formative Dynamics	xx	Move and draw forms in relation to dynamics of the natural world and human being Develop harmony, symmetry, beauty and order of forms	Metamorphose ribbon forms Metamorphose straight to curved forms and vice versa	Represent musical forms in notation Represent forms for building homes with different gestures in the landscape	Draw mandalas	Draw botanical forms based on the circle rosette	Observe, draw and artistically highlight the geometric forms of astronomical movement Draw forms arising from geological forms
Geometric Reasoning	xx	xx	xx		Identify and measure types of angles	Construct and classify angles using a protractor accurately	Investigate, construct and measure angles round a point, angles on a straight line, triangles and polygons. Bisect a line and an angle

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STATISTICS & PROBABILITY		Mathematics					
	Foundation	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
Chance	<p>Develop trust in the teacher and rhythms of life</p> <p>Recognise ability to adjust outcomes in play</p>	<p>Hear , illustrate and understand narratives of the development of the history of humanity over time and the intelligent creative patterning within the universe</p> <p>Experience events with calmness and equanimity</p> <p>Relate different outcomes to concrete parameters which can be understood and adjusted eg in farming or building practices</p>			<p>Discuss the likelihood of events occurring</p>	<p>Describe events which are related, mutually exclusive or unrelated .</p>	<p>Describe likelihood of an event occurring and record results and compare</p>
Data Representation	<p>Collect and order objects informally. Communicate results</p>	<p>Gather and draw representations of information for number patterns and problems and classroom projects</p>		<p>Gather data, draw and record through tables, picture and bar graphs information for farming and building.</p>	<p>Gather data, draw and record information and interpret through tables, picture, bar, column, pie and line graphs.</p>	<p>Pose questions, gather data, use column, picture, tables to display results</p> <p>Describe and interpret results</p>	<p>Pose questions, gather data, use column, picture, tables to display results</p> <p>Describe and interpret results</p>

ASCF	SCIENCE	SCOPE and SEQUENCE	Foundation to Class 6
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SCIENCE Scope and Sequence		Stage 1 Foundation – Class 1
	Foundation	Class 1
Science Understanding		
Biology Living Things	<p>Children imitatively engage with joy in nature play in a rich garden and bush environment. They care for animals and plants in their school environment.</p> <p>Children experience gratitude for the beauty and bounty of the Earth. They have enthusiasm for nature evidenced through the engagement in the living qualities of the environment.</p>	
		They illustrate and describe in written form the plant and animal life in their school and local environment as brought through the teachers imaginatively-rendered stories.
Chemistry Creative play, cooking, composting,	<p>Children explore the environment actively, transforming and combining elements and materials to create eg. Sandstone paints, cubbies, gardens and play scenarios. In handwork they eg wash, card, felt, knit or finger knit and use appropriate materials to create items of clothing and toys. They cook: mixing, kneading, and baking.</p>	
Earth Sciences The Earth and Cosmos	Children experience the cycles of the day and night and the week through music, verse and movement. Children engage in nature festivals and seasonal activities through shared experiences of craft, music, listening to stories and movement with teachers and families.	They experience anticipation for the cycles of time such as day and night and the seasons and participate in celebrations actively through practical crafts and the creative and performing arts. They name the days, months and seasons.
Physics Creative play, building,	<p>They balance size, shape and structure in their play and explore force and movement in eg swings, climbing equipment, sand and water play, pulleys and water pumps. They find and transform play objects to create planned play scenarios. They use warmth in cooking. They display a sensibility to sound dynamics in singing and percussion or recorder playing (Class 1).</p>	
Science as Human Endeavour	<p>They imitate the practical home and garden- based work of the teacher and extend their efforts to independent projects displaying creativity, flexibility and adaptability.</p>	
Science Inquiry	<p>They experience, observe with the senses, question, communicate orally, plan and cooperate with others in their play and projects.</p>	

AUSTRALIAN STEINER CURRICULUM FRAMEWORK

SCIENCE Scope and Sequence		Stage 1 Class 2 - 3
	Class 2	Class 3
Science Understanding		
The World of Living Things (Biology)	Students observe with continued joy and gratitude but with more focus the plant and especially the animal local environment. The wider environment and animals of the coastal lands and seas, desert, colder regions and the tropical north are imaginatively encountered through story and they draw and write longer class stories which describe these environments and animals. They illustrate and write about the physical and instinctive gestures of animals.	The students understand, speak about, illustrate and describe the role of plants and animals in a more practical way in relation to farming and the needs of people for food, water, clothing and shelter. They exhibit skill, care and confidence in gardening and farming.
Chemistry Creative play, cooking, composting,	Children explore a wider garden and school environment actively, transforming and combining elements and materials to create more complex projects eg. Sandstone paints, cubbies, gardens and play scenarios. In handwork they eg wash, card, felt, knit or finger knit as well as dyeing, embroidery, sewing or crochet and use appropriate materials to create more complex items of clothing and toys. They cook: mixing, kneading, and baking.	Students are able to complete a range of building processes such as mud-brick making, mixing of mortar or woodwork . They can follow instructions, observe, communicate about and adjust processes. They cook with a range of farm produce including grains and work with yeast processes in bread making. They have a practical skill in composting processes and understand the importance of warmth and light.
Rhythms, Festivals and Celebrations Earth Sciences The Earth and Cosmos	Students anticipate more consciously the cycles of time and festivals as they relive them in the school community and contribute with more well-developed and longer artistic contributions on the seasons and rhythms of time. They are able to sequence time and events in longer stories over several days.	Students are able to discuss, plan, implement and write about daily and seasonal time in farming such as planting, harvest, growth of spring or winter crops and cycles of farm animals and their young. They are able to illustrate and describe the importance of weather to farm life. They illustrate, calculate and describe time sequences of the moon and sun and the hours and minutes of the day and night.
Creative play, building, cooking, music and movement. (Physics)	They balance size, shape and structure in their play and explore force and movement in increasingly independent projects eg swings, climbing equipment, sand and water play, pulleys and water pumps. They find and transform outdoor equipment and natural materials to create more complex planned play scenarios. They display a greater sensibility to sound dynamics in singing, percussion and recorder playing.	Students understand the importance light in gardening plans, and in building designs. They can describe the role of heat from the sun in seed germination in Spring and can understand the importance of maintaining warmth in home design. They can use notation to record simple melodies of music including illustrating and naming the octave, time signature and rhythm and recording their own

AUSTRALIAN STEINER CURRICULUM FRAMEWORK

SCIENCE Scope and Sequence		Stage 1 Class 2 - 3
	Class 2	Class 3
		simple compositions. They understand the practical use of balance and support structures and force in building techniques.
Imitation> Understanding (Science as Human Endeavour)	Students illustrate and recall descriptions of landscapes and animals and the relationship between them. They display an increasing sense of care and responsibility toward their class environment.	Students describe the work of farmers, builders and allied trades and their knowledge and skills. They understand the role of accurate measurement and the importance of house and building design. They describe the work of home builders of different cultures, climates and terrains.
Immersion/ Experience >Observation, Measurement and Reflection (Science Inquiry)	Students experience and observe with the senses, question, predict, plan, compare, communicate and cooperate about practical play-based activities and school and classroom projects	Students safely use gardening, cooking, building and handcraft tools and equipment. They measure and record details of building and farm plans, handcraft projects and recipes using formal measurements. They observe, investigate and adjust projects eg cooking, recipes, garden and plant care; position of plants, sun, water. They test their predictions and communicate results in oral, written and visual forms. They describe landscapes, vegetation and weather of local areas and investigate historical development of farming, colonial settlement, building and industry, researching the relationship between geography, economy and historical development.

AUSTRALIAN STEINER CURRICULUM FRAMEWORK

SCIENCE Scope and Sequence		Stage 2 Classes 4-6	
	Class 4	Class 5	Class 6
Science Understanding			
<p>Our Living World Botany/Zoology</p> <p>(Biology)</p>	<p>Zoology: Human and Animal: Students draw the simple threefold structure and function of nerve sense system, rhythmic system and metabolic limb system in the human being. They describe the capacities of upright posture, speech and thought. They draw and identify the balance of forms of animals in relation to this 3-fold structure.</p> <p>The Local Area/Region/Gardening Students identify, illustrate and describe animals, plants and bush food in the local environment including their seasonal life cycles and interrelationships.</p>	<p>Botany: Students identify the relationship of the plant to the elements and the earth; They describe the growth and structure of the plants and comparison to development of the human being; They outline simple classification of plants.</p> <p>Zoology :Students draw and describe the more complex relationships between form and function in birds and mammals and explore adaptations for particular environments</p>	<p>Gardening: Students understand that plant propagation is dependant on environmental conditions , the soil development and the management of the garden bed over the year.</p>
<p>Cooking, composting, Handcrafts</p> <p>(Chemistry)</p>	<p>The Art, Science of Writing The students make pigments, paint or ink as well as clay or wax tablets or paper with understanding of the uses of properties of the materials.</p> <p>Local Area/Region Students participate in and record Indigenous ways of life including cooking. They illustrate and describe the indigenous use of materials in the local environment . 3 D papermache relief maps.</p>	<p>The History of Writing Students describe the development of forms, implements and tablets.</p> <p>Botany: Students identify the use of plants for food, clothing and shelter.</p> <p>Ancient Cultures: Historical Development of Materials Students participate in Indian cooking, research into Egyptian pigments and building materials</p> <p>Australian History History of colonisation in Australia-Students outline ways of life including development of building materials, cooking, clothing and farming practices</p>	<p>Australian History: History of colonisation in Australia-Students extend their work outlining ways of life including development of building materials, cooking, clothing and farming practices.</p> <p>Gardening: Students maintain the composting process in the garden.</p> <p>Physics: Warmth Students observe and record changes of state, reversible and irreversible.</p>

AUSTRALIAN STEINER CURRICULUM FRAMEWORK

SCIENCE Scope and Sequence				Stage 2 Classes 4-6 (continued)			
		Class 4		Class 5		Class 6	
Science Understanding							
The Earth and Cosmos (Earth and Space Sciences)		<p>The Local Area/Region</p> <p>Students draw map, and describe the geology, landforms and climate and their relationship to historical development.</p> <p>They participate artistically in the rhythms, festivals and celebrations of the seasons and cycles of time.</p>		<p>Ancient Cultures:</p> <p>Asian cultures: Students describe the connection of Aztec or Mayan building to alignments of the stars and planets.</p> <p>They identify Babylonian star maps, calendars of the various civilisations.</p> <p>They map civilisations, rivers and mountains of the ancient world.</p> <p>Botany: Students describe the relationship between the plant and the cycles of day and night and the seasons.</p>		<p>Geology: Students understand and that the mineral world arises out of living processes of the Earth.</p> <p>Astronomy: Students understand that the stars and planets have movements that change from the poles to the equator. They observe and record the movements of the sun, moon, planets and stars.</p>	
Handcrafts (Physics)		<p>The Art and Science of writing</p> <p>Students make implements including brushes, pens with quill.</p> <p>Historical Crafts; Students work with crafts to change materials eg Viking boat building, copper work.</p> <p>Handcrafts: They sew and /or crochet.</p>		<p>Ancient Cultures: Students describe the historical development and use of Crafts /Technology eg tools of agriculture in Persia, Egyptian jewellery, pyramid building processes, irrigation systems. Greek architectural forms, sculptural forms and materials.</p> <p>Olympic Games</p> <p>Students engage in observation of the physics of movement in the Olympic Games; running, javelin, discuss and high jump.</p>		<p>Physics: Students experiment with, describe and understand that the phenomena of acoustics, light (reflection and refraction), warmth, electrostatics and magnetism are part of large world processes e.g. the magnet is part of the Earth magnetism.</p>	

AUSTRALIAN STEINER CURRICULUM FRAMEWORK

SCIENCE Scope and Sequence		Stage 2 Classes 4-6 (continued)	
	Class 4	Class 5	Class 6
<p>Science and the Human Being</p> <p><i>(Science and the Human Being)</i></p>	<p>Human and Animal: They identify the role of the human being in using the power of developing tools and inventions</p> <p>Camp: Students use the knowledge of the local area to develop safe and useful practices for cooking and shelter .</p>	<p>Ancient Cultures: Students relate the historical development of science and the development of civilisation</p> <p>Australian History: Students identify the role of science in pioneering;, development of agriculture. The role of explorers, road builders, bridge building. They research eg diaries of explorers or botanical research.</p>	<p>Physics: Students understand that science involves testing predictions using evidence to develop explanations of events and phenomena.</p> <p>Ancient Cultures/Physics They understand that important contributions to the advancement of science have been made by people from a range of cultures and that scientific understandings, discoveries and inventions are used to solve problems that directly affect peoples' lives.</p>
<p>Science Methodology</p> <p><i>(Science Inquiry)</i></p>	<p>Local Area/Region: Students observe, estimate and measure the local environment while mapping. They investigate the relationship of the characteristics of the local environment to the indigenous people and colonisation posing questions, and making predictions</p> <p>Zoology: They question and identify patterns in relationship of animal forms and specialisations and human tools and capacities. Project research into animals.</p>	<p>Botany: they identify the relationship between the growth of plants and human development.</p> <p>Australian History: They research into eg preparations for the first fleet farming or exploration. They pose questions, predict and review their assumptions. .</p>	<p>Physics: With guidance, students pose questions to clarify practical problems or inform a scientific investigation, and predict what the findings of an investigation might be. They decide which variable should be changed and measured in fair tests and accurately observe, measure and record data, using digital technologies as appropriate. They use equipment and materials Students construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data. They compare data with predictions and use as evidence in developing explanations They suggest improvements to the methods used to investigate a question or solve a problem. Students communicate ideas, explanations and processes in a variety of ways.</p>

HISTORY SCOPE AND SEQUENCE: FOUNDATION TO CLASS 6

STAGE 1: FOUNDATION TO CLASS 3		Background Historical Understanding and Experience		
	Kindergarten Daily, Weekly and Seasonal Rhythms and Festivals, World Tales	Class 1 Folk and Fairy Tales World Tales	Class 2 Saintly Lives World/Celtic Mysteries Stories of the Dreaming	Class 3 Literary Engagement with History of Cultures of Creation and Tradition, Authority, Rulership. Farming and Building- historical perspectives
Ancient Cultures	The stories of long ago when people lived in villages, on farmland, in forests or at court; the King and Queen, tailor or baker, coachman or candle maker and their work.		The Celtic culture and connection to nature; the lives of great men and women who have tamed the elements and animals and lived with kindness and compassion. Significant sites in nature.	Stories of ancient times (usually Hebrew), the literature of the historical development from creation myths to times of traditional society, rulership and authority.
Indigenous Studies	Stories of the Dreaming, connection to spirit, to place and to relationship to the ancestors; the creation of the earth and cosmos long, ago.			Original Inhabitants: Aboriginal and Torres Strait Islander peoples and their temporary shelters; living in harmony with the natural environment and the bush food it provides without need for cultivation.
Family, Community, Local Area History	The family as experienced at school, parent participation in birthday festivals celebrating family events, family engagement in festival preparation, crafts and celebrations. Welcoming new families, family dinners, picnics, building community. The local area, the history of the school and community as experienced in the festivals, celebrations, school, families and communities.			Farming and related trades and how they developed in the local area in relationship to the landscape, water, soil and the weather. Change in farming over time. Buildings in the local area and how they were created with the materials of the environment, to meet the needs for warmth and shelter. Change in buildings over time. Contribution of tradespeople.
Handcrafts of the World	The past traditional times when people crafted all their clothes, furniture and belongings from the earth's produce with care and skill. Hand teasing of wool into thread, drop spindle or hand teasing; knitting egg recorder bags, pot holders, small animals; candle making, flower wreaths, leaf rubbings, corn dolls, bread dough figures, decorated candles, tissue paper mobiles and transparencies, egg decorating.			Mud bricks, timber, daub and wattle, stone, bark or grasses of the environment crafted into homes. The shepherds, spinners, weavers and tailors who worked to create the simple clothing and furnishings.
Celebrations, Festivals Rhythms of Time	The family, relationships to each other, the community, the earth and the cosmos in cyclic festivals. Rhythms of time, gratitude for the past and anticipation for the future.			Cultures which celebrate their festivals at different times and in relation to different historical and cultural events. Foods, mandalas, music, stories, songs and dances of long ago are part of celebrations of the past connections to the world. World celebrations, local commemorations. Class 3 Hebrew Festivals, dances and music.

AUSTRALIAN STEINER CURRICULUM FRAMEWORK

HISTORY Scope and Sequence Stage 2 Classes 4-6			
STAGE 1: FOUNDATION TO CLASS 3		History Engagement/Skills Stage 1 Kindergarten to Classes 3	
Students	Foundation	Class 1 and 2	Class 3
Immersion in History	Children experience immersion in: *Folk and World Tales *Indigenous Dreaming Stories *Handcrafts *Festivals, Celebrations throughout Time	Children experience immersion in: *Celtic Legends *World Tales *Indigenous Dreaming Stories *Handcrafts *Festivals and Celebrations throughout time	Children experience immersion in: *Literature and Culture of Creation and Tradition *Literature and Culture of Authority and Rulership *Historical Practices of Farming and Building in the Local Area *Handcrafts, Festivals and Celebrations
Historical Engagement	Children work with enthusiasm in *Playing out, dramatizing, creating puppet stories from and imitating scenes from tales.	Children work with enthusiasm in * Drawing, retelling, illustrating, dramatizing and making handcrafts from historical tales and past cultures.	Children work with enthusiasm in * Drawing, retelling, illustrating, dramatizing and making handcrafts from historical tales *Participating in farming, gardening and building practices from the past
Historical Exploration (sources) and Perspectives	Children engage with historical items and sources such as traditional craft tools and festival items from diverse cultures.	Children engage with and discuss historical items and sources such as traditional craft tools and festival items, art prints, sculptures and sacred texts from diverse cultures.	Children engage with, reflect on and discuss historical items and sources such as traditional farming, building and craft tools and festival items, art prints, sculptures and sacred texts from diverse cultures.
Historical Understanding	Children have embodied experience of the contribution of traditional ways of life, of changing family and community structures and of cultural and seasonal festivals throughout time.	Children have embodied understanding of the contribution of traditional ways of life in different cultures, of changing family and community structures and of cultural and seasonal festivals throughout time.	Understand and record the relationships between history, geography, literary sources, development of communities and festivals in * the local area and its farming history * indigenous life of the area
Artistic Expression & Historical Communication	In creative play and in class projects children express their understanding through songs, games, social interaction and contribution to the class community and family.	In creative play and in class projects children express their understanding through songs, games, drawing, writing, social interaction and contribution to the class community and family.	Communicate: Write narratives and reports, draw, perform in drama and music and make items from history topics in class and group projects and performances for History of farming and building Cultures of Creation, Tradition, Authority and Rulership.

AUSTRALIAN STEINER CURRICULUM FRAMEWORK

HISTORY Scope and Sequence		Stage 2 Classes 4-6	
STAGE 2: CLASS 4 TO CLASS 6		Background Historical Understanding and Experience	
	Class 4 Northern Mythologies Aboriginal Life and Dreamings Local Area- Camp	Class 5 Ancient India, Persia, Babylon, Egypt and Greece; early Australian state, regional history, Regional Area-camp.	Class 6 Australian History to Federation, History of Ancient Rome, Birth of Christianity and Islam.
Ancient Cultures	Range of mythology of Northern Europe: Norse Gods of Asgard, Eddas, Kalevala, Beowulf, Siegurd the Volsung, Weland the Smith	Mythologies of Ancient India, Persia, Babylon, Egypt and Greece. History of Ancient Greece: Architecture, Philosophy, Architecture, Sculpture, Mathematics- Pythagoras,	History and Mythology of Ancient Rome: government, social structures, daily life, expansion of the Roman Empire, key historical figures, significant events. Birth of Christianity and Islam.
Indigenous Studies	Aboriginal life of the local area, early inhabitants; Aboriginal Life: The Dreaming, and connection to Place and Country.	European colonisation and early contact with Aboriginal communities.	Effects of European colonisation on Aboriginal communities, resistance to dispossession.
Australian History	Local Area: relationship between geography, history and development.	Australian History: European exploration, The First Fleet, Colonisation, Convict life , Early Farming, Early contact with Aboriginal communities.	British colonisation, Australian History up to Federation: significant events and figures, convict and colonial settlement, gold rush, Eureka stockade, farming, exploration, art, literature and geography. Contribution of Aboriginal and Torres Strait Islander peoples.
Handcrafts of the World	Cross stitch, tapestry copper work, smithing Simple charcoal pit forge Pen and ink	Four needle knitting Woodwork introduction to simple work with chisel, rasp, file, sanding Main Lesson: eg Egyptian Jewellery, Egyptian pyramids, Models from Greek architecture/columns Basketry: coiled , handle making	Felt animals, doll making Woodwork: further skills eg moving toys, darning egg, spoon. Rome -Bridge building, aqueducts, architecture Simple musical instruments
Celebrations, Festivals Rhythms of Time	As in Stage 1 plus Northern European verse, dance and festivals; Aboriginal and Torres Strait Islander celebrations, Dreaming stories.	Festivals of Ancient India, Persia, Babylon and Greece; Celebrations of Early History of Australian colonisation.	Festivals of Ancient Rome, Christianity and Islam, Celebrations of Australian History from colonisation to Federation.

AUSTRALIAN STEINER CURRICULUM FRAMEWORK

HISTORY Scope and Sequence		Stage 2 Classes 4	
STAGE 2: CLASS 4 TO CLASS 6		Background Historical Understanding and Experience	
	Class 4	Class 5	Class 6
Immersion in History	<p>Experience immersion in</p> <ul style="list-style-type: none"> *the Nordic mythologies which bring experience of courage and of the receding presence of the gods. *Indigenous Dreaming stories bring transcendent pictures of creation, the Dreaming and place. *the local area and its landscapes, flora, fauna and built environment. *Festivals and Celebrations 	<p>Experience immersion in mythologies, narratives and cultural and artistic experiences of</p> <ul style="list-style-type: none"> • Ancient Cultures of Asia Pacific, India, Persia, Babylon, Egypt and Greece • Regional and State history of Australia • Festivals and Celebrations 	<p>Experience immersion while developing an ability to balance experience with judgement and reflection on</p> <ul style="list-style-type: none"> • Roman History, Birth of Christianity and Islam • Australian History • Festivals, Celebrations
Historical Engagement (enthusiasm)	<p>Engage with enthusiasm in</p> <ul style="list-style-type: none"> *practical exploration, mapping and camping in the local environment *experiencing ways of building shelters and preparing food used by the indigenous peoples. * verse, drama and art from Nordic stories. 	<p>Work with enthusiasm to engage in cultural music and dance, artistic forms and mythological story recall from ancient cultures and Australian Dreaming. Eg Australian History: mapping, drawing scenes from narratives, dramatic presentations, cooking and craft work from pioneer times, Australian poetry.</p>	<p>Work with enthusiasm to engage in cultural music and dance, artistic forms and historical recall from Roman and Australian history including</p> <ul style="list-style-type: none"> *Australian History: Mapping, Bush dancing, timelines, camps and excursions to sites of historical significance. * Discussion of Roman Laws and experience of debating, practical projects eg bridge building, verse in Roman hexameter, mosaic, architectural models and mapping.
Historical Exploration (sources) and Perspectives	<p>Investigate and integrate different sources and perspectives on</p> <ul style="list-style-type: none"> * the local area and its geographical and climatic background and its relation to development of the area. *indigenous ways of life 	<p>Investigate and integrate different sources and perspectives on</p> <ul style="list-style-type: none"> *the state and regional history of Australia * Ancient Cultures of Asia/Pacific, India, Persia, Babylon, Egypt and Greece 	<p>Investigate and integrate different sources and perspectives on</p> <ul style="list-style-type: none"> *Roman History, Birth of Christianity and Islam *Australian History through maps, diaries, convict records, ships logs and government land grants as well as newspaper entries and political history.
Historical Understanding	<p>Understand and record the relationships between history, geography, literary sources, development of communities and festivals in</p> <ul style="list-style-type: none"> * the wider local area and * indigenous life 	<p>Understand and record the relationships between history, geography, literary sources, development of communities and festivals in</p> <ul style="list-style-type: none"> * The Australian region and state. * Ancient Cultures 	<p>Understand and record the relationships between history, geography, literary sources, development of communities and festivals in</p> <ul style="list-style-type: none"> * Roman History, Birth of Christianity and Islam *Australian History

AUSTRALIAN STEINER CURRICULUM FRAMEWORK

HISTORY Scope and Sequence		Stage 2 Classes 4	
STAGE 2: CLASS 4 TO CLASS 6		Background Historical Understanding and Experience	
Artistic Expression & Historical Communication	<p>Communicate: Write narratives and reports, draw, perform in drama and music and make items from history topics in class and group projects and performances for</p> <ul style="list-style-type: none"> *Indigenous life of the local area *Nordic Mythology * Local area history 	<p>Communicate: Write narratives and reports, draw, perform in drama and music and make items from history topics in class, group and individual projects and performances for</p> <ul style="list-style-type: none"> *Australian regional and state history * Ancient cultures 	<p>Communicate: Write narratives and reports, draw, perform in drama and music and make items from history topics in class, group projects and individual projects and performances for</p> <ul style="list-style-type: none"> * Australian History *Roman History and Mythology . Birth of Christianity, Islam

GEOGRAPHY SCOPE and SEQUENCE

Stage 1: Foundation Year to Year 3

Geographical Knowledge and Understanding: Scope and Sequence Kindergarten to Class 3				
	Kinder	Class 1	Class 2	Class 3
Our connection to our Place	<i>The World is One; The World is Good</i> <i>I experience Gratitude</i>	<i>The World is Beautiful</i> <i>I am Connected to the world</i>	<i>The World of Many Contrasts: Ocean, Desert, Rainforest and Snow-lands.</i> <i>I relate to the World with Love and Reverence</i>	<i>I Stand on the Earth and Can Live in the World with confidence : Farming and Building</i>
Core Content Descriptions Place, Space, Environment: Weather and Vegetation	<p>The Living World of Garden, Bush and Farm</p> <p>The way in which the world of nature and earth, sun, rain and air provides a home for all living things and sustains their needs</p> <p>The changing seasons and weather and their experience in the playground</p> <p>How the human work of all contributes to the family and community and how they contribute and care for the world.</p> <p>The places and features of their local world through the senses exploring and observing and gathering natural items for nature table and play and representation in created landscapes.</p> <p>The Elements The elements of the earth in e.g. crystals, sand, soil and wood</p>	<p>Local Surroundings 1 and 2: The World of Nature</p> <p>Listen and form inner connection to, the stories of the natural world including those about the landscape, the weather, the cosmos, and the plant world in the child's surroundings and the way they change over time and throughout the seasons</p> <p>Listen and connect to stories of the animals, their gestures and homes in the child's surroundings throughout the season. Gather and display treasures of the natural world from both home gardens and school bushwalks.</p> <p>Recall stories, draw pictures and write a sentence about aspects of seasonal nature stories (eg Harvest and Autumn, Mid-winter, the wet or dry season)</p> <p>Learn poems, songs and short sequences of</p>	<p>Local Surroundings 3 and 4: The World Around Us</p> <p>Engage in stories of the wider region, weather patterns, landscape and plants to the coastal lands, ocean and islands; their names and the related features that give them meaning; the Aboriginal stories of connection to Country/Place throughout Australia and why they are important to them; their, ancestors, traditional life and family.</p> <p>Form pictures of the local animals of the ocean, their homes, their movement, their needs, their young and interaction with life;</p> <p>Write about these stories of animals, the weather, and how they are moving from the immediate surroundings to the local, regional and wider environmental scale.</p>	<p>Recall, draw, map, label and write a description of the work of a mixed farm over the seasons and the role of the sun and rain as well as the ability of the farmer/gardener to cultivate the soil through e.g. compost. (Use appropriate informative language in outlining a procedure in farming e.g. planting, harvesting or threshing, and in oral reports of farming visits. Identify direction (cardinal compass points e.g sunrise in east and winter sun in north)and location of places e.g. markets, transport, mills, craftspeople, their purpose, distance (near and far)and accessibility and how often people visit them. Use appropriate geographical language.)</p> <p>Outline the different crops on a farm and their growth through the seasons.</p> <p>Discover the different crops of their own local region now and in the past (from stories and maps or photographs) and visit and observe the work of a farm and write a report of the visit.</p> <p>Appreciate the processes and working together of many people necessary to produce goods.</p> <p>Question, reflect on and write about the things we eat, use or wear to discover the role of the earth in our lives.</p>

AUSTRALIAN STEINER CURRICULUM FRAMEWORK

Geographical Knowledge and Understanding: Scope and Sequence Kindergarten to Class 3				
	Kinder	Class 1	Class 2	Class 3
	<p>The qualities of the air e.g. wind</p> <p>The qualities of warmth and fire in e.g. sunlight, cooking, bonfires, candle flames</p> <p>The qualities of water e.g. in drinking, rain, gardening, cooking</p> <p>Rhythms of Sun, Moon, Earth and Cosmos The sun and moon and stars in the sky; The light, warmth, wind and rain of our weather; The changing seasons</p> <p>Creative Structures The creative transformation of natural materials and their properties, in their room and playground/garden, including representational landscapes of stories and the local environment.</p> <p>Lifting, moving, rolling and stacking a variety of natural materials and furniture to make creative cubbies Exploring methods, adjusting, questioning and improving their imaginative structures</p> <p>Story Time, Puppet Story Listening to stories from classical and traditional sources from many lands</p>	<p>dramatised stories about the natural world at this time accompanied by movement and gesture.</p>		<p>Explore and understand the use of tools to grow and make food.</p> <p>Hold a market garden stall to sell, barter or share their produce.</p> <p>Create a vegetable and grain garden, raise seeds, water, weed and harvest produce; learning, questioning, predicting how the garden can best be positioned/cared for. Suggest action to solve a geographical challenge. Research, record and communicate results (using written, graphic, tabular and visual form).</p> <p>Listen to stories, explore and/or investigate through interview the Aboriginal and Torres Strait Islander relationship to the land of the area, their place names, sacred sites, the changes that have occurred over time, the need for their care and their way of providing food.</p> <p>Building Understand the role of and appreciate the homes we have- our body, our house and the earth.</p> <p>Describe and draw the varied homes of the world regions, both near and far throughout time and in relation to the different climates types of the world and the characteristics and features of local areas such as landscapes with various local materials. (They see similarities and differences in and pose questions and record information about the relationship between weather, landscape, vegetation and housing materials from stories, books or photographs.)</p> <p>Develop confidence and skills in house design and practical building, understanding the need for qualities such as shelter, warmth and light. Draw house plans, label, show compass direction and represent information in practical lists and tables.</p>

AUSTRALIAN STEINER CURRICULUM FRAMEWORK

Geographical Knowledge and Understanding: Scope and Sequence Kindergarten to Class 3				
	Kinder	Class 1	Class 2	Class 3
	<p>Understanding of the natural world of the landscape, weather, plants, animals and people; their interaction with each other; human work and family and community life</p> <p>Morning Circle Engagement in poems, action rhymes, finger plays and songs about daily rhythms, seasons, real tasks of the home, farm and community and the natural world Community related material from other cultures or in other languages on these themes</p>			<p>Appreciate and understand the role of the many tradespeople that help to build our homes and support our lives.</p> <p>Understand the various materials available in the environment and tools used for building and their qualities and advantages and use them safely.</p> <p>Reflect on the way space is used for different activities and can be rearranged for different purposes.</p> <p>Understand, through story, songs and poems the Aboriginal and Torres Strait Islander connection to place and their local sacred sites and changes that have occurred, how they may be cared for.</p> <p>Geographical Skills: Pose questions about familiar and unfamiliar places, collect and record data and information from observation, pictures, story books or interviews in tables, plans, labelled maps. They form and communicate findings, plans and lists in written, oral and visual form, reflecting on their learning and on results of practical action taken.</p>

AUSTRALIAN STEINER CURRICULUM FRAMEWORK

Geographical Knowledge and Understanding: Scope and Sequence Kindergarten to Class 3				
	Kinder	Class 1	Class 2	Class 3
Aboriginal/ Torres Strait Islander Relationship to the Land	Aboriginal Creation/Dreaming Stories including those of animal and human life The deep connection to the features of the natural environment, the seasons and weather and their importance to them.			Aboriginal peoples relationship to food gathering and shelter
Other places and cultures: relationship to place- See Related Content Descriptions	Family and community cultures	Cultures from folk tales including European and those from Asia-Pacific	Cultures from Celtic lands	Cultures from Hebrew lands Literature of Creation and Tradition from other lands
		Develop narratives of simple oral presentations of recent happenings (news) as a narrative differentiating past events, the present and future. Connect to the children's news stories of the wider families, community, nation and world including countries of Asia Pacific.		
Representation of Spaces	Represent spaces and places from everyday life and nature stories- in creative play landscapes and scenes.	Represent spaces and places from everyday life and nature stories in drawn pictures as well as creative play landscapes and scene. Represent of the family, class and world in drawing.		Represent the classroom/school environment through plans/maps with accurate measurement, farming areas and built structures with maps/plans. with title, scale, legend and northpoint Draw or paint the beautiful round sphere of the earth.

AUSTRALIAN STEINER CURRICULUM FRAMEWORK

ASCF Geographical Knowledge and Understanding: Scope and Sequence: Kindergarten to Class 3	
OVERARCHING THEMES Stage 1 K-Class 3	
<p>Connection to, Feelings about, Place:</p> <p>Festivals</p>	<ol style="list-style-type: none"> 1. Sing, recite and follow creative movement for the rhythms of time and celebrate the rhythms of the day and night and connect with sun, the moon and stars. 2. Hear stories of festivals and family celebrations and experience cycles of the seasons through celebrations for harvest, mid-winter and spring. 3. Observe and celebrate the changing beauty and bounty of nature. 4. Listen and connect to stories of the past ways of preparing festivals through growing food, cooking, making handcrafts and storytelling and music. 5. Recall stories, draw pictures and write a sentence about aspects of festivals and family celebrations from teachers and elders. 6. Bake, make decorations and gifts for festivals, dress in festive clothes and learn music and dances. 7. Celebrate school festivals and community gatherings as well as class celebrations such as birthdays, farewells and end of term celebrations. 8. Celebrate seasonal and world events from diverse cultures including Aboriginal and Torres Strait Islander cultures the Countries/Places that they belong to and why they are important to them..
<p>Environmental Features and Uses:</p> <p>Outdoor Play, Bushwalk and Practical Garden and Home Activities</p>	<ol style="list-style-type: none"> 1. Play outdoors with diverse natural materials in creative landscapes, using the senses to explore. Create changing special places in and outdoors e.g. cubbies, garden groves, shop stalls, drama stages. Represent familiar places and spaces in outdoor landscapes. 2. Creatively question the possibilities for adventurous projects, communicate about them, predict better methods and amend their projects for a better result. 3. Observe and experience the teacher using care and wisdom in looking after the classroom and environment. Interact in these activities, discuss and care for these places. 4. Bushwalk through natural landscapes and observe and interact with the environment and contribute to a seasonal nature table. 5. Garden with simple familiar tools and become aware of the needs of plants through experience of their care. 6. Cook safely with equipment using school or home grown produce; measuring ingredients and making e.g. fruit ice-blocks, pizza, bread or soups. 7. They observe, identify, pose questions about and locate the different places, activities and spaces of the wider school environment and their designs, why they are special and how they are given meaning and to look after them ie the classroom, gardens or bush, cubbies, sculptures or memorials and the features of the larger school environment. 8. They collect, share and record data and observed experiences from the local environment in seasonal tables, created landscapes, drawings and maps.
<p>Environment as the Source of Material Goods:</p> <p>Traditional Handcrafts</p>	<ol style="list-style-type: none"> 1. Prepare wool, wash, card according to traditional methods; to spin, knit in plain and purl, shape and caste on and off and make a range of toys, household items and clothes. 2. Sew and use simple embroidery. 3. Felt wool, sew up and make simple toys and home furnishings. 4. To dye fabrics and wool. 5. Sand and oil wood for home or classroom objects. 6. Create simple bushcrafts. 7. Experience traditional crafts, tools, equipment and their use in the past and now 8. Work in a community of teachers, family and community members, building social relationships

AUSTRALIAN STEINER CURRICULUM FRAMEWORK

ASCF Geographical Inquiry and Skills: Scope and Sequence: Foundation to Year 3		
	Foundation to Year 2 (Mostly in Overarching Theme B)	Years 3
Observing Questioning Planning	Pose self-directed questions about place, space and environment in creative play and outdoor activities.	Pose and respond to questions involved in bushwalk, gardening and building studies and projects in the environment.
Collecting, recording, evaluating and representing	Observe and explore familiar places and environments and represent in play. Class 1 and 2- Record and visually represent narrative based information about the school or a favourite place in the local area.	Participate in a guided inquiry about gardening or building and use a range of sources of information. Collect data about the local area landscape, farming use or building structures.
Interpreting, analysing, and concluding	Share and sort observations and information in creative play and outdoor activities. Experience that space is arranged in different ways e.g. the play environment, the classroom for movement.	Sort information and identify patterns in gardening studies and/or building studies e.g. type of building in the landscape related to climate. Engage in discussion of results and record these conclusions about e.g. farming or gardening in relation to seasonal factors and water and sunlight availability.
Communicating	Share observations and ideas informally in play and outdoor activities. E.g. bushwalk, cubby building, sand pit structures.	Present findings, using appropriate communication methods, geographical skills and vocabulary e.g. farm maps, building layouts in the school or local area, language of direction.
Reflecting and responding	Respond practically to their experiences e.g. building a dam in a sandpit, and ask further questions	Apply findings to practical projects in gardening or building.

GEOGRAPHY SCOPE and SEQUENCE

Stage 2: Year 4 to Year 6

Geographical Knowledge and Understanding: Scope and Sequence Class 4 to Class 6			
	Class 4	Class 5	Class 6
Our connection to our Place	<i>We Know and Map Our Place and journey into it.</i>	<i>Beyond Our Place: the regions around me. I journey through the lands of the historical world</i>	<i>I see our Whole World of Mountain and River, Light, Warmth, Land, Oceans, Sky.</i>
Core Content Descriptions Place, Space, Environment: Weather and Vegetation	<p>Local Area; Mapping Measure distances of buildings and elements of the natural landscape and visualise a bird's eye view for a map.</p> <p>Create a map of the school and the surroundings using a scale, a frame and a key.</p> <p>Describe directions on the map and locate features on a grid.</p> <p>Observe, describe, draw and identify local animals and plants and their environment.</p> <p>Explore the way the living things in the environment interact, and their food sources.</p> <p>The Local Region Estimate, measure and record distances of the natural landscape and visualise a bird's eye view for a map. Create a map of the region using a scale, a frame and a key.</p> <p>Describe directions on the map and locate features on a grid.</p> <p>Observe, describe, draw and identify local animals and plants and their environment.</p>	<p>Botany Draw/describe the interrelationship of the plant to the air, rain (water), sunlight (warmth), and earth environment</p> <p>Describe the relationship between the plant and the cycles of day and night and the seasons.</p> <p>Understand the role of the butterflies and bees in the plant kingdom, the working of the beehive and the relationship to the sun as part of the ecology of the natural environment.</p> <p>Reflect on the plants we use from different environments as natural resources, e.g. trees for building, grains, fruits for food, cotton for clothes, and the significance of plant life to people.</p> <p>The influence of Aboriginal and Torres Strait Islander peoples on the environment: the use of fire by Aboriginal people to regenerate the bush, seed pods and the importance of fire, eucalypts and the shedding of bark.</p>	<p>Part A Australian Geography View the structure of the mountain ranges of Australia and their connection to the river systems.</p> <p>Understand the Australian continent through consideration of its polarities: urban-rural, the plains-mountains, and coastal-inland locations and different vegetation types.</p> <p>Relate physical geography (links to Geology ML) and climate - including the impact of flood, (links to Astronomy), vegetation (links to Botany) and natural resources.</p> <p>Recognise their connection to the historical development (links to Australian History) of economics and infrastructure and human society. Map and represent the Countries and Places of Aboriginal and Torres Strait Islander Peoples. Map Australia's States and Territories and major natural and human features..</p> <p>Part B World Geography View the globe and map world regions /continents and their location in relation to Australia -Asia, Europe, North and South America and Africa.</p> <p>Experience the general relationship of the mountain ranges to the river systems of the world and their characteristic individual qualities.</p> <p>Consider diverse regions of the earth connecting climatic conditions to astronomical conditions</p> <p>Recognise examples of the general links between major vegetation types in rain forests, deserts, temperate zones and arctic regions to the amount of sun, rain and prevailing wind patterns.</p> <p>Consider an example of the distribution of major natural resources and relation to regional or world trade, considering ethical development and sharing of resources.</p>

AUSTRALIAN STEINER CURRICULUM FRAMEWORK

Geographical Knowledge and Understanding: Scope and Sequence Class 4 to Class 6			
	Class 4	Class 5	Class 6
	<p>Explore the way the living things in the environment interact, their food source and their connection to water supply.</p> <p>Question the human living requirements for their local region, explore, research and reflect on suitable clothing, supplies, cooking and shelter for their trip in the natural environment. Follow protocols for consultation with the local Aboriginal community.</p> <p>Work in cooperative groups, manage their own packs/ provisions for the class camp /excursion, develop plans of action to minimise the effects of the camp /excursion on the environment's sustainability, and behave ethically in the natural environment.</p> <p>Listen to and discuss Indigenous ways of life, their custodial responsibility for Country/Place and how this influences their views of sustainable approaches to the environment, natural resources used for hunting, canoes, food supply.</p> <p>Spirituality of The Dreaming Describe the key elements of the indigenous Australian world view: the Dreaming, and connection to place and country.</p> <p>Understand Aboriginal and Torres Strait Islander custodial responsibility to the environment and their views of use of resources.</p>	<p>Geography of the Local Region/State Hear, investigate, illustrate and write about the Aboriginal and Torres Strait Islander peoples - their cultures, beliefs, languages and social organisation and the significance of the Dreaming, their relationship to Place and the effects of their role as caretakers of the environment and their methods.</p> <p>Describe and map early European contact of explorers and navigators with Australia and nearby regions using scale, legend, title and north point.</p> <p>Use and describe locations on maps using a grid system, direction title, legend and scale.</p> <p>Hear, recall, investigate and describe the journey and arrival of the First Fleet, contact with their local region and early settlement.</p> <p>Identify the factors that led to settlement of their local region e.g. water availability, food sources, climate, terrain, access to safe harbour and rivers and the effects of these factors on the human qualities of a place.</p> <p>Research, plan and engage in a camp into the local region or state, exploring and recording the landscape, vegetation, weather, animal life, bush foods, water courses and human development of the environment. Reflect on and implement waste management and environmental care practices.</p>	<p>Considering examples of countries from the continents/regions of Europe and North and South America, Africa as well as Asia they describe location in absolute and relative terms, relate physical geography, (links to Geology), climate, vegetation (links to Botany) and natural resources. They identify and compare spatial distributions and patterns. They recognise their diversity and connection to the differing development of human indigenous and non-indigenous societies, economics and infrastructure, demographic and social characteristics.</p> <p>Geology and mineralogy 1Sketch landscapes, sections created by roads and quarries, rock formations, rock types, minerals. Distinguish the main types of rocks – igneous, sedimentary and metamorphic and find them in their landscape, investigate qualities and record and communicate through tables and graphs.</p> <p>Observe, explore and reflect on stories about rocks and understand the processes from which these rock types originate, recognise geological structures like folds, faults and different types of stratification.</p> <p>They learn about the minerals both as the components of rocks and in their characteristic forms.</p> <p>Understand the mineral world as coming out of living processes of the earth and the significance for sustainable living.</p> <p>Appreciate the stories from indigenous people who have long recognised these processes including those of our Asian neighbours including Indonesia, Borneo, Philippines or Papua New Guinea where volcanic landforms occur and powerful rivers pound sedimentary rocks to create fertile soils.</p> <p>Astronomy Study the vegetation zones of the earth's latitudes and the connection between plant growth, climate and celestial movement.</p> <p>Gardening and horticulture Care for plants in their own garden bed.</p>

AUSTRALIAN STEINER CURRICULUM FRAMEWORK

Geographical Knowledge and Understanding: Scope and Sequence Class 4 to Class 6			
	Class 4	Class 5	Class 6
	<p>The Human Being and the Animal Kingdom</p> <p>Listen to stories of, observe, draw and explore the links between the form or structure of animals and the significance of their lives and habitats (using examples from Africa, South America and Australia).</p> <p>Compare the animal forms with those of the human being and the functions of the animal forms with the capacity of the human being for creative work based on the freedom afforded by upright posture, freeing of the upper limbs and the use of the hands to create tools and inventions. Understand the role of the human being as caretaker of the earth and all life.</p> <p>The Art Science and History of Writing</p> <p>Explore materials in the natural environment that have been used for writing and recording and the importance to a community of this ability to write for wisdom, knowledge, trade, historical records and agreements.</p>		<p>Use propagation, soil development and tool care in the management of their garden bed over the year. Consider and implement sustainable management, waste and gardening practices for the environment including organic and bio-dynamic methods, composting and worm farming, understanding how the environment can be protected.</p> <p>Australian History</p> <p>1Identify and describe key events in the history of Australia up to Federation including the reasons for establishment of the colony, the nature and patterns of settlement, daily life and changes to the environment'; the Eureka Stockade, exploration, early immigrants and expansion of farming; including key figures and events that lead to Australia's Federation including British and American influences on Australia's system of law and government.</p> <p>Identify and describe geographical features of historical significance within Australia and immigrant nations.</p> <p>Identify and describe the lives and contributions of individuals and groups from a variety of cultural backgrounds including Aboriginal and Torres Strait Islander people and migrants , to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport and environmental care and how this effects Australian life in various locations.</p> <p>Describe the lifestyle and organisation of indigenous communities and the impact of European settlement</p> <p>Identify significant personalities and events in early contact between Europeans and Aboriginal people, their status and resistance to dispossession</p> <p>Identify experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, and women.</p> <p>The reasons people migrated to Australia from Europe and Asia and the experiences and contributions of a particular migrant group within a colony and understanding of past and current cultural diversity in Australia and</p>

AUSTRALIAN STEINER CURRICULUM FRAMEWORK

Geographical Knowledge and Understanding: Scope and Sequence Class 4 to Class 6			
	Class 4	Class 5	Class 6
			<p>beyond. . Understand how connection to place impacts awareness and understanding.</p> <p>Identify and describe some of the environmental impacts of changing land use e.g. land clearing, irrigation, farming, mining as well as impact of bushfires or floods.</p>

Geographical Knowledge and Understanding: Scope and Sequence Class 4 to Class 6			
	Class 4	Class 5	Class 6
Aboriginal/ Torres Strait Islander Relationship to the Land	Aboriginal relationship to the local area and The Dreaming See Above	Aboriginal peoples' connection to the land, and the effects of settlement	Aboriginal life throughout Australia
Other places and cultures: relationship to place- See Related Content Descriptions	Cultures from Northern European lands	Cultures from Ancient India, Persia, Egypt , Greece	Cultures from Roman times and diverse world cultures
Representation of Spaces	Represent the local area in maps with title, frame, scale, key and northpoint	<p>Represent the region and state in maps with title, scale, legend and northpoint</p> <p>In relation to the Ancient Cultures of India, Persia, Egypt, learn about the relationship between the geography and the culture. Map and/or model selected countries.</p>	<p>Map and represent the Countries and Places of Aboriginal and Torres Strait Islander Peoples. Map Australia's States and Territories and major natural and human features.</p> <p>View the globe and map world regions/continents and their location in relation to Australia -Asia, Europe, North and South America and Africa. Map on a world level using cartographic conventions of border, source, legend, title, north point, scale and describe location using grid references, compass direction and distance.</p> <p>Develop exact imagination, translating descriptive narrative to inner pictures and outer representations</p>

ASCF Geographical Knowledge and Understanding: Scope and Sequence Class 4 to Class 6	
OVERARCHING THEMES CLASSES 4-6	
<p>Connection to , special significance of :</p> <p>Celebrations, Festivals and Rhythms of Time</p>	<p>Students will learn to:</p> <ol style="list-style-type: none"> 1. Sing, recite and follow creative movement for the rhythms of time and celebrate the rhythms of the day and night and connect with sun, the moon and stars. 2. Hear stories of festivals and family celebrations and experience cycles of the seasons through celebrations for harvest, mid-winter and spring. 3. Observe and celebrate the changing beauty and bounty of nature 4. Listen and connect to stories of the past ways of preparing festivals through growing food, cooking, making handcrafts and storytelling and music. 5. Recall, illustrate and write reports about aspects of festivals and celebrations from teachers and elders from many cultures. 6. Bake, make decorations and gifts for festivals, dress in festive clothes and learn music and dances. 7. Play recorder and string instruments in whole school and class orchestras. 8. Celebrate school festivals and community gatherings as well as class celebrations such as birthdays, farewells and end of term celebrations. 9. Gain awareness of days and weeks celebrated or commemorated in Australia (including National Reconciliation Week and National Sorry Day) and the importance of symbols and emblems. 10. Celebrate world events from diverse cultures, and experience the various connections Australia has with other countries and cultures; understand and contribute to Australian and world-wide community aid projects. 11. Organise, lead and MC aspects of festivals.
<p>Environment as the Source of Material Goods:</p> <p>Traditional Handcrafts of the World : Stage 2</p>	<p>Students will learn to:</p> <ol style="list-style-type: none"> 1. Knit more complex articles and patterns including four needle knitting. 2. They make a range of toys, household items and clothes including socks or mittens, embroidered items and dolls and felt animals. 3. To sew and use more complex embroidery. 4. They draft patterns for animal forms, felt wool and sew up. 5. They use a pattern to cut out, sew and finish a formed doll. 6. To dye fabrics and wool. 7. Plan and design woodwork projects, rasp, file, sand and oil wood for home or classroom objects. 8. Plan and create projects related to Science, History, Maths, Geography and English Topics using clay, stone, copper or bush objects. e.g. Class 4- Copper work, smithing or forging, pen and ink. Class 5- Egyptian pyramid building, Egyptian jewellery or basketry, Greek architectural forms Class 6 – Models of Roman aqueducts, bridge building

AUSTRALIAN STEINER CURRICULUM FRAMEWORK

ASCF Geographical Inquiry and Skills: Scope and Sequence: Foundation to Year 6		
	Years 4 and 5	Years 6
Observing Questioning Planning	Develop questions about place, space or environment.	Develop geographical questions and plan an inquiry and reflect on possible answers.
Collecting, recording, evaluating and representing	Use a range of oral, graphic, written information sources: observation map, pictures, stories or interviews, represented in tables, plans, maps, drawings graphs and journals.. Select appropriate geographical methodologies to collect data, including following protocols for consultation with local Aboriginal community and/or Torres Strait Islander communities Use appropriate materials, geographical tools or equipment to collect data or observations.	Identify a variety of valid sources, collect and record data using formal measurements and record information ethically from primary and secondary sources (such as interviewing people, surveys, maps e.g. satellite images, plans, photographs, diaries, statistics or reports), evaluating their usefulness. Follow protocols for consultation with local Aboriginal community and/or Torres Strait Islander communities.
Interpreting, analysing, and concluding	Sort information and data and look for relationships or patterns, using maps. Draw conclusions based on their investigations and share these conclusions	Represent data in plans, graphs, tables, sketches and diagrams and identify spatial distributions, patterns and trends to infer relationships to draw conclusions.
Communicating	Present findings using appropriate communication and geographical vocabulary.	Present findings using appropriate geographical tools and geographical vocabulary
Reflecting and responding	Reflect on what has been learned and suggest possible responses to the geographical inquiry or challenge.	. reflect on their learning to propose an individual or group response to a Geographical issue and the expected benefits on different groups of people. Combine and represent data in maps, plans, graphs, tables, sketches and diagrams and identify relationships to draw conclusions.

Civics and Citizenship Preparation Years - Scope and Sequence K-2

	Kindergarten	Class 1	Class 2
<p>1 CONNECTION- A - CLASS AND SCHOOL COMMUNITY Experiencing and understanding being a member of the Class Community</p>	<p>K.1.7 Understanding of family and community life</p> <p>K.3.6 Imitation of home-based activities, events, stories and experiences in play</p>	<p>OT D.6 Connect to the children’s news stories of the wider families, community.</p>	
<p>B COMMUNITIES IN OTHERS CULTURES: Diversity</p> <p>Hear and artistically express aspects of stories outlining communities from other cultures</p>		<p>Topic 1.2.1 Derive the letters of the alphabet from images in teacher-created stories and/or folk tales/ fairy stories from a range of countries including Asia:</p> <p>Topic 1.3.1 Write phrases and short sentences describing incidents in stories, either teacher-created or folk tales/ fairy stories from a range of countries;</p> <p>Topic 1.4.9 Hear and communicate about stories of the Dreaming, the ancestors and the creation of the world, traditional ways of life as well family and community structures,</p>	<p>Topic 2.1 Listen to, recall, illustrate, speak poetry from and dramatize stories from the Celtic tradition which speak of the transcendent realms of nature and human power of striving.</p> <p>Topic 2.2 Discuss different stories (texts) from different cultures about the same animals.</p> <p>Topic 2.4 4 Explore and learn from stories of human development, wisdom and relationship to nature from different cultures including Asia and the Pacific.</p>
		<p>OT D.6 Develop narratives of simple oral presentations of recent happenings (news) Connect to the children’s news stories of the wider families, community, nation and world including countries of Asia Pacific.</p>	

AUSTRALIAN STEINER CURRICULUM FRAMEWORK

	Kindergarten	Class 1	Class 2
<p>2 A RECOGNISE UNIVERSAL HUMANITY</p> <p>Celebrate community festivals</p>	<p>OT A.2 Hear stories of festivals and family celebrations</p> <p>OTA.7,8 Celebrate school festivals and community gatherings as well as class celebrations such as birthdays, farewells and end of term celebrations. Celebrate seasonal and world events from diverse cultures, including Aboriginal or Torres Strait Islander cultures, the Countries/Places that they belong to and why they are important to them.</p>	<p>OT A.2 Hear stories of festivals and family celebrations</p> <p>OT A.5 Recall stories, draw pictures and write a sentence about aspects of festivals and family celebrations from teachers and elders</p> <p>OTA.7,8 Celebrate school festivals and community gatherings as well as class celebrations such as birthdays, farewells and end of term celebrations. Celebrate seasonal and world events from diverse cultures, including Aboriginal or Torres Strait Islander cultures, the Countries/Places that they belong to and why they are important to them.</p>	
<p>2 B QUALITIES OF HUMAN STRIVING Identity</p> <p>Human qualities which make communities a better place</p>			<p>Topic 2.3.2 Engage with, illustrate, say poems and verses from and play out scenes of great lives with the qualities of goodness, purity, compassion, nobility, courage and humility</p>
<p>3 MEANINGFUL CONTRIBUTION</p> <p>Understanding and Skills of Human work of contribution to family life and class /school community</p>	<p>Topic K.1.7 Understanding of human work</p> <p>K.2.1, K.2.2 Engagement in poems, action rhymes, finger plays and songs about real tasks of the home, farm and community. Community related material from other cultures, or in other languages on these themes.</p>	<p>OTC.8 Work in a community of teachers, family and community members, building social relationships</p>	
<p>4 SOCIAL ETHICS AND VOICE</p>		<p>OT D.9 Develop presence and focus in speaking meaningful verses, speeches, passages from Main Lesson Topics and scripts for class plays with power and sensitivity.</p>	

Civics and Citizenship Classes 3-4

	Class 3	Class 4
CONNECTION	<p>Topic 3.5.9 Listen to stories, explore and/or investigate through interview the Aboriginal and Torres Strait Islander relationship to the land of the area, their place names, sacred sites, the changes that have occurred over time, the need for their care and their way of providing food.</p> <p>Topic 3.5.7 Understand, through story, songs and poems the connection that Aboriginal and Torres Strait Islander peoples have to place and their local sacred sites,</p> <p>OT D.6 Develop narratives of simple oral presentations of recent happenings (news) ..Connect to the children’s news stories of the wider families, community, nation and world including countries of Asia Pacific.</p>	<p>Topic 4.2.1 Listen to stories of the myths of Northern Europe, identify key images and use to share in discussion;</p> <p><u>Aboriginal and Torres Strait Islander Connection</u></p> <p>Topic 4.4.1 Listen to, illustrate and write Stories of the Dreaming with illustration appropriate to the cultural context</p> <p>Topic 4.4.6 Describe the key elements of the indigenous world view: the Dreaming, and the connection to Place and Country. Understand the custodial responsibility the Aboriginal and Torres Strait Islander people have to the environment, and their views of use of resources</p> <p>Topic 4.6.7 Listen to and discuss Indigenous ways of life, their custodial responsibility for Country/Place and how this influences their views of sustainable approaches to the environment, natural resources used for hunting, canoes, food supply.</p> <p>OT A.10 Celebrate world events from diverse cultures and experience the various connections Australia has with other countries and cultures;</p>

AUSTRALIAN STEINER CURRICULUM FRAMEWORK

<p>RECOGNISE THE UNIVERSAL HUMANITY OF OTHERS</p> <p>HIGHER QUALITIES</p>	<p><u>Class 3</u></p>	<p><u>Class 4</u></p> <p>Topic 4.6.5 Follow protocols for consultation with the local Aboriginal or Torres Strait Islander community.</p> <p>Topic 4.6.5 Work in cooperative groups, list requirements and manage their own packs/ provisions for the class camp/excursion, develop plans of action to minimise the effects of the camp/excursion on the environment's sustainability, and behave ethically in the natural environment.</p> <p>Topic 4.7.3 Compare the animal forms with those of the human being and the functions of the animal forms with the capacity of the human being for creative work based on the freedom afforded by upright posture, freeing of the upper limbs and the use of the hands to create tools and inventions. Understand the role of the human being as caretaker of the earth and all life.</p>
<p>CONTRIBUTION</p>	<p>Topic 3.5.4 Appreciate the processes and working together of many people necessary to produce goods</p> <p>Topic 3.5.10 Understand how and why they and others participate in and contribute to communities such as organic cooperatives, local food preparation groups and markets.</p> <p>Topic 3.6.4 Appreciate and understand the role of the many tradespeople that help to build our homes and support our lives.</p> <p>OT C .8 Work in a community of teachers, family and community members, building social relationships</p> <p>Class 3</p>	<p>Topic 4.7.3 Compare the animal forms with those of the human being and the functions of the animal forms with the capacity of the human being for creative work based on the freedom afforded by upright posture, freeing of the upper limbs and the use of the hands to create tools and inventions. Understand the role of the human being as caretaker of the earth and all life.</p> <p>OT A.10 understand and contribute to Australian and world-wide community aid projects.</p> <p>Class 4</p>

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<p>SOCIAL ETHICS/ VOICE</p>	<p>OT D.9 Develop presence and focus in speaking meaningful verses, speeches, passages from Main Lesson Topics and scripts for class plays with power and sensitivity.</p>	<p>Topic 4.3 24 Present their own ideas in a prepared speech: plan, rehearse and deliver taking the intended audience into account Topic 4.4.7 Develop narratives of simple oral presentations of recent happenings (news) as a narrative differentiating past events, the present and future.</p>
<p>Laws/Cooperation A The changing relationship of communities to laws throughout time B Laws and Rules in our Community</p>	<p>Topic 3.2.2 Understand that successful cooperation with others depends on shared social conventions expressed in rules, turn-taking and appropriate forms of address Topic 3.2.6 Appreciate the establishment of the ancient system of authority and rulership; Topic 3.2.9 Understand how people make rules and laws, why they are important and the difference between them.</p>	<p>Topic 4.4.6 Describe the key elements of the indigenous world view: the Dreaming, and the connection to Place and Country. Understand the custodial responsibility the Aboriginal and Torres Strait Islander people have to the environment, and their views of use of resources, their laws and protocols for living. Topic 4.4.6 behave ethically in the natural environment and understand and follow relevant local/state laws.</p>

Civics and Citizenship Classes 5-6

	Class 5 History of Organisation in Ancient Societies and Early Australian Cultures	Class 6 Australian Government, Law and Society
CONNECTION	<p>Students learn about: Topic 5.1A.1,2,3,4 The transition from earlier cultures; Asia/Pacific-Mythologies Mythological content from the ancient Indian Vedas, Upanishads and the Bhagavadgita. The caste system, concepts of maya, cycles of life</p> <p>Topic 5.1B.1 Ancient Persian Culture- development of sedentary communities, farming and animal husbandry</p> <p>Topic 5.1.C 1,2 Study stories from Egyptian mythology; Reflect on the world of the Pharaohs; priests and judges and other professions</p> <p>Topic 5.2.D The history and literature of the rise of Sparta and Athens. The history and literature of the Persian Wars The history and literature of the Age of Pericles Experiences of Ancient Greek culture pertaining to human freedom, beauty and balance of the human body, love of the word, joy. Greek philosophy, the lives of Plato and Aristotle.</p> <p>OTA.12 Celebrate world events from diverse cultures and experience the various connections Australia has with other</p>	<p>Topic 6.1.5,6 Describe the government of the Roman Republic Describe the social structures, beliefs and customs of the society</p> <p>OTA.10 Celebrate world events from diverse cultures and experience the various connections Australia has with other countries and cultures; understand and contribute to Australian and world-wide community aid projects.</p>

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	<p>countries and cultures; understand and contribute to Australian and world-wide community aid projects.</p> <p>Topic 5.4 .1 Hear, investigate, illustrate and write about the Aboriginal and Torres Strait Islander people- their culture, beliefs, languages and social organisation and the significance of the Dreaming, their relationship to Place and the effects of their role as caretakers of the environment and their methods.</p>	
CONTRIBUTION	<p>OT A.10 understand and contribute to Australian and world-wide community aid projects.</p>	<p>OT A.10 understand and contribute to Australian and world-wide community aid projects.</p> <p>Topic 6.12.14 Experience emerging thoughts and feelings of ethical responsibility for the earth and the responsibility of being an informed global citizen.</p>
SOCIAL ETHICS/ VOICE	<p>Topic 5.3.17 Engage in choral recitation-verses from the Ancient Mythologies, Australian bush ballads, seasonal poems-performance at festivals and assemblies. Individual recitation of chosen poems in class and at parent concerts. Emphasis is on the Greek hexameter. Plant and animal poems with the science main lesson</p> <p>Topic 5.3. Make a presentation to the class, using interaction skills, using clear and sequenced content about a point of view</p> <p>Topic 5.4 14 Understand how and why people participate in groups to achieve shared goals e.g. Aboriginal and Torres Strait Islander peoples, explorers or children preparing the camp.</p> <p>OT D .12</p>	<p>Topic 6.2.1,2,3 Reflect on the human being and the sense of speech. Experience the sense of speech as allied to the sense of hearing and related to the apprehension of thought. Explore poems, songs, anthems, odes and then evaluate language features and develop a personal response. Write e.g. ballads as simple poetic forms. write on objective and imaginative subjects. Learn from writing of quality authors, poets; adapting and combining aspects of style.</p> <p>Topic 6.2.7,8,11 Experience and appreciate the power of language, potency, responsibility and the importance of the thought that precedes speech Experience and use the indicative, imperative and subjunctive mood; the conditional and concessional as inner experience as well as outer necessity.</p>

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	<p>Develop presence and focus in speaking meaningful verses, speeches</p>	<p>Identify and use modal verbs and the moral dimensions of necessity, possibility, duty, lawfulness, capacity, desire and wish.</p> <p>Topic 6.3.11, 12, 13 Participate in introductory forms of debating, Express a point of view, listen to and reflect on others point of view; Prepare and give oral reports, short prepared presentations with sequenced content and artistic elements Engage in choral speaking, recitation, festival and assembly performance Develop aesthetic and appropriate voice volume, time, pitch and pace</p> <p>OT D .12 Develop presence and focus in speaking meaningful verses, speeches</p>
<p>Organisation/Government</p>	<p>Topic 5.4.1 Hear, investigate, illustrate and write about the Aboriginal and Torres Strait Islander people- their culture, beliefs, languages, traditional laws and social organisation</p>	<p>Topic 6.4.1 Identify and describe key events in the history of Australia up to Federation including the reasons for establishment of the colony, the nature and patterns of colonial settlement, daily life and changes to the environment'; the Eureka Stockade, exploration, early immigrants and expansion of farming; including key figures and events and ideas that lead to Australia's Federation including British and American influences on Australia's system of law and government.</p> <p>Topic 6.4.15 Understand what government based on democracy and the Westminster system is, the roles of the three levels of government, and the responsibilities of electors and representatives. The purpose, services, features of the electoral process and shared values of a democracy and how and why decisions are made democratically in communities and the importance of voting.,</p>
<p>Laws/Cooperation</p>	<p>Topic 5.4.1</p>	<p>Topic 6.4.7,16, Identify experiences of Australian democracy and citizenship, the differences between rules and laws and</p>

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	Hear, investigate, illustrate and write about the Aboriginal and Torres Strait Islander people- their culture, beliefs, languages, traditional laws and social organisation	how they effect the lives of people, including the including the status and rights of Aboriginal and/or Torres Strait Islander people, migrants, and women Consider the rights and responsibilities of Australian citizens, their how laws arise, why and how laws and regulations are enforced
Identity and Groups	Topic 5.4 14 Understand how and why people participate in groups to achieve class/community goals e.g. Aboriginal and Torres Strait Islander peoples, explorers or children preparing the camp	Topic 6.4. 17 Understand how their identity and that of others is shaped by the different cultural, religious or social groups to which they belong and with whom they work on shared goals.
Inquiry Skills	5.4.12, 13 Develop appropriate questions e.g. about the camp, sustainable practices or Aboriginal bush foods, use a range of oral, written and visual sources, following protocols for consultation with local Aboriginal community and/or Torres Strait Islander communities, investigate, collect and record data and observations in tables, drawings, graphs and journals and use maps. Review research and draw conclusions, represent and communicate findings using geographical/Civics and Citizenship vocabulary and suggest possible responses to the inquiry or challenge.	6.12.15, 16 Develop Geographical/Civics and Citizenship questions and plan an enquiry. Identify a variety of valid sources, collect and record data using formal measurements and record information ethically from primary and secondary sources (such as interviewing people, surveys, maps e.g. satellite images, plans, photographs, diaries, statistics or reports), evaluating their usefulness. Follow protocols for consultation with local Aboriginal community and/or Torres Strait Islander communities. Represent data in plans, graphs, tables, sketches and diagrams and identify spatial distributions, patterns and trends to infer relationships to draw conclusions. Communicate findings in a variety of forms using subject specific vocabulary and tools and reflect on their learning to propose an individual or group response to a Geographical/Civics and Citizenship issue and the expected benefits or challenges for different groups of people.

ASCF Economics and Business Scope and Sequence of Content Descriptors Classes 5-6.

	Class 5 Historical Perspectives of Ancient Cultures and Practical Applications	Class 6 Australian Perspectives and Business Applications
	Needs and Priorities in different Ancient Societies	Differing Needs and Priorities of Aboriginal and Torres Strait Islander life and early colonial life
Needs and Wants which cultures ?	<p>Topic 5.1.C.4 Know about the daily life and needs and understand the geography of the Nile Valley and its water resources and its impact on the culture and development of irrigation systems.</p> <p>Topic 5.2.7 The Ancient Greek people's prioritising of the Arts: Experiences of beauty, balance, sculpture and architecture</p>	<p>Topic 6.4.18 Understand the differences between needs and wants of people and societies in the light of the challenges of the early colony, explorers and indigenous ways of life.</p>
	Differing Use of Resources: Aboriginal and Torres Strait Islander life and contemporary life	
Resources Choices And Businesses	<p>Topic 5.5.6,7 Reflect on the plants we use from different environments as natural resources e.g. trees for building, grains, fruits for food, cotton for clothes and the significance of plant life to people's needs and wishes.</p> <p>The influence of Aboriginal and Torres Strait Islander people on the environment, the sustainable ways they met their needs and differing choices: their use of fire to regenerate the bush, seed pods and the importance of fire, eucalypts and the shedding of bark.</p>	<p>Topic 6.4.18 How choices about limited resources (human, natural and capital) have an opportunity cost and trade-off, how they affect the present and future of the individual, community and the environment</p> <p>Topic 6.4.18 Understand ways to make their own informed personal and financial choices comparing their imagined life as an early member of the colony to a young person living in the 21st century and in the future.</p> <p>Topic 6.4.18 how businesses develop to provide goods and services. E.g. primary production- wool, wheat and cattle industries and other commercial businesses.</p>
Inquiry Skills and Business/Finance Skills	<p>Topic 5.4 6 The Local Region/State Research, plan and engage in a camp into the local region or state, exploring and recording the landscape, vegetation, weather, animal life, bush foods, water courses and human development of the environment. Reflect on and implement waste management and environmental care practices, plan a list of camping</p>	<p>Topic 6.9 Business Maths. Understand the basic principles of business and banking, and how businesses provide goods and services, what influences consumer choices and how consumers make informed choices Become familiar with terminology such as cost price, selling price, profit, loss, discount, mark up etc.;</p> <p>Investigate tables and simple graphs as an effective visual method of presenting information; pose questions about financial or business</p>

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	and catering goods with a budget recognising essential needs with limited resources and making informed choices about priorities	practices or choices, select and trial methods of categorical and numerical data collection and construct displays including tables, column graphs, picture graphs and dot plots; describe and interpret displays including side by side column graphs and evaluate their effectiveness; interpret data presented in media, draw conclusions and communicate findings.
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