



Given a range of pictures of clothes, students match them with the various parts of the body especially gloves, hats, earrings, belts and explore the order in which we put them on.
Sequence familiar objects and events (ACHHS015).

Use bones as the objects to subitise [estimate] (and to count with a corresponding movement of the bones). (See the activities on separate page). The Apron may be purchased from Arthritis and Osteoporosis WA.

Subitise small collections of objects. Compare, order and make correspondences between collections, initially to 20, and explain reasoning (ACMNA289)
 Represent practical situations to model addition and sharing (ACMNA004)
 Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings (ACMNA005)
 Subitising is the ability to identify the number of objects in a set without counting and when there is no special arrangement

Create a skeleton using the technology process. Make an animal without bones (eg caterpillar). Make animal-shaped jellies - gelatine and fresh juices) out of healthy choices - cut up fruit to indicate where some limbs are etc).
<http://www.crayola.com/free-coloring-pages/print/what-i-look-like-coloring-page/>
<http://www.eskeletons.org/> life size print out of skeleton

Fossils: bury cleaned/boiled bones in sandpit and children 'discover'. Make 'fossils' by imprinting on clay/plasticine. Draw and describe. Younger children: compare and sort diagrams of skeletons (dinosaurs, other) or toys. Students create picture card cluster of animals and things that have structures which are like skeletons or exoskeletons. (crabs, shells, buildings, cars, piñatas, nuts). Card cluster into categories of living/non-living.
Respond to questions about familiar objects and events (ACSYS014)
Explore and make observations by using the senses (ACSYS011)
Use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS022)

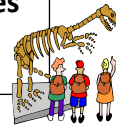


Science



History

Technologies



Years F-2 Skeleton



Mathematics



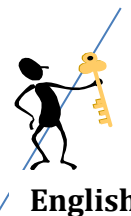
The Arts

Drama
 F-2 Use the Dr Skeleton material. Play "Pin the bone on the Dr Bones skeleton" similar to "Pin the tail on the donkey"
 Act out safe play and good manners: moving through a crowd, allowing people to pass, stepping out of the way, helping someone who has fallen; correct lifting, asking someone for help if you or someone else has fallen. Could be in the form of a journey around the classroom.

Outcome 3
Children have a strong sense of Wellbeing
Outcome 5: Children are effective communicators
Responding to different representations of skeletons (drawings, photos, models)

Read some books on animal adventures. Act out the stories. Watch The Count from Sesame Street's song on bones and the skeleton on Youtube or Sesame Street Website and examine rhythm and rhyme. Examine the video and pose questions related to why various shots have been chosen.

F Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785)
Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality (ACELA1433)
 Create a story about the adventures of a skeleton (or a vertebrate and an exoskeleton) and type up on the computer and import clip art. Given the clip art, students create a sequence and tell the story to the class. Students give constructive feedback - two good things and a suggestion for the next time.
1 Express preferences for specific texts and authors and listen to the opinions of others (ACELT1583)
Construct texts that incorporate supporting images using software including word processing programs (ACELY1664)
 Write a description of a particular skeleton using new vocabulary. Prepare on the computer and import a relevant clip art picture.
2 Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470)
Understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words (ACELA1471)

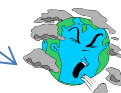


English



Health and Physical Education

Students trace each other and cut and glue the larger bones onto correct places.
 What to do if someone falls and is injured and may have broken a bone.
Early years learning framework
Outcome 3
Children have a strong sense of Wellbeing
Safety in the playground.



Geography

Compare animal skeletons from around the world. Draw and place on a map. Describe the similarities and differences to a partner.
 Look at animals eaten by Aborigines and Torres Strait Islanders. Sort into those which have backbones or do not.
 Teacher or students write the two lists and stick pictures or drawings next to it.
Outcome 5: Children are effective communicators



Languages

No activities provided