

Photos are the key resource:

- Students' own families
- Other
- Historical

Trove Australia <http://trove.nla.gov.au/picture>  
 Library of Congress <http://memory.loc.gov/ammem/index.html>



To see all of our resources go to  
<http://www.bonesandjoints.com.au/teachers/teachers-growth/>



Living conditions affect our growth. Examine the kinds of shelters used around the world and what they tell us about the lives and health of the inhabitants  
 Use photographs of houses to sequence history.  
<http://www.woodlands-junior.kent.sch.uk/customs/questions/houses.htm>  
 photographs of English houses through history  
**F Sequence familiar objects and events (ACHHS015)**  
**1 Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications. (ACHHK030)**  
**2 The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past (ACHHK044)**

**Technologies**

**History**

Link the purposes and shapes of garden tools to the planting of a kitchen garden.

**Suggested learning activities:**  
 Children should be provided with a range of experiences that will allow them to become familiar with various types of systems and how they work. Types of systems include mechanical, organisational and environmental. Simple electronic and electrical systems may also be introduced.



**Science**

Grow some spring bulbs and observe and record growth. Link cycle to human growth.  
**F Engage in discussions about observations and use methods such as drawing to represent ideas (AC SIS233)**  
**1 Living things live in different places where their needs are met (ACSSU211)**  
**2 Living things grow, change and have offspring similar to themselves (ACSSU030)**

Use photographs of people (cut and paste as necessary) to make cards and then form graphs (by way of card cluster). Construct statistics using students to construct the various data. Rearrange the card clusters.  
**F Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings (ACMNA005)**  
**1 Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays (ACMSP263)**  
**The impact of changing technology on people's lives (at home and in the ways they worked, travelled, communicated, and played in the past) (ACHHK046)**  
**2 Create displays of data using lists, table and picture graphs and interpret them (ACMSP050)**

**Mathematics**

**Growth F- 2**



**Arts**

Mime the stages of growing up (to music)  
 Represent growing up through art – drawing, sculpture,  
**1 Arts Ideas: Students generate arts works that communicate ideas.**  
**Arts Skills and Processes: Students use the skills, techniques, processes, conventions and technologies of The Arts.**  
**2 Arts Ideas: Creating, Interpreting, Exploring and Developing**  
**Arts Skills and Processes: Skills, Techniques, Processes and Conventions Creating Visual**

**Health and Physical Education**

Keep a monthly measurement chart.

Use a card cluster to collect information about what we need to be healthy into a brainstorm and then convert into a table.

**F Children have a strong sense of identity**  
**1 Knowledge and Understandings**  
**The meaning and dimensions of health** healthy behaviours and actions  
**Growth and development** basic physical changes similarities and differences ☑☑expression of ideas and feelings  
**2 Growth and development**  
 · similarities and differences between people at different stages of life, positive self-expression · actions to enhance health

**Languages**

Complete card cluster activity (from H&PE) using some relevant words from the target language  
**1 OUTCOME**  
**Students comprehend and communicate in the target language through listening and responding and speaking.**  
**2 Students write a variety of texts in the target language.**  
 Label the features of house that protect us to help us grow.



**Geography**

Who helps? Responsibilities as you grow. How you help other family members. How family members help you.  
**(No Foundation syllabus)**  
**1 Observing change**  
 Personal growth: People change over time. Stages of growth: infancy, childhood, adulthood, old age.  
 Physical changes: What physical changes do we experience as we get older?  
 Investigations: The human life cycle. Sequential family portraits. Important events in students' lives  
**2 People who help me** Identify not only who helps them but how they help others and should help others.

**English**

Rhyming words: grow, sow, tow, mow etc. Recite various poems. Make up poems using the words. Write a description of someone's or some thing's life.  
**F Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579)**  
**Recognise rhymes, syllables and sounds (phonemes) in spoken words (ACELA1439)**  
**Recognise the letters of the alphabet and know there are lower and upper case letters (ACELA1440)**  
**1 Describe some differences between imaginative, informative and persuasive texts (ACELY1658)**  
**2 Identify the audience of imaginative, informative and persuasive texts (ACELY1668)**