

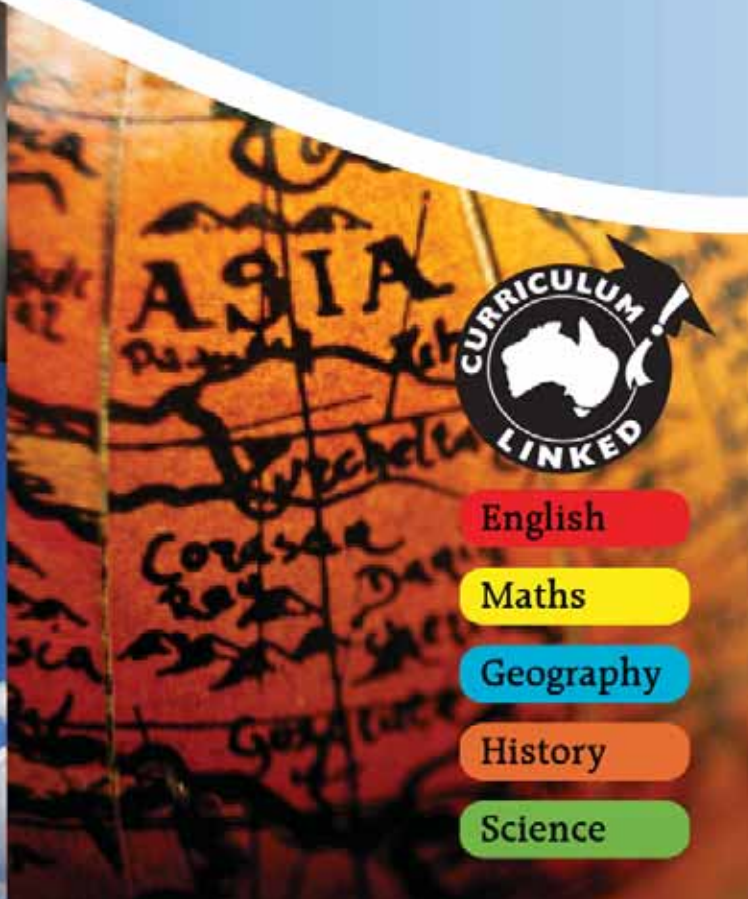
Cross-Curriculum: Foundation -Year 2

**Integrating priorities
across learning areas as
specified by the Australian
National Curriculum.**

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English

Maths

Geography

History

Science

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Teachers' Notes

The Australian Curriculum aims to equip students with the skills, knowledge and understandings that will allow them to live and thrive in an increasingly globalised world. In an effort to help students make sense of the world in which they live, three issues have been identified as priorities by the Australian Curriculum: (1) Aboriginal and Torres Strait Islander histories and cultures; (2) Asia and Australia's engagement with Asia; and (3) sustainability. It is expected that these priorities will be embedded across five core learning areas: English, Science, Maths, History and Geography. This book has done this for you.

Part of a series of three, *Cross Curriculum: Foundation-Year 2*, is written for students living in Australia who are in their early years of schooling. It provides an introduction to the three cross-curriculum priorities specified by the Australian Curriculum.

The book is divided into three clear sections, each focusing on one of the priorities mentioned above. The activities presented within each section, cover content descriptors from the five main learning areas: English, Science, Maths, History and Geography.

All of the activity pages in this book are visually appealing and suitably simple to help lower-primary school students process the concepts being taught at a fundamental level.

As students complete the activities, they will begin to develop an understanding of the history and culture of Australia's first peoples; they will be introduced to the diverse cultures of a variety of countries in Asia while exploring our connections to the Asia region; and will begin to develop an appreciation of the need to protect and conserve our Earth's precious resources.

The activity pages are coupled with teacher note pages which include: lists of useful websites and resources to extend learning, answers, and suggested ways to introduce the activity sheets.

Before Europeans settled in Australia, Indigenous children did not attend school like you do today. Throughout history, Dreaming stories have been used by First Nations Australians to teach lessons to children and other members of a tribe.

☐ Read or listen to a Dreaming story that was created to teach a lesson.

1. The Dreaming story that I listened to was:

2. What was the main character like at the beginning of the story? Circle as many words as you can to describe him/her, then add some of your own.

shy	lazy	kind
foolish	disobedient	intelligent
greedy	courageous	

3. Did the character change by the end of the story? How?

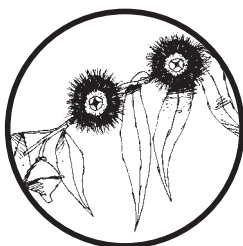
4. What was the purpose of the story? What lesson/s were taught?

Botany, also called 'plant science', is the study of plants. For thousands of years First Nations Australians have studied how plants can be used for food and medicine.



☐ Do some research to match up each plant name with its picture and how it was traditionally used in Indigenous society.

Crinum Lily
(or Swamp Lily)



Leaves were broken or crushed and the sticky liquid inside was applied to the skin to reduce the pain caused by blue-bottle stings.

Banksia



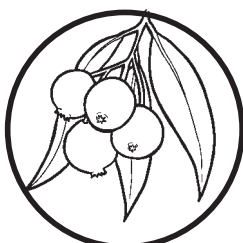
The nectar of the flower of this plant was used to make a sweet drink.

Eucalyptus



Leaves were crushed and the vapour was inhaled to clear a head cold.

Quandong



The fruits of this plant were a common food for First Nations Australians living in central Australia.

Yam Daisy
(or Murnong)



The roots of this plant were roasted in a ground oven and eaten.

☐ First Nations Australians also used plants to make useful objects. Do some research and draw an object made from plants on the back of this sheet.

1. Look at this \$2 coin. Describe what you can see.



2. Look at the picture of the grass trees. What did First Nations Australians traditionally use grass trees for?



3. What animals can you see on the coins pictured below? Find out what names First Nations Australians from a local language group had for these animals and add them to the table below.

	Animal/s On The Coin	Indigenous Name From A Local Language Group

First Nations Australians have lived in this country for over 40,000 years, and have always had a strong connection to the land. Traditionally, each Indigenous Language Group had a defined area of land that they had spiritual and cultural connections with – their Country. When First Nations Australians talk about their connection to Country, they are talking about their relationship with everything in the landscape – water, landforms, plants, animals, rocks – as well as the knowledge songs, laws, art and stories that are associated with that place.

Many Indigenous Dreaming stories tell of ancestral beings who journeyed across the country creating trees, rivers, waterholes, mountains, rocks and stars, and it is believed that their spirits still rest at sacred sites and inhabit these natural features. For thousands of years First Nations Australians have used art to communicate stories of the Dreaming, as well as their knowledge of the land. Traditionally, the symbols below were used in bark paintings, sand drawings, rock art and for body decoration. Nowadays, they are still commonly used in the paintings of contemporary Indigenous artists.

☐ Use the symbols below to write a sentence about traditional Indigenous life. Read the sentence to your friend.



tracks



kangaroo



emu



honey ant



grub



possum



club



digging stick



human



spears



nest



well or waterhole



man



rain



star



quandong



bush plum



bowl



rain/flowers/
ants/eggs/fruit

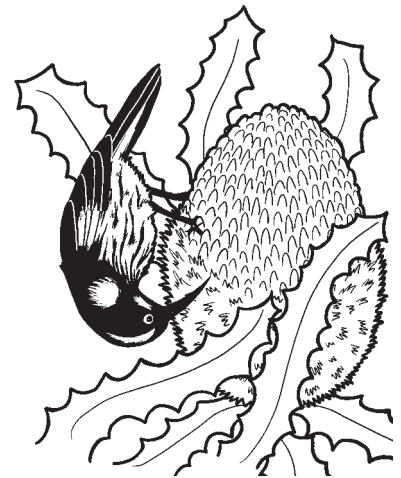


rainbow/cloud/
sand dune/cliff

A Haiku is a Japanese poem. Traditionally Haiku poems describe the natural world, focusing on a particular season. A Haiku poem generally does not rhyme and has only three lines. The words used in the first line should have a total of five syllables, the words in the second line should have seven syllables, and the words in the third line should have five syllables. Look at the poem right for an example.

Honeyeater

The banksia
sways
(5 syllables)
as the
honeyeater
feeds
(7 syllables)
feasting on
nectar.
(5 syllables)



- ☐ Take a photograph or draw a picture of a natural setting or natural feature found at school. Write a Haiku poem about this setting or feature. Use your senses to help you describe the setting or feature.

5 syllables

7 syllables

5 syllables

☐ The calendar below is for the month of February. Use the calendar and information on the poster to answer the following questions.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
				1	2	3
4	5	6	7	8	9	10 Chinese New Year begins
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

1. What day does Chinese New Year begin? _____
2. What day will the fireworks be on? _____
3. How many days will the walking tour run for? _____
4. How many walking tours will there be in total? _____
5. Mei has a 1 hour basketball training every Saturday, starting at 1pm. Will she be able to make it to see the street parade? Yes / No
6. Add some more events to the calendar designed to celebrate the Chinese New Year.

Chinese New Year

Fireworks Display
February 15th at 8pm

Street Parade
February 16th 1pm – 2pm

Chinese New Year Markets
February 16th and 17th 10am-4pm

Walking Tours of Chinatown
Monday 11th to Thursday 14th
Twice daily at 11am and 3pm

- ☐ Show how the needs of this kookaburra are being met by its habitat by drawing lines from the words to the picture.



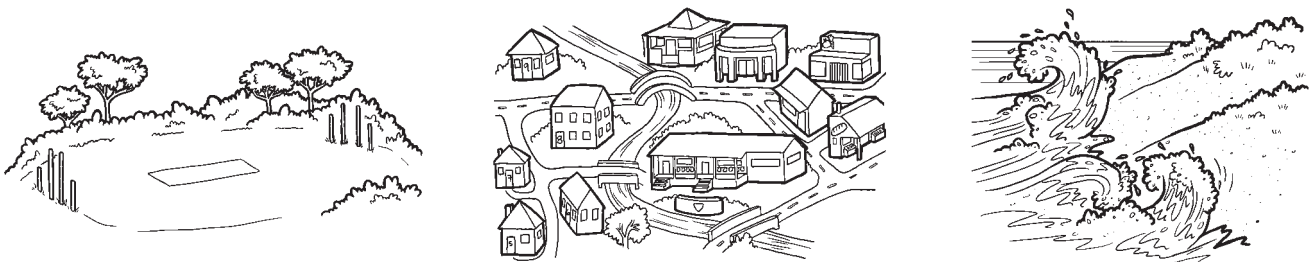
- ☐ The local council is planning to remove all the trees from this area and build a car park.

1. Will the kookaburra have a place to nest and shelter if this happens?

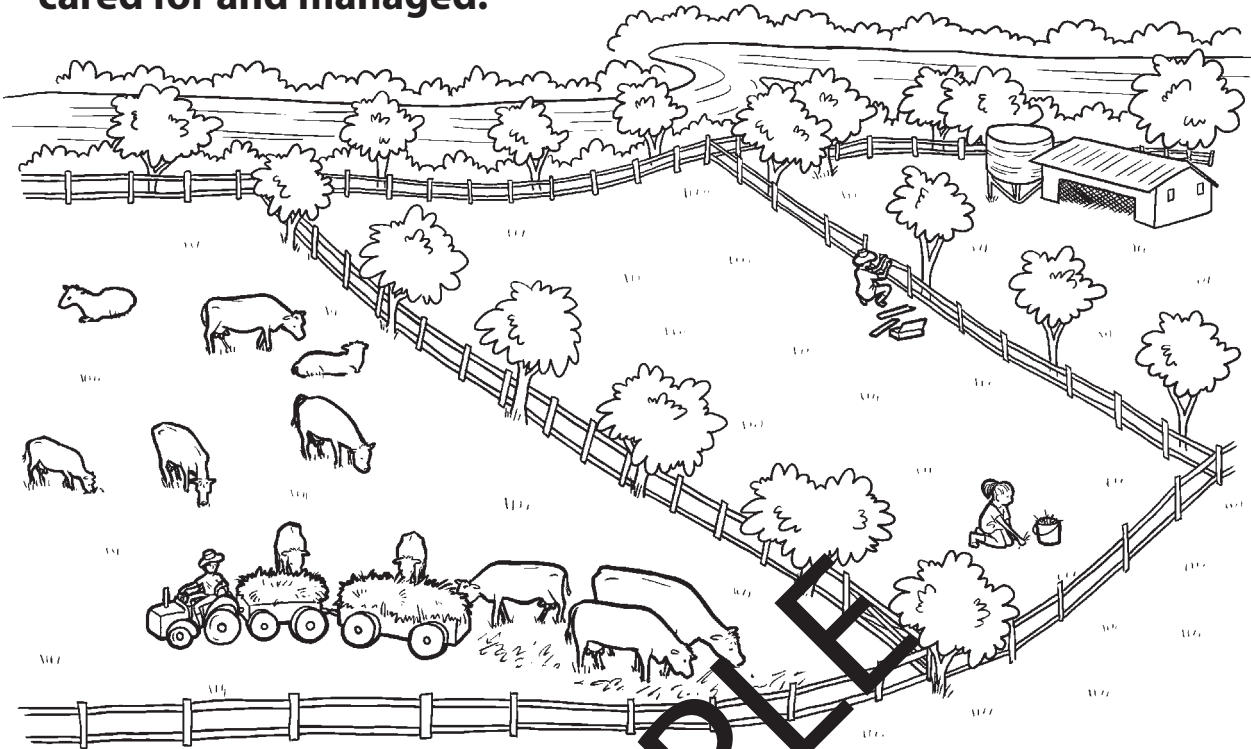
2. What type of food will the kookaburra have less of?

3. Do you think that this place would still be suitable for the kookaburra to live?
Yes / No

4. Where else might the kookaburra go to live? Circle the habitat you think a kookaburra could survive in.



- ☐ The picture below shows some different ways that a dairy farm is cared for and managed.



- ☐ Use the picture and the words below to fill in the blanks about the different ways that the land and animals on a dairy farm are cared for. You will need to give some words a capital letter. Some words can be used more than once.

trees dung sheds milks fences weeds fed machinery paddocks

- _____ are built to stop cows trampling on plants along the river.
- _____ are removed from the paddocks.
- _____ are planted to provide shelter for the cows from the wind and hot sun.
- The farm is divided into a number of _____. The herd is rotated through the _____ so the grass and soil have time to recover.
- Cows are _____ and _____ every day.
- _____ beetles are used to turn cow pats into fertiliser for the plants on the farm.
- Damage to _____, fences and _____ are quickly repaired.