

# NSW Curriculum

KEY
Foundation (Kindergarten - Early stage 1)
Foundation - Year 2
Year 1-2 (Stage 1)
Year 3-4 (Stage 2)
Year 5-6 (Stage 3)

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MONTH	REMEMBER	ACTIVITY	NSW CURRICULUM	CONTENT ELABORATION
JAN	Ochre	Design to colour Ochre	CAE-VIS-01	Making and exhibiting: Artists make artworks using materials and techniques to represent subject matter and ideas-e.g. painting with ochre
			CA1-VIS-01	Explore ways to develop ideas and effects with colour, including natural pigments, ochre, primary and secondary colours, tints and shades
			CA2-VIS-01	Explore artmaking practices and protocols of Aboriginal and/or Torres Strait Islander artists to understand how Cultural ideas are expressed
			CA2-DRA-011	Explore dramatic practices and protocols of Aboriginal and/or Torres Strait Islander artists to understand how Cultural ideas are expressed
			STE-SCI-01	Explore how Aboriginal and/or Torres Strait Islander Peoples use natural materials for specific purposes based on their properties
			HSE-HIS-01	Engage with Cultural objects to identify information about the past in the present
			HS1-ACH-01	Locate and discuss objects and sites that evidence Aboriginal Peoples as the oldest living continuous Cultures in the world

<b>FEB</b>	<b>International Mother Languages Day</b>	<b>Non returning Boomerang</b>	<b>STE-SCI-01</b>	Explore how Aboriginal and/or Torres Strait Islander Peoples use natural materials for specific purposes based on their properties Identify objects made by Aboriginal and/or Torres Strait Islander Peoples and describe their movements
			<b>ST1-SCI-01</b>	Observe how Aboriginal and/or Torres Strait Islander Peoples use a range of materials and actions to create sound for specific purposes
			<b>HSE-HIS-01</b>	Engage with Cultural objects to identify information about the past in the present
			<b>HS1-ACH-01</b>	Locate and discuss objects and sites that evidence Aboriginal Peoples as the oldest living continuous Cultures in the world
			<b>HS2-ACH-01</b>	Describe how Aboriginal Peoples sustainably use the resources of Country
			<b>PH1-MSP-01</b>	Participate in and describe the purpose of Aboriginal and/or Torres Strait Islander games and activities
			<b>PH2-MSP-01</b>	Participate in Aboriginal and/or Torres Strait Islander games and activities and identify the Cultural connections
			<b>PH3-MSP-01</b>	Participate in Aboriginal and/or Torres Strait Islander games and activities and explain how the movement skills can be applied in other contexts
<b>MARCH</b>	<b>Harmony Day</b>	<b>Clap sticks</b>	<b>CAE-MUS-01</b>	Experience music made or performed by Aboriginal and/or Torres Strait Islander artists
			<b>CA2-MUS-01</b>	Investigate ways Aboriginal and/or Torres Strait Islander Peoples engage with music for story sharing, celebrations or Cultural expression
			<b>CA3-MUS-01</b>	Explore ways Cultural Knowledges, practices and protocols are used in Aboriginal and/or Torres Strait Islander music
			<b>ST1-SCI-01</b>	Observe how Aboriginal and/or Torres Strait Islander Peoples use a range of materials and actions to create sound for specific purposes
			<b>HSE-HIS-01</b>	Engage with Cultural objects to identify information about the past in the present
			<b>HS3-CWT-01</b>	Describe the ways Aboriginal Peoples' Languages and Oral Traditions of song, dance and story were disrupted by European settlement

<b>APRIL</b>	<b>Connection to Culture through Artefacts</b>	<b>Returning boomerang</b>	<b>STE-SCI-01</b>	Explore how Aboriginal and/or Torres Strait Islander Peoples use natural materials for specific purposes based on their properties Identify objects made by Aboriginal and/or Torres Strait Islander Peoples and describe their movements
			<b>ST1-SCI-01</b>	Observe how Aboriginal and/or Torres Strait Islander Peoples use a range of materials and actions to create sound for specific purposes
			<b>HSE-HIS-01</b>	Engage with Cultural objects to identify information about the past in the present
			<b>HS1-ACH-01</b>	Locate and discuss objects and sites that evidence Aboriginal Peoples as the oldest living continuous Cultures in the world
			<b>HS2-ACH-01</b>	Describe how Aboriginal Peoples sustainably use the resources of Country
			<b>PH1-MSP-01</b>	Participate in and describe the purpose of Aboriginal and/or Torres Strait Islander games and activities
			<b>PH2-MSP-01</b>	Participate in Aboriginal and/or Torres Strait Islander games and activities and identify the Cultural connections
			<b>PH3-MSP-01</b>	Participate in Aboriginal and/or Torres Strait Islander games and activities and explain how the movement skills can be applied in other contexts
<b>MAY</b>	<b>National Sorry Day</b>	<b>Coolamon</b>	<b>STE-SCI-01</b>	Explore how Aboriginal and/or Torres Strait Islander Peoples use natural materials for specific purposes based on their properties
			<b>ST1-SCI-01</b>	Observe how Aboriginal and/or Torres Strait Islander Peoples use a range of materials and actions to create sound for specific purposes
			<b>HSE-HIS-01</b>	Engage with Cultural objects to identify information about the past in the present Identify ways in which Aboriginal Peoples share and celebrate their Cultures and Histories
			<b>HS1-ACH-01</b>	Locate and discuss objects and sites that evidence Aboriginal Peoples as the oldest living continuous Cultures in the world
			<b>HS2-ACH-01</b>	Describe how Aboriginal Peoples sustainably use the resources of Country

			<b>HS3-CWT-01</b>	Explain how Aboriginal Peoples celebrate and share Aboriginal Languages and Cultural Practices in a contemporary world.
			<b>PH3-RRS-01</b>	Investigate the importance of how celebrating and commemorating Aboriginal and/or Torres Strait Islander Cultures supports health and wellbeing
<b>JUNE</b>	<b>Reconciliation Week</b>	<b>Emu caller</b>	<b>STE-SCI-01</b>	Explore how Aboriginal and/or Torres Strait Islander Peoples use natural materials for specific purposes based on their properties Identify objects made by Aboriginal and/or Torres Strait Islander Peoples and describe their movements
			<b>ST1-SCI-01</b>	Observe how Aboriginal and/or Torres Strait Islander Peoples use a range of materials and actions to create sound for specific purposes
			<b>HSE-HIS-01</b>	Engage with Cultural objects to identify information about the past in the present Identify ways in which Aboriginal Peoples share and celebrate their Cultures and Histories
			<b>HS1-ACH-01</b>	Locate and discuss objects and sites that evidence Aboriginal Peoples as the oldest living continuous Cultures in the world
			<b>HS2-ACH-01</b>	Describe how Aboriginal Peoples sustainably use the resources of Country
			<b>HS3-CWT-01</b>	Explain how Aboriginal Peoples celebrate and share Aboriginal Languages and Cultural Practices in a contemporary world.
			<b>PH3-RRS-01</b>	Investigate the importance of how celebrating and commemorating Aboriginal and/or Torres Strait Islander Cultures supports health and wellbeing
<b>JULY</b>	<b>Naidoc Week</b>	<b>Emu feathers</b>	<b>CA2-DRA-011</b>	Explore dramatic practices and protocols of Aboriginal and/or Torres Strait Islander artists to understand how Cultural ideas are expressed
			<b>STE-SCI-01</b>	Explore how Aboriginal and/or Torres Strait Islander Peoples use natural materials for specific purposes based on their properties
			<b>ST1-DDT-01</b>	Describe the ways in which Aboriginal and/or Torres Strait Islander Peoples design using natural materials for specific purposes
			<b>HS1-ACH-01</b>	Identify ways in which Aboriginal Peoples share and celebrate their Cultures and Histories

			<b>HS3-CWT-01</b>	Explain how Aboriginal Peoples celebrate and share Aboriginal Languages and Cultural Practices in a contemporary world.
			<b>PH3-RRS-01</b>	Investigate the importance of how celebrating and commemorating Aboriginal and/or Torres Strait Islander Cultures supports health and wellbeing
<b>AUG</b>	<b>National Children's Day</b>	<b>Aboriginal designs / canvas bag</b>	<b>PH3-RRS-01</b>	Investigate the importance of how celebrating and commemorating Aboriginal and/or Torres Strait Islander Cultures supports health and wellbeing
			<b>CA3-CWT-01</b>	Describe how meaning is conveyed through signs and symbols in artworks
			<b>CA2-VIS-01</b>	Explore artmaking practices and protocols of Aboriginal and/or Torres Strait Islander artists to understand how Cultural ideas are expressed
			<b>CAE-VIS-01</b>	Recognise ways Aboriginal Dreaming Stories or Torres Strait Islander Legends are represented in artworks
<b>SEPT</b>	<b>Indigenous Literacy Day</b>	<b>Message stick</b>	<b>STE-SCI-01</b>	Explore how Aboriginal and/or Torres Strait Islander Peoples use natural materials for specific purposes based on their properties
			<b>ST1-SCI-01</b>	Observe how Aboriginal and/or Torres Strait Islander Peoples use a range of materials and actions to create sound for specific purposes
			<b>HSE-HIS-01</b>	Engage with Cultural objects to identify information about the past in the present
			<b>HS1-ACH-01</b>	Locate and discuss objects and sites that evidence Aboriginal Peoples as the oldest living continuous Cultures in the world Describe ways Aboriginal and Torres Strait Islander Peoples have communicated over time by comparing stories, images, objects or sites as evidence
			<b>HS2-ACH-01</b>	Describe how Aboriginal Peoples sustainably use the resources of Country
			<b>HS3-CWT-01</b>	Describe the ways Aboriginal Peoples' Languages and Oral Traditions of song, dance and story were disrupted by European settlement

<b>OCT</b>	<b>Anniversary Of Uluru Being Returned To Its Traditional Owners</b>	<b>Returning boomerang/ hunting boomerang</b>	<b>STE-SCI-01</b>	Explore how Aboriginal and/or Torres Strait Islander Peoples use natural materials for specific purposes based on their properties Identify objects made by Aboriginal and/or Torres Strait Islander Peoples and describe their movements
			<b>ST1-SCI-01</b>	Observe how Aboriginal and/or Torres Strait Islander Peoples use a range of materials and actions to create sound for specific purposes
			<b>HSE-HIS-01</b>	Engage with Cultural objects to identify information about the past in the present
			<b>HS1-ACH-01</b>	Locate and discuss objects and sites that evidence Aboriginal Peoples as the oldest living continuous Cultures in the world
			<b>HS2-ACH-01</b>	Describe how Aboriginal Peoples sustainably use the resources of Country
			<b>HS3-CWT-01</b>	Describe the ways Aboriginal Peoples' Languages and Oral Traditions of song, dance and story were disrupted by European settlement
<b>NOV</b>	<b>Paperbark</b>	<b>Collect paperbark/ paper bark painting</b>	<b>CAE-VIS-01</b>	Recognise ways Aboriginal Dreaming Stories or Torres Strait Islander Legends are represented in artworks
			<b>CA1-VIS-01</b>	Create 3D sculptural forms using natural materials, exploring construction techniques
			<b>CA2-VIS-01</b>	Investigate ways Aboriginal and/or Torres Strait Islander Peoples engage in art making for story sharing, celebrations or Cultural expression
			<b>STE-SCI-01</b>	Explore how Aboriginal and/or Torres Strait Islander Peoples use natural materials for specific purposes based on their properties
			<b>HSE-HIS-01</b>	Engage with Cultural objects to identify information about the past in the present
			<b>HS2-ACH-01</b>	Describe how Aboriginal Peoples sustainably use the resources of Country

<b>DEC</b>	<b>Totem</b>	<b>Land totem Sea totem Bird totem Name/ Clan Totem</b>	<b>HSE-HIS-01</b>	Engage with Cultural objects to identify information about the past in the present
			<b>HS2-ACH-01</b>	Identify and use appropriate terminology when sharing Knowledges about Country
			<b>PHE-RRS-01</b>	Identify the ways Aboriginal and/or Torres Strait Islander Peoples' Cultural connections to others enhance wellbeing
			<b>PHE-IHW-01</b>	Identify how connections to Country/Place may shape Aboriginal and/or Torres Strait Islander Peoples' identities
			<b>PH1-RRS-01</b>	Describe ways Aboriginal and/or Torres Strait Islander Peoples' connections to Country/Place and others enhance wellbeing
			<b>PH1-IHW-01</b>	Describe the role of family and Community in Aboriginal and/or Torres Strait Islander Peoples' identities
			<b>PH2-RRS-01</b>	Explain how Aboriginal and/or Torres Strait Islander Peoples' connections to Country, Community and Culture strengthen relationships