Related content: Learning area connections

Year 1

This document outlines learning area connections where the related content exists in Year 1 of the Australian Curriculum v9.0. Related content allows for the content descriptions from one learning area to be taught with the content descriptions from another learning area. Teachers may make further connections based on the curriculum and their local context.

Tables of related content have been included for the following learning areas:

- English
- Health and Physical Education
- HASS P–6
- Mathematics
- Science
- Technologies: Design and Technologies
- Technologies: Digital Technologies
- The Arts: Dance
- The Arts: Music

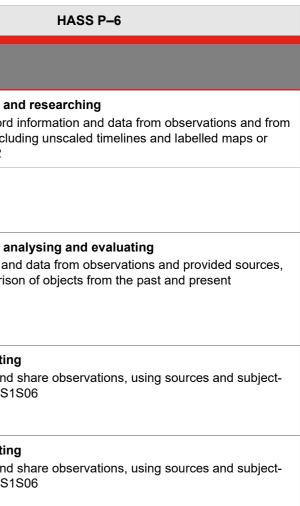| Key to content description codes: |
| --- |
| The Australian Curriculum (AC) v9.0 code for each content description includes an element indicating the learning area, year level and strand by which it is organised. |
| e.g. **AC9E1LA01**

Australian Curriculum (**AC**)
Version 9 (**9**)
English (**E**)
Year 1 (**1**)
Strand (e.g. in English LA — Language, LE — Literature, LY — Literacy)
Content description number (**##**) |

English

The following table identifies English-related content in other learning area content descriptions. Strands and sub-strands are only included in the table if related content is available.

English			Health and Physical Education	HASS P–6
Strand and sub-strand		**Content description**	**Related content**	
Literacy	Texts in context	discuss different texts and identify some features that indicate their purposes AC9E1LY01		**Skills: Questioning and researching** collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or models AC9HS1S02
	Interacting with others	use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions AC9E1LY02	**Personal, social and community health: Interacting with others** identify and explore skills and strategies to develop respectful relationships AC9HP2P02	
	Analysing, interpreting, and evaluating	use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures AC9E1LY05	**Personal, social and community health: Making healthy and safe choices** investigate a range of health messages and practices in their community and discuss their purposes AC9HP2P06	**Skills: Interpreting, analysing and evaluating** interpret information and data from observations and provided sources, including the comparison of objects from the past and present AC9HS1S03
	Creating texts	create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words AC9E1LY06		**Skills: Communicating** develop narratives and share observations, using sources and subject-specific terms AC9HS1S06
		create and deliver short oral and/or multimodal presentations on personal and learnt topics, which include an opening, middle and concluding statement; some topic-specific vocabulary and appropriate gesture, volume and pace AC9E1LY07		**Skills: Communicating** develop narratives and share observations, using sources and subject-specific terms AC9HS1S06

Health and Physical Education

The following table identifies Health and Physical Education-related content in other learning area content descriptions. Strands and sub-strands are only included in the table if related content is available.

Health and Physical Education		English	Mathematics	Science	Technologies	The Arts
Strand and sub-strand	**Content description**	**Related content**				
Personal, social and community health — **Interacting with others**	identify and explore skills and strategies to develop respectful relationships AC9HP2P02	**Literacy: Interacting with others** use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions AC9E1LY02				
Personal, social and community health — **Making healthy and safe choices**	investigate a range of health messages and practices in their community and discuss their purposes AC9HP2P06	**Language: Text structure and organisation** use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures AC9E1LY05			**Design and Technologies Knowledge and understanding: Food and fibre production; Food specialisations** explore how food can be selected and prepared for healthy eating AC9TDE2K04	
Movement and physical activity — **Moving our bodies**	practise fundamental movement skills and apply them in a variety of movement situations AC9HP2M01		**Space** give and follow directions to move people and objects to different locations within a space AC9M1SP02			**Dance** **Developing practices and skills** experiment with ways to move safely and expressively using fundamental movement skills and the elements of dance AC9ADA2D01
Movement and physical activity — **Moving our bodies**	investigate different ways of moving their body, and manipulating objects and space, and draw conclusions about their effectiveness AC9HP2M02		**Space** give and follow directions to move people and objects to different locations within a space AC9M1SP02	**Science understanding: Physical sciences** describe pushes and pulls in terms of strength and direction and predict the effect of these forces on objects' motion and shape AC9S1U03		**Dance** **Developing practices and skills** experiment with ways to move safely and expressively using fundamental movement skills and the elements of dance AC9ADA2D01

HASS P–6

The following table identifies HASS P–6-related content in other learning area content descriptions. Strands and sub-strands are only included in the table if related content is available.

HASS P–6		English	Mathematics	Science	Technologies
Strand and sub-strand	**Content description**	**Related content**			
Knowledge and understanding / **Geography**	the natural, managed and constructed features of local places, and their location AC9HS1K03			**Science understanding: Biological sciences** identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs AC9S1U01	**Design and Technologies** **Knowledge and understanding: Technologies and society** identify how familiar products, services and environments are designed and produced by people to meet personal or local community needs and sustainability AC9TDE2K01
	how places change and how they can be cared for by different groups including First Nations Australians AC9HS1K04			**Science understanding: Earth and space sciences** describe daily and seasonal changes in the environment and explore how these changes affect everyday life AC9S1U02	
Skills / **Questioning and researching**	collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or models AC9HS1S02	**Literacy: Texts in context** discuss different texts and identify some features that indicate their purposes AC9E1LY01	**Measurement** compare directly and indirectly and order objects and events using attributes of length, mass, capacity and duration, communicating reasoning AC9M1M01	**Science inquiry: Planning and conducting** make and record observations, including informal measurements, using digital tools as appropriate AC9S1I03	**Digital Technologies** **Knowledge and understanding: Data representation** represent data as pictures, symbols, numbers and words AC9TDI2K02
			Measurement describe the duration and sequence of events using years, months, weeks, days and hours AC9M1M03	**Science inquiry: Processing, modelling and analysing** sort and order data and information and represent patterns, including with provided tables and visual or physical models AC9S1I04	
			Statistics acquire and record data for categorical variables in various ways including using digital tools, objects, images, drawings, lists, tally marks and symbols AC9M1ST01		
			Statistics represent collected data for a categorical variable using one-to-one displays and digital tools where appropriate; compare the data using frequencies and discuss the findings AC9M1ST02		

HASS P–6			English	Mathematics	Science	Technologies
Strand and sub-strand		**Content description**	**Related content**			
	Interpreting, analysing and evaluating	interpret information and data from observations and provided sources, including the comparison of objects from the past and present AC9HS1S03	**Literacy: Analysing, interpreting and evaluating** use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures AC9E1LY05	**Measurement** compare directly and indirectly and order objects and events using attributes of length, mass, capacity and duration, communicating reasoning AC9M1M01 **Statistics** represent collected data for a categorical variable using one-to-one displays and digital tools where appropriate; compare the data using frequencies and discuss the findings AC9M1ST02		
	Communicating	develop narratives and share observations, using sources and subject-specific terms AC9HS1S06	**Literacy: Creating texts** create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words AC9E1LY06 **Literacy: Creating texts** create and deliver short oral and/or multimodal presentations on personal and learnt topics, which include an opening, middle and concluding statement; some topic-specific vocabulary and appropriate gesture, volume and pace AC9E1LY07			

Mathematics

The following table identifies Mathematics-related content in other learning area content descriptions. Strands and sub-strands are only included in the table if related content is available.

Mathematics		Health and Physical Education	HASS P–6	Science	Technologies	The Arts
Strand	**Content descriptions**	**Related content**				
Algebra	recognise, continue and create repeating patterns with numbers, symbols, shapes and objects, identifying the repeating unit AC9M1A02			**Science understanding: Earth and space sciences** describe daily and seasonal changes in the environment and explore how these changes affect everyday life AC9S1U02	**Digital Technologies** **Processes and production skills: Generating and designing** follow and describe algorithms involving a sequence of steps, branching (decisions) and iteration (repetition) AC9TDI2P02	**Music** **Creating and making** select and combine elements of music when composing and practising music for performance AC9AMU2C01
Measurement	compare directly and indirectly and order objects and events using attributes of length, mass, capacity and duration, communicating reasoning AC9M1M01		**Skills: Questioning and researching** collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or models AC9HS1S02 **Skills: Interpreting, analysing and evaluating** interpret information and data from observations and provided sources, including the comparison of objects from the past and present AC9HS1S03	**Science inquiry: Planning and conducting** make and record observations, including informal measurements, using digital tools as appropriate AC9S1I03		
	measure the length of shapes and objects using informal units, recognising that units need to be uniform and used end-to-end AC9M1M02			**Science understanding: Planning and conducting** make and record observations, including informal measurements, using digital tools as appropriate AC9S1I03 **Science understanding: Physical sciences** describe pushes and pulls in terms of strength and direction and predict the effect of these forces on objects' motion and shape AC9S1U03		
	describe the duration and sequence of events using years, months, weeks, days and hours AC9M1M03		**Skills: Questioning and researching** collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or models AC9HS1S02	**Science understanding: Earth and space sciences** describe daily and seasonal changes in the environment and explore how these changes affect everyday life AC9S1U02		

		Mathematics	Health and Physical Education	HASS P–6	Science	Technologies	The Arts
Strand	**Content descriptions**		**Related content**				
Space	make, compare and classify familiar shapes; recognise familiar shapes and objects in the environment, identifying the similarities and differences between them AC9M1SP01					**Design and Technologies** **Processes and production skills: Generating and designing** generate and communicate design ideas through describing, drawing or modelling, including using digital tools AC9TDE2P01	
	give and follow directions to move people and objects to different locations within a space AC9M1SP02	**Movement and physical activity: Moving our bodies** practise fundamental movement skills and apply them in a variety of movement situations AC9HP2M01 **Movement and physical activity: Moving our bodies** investigate different ways of moving their body, and manipulating objects and space, and draw conclusions about their effectiveness AC9HP2M02		**Science understanding: Physical sciences** describe pushes and pulls in terms of strength and direction and predict the effect of these forces on objects' motion and shape AC9S1U03	**Digital Technologies** **Processes and production skills: Generating and designing** follow and describe algorithms involving a sequence of steps, branching (decisions) and iteration (repetition) AC9TDI2P02	**Dance** **Creating and making** use the elements of dance to choreograph dance sequences AC9ADA2C01
Statistics	acquire and record data for categorical variables in various ways including using digital tools, objects, images, drawings, lists, tally marks and symbols AC9M1ST01		**Skills: Questioning and researching** collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or models AC9HS1S02	**Science inquiry: Planning and conducting** make and record observations, including informal measurements, using digital tools as appropriate AC9S1I03	**Digital Technologies** **Knowledge and understanding:** Data representation represent data as pictures, symbols, numbers and words AC9TDI2K02	
	represent collected data for a categorical variable using one-to-one displays and digital tools where appropriate; compare the data using frequencies and discuss the findings AC9M1ST02		**Skills: Questioning and researching** collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or models AC9HS1S02 **Skills: Interpreting, analysing and evaluating** interpret information and data from observations and provided sources, including the comparison of objects from the past and present AC9HS1S03	**Science inquiry: Planning and conducting** make and record observations, including informal measurements, using digital tools as appropriate AC9S1I03 **Science inquiry: Processing, modelling and analysing** sort and order data and information and represent patterns, including with provided tables and visual or physical models AC9S1I04		

Science

The following table identifies Science-related content in other learning area content descriptions. Strands and sub-strands are only included in the table if related content is available.

	Science		Health and Physical Education	HASS P–6	Mathematics	Technologies
Strand and sub-strand		**Content description**	**Related content**			
Science understanding	Biological sciences	identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs AC9S1U01		**Knowledge and understanding: Geography** the natural, managed and constructed features of local places, and their location AC9HS1K03		**Design and Technologies Knowledge and understanding: Technologies context: Food and fibre production; Food specialisations** explore how plants and animals are grown for food, clothing and shelter AC9TDE2K03
	Earth and space sciences	describe daily and seasonal changes in the environment and explore how these changes affect everyday life AC9S1U02		**Knowledge and understanding: Geography** how places change and how they can be cared for by different groups including First Nations Australians AC9HS1K04	**Algebra** recognise, continue and create repeating patterns with numbers, symbols, shapes and objects, identifying the repeating unit AC9M1A02	
					Measurement describe the duration and sequence of events using years, months, weeks, days and hours AC9M1M03	
	Physical sciences	describe pushes and pulls in terms of strength and direction and predict the effect of these forces on objects' motion and shape AC9S1U03	**Movement and physical activity: Moving our bodies** investigate different ways of moving their body, and manipulating objects and space, and draw conclusions about their effectiveness AC9HP2M02		**Measurement** measure the length of shapes and objects using informal units, recognising that units need to be uniform and used end-to-end AC9M1M02	**Design and Technologies Knowledge and understanding: Engineering principles and systems; Materials and technologies specialisations** explore how technologies including materials affect movement in products AC9TDE2K02
					Space give and follow directions to move people and objects to different locations within a space AC9M1SP02	
Skills	Planning and conducting	make and record observations, including informal measurements, using digital tools as appropriate AC9S1I03		**Skills: Questioning and researching** collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or models AC9HS1S02	**Measurement** compare directly and indirectly and order objects and events using attributes of length, mass, capacity and duration, communicating reasoning AC9M1M01	
					Measurement measure the length of shapes and objects using informal units, recognising that units need to be uniform and used end-to-end AC9M1M02	
					Statistics acquire and record data for categorical variables in various ways including using digital tools, objects, images, drawings, lists, tally marks and symbols AC9M1ST01	

		Science	Health and Physical Education	HASS P–6	Mathematics	Technologies
Strand and sub-strand		**Content description**	**Related content**			
	Processing, modelling and analysing				**Statistics** represent collected data for a categorical variable using one-to-one displays and digital tools where appropriate; compare the data using frequencies and discuss the findings AC9M1ST02	
		sort and order data and information and represent patterns, including with provided tables and visual or physical models AC9S1I04		**Skills: Questioning and researching** collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or models AC9HS1S02	**Statistics** represent collected data for a categorical variable using one-to-one displays and digital tools where appropriate; compare the data using frequencies and discuss the findings AC9M1ST02	

Technologies: Design and Technologies

The following table identifies Technologies: Design and Technologies-related content in other learning area content descriptions. Strands and sub-strands are only included in the table if related content is available.

Technologies: Design and Technologies			Health and Physical Education	HASS P–6	Mathematics	Science
Strand and sub-strand		**Content description**	**Related content**			
Knowledge and understanding	Engineering principles and systems; Materials and technologies specialisations / Technologies and society	identify how familiar products, services and environments are designed and produced by people to meet personal or local community needs and sustainability AC9TDE2K01		**Knowledge and understanding: Geography** the natural, managed and constructed features of local places, and their location AC9HS1K03		
		explore how technologies including materials affect movement in products AC9TDE2K02				**Science understanding: Physical sciences** describe pushes and pulls in terms of strength and direction and predict the effect of these forces on objects' motion and shape AC9S1U03
	Food and fibre production; Food specialisations	explore how plants and animals are grown for food, clothing and shelter AC9TDE2K03				**Science understanding: Biological sciences** identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs AC9S1U01
		explore how food can be selected and prepared for healthy eating AC9TDE2K04	**Personal, social and community health: Making healthy and safe choices** investigate a range of health messages and practices in their community and discuss their purposes AC9HP2P06			
Processes and production skills	Generating and designing	generate and communicate design ideas through describing, drawing or modelling, including using digital tools AC9TDE2P01			**Space** make, compare and classify familiar shapes; recognise familiar shapes and objects in the environment, identifying the similarities and differences between them AC9M1SP01	

Technologies: Digital Technologies

The following table identifies Technologies: Digital Technologies-related content in other learning area content descriptions. Strands and sub-strands are only included in the table if related content is available.

Technologies: Digital Technologies			HASS P–6	Mathematics
Strand and sub-strand		**Content description**	**Related content**	
Knowledge and understanding	Data representation	represent data as pictures, symbols, numbers and words AC9TDI2K02	**Skills: Questioning and researching** collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or models AC9HS1S02	**Statistics** acquire and record data for categorical variables in various ways including using digital tools, objects, images, drawings, lists, tally marks and symbols AC9M1ST01
Processes and production skills	Generating and designing	follow and describe algorithms involving a sequence of steps, branching (decisions) and iteration (repetition) AC9TDI2P02		**Algebra** recognise, continue and create repeating patterns with numbers, symbols, shapes and objects, identifying the repeating unit AC9M1A02 **Space** give and follow directions to move people and objects to different locations within a space AC9M1SP02

The Arts: Dance

The following table identifies The Arts: Dance-related content in other learning area content descriptions. Strands and sub-strands are only included in the table if related content is available.

The Arts: Dance		Health and Physical Education	Mathematics
Strand	**Content description**	**Related content**	
Developing practices and skills	experiment with ways to move safely and expressively using fundamental movement skills and the elements of dance AC9ADA2D01	**Movement and physical activity: Moving our bodies** practise fundamental movement skills and apply them in a variety of movement situations AC9HP2M01	
Creating and making	use the elements of dance to choreograph dance sequences AC9ADA2C01		**Space** give and follow directions to move people and objects to different locations within a space AC9M1SP02

The Arts: Music

The following table identifies The Arts: Music-related content in other learning area content descriptions. Strands and sub-strands are only included in the table if related content is available.

The Arts: Music		Mathematics
Strand	**Content description**	**Related content**
Creating and making	select and combine elements of music when composing and practising music for performance AC9AMU2C01	**Algebra** recognise, continue and create repeating patterns with numbers, symbols, shapes and objects, identifying the repeating unit AC9M1A02

References

Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum Version 9.0, https://v9.australiancurriculum.edu.au.