VEYLDF Communication Outcome Planning Cycle Resource

Children are effective communicators
Introduction

The Planning Cycle Resource has been designed to:

- demonstrate how the VEYLDF Early Years Planning Cycle can be applied to observe, assess and respond to evidence of children’s learning
- illustrate and provide a model for the teaching of specific concepts to children aged from birth to eight years within everyday learning environments.

Each Planning Cycle Resource is supported by sample evidence markers. It is important to note that learning plans and their sample evidence markers are examples of planning and not comprehensive lists.

Structure of the learning plans

The learning plans in the Planning Cycle Resource are written in everyday language and are structured as follows:

- **Collect Information** – the educator briefly records evidence of a child (or group of children) engaged in an activity that demonstrates child learning.
- **Question/Analyse** – the educator analyses the observation to clarify what the child knows already and what the child may be ready to learn next. The educator then links this information to VEYLDF Outcome Evidence Markers or the first three levels of the Victorian Curriculum F–10 Achievement Standards.
- **Plan** – the educator identifies learning aims that are linked to VEYLDF Evidence Markers or the first three levels of the Victorian Curriculum F–10 Achievement Standards, and writes a brief outline of what the educator will provide to consolidate or extend the child’s learning. This
includes specific vocabulary the educator will model and scaffold. It also includes some open-ended questions the educator may ask to encourage the child (children) to explain or demonstrate their thinking.

- **Act/Do** – the educator sets up and delivers the learning activity, paying attention to the extent to which the child engages with the aims of the learning plan.
- **Reflect/Review** – with the learning aims in mind, the educator evaluates what the child learnt and considers whether to repeat, refine or extend the plan. Alternatively, the educator may choose to keep the learning aims and apply them to other playful activities.
- **Collect Information** – the educator briefly records evidence of a child (or group of children) engaged in the planned learning activity that demonstrates child learning.
- ... and the planning cycle continues.

The learning plans are organised by the age ranges birth to two years, three to five years and six to eight years to make navigation through the document easier.

**Content**

- This Planning Cycle Resource focuses on evidence of science and mathematics to support educators’ understanding of the continuity of learning in these concept areas. It illustrates how knowledge of the trajectory of children’s learning informs an educator’s decision-making: decisions about what is worth noting and observing, and decisions about what could be planned next for children.
- The sample evidence markers reflect science or mathematics concepts for the key components of learning in the VEYLDF Learning and Development Outcome ‘Children are effective communicators’. In turn, these key components of learning are mapped against the achievement standards in the first three levels of the Victorian Curriculum F–10.

**Clear learning aims support assessment and planning**

The learning plans are a useful model for making children’s learning visible. In addition, when educators develop learning aims that are based on evidence of child competency, it is possible to follow a child’s interests while still addressing the planned learning aims. For example, if a learning aim is to support a child’s exploration of the measurement of length using informal units, the learning aim can be achieved regardless of whether the child measures the length of a rug with building blocks or the length of the sandpit using spades.

When educators have clear aims for planned learning activities, it becomes possible for the educator to assess whether, and to what extent, the learning aims are achieved – either during the planned activity or later in the context of a different activity. This equips educators to feel confident about what constitutes evidence of learning. This learning should be documented in order to meet the requirements of the National Quality Standard (in particular 1.2.1, 1.3.1 and 1.3.3). Developing confidence about the learning observed equips educators to make decisions about links to appropriate VEYLDF Learning and Development Outcomes. Alternatively, the educator is equipped to make decisions about which achievement standard of the first three levels of the Victorian Curriculum F–10 the observation is best related to.

The Planning Cycle Resource supports educators’ conversations with families and other professionals. This evidence can be used in discussion with families and other professionals to extend children’s learning in a range of settings, including the home learning environment. This approach strengthens the monitoring of child learning over time by educators and families.
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### Puzzle

**Collect information**

Twenty-month-old Rocco was doing a wooden peg puzzle. He took out each piece in turn, placing the pieces around the edge of the puzzle frame. Then he picked up the first piece he had removed and tried it in the correct space, although he turned around the wrong way. He moved it to each of the other spaces in turn and tried to push it in. ‘Uuuuuh’ he said, in a frustrated tone. ‘Try here again,’ said the adult, guiding the piece to the correct space and rotating it so that it was roughly the right way around. Rocco was able to push it in. He picked up the next piece and tried it in all of the remaining spaces, before again becoming frustrated. The adult helped again in a similar way. This continued until the puzzle was complete. He looked up and smiled.

**Question / Analyse**

Rocco shows that he understands the aim of doing a puzzle – to get the pieces sitting snugly in the correct spaces. He also understands that he has not managed to do this independently, and expresses frustration. When the adult provides encouragement and scaffolding in the form of hints, Rocco is able to complete the task successfully. He communicates his understanding that he has been successful each time by moving on to the next piece and smiling when he finishes.

**VEYLDF Communication Evidence Marker**

- interact with others to explore ideas and concepts, clarify and challenge thinking, negotiate and share new understandings
- exchange ideas, feelings and understandings using language and representations in play

**Aims**

For the learner to:
- practice rotation strategies to complete a puzzle
- choose puzzle pieces that represent the elements of a story

**VEYLDF Communication Evidence Marker**

- actively use, engage with and share the enjoyment of language and texts in a range of ways
- begin to be aware of the relationships between oral, written and visual representations

**Plan**

Make a simple puzzle:

Four strips of thick cardboard or foam, each cut into three jigsaw-like pieces. Make the jigsaw joins different enough so that it’s easy to see when pieces do not fit.

Draw (or print) and stick the following pictures onto the three pieces:
- Strip 1: Papa Bear, Mama Bear and Baby Bear
- Strip 2: Small, medium and large bowls of porridge
- Strip 3: Small, medium and large chairs
- Strip 4: Small, medium and large beds

Make a Goldilocks figure:
- Tell the story of Goldilocks and the Three Bears, putting the puzzles together as you read.

**Act / Do**

The second time you tell the story, hand learners the relevant pieces of the puzzle as they are mentioned in the story, and encourage the learners to place them in the correct sequence to complete the puzzle strip. Assist the learners to fit the puzzle pieces together. Use the Goldilocks figure to animate the story-telling.

As the learners become more familiar with the elements of the story, encourage them to look for the next picture in the sequence, rather than handing puzzle pieces to them.

Draw the learner’s attention to the attributes of the shapes such as corners, edges, curves, straight lines.

If necessary, show the learners how to rotate, flip and slide the pieces to line them up correctly.

**Vocabulary**

- turn, flip, slide, curve, straight, corner

**Reflect / Review**

Look back at the aims of this learning experience to guide your reflection/review.

- Did the learners achieve the aims of your learning experience?
- Are puzzles being used intentionally as teaching and learning tools in your setting?

Consider how collaborative puzzle building would provide opportunities for you to model directional and positional language.

What will you plan next to consolidate or extend this learning?
Waving

<table>
<thead>
<tr>
<th>Collect information</th>
<th>Whenever the mother of 18-month-old Dina arrived at childcare to pick her up at the end of the day, Dina immediately waved to the teacher.</th>
</tr>
</thead>
</table>
| Question / Analyse | Dina has noticed patterns and routines of her everyday life. She seems to know that soon after her mother arrives, they will leave childcare and her teacher won’t go with her. She also seems to know that waving is part of greeting routines used in goodbyes.  
**VEYLDF Communication Evidence Marker**  
- notice and predict the patterns of regular routines and the passing of time |
| Aims | For the learner to:  
- acquire vocabulary relating to time such as later and soon  
**VEYLDF Communication Evidence Marker**  
- notice and predict the patterns of regular routines and the passage of time |
| Plan | Plan to consolidate the vocabulary and communication behaviours that Dina encounters during greetings. Wave back, and say goodbye in several different ways, For example, ‘Goodbye!’ and ‘See you tomorrow!’ Also, support the learner’s understanding of the sequences within a day. |
| Act / Do | Each day, draw attention to aspects of Dina’s day, and link them to the sequence of the day’s routines. For example, say, ‘We can go outside and play in the sandpit soon!’ While Dina is eating her morning tea, say ‘After morning tea, we will play in the sandpit!’  
Ask, ‘After we’ve washed our hands, what do we do next?’  
When other learners’ parents arrive, remind Dina, ‘Your mum will be here soon!’  
**Vocabulary** later, soon, before, after, next |
| Reflect / Review | Look back at the aims of this learning experience to guide your reflection/review.  
- Is there evidence that Dina understands ‘soon’ and ‘later’?  
- Does she generalise waving behaviours to other arrivals and departures?  
What will you plan next to consolidate or extend this learning? |
**Up I go!**

<table>
<thead>
<tr>
<th>Collect information</th>
<th>Stella is two years and six months old. She was walking in the outdoor area with her friend when she stepped carefully off a low, wide ledge surrounding the paved area. ‘Down I go,’ she said. She walked across to the other end of the ledge. ‘Up I go,’ she said before she stepped up onto it. Then she started walking along the ledge to the end again.</th>
</tr>
</thead>
</table>
| Question / Analyse | Stella exhibits knowledge of the directional terms ‘up’ and ‘down’ and uses them accurately to describe her own actions. **VEYLDF Communication Evidence Marker**  
• interact with others to explore ideas and concepts, clarify and challenge thinking, negotiate and share new understandings |
| Aims | For the learner to:  
• use and respond to directional and locational language  
**VEYLDF Communication Evidence Marker**  
• draw on memory of a sequence to complete a task  
• interact with others to explore ideas and concepts, clarify and challenge thinking, negotiate and share new understandings |
| Plan | Invite Stella and her friend to set up an obstacle course with you, using a range of materials such as tunnels, ramps, hoops and steps.  
As you set up the course together, model directional and positional language to describe the actions needed to complete each obstacle. For example, ask, ‘When the children have gone through the tunnel, what will they do next? Will they go over a bridge?’ |
| Act / Do | Try to make up a simple, repetitive or rhyming chant for each obstacle. For example, ‘Up, up, up the ramp, don’t get your toes damp! Over the wooden plank we go – doesn’t matter if you’re fast or slow. Jump off the fallen log – watch out for the frog!’  
Use the rhymes to reinforce directional and positional language by repeating them as learners complete the obstacle course. If you don’t have rhymes, narrate their course as they move through it, being sure to use plenty of the directional/positional terms below: ‘First, you walk along the plank, now you are walking up the ramp.’  
**Vocabulary** up, down, above, below, under, over, before, after, along, through, behind, in front of, high, low, beginning/start, end, forwards, backwards, sideways, beginning, end |
| Reflect / Review | Look back at the aims of this learning experience to guide your reflection/review.  
• Did learners show understanding of terms such as ‘beginning,’ ‘end’, ‘before’ and ‘after’?  
• How did they demonstrate this understanding – did they use the words or did they move in a way that showed you they understood the words?  
• Did you see the children transfer the vocabulary used here to other contexts such as while reading a book or building a waterway in the sandpit?  
What will you plan next to consolidate or extend this learning? |
**Fruit and veg**

<table>
<thead>
<tr>
<th>Collect information</th>
<th>Zain is nearly three years old. He sat in the garden looking at a cherry tomato he had just picked from the edible garden. He looked at the tomato very closely before taking a bite. Then he carefully touched the seeds in the tomato before putting the rest in his mouth. The teacher asked him what it tasted like. Zain said, ‘Juicy!’</th>
</tr>
</thead>
</table>
| Question / Analyse | Zain shows signs of being interested in the parts of the tomato. He is also exploring the world using more than one of his senses – he looks very closely and shows interest in the taste. **VEYLDF Communication Evidence Marker**
- respond verbally and non-verbally to what they see, hear, touch, feel and taste
- attend and give cultural cues that they are listening to and understanding what is being said to them |
| Aims | For the learner to:
- sort chopped-up fruits and vegetables into parts we eat and parts we don’t
- rehearse descriptive vocabulary **VEYLDF Communication Evidence Marker**
- respond verbally and non-verbally to what they see, hear, touch, feel and taste
- attend and give cultural cues that they are listening to and understanding what is being said to them
- begin to sort, categorise, order and compare collections and events and attributes of objects and materials in their social and natural worlds

Invite Zain and one or two other learners to help you chop a variety of fruits and vegetables for the learners to eat at morning tea. |
| Act / Do | Give each learner their own fruit and vegetables to chop and point the differences and similarities between the fruit and vegetables as they chop them. Encourage the learners to taste the fruit and vegetables that they are chopping. Encourage the learners to describe the textures and flavours. Sort the parts of the fruits and vegetables according to the parts we eat and the parts we don’t eat. You can do this by having a scraps bowl nearby. Talk about why we don’t eat some parts of the fruit and vegetables – they’re too tough or woody, or they’re not the healthy part.

Ask the learners what we could do instead with the parts that we don’t eat. **Vocabulary** hard, soft, crunchy, juicy, smooth, rough, spiky, shiny, hairy |
| Reflect / Review | Look back at the aims of this learning experience to guide your reflection/review.
- Were the learners able to sort the chopped-up fruit and vegetables into edible and inedible parts?
- Did the learners use the descriptive vocabulary that you modelled?
- Could this be a regular activity that you do with small groups of learners every day?
- Did you observe the learners using the words they learnt in this task to other foods they ate during the day?
- This learning experience required the learners to categorise. Could you support categorising skills in other ways, such as sorting soft toys and hard toys into different groups?

What will you plan next to consolidate or extend this learning? |
<table>
<thead>
<tr>
<th>Collect information</th>
<th>Everyone was getting ready to go outside when 22-month old Sakura went to the pockets containing learners' hats and retrieved her hat. 'Mine,' she said, putting it on. She looked at the photographs on the pockets before retrieving another learner's hat and took it to him. 'Sam hat,' she said. Then she retrieved the educator's hat from the pocket with his photograph and gave it to him. 'Du-art hat. Big hat,' she said.</th>
</tr>
</thead>
</table>
| Question / Analyse | Sakura is demonstrating understanding of one-to-one correspondence – she systematically gives one hat to each person.  
**VEYLDF Communication Evidence Marker**  
- begin to sort, categorise, order and compare collections and events and attributes of objects and materials in their social and natural worlds  
- use language to communicate thinking about quantities to describe attributes of objects and collections, and to explain mathematical ideas |
| Aims | For the learner to:  
- rehearse counting skills using 1:1 correspondence  
**VEYLDF Communication Evidence Marker**  
- use language to communicate thinking about quantities to describe attributes of objects and collections, and to explain mathematical ideas  
Introduce a toy cake to the home corner. |
| Act / Do | Play a game with Sakura and a small group of learners. Count the pieces of cake modelling the number words with 1:1 correspondence. Count the learners.  
Give each learner (doll or teddy) one piece of cake, saying, ‘One, two, three...’ slowly and deliberately. Ask: ‘Are there enough pieces for everyone?’  
Ask: ‘Are there any pieces left? How many do we have?’ (If applicable, count the leftover slices of cake slowly and deliberately.)  
**Vocabulary** number words, each, same, different, enough |
| Reflect / Review | Look back at the aims of this learning experience to guide your reflection/review.  
- Which learners joined in with the counting?  
- Did any of the learners count independently, associating one number word with one segment?  
- How many number words did they use?  
What will you plan next to consolidate or extend this learning? |
Shells

<table>
<thead>
<tr>
<th>Collect information</th>
<th>Hazel and Sebastian were playing together in the garden, looking at a pile of shells. A teacher overheard Hazel saying, 'These shells are the same. They're white and they look like fans.' Sebastian replied, 'This one is like a snail's shell.'</th>
</tr>
</thead>
</table>
| Question / Analyse | Hazel appears to understand the concept of ‘same’. Hazel has identified and grouped some of the shells according to their colour and shape. Both learners compare the shell shapes with familiar everyday objects. VEYLDF Communication Evidence Marker
  - respond verbally and non-verbally to what they see, hear, touch, feel and taste
  - begin to sort, categorise, order and compare collections and events and attributes of objects and materials in their social and natural worlds |
| Aims | For the learner to:
  - identify shapes and patterns found in nature and natural materials
  - sort materials according to shape, pattern or other features identified by the learners
  - learn new words to describe shapes and patterns VEYLDF Communication Evidence Marker
  - begin to recognise patterns and relationships and the connections between them
  - use language to communicate thinking about quantities, to describe attributes of objects and collections, and to explain mathematical ideas Assemble a few natural materials such as a straight stick, a curved stick, some leaves of different shapes, rocks, pinecones or other seed pods. |
| Plan | Invite Hazel and Sebastian to look at the materials with you. Discuss them with the learners, asking them what they notice about the natural materials. As the learners use describing words, write the words on a large piece of paper and place the relevant objects underneath the words. In this way, you are helping the learners to create categories. It may be helpful to draw a symbol to reflect the attribute they have named. That is, write ‘circle’ and invite the learner to draw a circle next to the word, or write ‘fan’ and draw a fan. If learners continue to show engagement and enthusiasm, invite them to go on a treasure hunt outside to bring back more examples of materials with the listed shapes, features and patterns. See if they can find at least one of each category. After the treasure hunt, work with the learners to decide which category the objects they have collected belong in. Should any of them be moved to a different category? For example, there may be a round leaf that also has spots. Discuss where it belongs. Ask open-ended questions like, ‘What could we do if an object belongs in two categories?’ If there are more objects in one category than another, ask the learners what may be the reason for this. Vocabulary stripe, spot, line, spiral, curvy, straight, corner, side, edge, long, short, rough, smooth |
| Act / Do | Look back at the aims of this learning experience to guide your reflection/review.
  - Which shape and pattern vocabulary seemed new to the learners?
  - Were the learners able to allocate objects to categories independently once they had identified different shapes or patterns, or did they require your support? What will you plan next to consolidate or extend this learning? |
| Reflect / Review | |
## Block story

<table>
<thead>
<tr>
<th>Collect information</th>
<th>Adjo is nearly five years old. He spends a lot of time playing in the block corner, building very similar structures. His structures often include roads and he often drives cars along his roads. When he builds with a friend, he is very determined about where the road should go and you have noticed that his friends move away after a few minutes. Adjo often narrates his games as he plays.</th>
</tr>
</thead>
</table>
| Question / Analyse | Adjo enjoys playing with blocks and incorporates cars in his play. As his block constructions are very similar each time, joining in to extend his play to include other structures may support opportunities for Adjo to express more ideas and use a wider vocabulary in his play.  
**VEYLDF Communication Evidence Marker**  
- interact with others to explore ideas and concepts  
- exchange ideas, feelings and understandings using language and representations in play. |
| Aims | For the learner to:  
- extend Adjo’s play by incorporating new structures in his block constructions  
- incorporate more directional and locational concepts and vocabulary in his play  
- engage with one other learner for a few minutes, incorporating one of the learner’s suggestions in their play  
**VEYLDF Communication Evidence Marker**  
- use the creative arts, such as drawing, painting, sculpture, drama, dance, movement, music and storytelling, to express ideas and make meaning  
- express ideas and feelings and understand and respect the perspectives of others  
Block play can support planning, problem-solving and design skills. Collaborative block play provides opportunities for learners to exchange ideas using language, to negotiate differences in opinions. By joining in with learners’ play, educators can facilitate perspective-taking, encourage more creative thinking and encourage learners to explain their thinking.  
This plan could be enacted with a large group, a small group or an individual learner. For a whole group, it may be best to set up the blocks ahead of the story reading, but with a small group you could build the structures together, as suggested below. |
| Act / Do | Read the book *Rosie’s Walk*, by Pat Hutchins, with the learners in the block corner. Have a toy chicken and fox represent Rosie and the fox in the story. As you come to each location, build a block structure that requires Rosie to act out what happens in the story. Offer support by asking questions and making suggestions.  
Encourage learners to build structures that are in proportion to the chicken and fox. This is about encouraging learners to think about the relative sizes of a chicken, a mill or a haystack. Use the pictures in the book to support their thinking.  
Ask open-ended questions such as, ‘How could we make a pond/mill/haystack with blocks? What shape would the pond be? How about you show Rosie going around the pond? What happens to the fox? Does it go around the pond too? What does it do instead?’  
**Vocabulary** around, through, across, under, over, between, behind, in front of  
Other books with spatial concepts that can be used in a similar way:  
- *We’re Going on a Bear Hunt*, by Michael Rosen and Helen Oxenbury  
- *Where the Forest meets the Sea*, by Jeannie Baker |
| Reflect / Review | Look back at the aims of this learning experience to guide your reflection/review.  
- After the learning experience, observe Adjo’s block play. Does he use blocks in more varied ways? Does he use new vocabulary?  
What will you plan next to consolidate or extend this learning? |
Hearts

Collect information

Four-year-old Evie was painting hearts all over a large piece of paper on an easel. ‘I've got so many hearts on mine – maybe 50!’ she said to her six-year-old sister, Zara. ‘One, two, three, four, five, six, seven, eight, 11, 12, 27, 22, 65, 50!’ she said, very quickly, as she pointed with her paintbrush at the hearts on her paper. She said the number words one to eight as she pointed to the first eight hearts, and then waved it quickly over the other hearts as she continued saying number words. Zara shook her head. ‘That's not how you count,’ she said, and proceeded to count the hearts, pointing to each heart in turn and assigning it a number. She counted correctly to identify that Evie had painted 23 hearts. ‘There's only 23, not 50,’ she said.

Question / Analyse

- See Planning Cycle Resource for 3-5 years – Learning Outcome: Hearts for another planning direction for Evie
- See Planning Cycle Resource for 6-8 years – Communication Outcome: Hearts for analysis and planning for Zara

Evie spontaneously uses counting and numbers in her play, and is beginning to experiment with estimation, using counting as a strategy to check her estimation. She also knows that ‘50’ is ‘many’. She counts to eight, using one-to-one correspondence. She has some knowledge of larger number words like 20, 50 and 60. She counted very quickly.

VEYLDF Communication Evidence Marker
- take on roles of literacy and numeracy users in their play

Plan

Aims
For the learner to:
- count accurately to 10

VEYLDF Communication Evidence Marker
- use language to communicate thinking about quantities, to describe attributes of objects and collections, and to explain mathematical ideas

Find multiple ways to encourage Evie to count to 10 in a purposeful way.

Act / Do

Invite Evie to be your helper when you set out the mats for children to sit on at group time. Give Evie 10 mats and ask her to count them to check as she places them on the ground. Ask her if she thinks you need more mats. Hand her more mats and encourage her to count again.

Find multiple opportunities to support Evie’s counting skills, gradually increasing how far she counts to 10, then 15, then 20 and beyond.

Observe carefully, encouraging Evie to point to each object, or to move the objects as she counts them to indicate that they have already been counted. Evie has demonstrated very fast counting in the observation above – encourage her to take her time for accuracy. If she counts very quickly again, encourage her to count again to check.

Vocabulary number words, more, less, line, row, last, first

Reflect / Review

Look back at the aims of this learning experience to guide your reflection/review.
- Did you achieve the aims of this learning experience?
What will you plan next to consolidate or extend this learning?
**Memory game**

<table>
<thead>
<tr>
<th>Collect information</th>
<th>For the past week, the learners have been gathering on the mat for a story before lunch. At the end of the story, the teacher gives instructions in the same order to each learner, saying: 'Wash your hands, get your lunchbox and drink bottle, and come back to the mat to eat'. Lalita nods to the educator, but she has consistently forgotten at least one of the three steps each day.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question / Analyse</td>
<td>Lalita skips one step from a three-step sequence. <strong>VEYLDF Communication Evidence Marker</strong>  - attend and give cultural cues that they are listening to and understanding what is said to them  - draw on memory of a sequence to complete a task</td>
</tr>
<tr>
<td>Plan</td>
<td><strong>Aims</strong>  For the learner to:  - remember and correctly follow one-, two- and three-step sets of instructions  - give one- and two-step instructions <strong>VEYLDF Communication Evidence Marker</strong>  - attend and give cultural cues that they are listening to and understanding what is said to them  - draw on memory of a sequence to complete a task <strong>Materials</strong>  3 wax crayons (different colours)  3 small toys (preferably the same toy in different colours)  3 different-coloured pieces of paper or boxes  (Improvise with whatever you have to hand.)  Invite the children to play a memory game.</td>
</tr>
</tbody>
</table>
| Act / Do | **Step 1:** Check that each player knows the colours and names of each object.  **Step 2:** First, give a one-step instruction such as ‘Put the blue bear on the green paper’.
**Step 3:** Check the learner’s success in remembering, say what they did (‘You put the blue bear on the green paper!’).
**Step 4:** Repeat Steps 2 and 3 with a range of one-step instructions.
**Step 5:** After observing the learners’ success with one-step instructions, if appropriate, progress to two-step instructions, such as: ‘Pass me the red bear and then put the green pencil on the green paper.’
**Step 6:** Check the learner’s success in remembering, and say what they did.
If appropriate, progress to three-step instructions such as, ‘Can you put the yellow bear under the yellow cup, the red pencil on the red paper and then put the orange paper in the orange cup?’
Tailor the support you provide to the learners’ ability.
To scaffold learners, use gesture to point to each object and to indicate where to put it while you speak. Gestures are very helpful for spatial learning and teaching.
Encourage the learners to lead the memory game. **Variation**
Play this as a barrier game, with players on either side of a barrier set up so that learners cannot see their partner’s play space. Take turns to give a description such as, ‘I’m putting the blue bear in the green box’ and the other player has to do the same. Lift the barrier to check. Start with one-step directions, and then progress to two or more steps. When learners are giving instructions, encourage the use of full sentences. **Vocabulary** first, second, third |
| Reflect / Review | Look back at the aims of this learning experience to guide your reflection/review.  - Did you achieve the aims of this learning experience?  - Did you observe differences in children’s ability to give and follow instructions?  - Did you observe much variability in learners’ ability to give and follow instructions?  - If you used gesture, did this help learners to follow the instructions?  What will you plan next to consolidate this learning? |
Measuring a rocket

<table>
<thead>
<tr>
<th>Collect information</th>
<th>Louis was playing with magnetic tiles on the floor, sticking them together in one long line. From time to time, Louis would lie down and compare the length of the line with the length of his body. A teacher sat down with Louis and asked him about what he was doing. ‘I’m making a rocket but it’s not tall enough yet,’ said Louis. ‘I need to be able to fit inside.’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question / Analyse</td>
<td>Louis shows knowledge of measurement of length and size, and uses a process of direct comparison and experimentation involving trying, checking and adjusting to solve his problem. Louis uses the word ‘tall’ to describe his rocket even though it is being built horizontally. This is perhaps because he is comparing his height with the length of the rocket and he knows that he is described as being tall, not long. Real rockets are also upright, and would be described as tall in real life. VEYLDF Communication Evidence Marker • use language and representations from play, music and art to share and project meaning</td>
</tr>
<tr>
<td>Aims</td>
<td>For the learner to: • use words to describe size appropriately to describe structures and toys VEYLDF Communication Evidence Marker • demonstrate an increasing understanding of measurement and number using vocabulary to describe size, length, volume, capacity and names of number</td>
</tr>
<tr>
<td>Plan</td>
<td>Gather a group of toys of different sizes, for example, a tall giraffe, a short echidna, a thin flamingo, a wide hippopotamus, a long snake, a tiny mouse. Using Louis’ interest in rockets may be a good hook to entice him to play, but you can adapt this to make whatever structures you like. Introduce the activity with a simple story. The toys are going to a party on the moon, and they each need a spaceship to take them there. Will the learners help to build the spaceships? Encourage the learners to build a rocket using blocks for each toy. They could work together or you could ask each learner to build an appropriate structure for one toy.</td>
</tr>
<tr>
<td>Act / Do</td>
<td>Discuss the features of each structure as you go. Ask open-ended questions such as, ‘How could you test whether the spaceship is big enough? Is the spaceship too big? If it’s bigger than it needs to be, could you fit more than one toy inside it? Could we all work together to build one spaceship for all the toys?’ You could introduce number words to this activity as well, comparing how many blocks wide/tall/long each structure is. Vocabulary tall, short, narrow, wide, long, small, large, little, big, bigger, biggest</td>
</tr>
<tr>
<td>Reflect / Review</td>
<td>Look back at the aims of this learning experience to guide your reflection/review. • What strategies did the learners use to decide how big the rockets needed to be? • Did learners estimate before building their rockets? What strategies did learners use to test their estimations? • Did learners use tools to measure their rockets - informal (sticks, blocks) or formal (rulers, measuring tapes)? • Did learners use vocabulary relating to size appropriately? What will you plan next to consolidate this learning?</td>
</tr>
</tbody>
</table>
Hearts

Four-year-old Evie was painting hearts all over a large piece of paper on an easel. ‘I’ve got so many hearts on mine – maybe 50!’ she said to her six-year-old sister, Zara. ‘One, two, three, four, five, six, seven, eight, 11, 12, 27, 22, 65, 50!’ she said, very quickly, pointing with her paintbrush and waving it quickly over the hearts. Zara shook her head. ‘That’s not how you count,’ she said, and proceeded to count the hearts, pointing to each heart in turn and assigning it a number. She counted correctly to identify that Evie had painted 23 hearts. ‘There’s only 23, not 50,’ she said.

**Question / Analyse**
- See Planning Cycle Resource 3 – 5 years, Learning context: Hearts for analysis and planning for Evie.

Zara counts to 23 confidently, and demonstrates an understanding of 1:1 correspondence – she points to each heart once and only once to assign a number. She demonstrates an understanding of cardinality: she stops at 23 and knows that this is the total number of hearts. She also knows that 50 is a larger number than 23: there are only 23 hearts.

**VEYLDF Communication Evidence Marker**
- use language to communicate thinking about quantities to describe attributes of objects and collections, and to explain mathematical ideas

**Aims**
For the learner to:
- add the numbers on two dice
- demonstrate strategies used to add two numbers
- demonstrate ability to count beyond 20

**VEYLDF Communication Evidence Marker**
- use language to communicate thinking about quantities to describe attributes of objects and collections, and to explain mathematical ideas

**Victorian Curriculum F–10**
- Represent practical situations to model addition and subtraction (VCMNA073)

We know that Zara is confident counting up to 23. We do not know whether she is able to add two numbers. This learning experience is planned to provide opportunities for the teacher to observe what strategies Zara uses to add two numbers together in order to plan further opportunities to consolidate or extend her addition skills.

This game works best if played with a small group of learners – at least two, but no more than five players altogether. You will need a large number of counters and two dice.

**Act / Do**
Place the counters in the centre of the table. Each player takes a turn, rolling both dice and saying what number they rolled. The teacher observes whether the learners subitise or count the dots to calculate the total number rolled. Learners then take the corresponding number of counters from the ‘treasure’ in the centre of the table. After each player has had a turn, ask the learners to say who has the most, who has the least, and how they know the answers to these questions.

Each player then takes a second turn and the steps of the game are repeated. This time, the maximum number of counters in front of each learner will be 24.

Use your professional judgment in deciding whether to ask the players to return their treasure to the centre of the table, or to take a third turn (maximum number of counters will be 36).

**Vocabulary**
- number words, more than, less than, same as, add

**Reflect / Review**
Look back at the aims of this learning experience to guide your reflection/review.
- When Zara added the numbers on the dice, what strategies did you observe her using?
- What strategies did you observe other learners using?
- Did you observe differences in the strategies and counting skills demonstrated by the learners who played at the same time? How will this impact on how you group learners to play this game together in future?
- How could you adapt this game to support children rehearsing subtraction?

What will you plan next to consolidate this learning?
## Catapult

<table>
<thead>
<tr>
<th>Collect information</th>
<th>Olivia and Will are applying force to one object to make other objects move. They also show knowledge of measurement, using the vocabulary of comparison: 'far' and 'further'.</th>
</tr>
</thead>
</table>
| **Question / Analyse** | VEYLDF Communication Evidence Marker  
• engage in enjoyable reciprocal interactions using verbal and non-verbal language  
• demonstrate an increasing understanding of measurement and number using vocabulary to describe size, length, volume, capacity and names of numbers  
Victoria Curriculum F–10 – Design and Technologies  
• Explore how technologies use forces to create movement in designed solutions (VCDSTC014)  
Victoria Curriculum F–10 – Maths  
• Measure and compare the lengths, masses and capacities of pairs of objects using uniform informal units (VCMMG095) |
| **Plan** | Aims  
For the learner to:  
• experiment with using simple machines to exert force on other objects  
• measure and compare distances travelled by object  
VEYLDF Communication Evidence Marker  
• demonstrate an increasing understanding of measurement and number using vocabulary to describe size, length, volume, capacity and names of numbers  
Victoria Curriculum F–10 – Design and Technologies  
• Explore how technologies use forces to create movement in designed solutions (VCDSTC014)  
Victoria Curriculum F–10 – Maths  
• Measure and compare the lengths, masses and capacities of pairs of objects using uniform informal units (VCMMG095)  
Identify a safe area in which this learning experience can take place. Discuss safety considerations with the learners, specifically that only soft objects will be used with the catapults.  
Create a few simple catapults using sturdy cardboard tubes and flexible rulers. Use something light and soft to catapult, like small pompoms.  
Have learners work in pairs. Each pair has one catapult, one pompom, and a roll of string or coloured ribbon. (Comparison of distances travelled is easier if each pair has different coloured ribbon.)  
| **Act / Do** | Each learner takes a turn to catapult a pompom as far as they can.  
After each turn, learners measure the distance the pompom travelled using the string or ribbon, cutting a length of ribbon to represent their throw. You may choose to introduce formal measurement using tape measures or rulers as well.  
After each learner has taken a turn, line the lengths of ribbon up. Compare the lengths of the distances travelled by the pompoms. Paste the lengths of ribbon on a sheet of paper, ranked from shortest to longest. Display this on the wall and use it as an opportunity to have conversations about the learning experience. Ask open-ended questions like, ‘Why did some pompoms travel further than others?’ and, ‘What could you do to make your pompom travel further?’  
**Vocabulary** near, far, long, longer, longest, short, shorter, shortest, propel, force, catapult |
<table>
<thead>
<tr>
<th>Reflect / Review</th>
<th>Look back at the aims of this learning experience to guide your reflection/review.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Did the learners achieve the aims you set for this learning experience?</td>
</tr>
<tr>
<td></td>
<td>- Did you observe differences in the measurement strategies demonstrated by the learners who played at the same time? How will this impact on how you group learners to play this game together in future?</td>
</tr>
<tr>
<td></td>
<td>- What measurement ‘rules’ do you need to consolidate? For example, length is a fixed distance between two points.</td>
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<tr>
<td></td>
<td>- Did you observe differences in the understanding of the concept of force demonstrated by the learners who played at the same time? How will this impact on how you group learners to play this game together in future?</td>
</tr>
</tbody>
</table>

What will you plan next to consolidate this learning?
Card play

In the playground, a teacher on yard duty overheard two Grade 2 learners negotiating to swap some trading cards.

'I'll give you two of my silver ones for your gold one,' said Ethan.

'I already have that silver one. Will you give me another silver one as well?' asked Emily.

'No way! Three silver ones are way too many for one gold,' said Ethan.

'I'll give you a black one as well as the gold one,' suggested Emily.

The trade was made, and both learners seemed happy.

Play with cards such as these goes in and out of fashion, but in trading games, the learners attribute value to the objects that they trade and in this way, the objects are a form of ‘currency’.

Take on roles of literacy and numeracy users in their play

For the learner to:

• develop a currency system based on the value of swap cards
• represent the value of their cards using numbers and other symbols

Use language to communicate thinking about quantities to describe attributes of objects and collections, and to explain mathematical ideas

• recognise, model, represent and order numbers to at least 1000 (VCMNA104)
• recognise and represent multiplication as repeated addition, groups and arrays (VCMNA108)

Discuss what criteria the learners believe should be applied to determine the cards’ value and ask learners to justify their thinking. For example, as there are fewer gold cards in circulation than other colours, they may be worth 100. Silver may be worth 50 and black cards may be worth 10 (because there are lots in circulation).

Ask groups of learners with the same cards to develop charts that reflect the value of their cards to display in the classroom.

Ask the learners to work out as many ways as they can to represent the numbers you give them. For example, 1000 = 10 gold cards, or 5 gold cards + 8 silver cards + 10 black cards. Have the learners check each other’s calculations.

Ask the learners to record the value of their cards in their workbooks and then have each learner work out the total value of their own cards, showing their working. Then, ask the learners to find the person in the class with the closest total value. The learners check each other’s calculations and then develop a way to represent the total joint value of their cards. Ask the learners to explain their thinking to the class.

Number words, value, amount, equal, same, more, less

Look back at the aims of this learning experience to guide your reflection/review.

• In this game, the learners used swap cards as a means of working with values that were multiples of 10. How effective were the cards in supporting the learners to represent the value of their cards using numbers and other symbols?
• To what extent did this learning experience encourage creative thinking and mathematics talk?

What will you plan next to consolidate this learning?
Water

| Collect information | During a lesson using ice cubes, George said to his friend, ‘Ice is just frozen water.’

'I know,' said Tom. ‘You just put it in the freezer and it goes hard. Why does it even do that?’ |
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Question / Analyse</td>
<td>Tom and George both appear to understand that water can exist in different states: solid, liquid or gas and that they can change from one to another. Tom appears to be eager to find out why/how water changes states.</td>
</tr>
</tbody>
</table>
| VEYLDF Communication Evidence Marker | • show increasing knowledge, understanding and skill in conveying meaning
• contribute their ideas and experiences in play and small and large group discussion |
| Plan | Aims
For the learner to:
• investigate three states of water: solid, liquid and gas, and what makes water change states
• role play being water molecules in the three different states
VEYLDF Communication Evidence Marker
• use the creative arts, such as drawing, painting, sculpture, drama, dance, movement, music and storytelling, to express ideas and make meaning
Victorian Curriculum F–10 – Science
• Everyday materials can be physically changed or combined with other materials in a variety of ways for particular purposes (VCSSU045)
Use a big space for this lesson – a basketball court is perfect.
Revise what the class knows about the states of water. Do they know that water can be a liquid, solid or gas? Do they know the names of these three states (water, ice and vapour)? What do they know about how water gets to these states? Lead the conversation to temperature, boiling and freezing. Explain that water is made up of lots and lots of tiny parts called molecules. |
| Act / Do | Invite the learners to stand up and become water molecules.
First, they will be water vapour. Explain that it is boiling hot and get the learners to move as far apart from each other as they can, arms outstretched, within the boundaries of the basketball court. Then have them walk fast or run in straight lines. When they come to the edge of the basketball court, they have to turn around and go in a different direction.
Next, explain that they are feeling cooler. They change state and become liquid: water. Use a small section of the court as the new boundary. All of the learners stay in one half of the section, about one arms-length apart, and move slowly past each other.
Finally, explain that it is freezing cold. The learners should stand as close to each other as they can, packed in lines in a very small space. They can move a little bit on the spot, but should stay reasonably still.
After you’ve rehearsed the three states, play a game in which music with three different tempos (fast, medium, slow) represent the different states of water. As you switch between fast, medium and slow music, the learners switch between the states as they have just practised.
Afterwards, learners draw representations of water molecules in the three different states using dots inside squares. They also write a short sentence describing what the molecules do (or look like) in each state.
Ask open-ended questions such as, ‘Why did we water vapour molecules need more space?’
Vocabulary state, liquid, solid, gas, vapour, change, molecule, temperature, freeze, boil, fast, slow, close together, far apart |
| Reflect / Review | Look back at the aims of this learning experience to guide your reflection/review.
• Were learners able to represent the water molecules on paper independently, or did they need support for this?
• What other science concepts could be role played by the class?
What will you plan next to consolidate this learning? |
Lego patterns

<table>
<thead>
<tr>
<th>Collect information</th>
<th>The Year One class was using Lego bricks for a maths task. Lamia put together a green, a red and a blue brick. ‘Look, I made a pattern!’ she said to her friend.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question / Analyse</td>
<td>To make a repeating pattern, there needs to be at least two repeating sequences, for example: red, blue, then red, blue. However, Lamia appears to think that a pattern is something like a row of items in a number of different colours. In order to support her learning, it is important to develop her understanding of what a pattern is, as well as what it is not. Although her understanding of patterns is still developing, Lamia communicates her mathematical knowledge voluntarily and with confidence to her friend. VEYLDF Communication Evidence Marker • interact with others to explore ideas and concepts, clarify and challenge thinking, negotiate and share new understandings</td>
</tr>
<tr>
<td>Aims</td>
<td>For the learner to: • make patterns of repeated sequences of colours • identify when a sequence of colours can be called a pattern VEYLDF Communication Evidence Marker • begin to recognise patterns and relationships and the connections between them • begin to sort, categorise, order and compare collections and events and attributes of objects and materials in their social and natural worlds Victorian Curriculum F–10 – Science • Respond to and pose questions, and make predictions about familiar objects and events (VCSIS050) Victorian Curriculum F–10 – Maths • Investigate and describe number patterns formed by skip counting and patterns with objects (VCMNA093)</td>
</tr>
<tr>
<td>Plan</td>
<td>Start off by asking the whole class what they think a pattern is. Write down key words and concepts as well as any pattern examples they suggest. Then, invite four learners up to the front of the class. Each learner chooses one Lego block from two possible colours. Ask the children to face the class and, by holding their Lego blocks in front of them, to make a pattern. Ask the group whether the two learners holding the red pieces are making a pattern. Ask the learners how we could make a pattern using the two red pieces and two blue pieces. Highlight that in order to be a pattern, the sequence needs to be repeated at least twice (e.g. red, blue, red, blue). A repeating pattern is more than alternating colours – it is the repetition in the structure that enable us to predict what comes next. Make this obvious by asking the learners holding a red Lego piece and a blue Lego piece to stand together, with a small gap between the next two learners holding a red Lego and a blue Lego. Next, invite all the learners to collect 6-10 pieces of Lego each in two colours. (You could extend some learners by asking them to use more colours.) Each learner then creates a Lego tower pattern using their bricks. Ask students to find a partner to check they have made a pattern and suggest they explain their pattern to the other person. Provide an opportunity for some learners to share their patterns with the class, highlighting the structure of the pattern and the number of colours in each sequence. Ask the learners to identify how many repetitions make up the pattern. Verbalise these sequences examples (red, blue, green),(red, blue, green) – this is the red, blue, green sequence repeated twice. Learners can record their patterns by drawing/colouring in squares to represent the pattern they created.</td>
</tr>
<tr>
<td>Act / Do</td>
<td>Make sure that Lamia has an opportunity to answer questions throughout the discussion. Observe whether Lamia is creating patterns using Lego bricks after the initial class discussion. Look for evidence of her growing understanding of the elements of a pattern in the tower she builds and in the pattern that she draws. If Lamia is finding the patterning work challenging, additional demonstration and examples may need to be provided individually or in a small group. Encourage learners to look for patterns in the environment in made objects and the natural world. Vocabulary sequence, repetition, repeat</td>
</tr>
</tbody>
</table>
Look back at the aims of this learning experience to guide your reflection/review.

- Were learners able to identify the point at which the sequence becomes a pattern? Do any of the learners need more practice?
- Were some of the learners about to use three and four colours in their pattern? How could you include other ways of making patterns like music and body movements?

What will you plan next to consolidate this learning?
## Sample Evidence Markers: Communication

**Children interact verbally and non-verbally with others for a range of purposes**

<table>
<thead>
<tr>
<th>VEYLF</th>
<th>Victorian Curriculum: Level F-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>VEYLDF</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>This is evident, for example, when children:</th>
<th>This develops, for example, when students:</th>
</tr>
</thead>
</table>

**Demonstrate an increasing understanding of measurement and number using vocabulary to describe size, length, volume, capacity and names of numbers**

**Mathematics**
Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language (F) (VCMMG078)

**Measure and compare the lengths, masses and capacities of pairs of objects using uniform informal units (L1) (VCMMG095)**

**Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units (L2) (VCMMG115)**

**Science**
Use informal measurements in the collection and recording of observations (F-L2) (VCSIS052)

**Use language to communicate thinking about quantities to describe attributes of objects and collections, and to explain mathematical ideas**

**Mathematics**
Compare, order and make correspondences between collections, initially to 20, and explain reasoning (F) (VCMNA072)

**Count collections to 100 by partitioning numbers using place value (L1) (VCMNA088)**

**Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting (L2) (VCMNA105)**

**Design and Technologies**
Explore the characteristics and properties of materials and components that are used to create designed solutions (F-L2) (VCDSTC017)
### Children engage with a range of texts and get meaning from these texts

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Mathematics</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Establish understanding of the language and processes of counting</strong> by naming numbers in sequences, initially to and from 20, moving from any starting point (F) (VCMNA069)</td>
<td><strong>Recognise, model, read, write and order numbers</strong> to at least 100. Locate these numbers on a number line (L1) (VCMNA087)</td>
<td><strong>Recognise, model, represent and order numbers</strong> to at least 1000 (L2) (VCMNA104)</td>
</tr>
</tbody>
</table>

### Children express ideas and make meaning using a range of media

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Science</th>
<th>Digital Technologies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organise answers to yes/no questions into simple data displays</strong> using objects and drawings (F) (VCMS084)</td>
<td><strong>Use a range of methods</strong>, including drawings and provided tables, to sort information (F-L2) (VCSIS053)</td>
<td><strong>Collect, explore and sort data, and use digital systems to present the data creatively</strong> (F-L2) (VCDTDI015)</td>
</tr>
</tbody>
</table>

**Represent data** with objects and drawings where one object or drawing represents one data value. Describe the displays (L1) (VCMS102) | **Create displays of data using lists, table and picture graphs** and interpret them (L2) (VCMS128)
## Children begin to understand how symbols and pattern systems work

<table>
<thead>
<tr>
<th>Notice and predict the <strong>patterns of regular routines</strong> and the <strong>passing of time</strong></th>
<th>Mathematics</th>
<th>Describe duration using months, weeks, days and hours (L1) (VCMMG097)</th>
<th>Name and order months and seasons (L2) (VCMMG118)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Science</strong></td>
<td></td>
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<tr>
<td></td>
<td>Observable changes occur in the sky and landscape; <strong>daily and seasonal changes</strong> affect everyday life (F-L2) (VCSSU046)</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Begin to recognise <strong>patterns and relationships</strong> and the connections between them</th>
<th>Mathematics</th>
<th>Investigate and describe number patterns formed by skip counting and patterns with objects (L1) (VCMNA093)</th>
<th>Describe patterns with numbers and identify missing elements (L2) (VCMNA112)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Together with:</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Sort and classify familiar objects and explain the basis for these classifications, and copy, continue and create patterns with objects and drawings (F) (VCMNA076)</td>
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<tr>
<td></td>
<td><strong>Design and Technologies</strong></td>
<td>Sequence steps for making designed solutions (F-L2) (VCDSCD022)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Begin to <strong>sort, categorise, order and compare collections</strong> and events and <strong>attributes</strong> of objects and materials in their social and natural worlds</td>
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<td></td>
</tr>
</tbody>
</table>
Children use information and communication technologies to access information, investigate ideas and represent their thinking

<table>
<thead>
<tr>
<th>Use information and communications technologies as tools for designing, drawing, editing, reflecting and composing</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Represent and communicate observations and ideas about changes in objects and events in a variety of ways (F-L2) (VCSIS055)</td>
<td><strong>Design and Technologies</strong></td>
</tr>
<tr>
<td>Visualise, generate, and communicate design ideas through describing, drawing and modelling (F-L2) (VCDSCD019)</td>
<td><strong>Digital Technologies</strong></td>
</tr>
<tr>
<td>Recognise and explore patterns in data and represent data as pictures, symbols and diagrams (F-L2) (VCDTDI014)</td>
<td></td>
</tr>
</tbody>
</table>