

Please note this list is not extensive and many other links can be made between the show and the curriculum.

Grandad's Place – Links to the Early Years Learning Framework (EYLF) and the Australian and Western Australian Curriculum K – Year 1

| Key learning Concepts | Relevant Song | Learning Areas and Priorities Addressed | Learning Opportunities | Specific Links to Australian Curriculum (AC), WA Curriculum and the Early Years Learning Framework (EYLF) |
|-----------------------|----------------------|---|---|--|
| Cultural Awareness | <i>We Say G'day</i> | <ul style="list-style-type: none"> • Cross cultural priorities – Aboriginal and Torres Strait Islander histories and culture and Asia and Australia's engagement with Asia • English • EYLF – Outcomes 1 and 2 | <ul style="list-style-type: none"> • Saying 'hello' in 18 different languages • World music sounds that relate to individual countries | <ul style="list-style-type: none"> • EYLF Outcomes <ol style="list-style-type: none"> 1. Children have a strong sense of identity (1.4) 2. Children are connected with and contribute to their world (2.2) • AC – English Sub Strands <ol style="list-style-type: none"> 1. Language for Interactions |
| Personal Safety | <i>Grandad's Hat</i> | <ul style="list-style-type: none"> • Health and Physical Education • EYLF – Outcome 3 | <ul style="list-style-type: none"> • Sun safety • Fire safety • Water safety | <ul style="list-style-type: none"> • EYLF Outcomes <ol style="list-style-type: none"> 1. Children have a strong sense of wellbeing (3.2) • WA – Health and Physical Education Safety Outcome <ol style="list-style-type: none"> 1. Safety 2. Safety at home/school/community 3. Safe play in the sun |
| Australian Dinosaurs | <i>Run, Run, Run</i> | <ul style="list-style-type: none"> • Science • History • EYLF – Outcome 4 | <ul style="list-style-type: none"> • Australian dinosaurs and their names • The story of Lark Quarry Stampede in QLD • What the land looked like when dinosaurs roamed the earth | <ul style="list-style-type: none"> • EYLF Outcomes <ol style="list-style-type: none"> 1. Children are confident and involved learners (4.2) • AC – Science Sub Strands <ol style="list-style-type: none"> 1. Biological Science 2. Nature and the Development of Science 3. Communication • AC – History Sub Strands <ol style="list-style-type: none"> 1. Chronology, terms and concepts 2. Historical questions and research 3. Analysis and use of sources 4. Explanation and communication |

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| Indigenous Music | <i>Clapsticks</i> | <ul style="list-style-type: none"> • Cross cultural priorities – Aboriginal and Torres Strait Islander histories and culture • History • Arts • EYLF Outcome 2 | <ul style="list-style-type: none"> • Students learn to clap along to rhythmic sequences. • History of indigenous music and instruments • Making a set of clapsticks | <ul style="list-style-type: none"> • EYLF Outcomes <ol style="list-style-type: none"> 1. Children are connected with and contribute to their world (2.1, 2.2) • WA – Arts Music Outcomes <ol style="list-style-type: none"> 1. Responding, reflecting and evaluating 2. Arts in Society (Australian music, Historical and cultural context) • AC – History Sub Strands <ol style="list-style-type: none"> 1. Chronology, terms and concepts 2. Historical questions and research 3. Analysis and use of sources 4. Explanation and communication |
| Convicts – a journey aboard a convict ship | <i>This Stinkin Boat</i> | <ul style="list-style-type: none"> • History • EYLF – Outcome 2 | <ul style="list-style-type: none"> • Conditions of life on board early convict transportation • Consequences of actions • Directions | <ul style="list-style-type: none"> • EYLF Outcomes <ol style="list-style-type: none"> 1. Children are connected with and contribute to their world (2.1, 2.3) • AC – History Sub Strands <ol style="list-style-type: none"> 1. Chronology, terms and concepts 2. Historical questions and research 3. Analysis and use of sources 4. Perception and interpretation 5. Explanation and Communication |

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| Gold Rush – Panning for gold | <i>Eureka</i> | <ul style="list-style-type: none"> History Arts | <ul style="list-style-type: none"> How and where gold can be found How they mined for gold in the past Meaning of the work Eureka – celebration Coordination/movement | <ul style="list-style-type: none"> WA – Arts Music Outcomes <ol style="list-style-type: none"> Responding, reflecting and evaluating Arts in Society (Australian music, Historical and cultural context) AC – History Sub Strands <ol style="list-style-type: none"> Chronology, terms and references Historical questions and research Analysis and use of source Explanation and communication |
| Animal Care | <i>I am a Dog</i> | <ul style="list-style-type: none"> EYLF – Outcome 3 Science | <ul style="list-style-type: none"> Caring for animals The benefits of having a pet | <ul style="list-style-type: none"> EYLF Outcomes <ol style="list-style-type: none"> Children are connected with and contribute to their world (2.1, 2.4) AC – Science Sub Strands <ol style="list-style-type: none"> Biological Science |
| Physical Activity Different birds and their sounds | <i>Cock-a-doodle-doo</i> | <ul style="list-style-type: none"> Arts EYLF – Outcome 3 | <ul style="list-style-type: none"> Coordination/movement Drama | <ul style="list-style-type: none"> EYLF Outcome <ol style="list-style-type: none"> Children have a strong sense of wellbeing (3.1) WA Arts – Music Outcomes <ol style="list-style-type: none"> Responding, reflecting and evaluating |
| Australian History – How things used to be | <i>Diggin into History – Show recap</i> | <ul style="list-style-type: none"> History Science Arts | <ul style="list-style-type: none"> Overview of all key concepts addressed in the show <ol style="list-style-type: none"> Dinosaurs Aboriginal culture Convicts Gold Rush | <ul style="list-style-type: none"> See above mapping |