



# The Smeds and the Smoos

Teachers Resource Kit

**PREVIEW**

Full version available from CDP Education

(<https://education.cdp.com.au>)

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# Introducing The Smeds and the Smoos

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*The Smeds and the Smoos* is an award-winning children's picture book by Julia Donaldson and Axel Scheffler that was first published in 2019 and picked up by Scholastic Books in 2021. It won the British Book Awards Children's Illustrated & Non-fiction Book of the Year in 2020.

The picture book of *The Smeds and the Smoos* follows Janet, a Smed, and Bill, a Smoo. Janet and Bill meet and fall in love, but their families disapprove because Smeds and Smoos are so different from each other, and so keep them apart. Eventually Janet and Bill run away together, and the rest of the Smeds and Smoos travel through outer space to try to find them and bring them home. During their search the Smeds and the Smoos meet many other beings who are different, and gradually find that they are not so different from each other. Thinking they had failed in their quest to bring Bill and Janet back, the Smeds and the Smoos return to their home planet to find Janet and Bill waiting for them with a surprise! Donaldson's rhyming couplets combine with Scheffler's colourful illustrations to take their readers on a whimsical journey through the universe.

*The Smeds and the Smoos* stage show opens with the Smeds and the Smoos in their separate areas of their planets, giving details of the things that make them different to each other. Bill and Janet sneak away from their families and find each other in the Wulpular Wood. Grandfather Smed and Grandmother Smoo find them and drag them away from each other. But they still find their way back to the Wulpular Wood when they can, and eventually run away together.

On realising they have gone, the Smeds and the Smoos take the Smoos' blue rocket and try to find them. Their travels take them to other planets, where they meet other aliens, represented by the actors, puppets and sound effects. The shared experiences of traveling and adventure change the way that Grandfather Smed and Grandmother Smoo see the other, and they find tolerance and understanding before returning home to find Bill and Janet with their Smed/Smoo baby.

## Links to Curriculum

A wide range of learning activities from all curriculum areas are described in this resource, with learning outcomes that are applicable to:

- **Australian Curriculum v9.0** (English, The Arts, Mathematics, Health and Physical Education, Technologies, Science, Humanities and Social Sciences)
- **Victorian Curriculum F–10 | V2.0** (Mathematics), **V1** (English, The Arts, Health and Physical Education, Technologies, Science, Humanities and Social Sciences)
- **NSW Education Standard Authority (NESA) Curriculum | New Syllabus** (English, Mathematics), **Old Syllabus** (Creative Arts, PDHPE, Science and Technology, HSIE)

A detailed list of **content codes** for each curriculum/syllabus can be found in the **Appendix**.

For further details, please visit:

Australian Curriculum Online [australiancurriculum.edu.au](http://australiancurriculum.edu.au)

Victorian Curriculum <https://victoriancurriculum.vcaa.vic.edu.au>

NSW Curriculum [curriculum.nsw.edu.au](http://curriculum.nsw.edu.au)

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## Suggested Age Guidelines

*The Smeds and the Smoos* is broadly suitable for children aged 4-8 years. A suggested age range appears next to each of the teaching ideas, for example:

- ◆ Add a sound to key words in the text, for example every time you read the word “Smed” children play a tambourine, and every time they hear the word “Smoo” they play a drum. (3-6 years)

⇒ **Explore the characters in depth.**

In the production, the characters of Janet, Bill, Grandfather Smed and Grandmother Smoo are endowed with very strong characteristics to add interest, drama, and humour to the story. The puppets representing the creature on the Smeds and Smoos' planet, as well as the puppets used for the other aliens use movement to convey physical characteristics as well as humour during the play. Other aliens are described by different characters, or even just represented by sound effects, so the audience can imagine how they look and move. Develop the characters through music, movement, and visual arts.

- ◆ Move like a Smed, a Smoo, or a Vum to music. (3-6 years)
- ◆ Use your body to make freeze frames of key scenes in the story. (5-8 years)
- ◆ Take digital photos of children representing each character and key scenes of the story. (5-7 years)
- ◆ Make a drawing, painting, cartoon or plasticine sculpture of the characters or puppet animals. (3-7 years)
- ◆ Choose a musical sound to represent each character. (5-8 years)
- ◆ Make a mind map or character profile of key characters that you can add to after seeing the production. (6-8 years)

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⇒ **Write an innovation on the text by looking outside the Smeds and the Smoos' perspective of the adventure.**

Choose another character from the story and write about the Smeds and Smoos adventures from their perspective. For example: What might the beasts on Lurglestrop think of the arrival of the Smeds and the Smoos? Do the aliens of Planet Glurch like living in slime? Do you think they eat the slime?

Alternatively, write from the perspective of the characters who might have stayed at home. For example: Do you think the other Smeds and Smoos still avoided each other? How might they have reacted when Bill and Janet came home?

Illustrate your new characters and scenarios. (6-8 years)

## Humanities and Social Sciences / HSIE

- ◆ What are the different types of landscapes and environmental features that the Smeds and the Smoos travel through? Are there places on Earth with similar landscapes and environments? (6-8 years)
- ◆ Are there any special places for the Smeds and the Smoos? Are there any special or important places where you live? (6-8 years)
- ◆ Where might each of the aliens that the Smeds and the Smoos encounter (the Vums, the Klabs, the Scoopies) sleep? Do they sleep at night or in the day? (6-8 years)
- ◆ How might the other aliens be affected by the visit of the Smeds and the Smoos? How have communities on our planet been affected by explorers, visitors or colonisers from other places? (7-8 years)
- ◆ The Smeds sleep in beds and the Smoos sleep in holes. Where do you sleep? What animals sleep in beds? What animals sleep in holes? (4-8 years)
- ◆ Humans have only set foot on one other place in our solar system so far – our moon! Investigate the moon landings and what we have found out about our moon, the Earth and our solar system. (6-8 years)
- ◆ The Smeds and the Smoos never mixed until Bill and Janet came along. Why and how do communities change when people from different cultural backgrounds mix? (6-8 years)
- ◆ Has anything else changed from when your grandparents were your age? What things have changed, and why might these changes have happened? (4-8 years)
- ◆ Janet lives with Grandfather Smed and Bill lives with Grandmother Smoo. Who do you live with? Who else is in your family? (4-8 years)



## Physical Disabilities

Students living with physical disabilities may have difficulty expressing their ideas through drawing, moving, making, writing or speaking.

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- ◆ Record responses or ideas as an audio or video file, using an iPad or similar technology. *Make a video recording your ideas and thoughts about the relationships between Bill and Janet or Grandfather Smed and Grandmother Smoo so it can be added to a group timeline or story map.*
- ◆ Share responses and ideas as a spoken presentation. Be a storyteller. *Tell the story from the rocket making the journey with the Smeds and the Smoos and seeing all the new places.*
- ◆ Use talk to text technology to record responses. *Create an innovation on the text and tell your tale to create a text version.*
- ◆ Work with a partner or small group to collaborate to complete tasks. *Work with a team to create your own radio play telling the story of The Smeds and the Smoos. Assign roles such as Script Writer, Sound Effects Artist, Actors, Recording Engineer, Marketing Guru and Producer.*
- ◆ Use the students' existing Assistive Technologies such as augmentative communication apps and eye-gaze technology to collect and share responses. *Choose percussion instruments and sound effects for a musical retelling of The Smeds and the Smoos using iTobii eye gaze technology or communication apps such as Proloquo2Go.*
- ◆ Work with physical strengths to promote participation in movement activities. *Choreograph a dance that incorporates unusual or amazing physical actions for Bill and Janet, the Vums, the Scoopies and the Klabs, that are shared by all group members. Add new aliens that move in different ways.*



# Appendix

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## *Content codes refer to:*

**Australian Curriculum v.9.0** (English, The Arts, Mathematics, Health and Physical Education, Technologies, Science, Humanities and Social Sciences)

**Victorian Curriculum F–10 | V2** (Mathematics), **V1** (English, The Arts, Health and Physical Education, Technologies, Science, The Humanities)

**NSW Education Standard Authority (NESA) Curriculum: New Syllabus** (English, Mathematics), **Old Syllabus** (Creative Arts, PDHPE, Science and Technology, HSIE)

# Australian Curriculum v9.0 Content Codes

## ENGLISH

Content	Foundation	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Language – Language for interacting with others	AC9EFLA01 AC9EFLA02	AC9E1LA01 AC9E1LA02	AC9E2LA01 AC9E2LA02	AC9E3LA01 AC9E3LA02	AC9E4LA01 AC9E4LA02
Language – Text structure and organisation	AC9EFLA03 AC9EFLA04	AC9E1LA03 AC9E1LA04	AC9E2LA03 AC9E2LA04 AC9E2LA05	AC9E3LA03 AC9E3LA05	AC9E4LA03 AC9E4LA04 AC9E4LA05
Language – Language for expressing and developing ideas	AC9EFLA06 AC9ELFA07 AC9EFLA08	AC9E1LA07 AC9E1LA08 AC9E1LA09	AC9E2LA08 AC9E2LA09	AC9E3LA07 AC9E3LA09 AC9E3LA10	AC9E4LA07 AC9E4LA08 AC9E4LA10 AC9E4LA11 AC9E4LA12
Literature – Literature and contexts	AC9EFLE01	AC9E1LE01	AC9E2LE01	AC9E3LE01	AC9E4LE01
Literature – Engaging with and responding to literature	AC9EFLE02	AC9E1LE02	AC9E2LE02	AC9E2LE02	AC9E4LE02
Literature – Examining literature	AC9EFLE03 AC9EFLE04	AC9E1LE03	AC9E2LE03 AC9E2LE04	AC9E3LE03 AC9E3LE04	AC9E4LE03 AC9E4LE04
Literature – Creating literature	AC9EFLE05	AC9E1LE05	AC9E2LE05	AC9E3LE05	AC9E4LE05
Literacy – Texts in context	AC9EFLY01	AC9E1LY01	AC9E2LY01	AC9E3LY01	AC9E4LY01
Literacy – Interacting with others	AC9EFLY02	AC9E1LY02	AC9E2LY02	AC9E3LY02	AC9E4LY02
Literacy – Analysing, interpreting and evaluating	AC9EFLY03 AC9EFLY05	AC9E1LY03 AC9E1LY05	AC9E2LY03 AC9E2LY05	AC9E3LY03 AC9E3LY04 AC9E3LY05	AC9E4LY03 AC9E4LY04 AC9E4LY05
Literacy – creating texts	AC9EFLY06 AC9EFLY07	AC9E1LY06 AC9E1LY07	AC9E2LY06 AC9E2LY07	AC9E3LY06 AC9E3LY07	AC9E4LY06 AC9E4LY07
Literacy – Phonic and word knowledge	AC9EFLY09 AC9EFLY11 AC9EFLY14	AC9E1LY09 AC9E1LY10 AC9E1LY12	AC9E2LY09 AC9E2LY11	AC9E3LY09 AC9E3LY10	AC9E4LY09 AC9E4LY10

## THE ARTS

<b>DRAMA</b>	<b>Foundation</b>	<b>YEAR 1 &amp; 2</b>	<b>YEAR 3 &amp; 4</b>
Exploring and responding	AC9ADRF01	AC9ADR2E01	AC9ADR4E01
Developing practices and skills	AC9ADRF01	AC9ADR2D01	AC9ADR4D01
Creating and making	AC9ADRFC01	AC9ADR2C01	AC9ADR4C01
Presenting and performing	AC9ADRF01	AC9ADR2P01	AC9ADR4P01

<b>DANCE</b>	<b>Foundation</b>	<b>YEAR 1 &amp; 2</b>	<b>YEAR 3 &amp; 4</b>
Exploring and responding	AC9AVAFE01	AC9AVA2E01	AC9AVA4E01
Developing practices and skills	AC9AVAFD01	AC9AVA2D01	AC9AVA4D01
Creating and making	AC9AVAF01	AC9AVA2C01	AC9AVA4C01
Presenting and performing	AC9AVAFP01	AC9AVA2P01	AC9AVA4P01

<b>MUSIC</b>	<b>Foundation</b>	<b>YEAR 1 &amp; 2</b>	<b>YEAR 3 &amp; 4</b>
Exploring and responding	AC9AMUFE01	AC9AMU2E01	AC9AMU4E01
Developing practices and skills	AC9AMUFD01	AC9AMU2D01	AC9AMU4D01
Creating and making	AC9AMUFC01	AC9AMU2C01	AC9AMU4C01
Presenting and performing	AC9AMEFP01	AC9AMU2P01	AC9AMU4P01

<b>DANCE</b>	<b>Foundation</b>	<b>YEAR 1 &amp; 2</b>	<b>YEAR 3 &amp; 4</b>
Exploring and responding	AC9ADAFE0	AC9ADA2E01	AC9ADA4E01
Developing practices and skills	AC9ADAFD01	AC9ADA2D01	AC9ADA4D01
Creating and making	AC9ADAF01	AC9ADA2C01	AC9ADA4C01
Presenting and performing	AC9ADAFP01	AC9ADA2P01	AC9ADA4P01

<b>MEDIA ARTS</b>	<b>Foundation</b>	<b>YEAR 1 &amp; 2</b>	<b>YEAR 3 &amp; 4</b>
Exploring and responding	AC9AMAFE01	AC9AMA2E01	AC9AMA4E01
Developing practices and skills	AC9AMAFD01	AC9AMA2D01	AC9AMA4D01
Creating and making	AC9AMAF01	AC9AMA2C01	AC9AMA4C01
Presenting and performing	AC9AMAFP01	AC9AMA2P01	AC9AMA4P01

# MATHEMATICS

Content	Foundation	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Number	AC9MFN01	AC9M1N01	AC9M2N01	AC9M3N01	AC9M4N01
	AC9MFN02	AC9M1N03	AC9M2N04	AC9M3N03	AC9M4N06
	AC9MFN03	AC9M1N04	AC9M2N06	AC9M3N05	AC9M4N07
	AC9MFN05	AC9M1N05		AC9M3N06	AC9M4N09
	AC9MFN06	AC9M1N06			
Algebra	AC9MFA01	AC9M1A01	AC9M2A01	AC9M3A01	AC9M4A01
		AC9M1A02	AC9M2A02	AC9M3A02	AC9M4A02
			AC9M2A03		
Measurement	AC9MFM01	AC9M1M01	AC9M2M01	AC9M3M01	AC9M4M01
	AC9MFM02	AC9M1M02	AC9M2M03	AC9M3M02	AC9M4M03
		AC9M1M03	AC9M2M04	AC9M3M03	AC9M4M04
			AC9M2M05	AC9M3M05	
Space	AC9MFSP01	AC9M1SP01	AC9M2SP01	AC9M3SP01	AC9M4SP01
	AC9MFSP02	AC9M1SP02	AC9M2SP02	AC9M3SP02	AC9M4SP02 AC9M4SP03
Statistics	AC0MFST01	AC9M1ST01	AC9M2ST01	AC9M3ST01	AC9M4ST01
		AC9M1ST02	AC9M2ST02	AC9M3ST02	AC9M4ST02
				AC9M3ST03	AC9M4ST03
Probability				AC9M3P01	AC9M4P01

## HEALTH AND PHYSICAL EDUCATION

Content	Foundation	YEAR 1 & 2	YEAR 3 & 4
Personal, social and community health – Identities and change	AC9HPFP01	AC9HP2P01	AC9HP4P01 AC9HP4P03
Personal, social and community health – Interacting with others	AC9HPFP02 AC9HPFP03 AC9HPFP04	AC9HP2P02 AC9HP2P03 AC9HP2P04	AC9HP4P04 AC9HP4P05 AC9HP4P06 AC9HP4P07
Personal, social and community health – Making healthy and safe choices	AC9HPFP05	AC9HP2P05	AC9HP4P08 AC9HP4P10
Movement and physical activity – Moving our bodies	AC9HPFM01 AC9HPFM02	AC9HP2M01 AC9HP2M02	AC9HP4M01 AC9HP4M02 AC9HP4M03
Movement and physical activity – Making active choices	AC9HPFM03	AC9HP2M03	AC9HP4M04 AC9HP4M05 AC9HP4M06
Movement and physical activity – Learning through movement	AC9HPFM04	AC9HP2M04 AC9HP2M05	AC9HP4M07 AC9HP4M08 AC9HP4M09

# TECHNOLOGIES

## ⇒ Digital Technologies

Content	Foundation	YEAR 1 & 2	YEAR 3 & 4
Knowledge and understanding – Digital systems	AC9TDIFK01	AC9TDI2K01	AC9TDI4K01 AC9TDI4K02
Knowledge and understanding – data representation	AC9TDIFK02	AC9TDI2K02	AC9TDI4K03
Processes and production skills – Investigating and defining		AC9TDI2P01	AC9TDI4P01
Processes and production skills – Generating and designing		AC9TDI2P02	AC9TDI4P02 AC9TDI4P03
Processes and production skills – Producing and implementing			AC9TDI4P04
Processes and production skills - evaluating		AC9TDI2P03	AC9TDI4P05
Processes and production skills – Collaborating and managing		AC9TDI2P04 AC9TDI2P05	AC9TDI4P06 AC9TDI4P07
Processes and production skills – Privacy and security	AC9TDIFP01	AC9TDI2P06 AC9TDI2P07	AC9TDI4P08 AC9TDI4P09

⇒ **Design and Technologies**

Content	Foundation	YEAR 1 & 2	YEAR 3 & 4
Knowledge and understanding – Technologies and society	AC9TDEFK01	AC9TDE2K01	AC9TDE4K01
Knowledge and understanding – Technologies context: Engineering principles and systems; Materials and technologies specialisations		AC9TDE2K02	AC9TDE4K02
Knowledge and understanding – Technologies context: Food and fibre production; Food specialisations		AC9TDE2K03 AC9TDE2K04	AC9TDE4K03 AC9TDE4K04
Knowledge and understanding – Technologies context; Materials and technologies specialisations			
Processes and production skills – Investigating and defining			AC9TDE4P01
Processes and production skills – Generating and designing			AC9TDE4P02
Knowledge and understanding – Designing and making	AC9TDEFP01	AC9TDE2P01	
Process and production skills – Producing and implementing		AC9TDE2P02	AC9TDE4P03
Process and production skills – Evaluating		AC9TDE2P03	AC9TDE4P04
Process and production skills – Collaborating and managing		AC9TDE2P04	AC9TDE4P05



## SCIENCE

Content	Foundation	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Science understanding – Biological sciences	AC9SFU01	AC9S1U01		AC9S3U01	AC9S4U01
Science understanding – Earth and space sciences		AC9S1U02	AC9S2U01	AC9S3U02	AC9S4U02
Science understanding – Physical sciences	AC9SFU02	AC9S1U03	AC9S2U02	AC9S3U03	AC9S4U03
Science understanding – Chemical sciences	AC9SFU03		AC9S2U03	AC9S3U04	AC9S4U04
Science as a human endeavour – Nature and development of science				AC9S3H01	AC9S4H01
Science as a human endeavour – Use and influence of science	AC9SFH01	AC9S1H01	AC9S2H01	AC9S3H02	AC9S4H02
Science inquiry – Questioning and predicting	AC9SFI01	AC9S1I01	AC9S2I01	AC9S3I01	AC9S4I01
Science inquiry – Planning and conducting	AC9SFI02	AC9S1I02 AC9S1I03	AC9S2I02 AC9S2I03	AC9S3I02 AC9S3I03	AC9S4I02 AC9S4I03
Science inquiry – Processing, modelling and analysing	AC9SFI03	AC9S1I04	AC9S2I04	AC9S3I04	AC9S4I04
Science inquiry – Evaluating	AC9SFI04	AC9S1I05	AC9S2I05	AC9S3I05	AC9S4I05
Science inquiry - communicating	AC9SFI05	AC9S1I06	AC9S2I06	AC9S3I06	AC9S4I06

## HUMANITIES AND SOCIAL SCIENCES

Content	Foundation	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Knowledge and understanding – History	AC9HSFK01 AC9HSFK02	AC9HS1K01 AC9HS1K02	AC9HS2K01 AC9HS2K02	AC9HS3K01 AC9HS3K02	AC9HS4K01 AC9HS4K03 AC9HS4K04
Knowledge and understanding – Geography	AC9HSFK03 AC9HSFK04	AC9HS1K03 AC9HS1K04	AC9HS2K04	AC9HS3K04 AC9HS3K05	AC9HS4K05
Knowledge and understanding – Civics and citizenship				AC9HS3K06 AC9HS3K07	AC9HS4K07 AC9HS4K09
Skills – Questioning and researching	AC9HSFS01 AC9HPFP02	AC9HS1S01 AC9HS1S02	AC9HS2S01 AC9HS2S02	AC9HS3S01 AC9HS3S02	AC9HS4S01 AC9HS4S02
Skills – Interpreting, analysing and evaluating	AC9HSFS03	AC9HS1S03 AC9HS1S04	AC9HS2S03 AC9HS2S04	AC9HS3S03 AC9HS3S04	AC9HS4S03 AC9HS4S04
Skills – Concluding and decision - making	AC9HSFS04	AC9HS1S05	AC9HS2S05	AC9HS3S05	AC9HS4S05
Skills - Communicating	AC9HSFS05	AC9HS1S06	AC9HS2S06	AC9HS3S07	AC9HS4S07

# Victorian Curriculum Content Codes

## ENGLISH

READING AND VIEWING	Foundation	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Reading and viewing – Language: text and organisation	VCELA141 VCELA142	VCELA176 VCELA177	VCELA212 VCELA213	VCELA246 VCELA247	VCELA277 VCELA278
Reading and viewing – Language: expressing and developing ideas	VCELA145	VCELA178 VCELA180	VCELA215 VCELA216	VCELA248	VCELA279 VCELA281
Reading and viewing – Literature: responding to literature				VCELT251 VCELT252	
Reading and viewing – Literature: literature and context	VCELT148				VCELT282
Reading and viewing – Literature: responding to literature					VCELT283
Reading and viewing – Literature: examining literature	VCELT149 VCELT150		VCELT219	VCELT253 VCELT254	VCELT284 VCELT285
Reading and viewing – Literacy: texts in context	VCELY151	VCELY185	VCELY220	VCELY255	VCELY286
Reading viewing – Literature: interpreting, analysing, evaluating	VCELY152 VCELA154	VCELY186 VCELY187 VCELY188	VCELY221 VCELY223	VCELY256 VCELY258	VCELY287 VCELY289

WRITING	Foundation	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Writing – Language: text structure and organisation	VCELA155	VCELA189		VCELA260	VCELA290 VCELA291
Writing – Language: expressing and developing ideas					VCELA293
Writing – Language: phonics and word knowledge	VCELA157	VCELA184	VCELA227	VCELA263	VCELA294
Writing – Literature: creating literature	VCELT159	VCELT192 VCELT193	VCELT228 VCELT229	VCELT264 VCELT265	VCELT297 VCELT298
Writing – Literacy: creating texts	VCELY160 VCELY161 VCELY163	VCELY194 VCELY195 VCELY197	VCELY230 VCELY231 VCELY233	VCELY266 VCELY267 VCELY269	VCELY299 VCELY300 VCELY302

<b>SPEAKING AND LISTENING</b>	<b>Foundation</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
Speaking and listening – Language: language variation and change	VCELA164	VCELA198	VCELA234	VCELA270	VCELA303
Speaking and listening – Language: language for interaction	VCELA165 VCELA166	VCELA199 VCELA200 VCELA201	VCELA235 VCELA236	VCELA271 VCELA272	VCELA304 VCELA305
Speaking and listening – Language: expressing and developing ideas	VCELA167	VCELA202	VCELA237	VCELA273	
Speaking and listening – Language: phonics and word knowledge	VCELA168				
Speaking and listening – Literature: literature and context		VCELT205	VCELT240	VCELT274	
Speaking and listening – Literature: responding to literature	VCELT170 VCELT171	VCELT206 VCELT207	VCELT241 VCELT242		VCELT306
Speaking and listening – Literature: examining literature	VCELT 172	VCELT208 VCELT 209	VCELT243		
Speaking and listening – Literature: creating literature	VCELT173				
Speaking and listening – Literacy: interacting with others	VCELY174 VCELY175	VCELY210 VCELY211	VCELY244 VCELY245	VCELY275 VCELY276	VCELY307 VCELY308

## THE ARTS

<b>DRAMA</b>	<b>Foundation</b>	<b>LEVEL 1 &amp; 2</b>	<b>LEVEL 3 &amp; 4</b>
Explore and express ideas	VCADRE017	VCADRE021	VCADRE025
Drama practices	VCADRD018	VCADRD022	VCADRD026
Present and perform	VCADRP019	VCADRP023	VCADRP027
Respond and interpret	VCADRR020	VCADRR024	VCADRR028

<b>MEDIA ARTS</b>	<b>Foundation</b>	<b>LEVEL 1 &amp; 2</b>	<b>LEVEL 3 &amp; 4</b>
Explore and represent ideas	VCAMAE017	VCAMAE021	VCAMAE025
Media Arts practices	VCAMAM018	VCAMAM022	VCAMAM026
Present and perform	VCAMAP019	VCAMAP023	VCAMAP027
Respond and interpret	VCAMAR020	VCAMAR024	VCAMAR028

<b>VISUAL ARTS</b>	<b>Foundation</b>	<b>LEVEL 1 &amp; 2</b>	<b>LEVEL 3 &amp; 4</b>
Explore and express ideas	VCAVAE017	VCAVAE021	VCAVAE025
Visual Arts practices	VCAVAV018	VCAVAV022	VCAVAV026
Present and perform	VCAVAP019	VCAVAP023	VCAVAP027
Respond and interpret	VCAVAR020	VCAVAR024	VCAVAR028

<b>MUSIC</b>	<b>Foundation</b>	<b>LEVEL 1 &amp; 2</b>	<b>LEVEL 3 &amp; 4</b>
Explore and express ideas	VCAMUE017	VCAMUE021	VCAMUE025
Music practices	VCAMUM018	VCAMUM022	VCAMUM026
Present and perform	VCAMUP019	VCAMUP023	VCAMUP027
Respond and interpret	VCAMUR020	VCAMUR024	VCAMUR028

<b>DANCE</b>	<b>Foundation</b>	<b>LEVEL 1 &amp; 2</b>	<b>LEVEL 3 &amp; 4</b>
Explore and express ideas	VCADAE017	VCADAE021	VCADAE025
Dance practices	VCADAD018	VCADAD022	VCADAD026
Present and perform	VCADAP019	VCADAP023	VCADAP027
Respond and interpret	VCADAR020	VCADAR024	VCADAR028

## MATHEMATICS (V2.0)

Content	Foundation	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Number	VC2MFN01 VC2MFN02 VC2MFN03 VC2MFN05 VC2MFN06	VC2M1N01 VC2M1N02 VC2M1N03 VC2M1N04 VC2M1N05 VC2M1N06	VC2M2N01 VC2M2N02 VC2M2N04 VC2M2N06	VC2M3N02 VC2M3N04 VC2M3N06 VC2M3N08 VC2M3N09	VC2M4N02 VC2M4N05 VC2M4N06 VC2M4N07 VC2M4N09 VC2M4N10
Algebra	VC2MFA01	VC2M1A01 VC2M1A02	VC2M2A01 VC2M2A02 VC2M2A04	VC2M3A01 VC2M3A02	VC2M4A01
Measurement	VC2MFM01 VC2MFM02	VC2M1M01 VC2M1M02 VC2M1M03	VC2M2M01 VC2M2M03	VC2M3M01 VC2M3M02 VC2M3M03	VC2M4M01 VC2M4M02 VC2M4M03 VC2M4M04
Space	VC2MFSP01 VC2MFSP02	VC2M1SP01 VC2M1SP02	VC2M2SP01 VC2M2SP02	VC2M3SP01 VC2M3SP02	VC2M4SP01 VC2M4SP02 VC2M4SP03 VC2M4SP04
Statistics	VC2MFST01	VC2M1ST01 VC2M1ST02	VC2M2ST01 VC2M2ST02	VC2M3ST01 VC2M3ST02 VC2M3ST03	VC2M4ST01 VC2M4ST02 VC2M4ST03
Probability				VC2M3P01	VC2M4P01

## HEALTH AND PHYSICAL EDUCATION

Content	Foundation	LEVEL 1 & 2	LEVEL 3 & 4
Personal, social and community health – Being healthy, safe and active	VCHPEP057 VCHPEP059	VCHPEP071 VCHPEP072 VCHPEP073 VCHPEP074	VCHPEP088 VCHPEP089 VCHPEP090 VCHPEP091
Personal, social and community health – Communicating and interacting for health and wellbeing	VCHPEP060 VCHPEP061	VCHPEP075 VCHPEP076 VCHPEP077	VCHPEP092 VCHPEP093
Personal, social and community health – Contributing to healthy and active communities	VCHPEP062 VCHPEP063	VCHPEP078 VCHPEP079	VCHPEP095
Movement and physical activity – Moving the body	VCHPEM064 VCHPEM065	VCHPEM080 VCHPEM081 VCHPEM082	VCHPEM097 VCHPEM098 VCHPEM099
Movement and physical activity – Understanding movement	VCHPEM066 VCHPEM067	VCHPEM083 VCHPEM084	VCHPEM100 VCHPEM101
Movement and physical activity – Learning through movement	VCHPEM068 VCHPEM069 VCHPEM070	VCHPEM085 VCHPEM086 VCHPEM087	VCHPEM102 VCHPEM103 VCHPEM104



## DIGITAL TECHNOLOGIES

Content	FOUNDATION, LEVEL 1 & LEVEL 2	LEVEL 3 & 4
Digital systems	VCDTDS013	VCDTDS019
Data and information	VCDTDI014 VCDTDI015 VCDTDI016	VCDTDI020 VCDTDI021 VCDTDI022
Creating digital solutions	VCDTCD017 VCDTCD018	VCDTCD023 VCDTCD025

## DESIGN AND TECHNOLOGIES

Content	FOUNDATION, LEVEL 1 & LEVEL 2	LEVEL 3 & 4
Technology and society	VCDSTS013	VCDSTS023
Technologies contexts – Food and fibre production	VCDSTC015	VCDSTC025
Technologies contexts – Food specialisations	VCDSTC016	VCDSTC026
Technologies and contexts – Materials and technologies specialisations	VCDSTC017	VCDSTC027
Creating designed solutions - Investigating	VCDSCD018	VCDSCD028
Created designed solutions - Generating	VCDSCD019	VCDSCD029
Created designed solutions - Producing	VCDSCD020	VCDSCD030
Created designed solutions - Evaluating	VCDSCD021	VCDSCD031
Created designed solutions – planning and managing	VCDSCD022	VCDSCD032

## SCIENCE

Content	FOUNDATION, LEVEL 1 & LEVEL 2	LEVEL 3 & 4
Science understanding – Science as a human endeavour	VCSSU041	VCSSU056
Science understanding – biological sciences	VCSSU042 VCSSU043	VCSSU057 VCSSU058
Science understanding – Chemical sciences	VCSSU044 VCSSU045	VCSSU060
Science understanding – Earth and space sciences	VCSSU046 VCSSU047	VCSSU061 VCSSU062
Science understanding – Physical sciences	VCSSU048	VCSSU063 VCSSU064
Science inquiry skills – Questioning and predicting	VCSIS050	VCSIS065
Science inquiry skills – Planning and conducting	VCSIS051	VCSIS066 VCSIS067
Science inquiry skills – Recording and processing	VCSIS052 VCSIS053	VCSIS068 VCSIS069
Science inquiry skills – Analysing and evaluating	VCSIS054	VCSIS070 VCSIS071
Science inquiry skills - communicating	VCSIS055	VCSIS072

## THE HUMANITIES

Content	FOUNDATION, LEVEL 1 & LEVEL 2	LEVEL 3 & 4
Civics and citizenship – Government and democracy		VCCCG002
Civics and citizenship – Laws and citizens		VCCCL004 VCCCL005
Civics and citizenship – Citizenship, diversity and identity		VCCCC006 VCCCC007
Geography – Geographical concepts and skills: place, space and interconnection	VCGGC057 VCGGC058 VCGGC059	VCGGC071 VCGGC072 VCGGC073
Geography – Geographical concepts and skills: data and information	VCGGC060 VCGGC061 VCGGC062	VCGGC074 VCGGC075 VCGGC076
Geography – Geographical knowledge: places and our connection to them	VCGGK063 VCGGK064 VCGGK065 VCGGK066 VCGGK067 VCGGK069 VCGGK070	VCGGK077 VCGGK079 VCGGK081 VCGGK082 VCGGK083 VCGGK084
History – Historical concepts and skills: chronology	VCHHC053	VCHHC066
History – Historical concepts and skills: historical sources as evidence	VCHHC054 VCHHC055	VCHHC067 VCHHC068
History – Historical concepts and skills: continuity and change	VCHHC056	VCHHC069
History – Historical concepts and skills: cause and effect		VCHHC070
History – Historical concepts and skills: historical significance	VCHHC057	VCHHC071
History – Historical knowledge: personal histories	VCHHK058 VCHHK059 VCHHK060 VCHHK061	VCHHK072 VCHHK073 VCHHK074 VCHHK075
History – Historical knowledge: first contacts		VCHHK078 VCHHK079 VCHHK081
History – Historical knowledge: community histories	VCHHK062 VCHHK063 VCHHK064 VCHHK06	

# NSW Curriculum Content Codes

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**English and Mathematics** use the New Curriculum (K-6)

**Science and Technology, PDHPE, HSIE and Creative Arts** use the Old Curriculum (taught in schools until start of 2025)

## ENGLISH

Content	EARLY STAGE 1	STAGE 1	STAGE 2	STAGE 3
Oral language and communication	ENE-OLC-01	EN1-OLC-01	EN2-OLC-01	EN3-OLC-01
Print conventions	ENE-PRINT-01			
Reading fluency	ENE-REFLU-01	EN1-REFLU-01	EN2-REFLU-01	
Reading comprehension	ENE-RECOM-01	EN1-RECOM-01	EN2-RECOM-01	EN3-RECOM-01
Creating written texts	EN-CWT-01	EN1-CWT-01	EN2-CWT-01 EN2-CWT-02 EN2-CWT-03	EN3-CWT-01
Spelling	ENE-SPELL-01	EN1-SPELL-01	EN2-SPELL-01	EN3-SPELL-01
Handwriting and digital transcription			EN2-HANDW-02	EN3-HANDW-02
Understand and responding to literature	ENE-UARL-1	EN1-UARL-01	EN2-UARL-01	EN3-UARL-01 EN3-UARL-02

## CREATIVE ARTS

DANCE	EARLY STAGE 1	STAGE 1	STAGE 2	STAGE 3
Performing	DAES1.1	DAS1.1	DAS2.1	DAS3.1
Composing	DAES1.2	DAS1.2	DAS2.2	DAS3.2
Appreciating	DAES1.3	DAS1.3	DAS2.3	DAS3.3

DRAMA	EARLY STAGE 1	STAGE 1	STAGE 2	STAGE 3
Making	DRAES1.1	DRAS1.1 DRAS1.2	DRAS2.1 DRAS2.2	DRAS3.1 DRAS3.2
Performing	DRAES1.3	DRAS1.3	DRAS2.3	DRAS3.3
Appreciating	DRAES1.4	DRAS1.4	DRAS2.4	DRAS3.4

MUSIC	EARLY STAGE 1	STAGE 1	STAGE 2	STAGE 3
Performing	MUES1.1	MUS1.1	MUS2.1	MUS3.1
Organising sound	MUES1.2	MUS1.2 MUS1.3	MUS2.2 MUS2.3	MUS3.2 MSU3.3
Listening	MUES1.4	MUS1.4	MUS2.4	MUS3.4

VISUAL ARTS	EARLY STAGE 1	STAGE 1	STAGE 2	STAGE 3
Making	VAES1.1 VAES1.2	VAS1.1 VAS1.2	VAS2.1 VAS2.2	VAS3.1 VAS3.2
Appreciating	VAES1.3 VAES1.4	VAS1.3 VAS1.4	VAS2.3 VAS2.4	VAS3.3 VAS3.4

# MATHEMATICS

Content	EARLY STAGE 1	STAGE 1	STAGE 2	STAGE 3
Representing numbers	MAE-RWN-01 MAE-RWN-02	MA1-RWN-01 MA1-RWN-02	MA2-RN-01 MA2-RN-02	MA3-RN-01 MA3-RN-03
Combining and separating quantities)	MAE-CSQ-01 MAE-CSQ-02	MA1-CSQ-01		
Forming groups	MAE-FG-01 MAE-FG-02	MA1-FG-01		
Additive relations			MA2-AR-01 MA2-AR-02	MA3-AR-01
Geometric measure	MAE-GM-01 MAE-GM-02 MAE-GM-03	MA1-GM-01 MA1-GM-02	MA2-GM-01 MA2-GM-02	MA3-GM-01 MA3-GM-02
Two-dimensional (2D) spatial structure	MAE-2DS-01 MAE-2DS-02	MA1-2DS-01 MA1-2DS-02	MA2-2DS-01 MA2-2DS-02 MA2-2DS-03	MA3-2DS-01 MA3-2DS-02 MA3-2DS-03
Three dimensional (3D) spatial structure	MAE-3DS-01	MA1-3DS-01	MA2-3DS-01	MA3-3DS-01
Non-spatial measure	MAE-NSM-02	MA1-NSM-01 MA1-NSM-02	MA2-NSM-01	MA3-NSM-01
Data	MAE-DATA-01	MA1-DATA-01 MA1-DATA-02	MA2-DATA-01 MA2-DATA-02	MA3-DATA-01 MA3-DATA-02
Chance		MA1-CHAN-01	MA2-CHAN-01	MA3-CHAN-01



## PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)

Content	EARLY STAGE 1	STAGE 1	STAGE 2	STAGE 3
Knowledge and understanding	PDe-1	PD1-1	PD2-1	PD3-1
	PDe-2	PD1-2	PD2-2	PD3-2
	PDe-3	PD1-3	PD2-3	PD3-3
	PDe-4	PD1-4	PD2-4	PD3-4
	PDe-5	PD1-5	PD2-5	PD3-5
	PDe-6	PD1-6	PD2-6	PD3-6
	PDe-7	PD1-7	PD2-7	PD3-7
	PDe-8	PD1-8	PD2-8	PD3-8
Skills	PDe-9	PD1-9	PD2-9	PD3-9
	PDe-10	PD1-10	PD2-10	PD3-10
	PDe-11	PD1-11	PD2-11	PD3-11

## SCIENCE AND TECHNOLOGY

Content	EARLY STAGE 1	STAGE 1	STAGE 2	STAGE 3
Skills – Working Scientifically	STe-1WS-S	ST1-1WS-S	ST2-1WS-S	ST3-1WS-S
Skills – Design and Production	STe-2DP-T	ST1-2DP-T ST1-3DP-T	ST2-2DP-T ST2-3DP-T	ST3-2DP-T ST3-3DP-T
Knowledge and understanding (Design and Technologies/Digital Technologies)	STe-4MW-ST STe-7DI-T	ST1-5LW-T ST1-7MW-T ST1-9PW-ST ST1-11DI-T	ST2-5LW-T ST2-7MW-T ST2-11DI-T	ST3-5LW-T ST3-7MW-T ST3-11DI-T
Knowledge and understanding – (Science)	STe-3LW-ST STe-5PW-ST STe-6ES-S	ST1-4LW-S ST1-6MW-S ST1-8PW-S ST1-10ES-S	ST2-4LW-S ST2-6MW-S ST2-8PW-ST ST2-9PW-ST ST2-10ES-S	ST3-4LW-S ST3-6MW-S ST3-8PW-ST ST3-9PW-ST ST3-10ES-S

## HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE)

Content	EARLY STAGE 1	STAGE 1	STAGE 2	STAGE 3
Geography – Knowledge and understanding	GEe-1	GE1-1 GE1-2	GE2-1 GE2-2 GE2-3	GE3-1 GE3-2 GE3-3
Geography – Skills	GEe-2	GE1-3	GE2-4	GE3-4
History – Knowledge and understanding	HTe-1 Hte-2	HT1-1 HT1-2 HT1-3 HT1-4	HT2-1 HT2-2 HT2-3 HT2-5	HT3-1 HT3-2 HT3-3 HT3-5