



# St Pius X Primary School Bush School Plan: Curriculum Scope and Sequence

## Introduction

This is an outline of a potential curriculum scope and sequence for the proposed Bush School program at St Pius X Primary School. A scope and sequence for the Bush School program itself is included, as well as a list of the Foundation content descriptors outlining which curriculum areas correspond to which Bush School learning experiences. This is an excerpt of a suggested program which is open for negotiation and consultation with teachers and leadership. The learning and activities of Bush School provide many opportunities for connections with the learning in the classroom.

## Proposed Bush School scope and sequence

### Foundation: Term 1

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<b><i>Focus areas: routines, orientation to the environment, gross and fine motor skills, oral language and social development, resilience and risk management.</i></b>	
<b>Week 1</b>	<p>Orientation to the environment:</p> <ul style="list-style-type: none"> <li>- Establish expectations and routines               <ul style="list-style-type: none"> <li>o Listen to the Forest School leader, teachers and parents</li> <li>o No pick, no lick</li> <li>o Stay in the boundaries</li> <li>o Be kind to each other and the environment</li> <li>o Establish call and response for children’s attention: 1,2,3, come to me</li> </ul> </li> <li>- Tuning in to the senses: what can you see, hear, smell and feel</li> <li>- Establish site boundaries               <ul style="list-style-type: none"> <li>o Walk around boundaries, notice boundary cones, invite and discuss children’s observations of the site along the way</li> </ul> </li> <li>- Introduce regular learning activities and the setup of the site               <ul style="list-style-type: none"> <li>o Tree climbing</li> <li>o Collection jars</li> <li>o Mud kitchen</li> <li>o Mud paintbrushes</li> <li>o Shelter building</li> <li>o Clay making</li> </ul> </li> <li>- Allow time for children to orientate themselves in the learning environment (as per the Montessori method).</li> </ul>

<b>Week 2</b>	<p>Orientation to the environment:</p> <ul style="list-style-type: none"> <li>- Revisit expectations and routines: call and response practice, 5 senses tuning in activity</li> <li>- Revisit learning activities and the setup of the site.</li> <li>- Discuss any risks the children may need to manage and how they can do so (e.g. climbing only as far as they can on their own, testing the depth of water with a stick before attempting to cross it, checking the weight of sticks used for shelter building and determining whether they can be used independently). <i>(These conversations will be ongoing and sometimes incidental, depending on the activity for the week and the students' chosen activities.)</i></li> <li>- Allow time for children to orientate themselves in the learning environment (as per the Montessori method).</li> </ul>
<b>Week 3</b>	<ul style="list-style-type: none"> <li>- Revisit expectations and routines if needed.</li> <li>- 5 senses tuning in activity</li> <li>- Scavenger hunt: find objects with the focus sounds for the week</li> <li>- Children engage in regular learning activities <ul style="list-style-type: none"> <li>o Tree climbing</li> <li>o Collection jars</li> <li>o Mud kitchen</li> <li>o Mud/water paintbrushes – formation of focus letters of the week</li> <li>o Shelter building</li> <li>o Clay making</li> </ul> </li> </ul>
<b>Week 4</b>	<ul style="list-style-type: none"> <li>- Revisit expectations and routines if needed.</li> <li>- 5 senses tuning in activity</li> <li>- Play Leaf Snap – can you find someone with the same leaf as you? Can you find which tree it came from?</li> <li>- Children engage in regular learning activities <ul style="list-style-type: none"> <li>o Tree climbing</li> <li>o Collection jars</li> <li>o Mud kitchen</li> <li>o Mud/water paintbrushes – formation of focus letters of the week</li> <li>o Leaf matching, counting, sorting</li> <li>o Shelter building</li> <li>o Clay making</li> </ul> </li> </ul>
<b>Week 5</b>	<ul style="list-style-type: none"> <li>- 5 senses tuning in activity</li> <li>- Story: Stick Man. <ul style="list-style-type: none"> <li>o Find a stick of your own. Use it and any other natural materials to make a character. Make up a story about your character.</li> </ul> </li> <li>- Children engage in regular learning activities <ul style="list-style-type: none"> <li>o Tree climbing</li> <li>o Collection jars</li> <li>o Mud kitchen</li> <li>o Mud/water paintbrushes – formation of focus letters of the week</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Leaf matching, counting, sorting</li> <li>○ Stick character building</li> <li>○ Shelter building</li> <li>○ Clay making</li> </ul>
<b>Week 6</b>	<ul style="list-style-type: none"> <li>- 5 senses tuning in activity</li> <li>- Stick characters: Find a stick of your own. Use it and any other natural materials to make a character. Make up a story about your character. Can you find someone else whose character could be in your story too?</li> <li>- Children engage in regular learning activities <ul style="list-style-type: none"> <li>○ Tree climbing</li> <li>○ Collection jars</li> <li>○ Mud kitchen</li> <li>○ Mud/water paintbrushes – formation of focus letters of the week</li> <li>○ Leaf matching, counting, sorting</li> <li>○ Digging</li> <li>○ Shelter building</li> <li>○ Clay making</li> </ul> </li> </ul>
<b>Week 7</b>	<ul style="list-style-type: none"> <li>- 5 senses tuning in activity</li> <li>- Story: Superworm. <ul style="list-style-type: none"> <li>○ Introduce digging tools and station and discuss what animals we might find.</li> </ul> </li> <li>- Children engage in regular learning activities <ul style="list-style-type: none"> <li>○ Tree climbing</li> <li>○ Collection jars</li> <li>○ Mud kitchen</li> <li>○ Mud/water paintbrushes – formation of focus letters of the week</li> <li>○ Leaf matching, counting, sorting</li> <li>○ Digging</li> <li>○ Shelter building</li> <li>○ Clay making</li> <li>○ Swing building</li> </ul> </li> </ul>
<b>Week 8</b>	<ul style="list-style-type: none"> <li>- 5 senses tuning in activity</li> <li>- Introduce swing/trapeze building. Choosing appropriate materials, tying knots, testing strength. Discuss with children how to manage their own risks in this situation and what they might need to be aware of.</li> <li>- Children engage in regular learning activities <ul style="list-style-type: none"> <li>○ Tree climbing</li> <li>○ Collection jars</li> <li>○ Mud kitchen</li> <li>○ Mud/water paintbrushes – formation of focus letters of the week</li> <li>○ Leaf matching, counting, sorting</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Digging</li> <li>○ Shelter building</li> <li>○ Clay making</li> <li>○ Swing/trapeze building</li> </ul>
<b>Week 9</b>	<ul style="list-style-type: none"> <li>- 5 senses tuning in activity</li> <li>- Revisit swing/trapeze building. Choosing appropriate materials, tying knots, testing strength. Discuss with children how to manage their own risks in this situation and what they might need to be aware of.</li> <li>- Children engage in regular learning activities <ul style="list-style-type: none"> <li>○ Tree climbing</li> <li>○ Collection jars</li> <li>○ Mud kitchen</li> <li>○ Mud/water paintbrushes – formation of focus letters of the week</li> <li>○ Leaf matching, counting, sorting</li> <li>○ Digging</li> <li>○ Shelter building</li> <li>○ Clay making</li> <li>○ Swing/trapeze building</li> </ul> </li> </ul>
<b>Week 10</b>	End of term celebration of learning: making Easter flower bracelets

## Curriculum links

### Literacy and Numeracy

Reading and Viewing	Writing	Speaking and Listening	Number and Algebra	Measurement and Geometry	Statistics and Probability
Language	Language	Language			
<b>Text structure and organisation</b>	<b>Text structure and organisation</b>	<b>Language variation and change</b>	<b>Number and place value</b>	<b>Using units of measurement</b>	<b>Data representation and interpretation</b>
Understand that texts can take many forms, and that imaginative and informative texts have different purposes (VCELA141) <ul style="list-style-type: none"> <li>• <b>Comparing narrative stories and informative texts, such as flora and fauna field guides</b></li> </ul>	Understand that some language in written texts is unlike everyday spoken language (VCELA155) <ul style="list-style-type: none"> <li>• <b>Modelled reading of narrative stories and informative texts, such as flora and fauna field guides</b></li> </ul>	Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (VCELA164) <ul style="list-style-type: none"> <li>• <b>Interacting with peers and learning about their cultural and linguistic backgrounds</b></li> <li>• <b>Experiencing local Aboriginal languages,</b></li> </ul>	Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point <ul style="list-style-type: none"> <li>• <b>Counting footsteps in a guided walk</b></li> <li>• <b>Counting collections of natural objects: leaves, sticks etc</b></li> <li>• <b>Counting leaves on a</b></li> </ul>	Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language <ul style="list-style-type: none"> <li>• <b>Measuring different sized sticks for shelter building</b></li> <li>• <b>Recognising the different masses of different sticks, logs etc, and determining</b></li> </ul>	Answer yes/no questions to collect information <ul style="list-style-type: none"> <li>• <b>Sorting objects or pictures of living things based on yes/no questions about their features (e.g. “Does this animal have two legs?)</b></li> </ul>

		e.g. in the Acknowledgement of Country	leaf necklace <ul style="list-style-type: none"> <li>Finding and counting a number of different natural objects in a scavenger hunt</li> </ul>	which are light enough to carry independently <ul style="list-style-type: none"> <li>Mud kitchen and water play: capacity of different containers</li> </ul>	
Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, including directionality (VCELA142) <ul style="list-style-type: none"> <li>Modelled reading of narrative stories and informative texts, such as flora and fauna field guides</li> </ul>	Understand that punctuation is a feature of written text different from letters and recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (VCELA156) <ul style="list-style-type: none"> <li>Writing recounts based on Bush School language experience sessions</li> <li>Writing narratives based on Bush School experiences and stick characters</li> <li>Editing and publishing these narratives through the writing process</li> </ul>	Language for interaction	Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond <ul style="list-style-type: none"> <li>Counting collections of natural objects: leaves, sticks etc</li> <li>Counting leaves on a leaf necklace</li> <li>Finding and counting a number of different natural objects in a scavenger hunt</li> </ul>	Compare and order the duration of events using the everyday language of time <ul style="list-style-type: none"> <li>Observing changes in the site over time, such as how long it has taken different plant to grow, and observing and discussing the passage of the seasons</li> <li>Comparing Aboriginal seasons with European ones</li> </ul>	Organise answers to yes/no questions into simple data displays using objects and drawings <ul style="list-style-type: none"> <li>Counting, sorting and classifying how many different kind of birds or insects have been observed, how many different natural treasures have been found, and displaying them to compare the size of the set</li> </ul>
Expressing and developing ideas	Expressing and developing ideas	Explore how language is used differently at home and school depending on the relationships between people (VCELA165) <ul style="list-style-type: none"> <li>Interacting with peers, Bush School leaders and teachers in a student-led learning environment</li> </ul>	Subitise small collections of objects <ul style="list-style-type: none"> <li>Subitising small collections of natural artefacts: sticks, stones, leaves etc</li> <li>Learning how many species of birds can subitise the number of eggs in their nest, in a roleplaying context</li> </ul>	Connect days of the week to familiar events and actions <ul style="list-style-type: none"> <li>Identifying which day of the week Bush School occurs</li> </ul>	Interpret simple data displays about yes/no questions <ul style="list-style-type: none"> <li>Discussing the above displays and making comparisons to those of other students</li> </ul>
Recognise that sentences are key units for expressing ideas (VCELA143) <ul style="list-style-type: none"> <li>Writing and rereading recounts of Bush School experiences</li> </ul>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	Understand that language can be used to explore ways of expressing needs, likes and dislikes (VCELA166) <ul style="list-style-type: none"> <li>Interacting with peers, Bush School</li> </ul>	Compare, order and make correspondences between collections, initially to 20, and explain reasoning <ul style="list-style-type: none"> <li>Counting and comparing collections</li> </ul>	Shape	

		<p>leaders and teachers in a student-led learning environment</p> <ul style="list-style-type: none"> <li>• Children talking about managing their own risks in the environment, expressing their “edge”, or level of comfort with certain risks</li> <li>• Discussing risk management with Bush School leader and other adults</li> </ul>	<p>of natural objects: leaves, sticks etc, recognising which is greater</p> <ul style="list-style-type: none"> <li>• Counting leaves on a leaf necklace and comparing how many leaves used with the number of leaves a peer uses</li> <li>• Finding and counting a number of different natural objects in a scavenger hunt</li> <li>• Comparing how many leaves found from different kinds of trees</li> </ul>		
<p>Recognise that texts are made up of words and groups of words that make meaning (VCELA144)</p> <ul style="list-style-type: none"> <li>• <b>Modelled reading of narrative stories and informative texts, such as flora and fauna field guides</b></li> </ul>	<p><i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i></p>	<p><i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i></p>	<p>Represent practical situations to model addition and subtraction</p> <ul style="list-style-type: none"> <li>• <b>Combining collections of natural objects to find the total</b></li> <li>• <b>Recognising when there are more or fewer flora and fauna at the site and finding the difference</b></li> </ul>	<p>Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment</p> <ul style="list-style-type: none"> <li>• <b>Comparing the shapes of different natural objects, describing their features</b></li> <li>• <b>Comparing the shape of different seeds</b></li> <li>• <b>Discussing and experimenting with different shapes of shelters when building</b></li> </ul>	
<p>Explore the different contribution of words and images to meaning in stories and informative texts (VCELA145)</p> <ul style="list-style-type: none"> <li>• <b>Shared reading of flora and fauna field guides/information cards: using images to identify flora and fauna, and text to research them</b></li> </ul>	<p><i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i></p>	<p><b>Expressing and developing ideas</b></p>	<p>Represent practical situations to model sharing</p> <ul style="list-style-type: none"> <li>• <b>Counting and sharing collections</b></li> <li>• <b>Recognising leaf formations on different plants to see how the leaves are shared between the branches</b></li> </ul>	<p><b>Location and transformation</b></p>	

			<ul style="list-style-type: none"> <li>Counting and sharing the number of leaves on a leaf necklace</li> <li>Sharing out the number of apples to be baked, or sultanas to go with them</li> </ul>		
<b>Phonics and word knowledge</b>	<b>Phonics and word knowledge</b>	Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (VCELA167) <ul style="list-style-type: none"> <li>Developing and expanding Tier 2 and Tier 3 vocabulary related to the Bush School setting: e.g., names of flora and fauna, descriptions of the site, descriptions of the session's activities</li> </ul>	<b>Money and financial mathematics</b>	Describe position and movement <ul style="list-style-type: none"> <li>Using positional language in a natural outdoor context (e.g. "The bird is on the branch", "The ant is climbing up the tree trunk" or "The path goes to the right").</li> </ul>	
Recognise all upper- and lower-case letters and the most common sound that each letter represents (VCELA146) <ul style="list-style-type: none"> <li>Modelled reading of narrative stories and informative texts, such as flora and fauna field guides</li> <li>Mud/water painting of letters</li> <li>Word/letter building with leaves and sticks</li> <li>Focus sound scavenger hunts</li> </ul>	Understand that spoken sounds and words can be written and know how to write some high-frequency words and other familiar words including their name (VCELA157) <ul style="list-style-type: none"> <li>Mud/water painting, mud markers</li> <li>Word/letter building with leaves and sticks</li> <li>Focus sound scavenger hunts</li> </ul>	<b>Phonics and word knowledge</b>	Represent simple, everyday financial situations involving money <ul style="list-style-type: none"> <li>Playing shops, trading, making and "selling" natural treasures</li> </ul>		
Blend sounds associated with letters when reading consonant-vowel-consonant words (VCELA147) <ul style="list-style-type: none"> <li>Shared reading of flora and fauna field guides/information cards</li> </ul>	Know how to use onset and rime to spell words where sounds map more directly onto letters (VCELA158) <ul style="list-style-type: none"> <li>Focus sound scavenger hunts</li> </ul>	Identify rhyming words, alliteration patterns, syllables and some sounds (phonemes) in spoken words (VCELA168) <ul style="list-style-type: none"> <li>Modelled/shared reading of rhyming</li> </ul>	<b>Patterns and algebra</b>		

<p>with CVC words such as “ant”, “bug” etc</p>	<ul style="list-style-type: none"> <li>• Mud/water painting, mud markers</li> <li>• Word/letter building with leaves and sticks</li> <li>• Writing recounts based on Bush School language experience sessions, using CVC words such as “ant” “bug” “hot”</li> </ul>	<p>texts with Bush School themes; e.g. Stick Man, Superworm, Out In The Bush, etc</p>			
<p><i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i></p>	<p><i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i></p>	<p>Blend and segment onset and rime in single syllable spoken words and isolate, blend and segment phonemes in single syllable words (first consonant sound, last consonant sound, middle vowel sound) (VCELA169)</p> <ul style="list-style-type: none"> <li>• Focus sound scavenger hunts</li> <li>• Mud/water painting, mud markers</li> <li>• Word/letter building with leaves and sticks</li> <li>• Writing recounts based on Bush School language experience sessions, using CVC words such as “ant” “bug” “hot”</li> </ul>	<p>Sort and classify familiar objects and explain the basis for these classifications, and copy, continue and create patterns with objects and drawings</p> <ul style="list-style-type: none"> <li>• <b>Sorting natural objects by colour, size, type etc</b></li> <li>• <b>Copying, continuing and creating patterns of natural objects, e.g. on a necklace, bracelet or hanging mobile</b></li> <li>• <b>Identifying patterns in the environment, e.g. on tree bark, leaves, birds’ feathers, etc</b></li> </ul>		
<p>Literature</p>	<p>Literature</p>	<p>Literature</p>	<p>Follow a short sequence of instructions</p> <ul style="list-style-type: none"> <li>• <b>Guided walks, orienteering, scavenger hunt instructions</b></li> </ul>		
<p>Examining literature</p>	<p>Creating literature</p>	<p>Literature and context</p>			
<p>Recognise some different types of literary texts and identify some characteristic features of literary texts (VCELT149)</p>	<p>Retell familiar literary texts through performance, use of illustrations and images (VCELT159)</p>	<p><i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i></p>			



<ul style="list-style-type: none"> <li>Comparing narrative stories and informative texts, such as flora and fauna field guides</li> </ul>	<ul style="list-style-type: none"> <li>Using stick characters to retell the story of Stick Man</li> <li>Using animal puppets and a natural outdoor setting to retell stories such as Possum Magic</li> <li>Shelter building (connection to The Three Little Pigs)</li> </ul>				
<p>Identify some features of texts including events and characters and retell events from a text (VCELT150)</p> <ul style="list-style-type: none"> <li>Modelled reading of narrative stories with Bush School themes, and subsequent text discussions</li> </ul>	<p><i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i></p>	<p>Responding to literature</p>			
<p>Literature and context</p>		<p>Respond to texts, identifying favourite stories, authors and illustrators (VCELT170)</p> <ul style="list-style-type: none"> <li>Modelled reading of narrative stories with Bush School themes, and subsequent text discussions</li> </ul>			
<p>Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (VCELT148)</p> <ul style="list-style-type: none"> <li>Making connections between Bush School themed texts and students' personal experiences</li> </ul>		<p>Share feelings and thoughts about the events and characters in texts (VCELT171)</p>			
<p>Responding to literature</p>		<p>Examining literature</p>			
<p><i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i></p>		<p>Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (VCELT172)</p>			
<p><i>For the next sub-strand content description, please refer to the</i></p>		<p><i>For the next sub-strand content description, please refer to the</i></p>			

<i>scope and sequence chart for Writing or Speaking and Listening</i>		<i>scope and sequence chart for Reading and Viewing, or Writing</i>			
<b>Literacy</b>	<b>Literacy</b>	<b>Creating literature</b>			
<b>Texts in context</b>	<b>Texts in context</b>	Modify familiar texts (VCELT173) <ul style="list-style-type: none"> <li><b>Writing narratives based on Bush School experiences and stick characters (e.g. rewriting the story of Stick Man, imagining if Little Red Riding Hood went into the Australian Bush, etc)</b></li> </ul>			
Identify some familiar texts and the contexts in which they are used (VCELY151) <ul style="list-style-type: none"> <li><b>Comparing narrative stories and informative texts, such as flora and fauna field guides</b></li> </ul>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	<b>Literacy</b>			
<b>Interpreting, analysing, evaluating</b>	<b>Creating texts</b>	<b>Interacting with others</b>			
Read texts with familiar structures and features, practicing phrasing and fluency, and monitor meaning using concepts about print and emerging phonic, semantic, contextual and grammatical knowledge (VCELY152) <ul style="list-style-type: none"> <li><b>Shared/independent reading of flora and fauna field guides and Bush School themed narratives</b></li> <li><b>Rereading of class books created from Bush School language experience sessions</b></li> </ul>	Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (VCELY160) <ul style="list-style-type: none"> <li><b>Writing recounts based on Bush School language experience sessions</b></li> <li><b>Writing narratives based on Bush School experiences and stick characters</b></li> </ul>	Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak (VCELY174) <ul style="list-style-type: none"> <li><b>Modelled reading of narrative stories with Bush School themes, and subsequent text discussions</b></li> <li><b>Listening to the expectations and during 5 senses tuning in exercises</b></li> <li><b>Interacting and holding conversations with other students in a student-led learning environment</b></li> <li><b>Listening for new information and</b></li> </ul>			

		<b>natural sounds during guided walks</b>			
<p>Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (VCELY153)</p> <ul style="list-style-type: none"> <li>• <b>Modelled/shared reading of flora and fauna field guides and Bush School themed narratives, discussion of themes, messages, connections and inferences</b></li> <li>• <b>Understanding the important information when reading a field guide/information card and using this information to identify flora and fauna</b></li> </ul>	<p>Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (VCELY161)</p> <ul style="list-style-type: none"> <li>• <b>Publishing class books created from Bush School language experience sessions</b></li> </ul>	<p>Deliver short oral presentations to peers, using appropriate voice levels, articulation, body language, gestures and eye contact (VCELY175)</p> <ul style="list-style-type: none"> <li>• <b>Show and Tell about natural found objects or artefacts from Bush School sessions</b></li> <li>• <b>Rereading recounts or narratives created from Bush School experiences</b></li> </ul>			
<p>Identify some differences between imaginative and informative texts (VCELY154)</p> <ul style="list-style-type: none"> <li>• <b>Comparing narrative stories and informative texts, such as flora and fauna field guides</b></li> </ul>	<p>Understand that sounds in English are represented by upper- and lower-case letters that can be written using learned letter formation patterns for each case (VCELY162)</p> <ul style="list-style-type: none"> <li>• <b>Using mud/water painting and mud markers to form letters</b></li> <li>• <b>Fine motor skill development activities: digging, climbing trees/swing building (develops strength in hands), leaf necklaces, using tools, whittling, etc</b></li> </ul>				
	<p>Construct texts using software including word processing programs (VCELY163)</p>				

	<ul style="list-style-type: none"> <li>• Publishing class books created from Bush School language experience sessions, potentially using supporting photographs taken in Bush School sessions</li> </ul>				
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## Humanities, Science, Design and Technology

Science (F-2)	Design and Technologies (F-2)	Geography (F-2)	History (F-2)
Science Understanding	Technologies and Society	Geographical Concepts and Skills	Historical Concepts and Skills
<b>Science as a human endeavour</b>	Identify how people create familiar designed solutions and consider sustainability to meet personal and local community needs <ul style="list-style-type: none"> <li>• <b>Discussion of traditional Aboriginal land custodianship: using only as much as they needed and allowing the land's resources to regenerate</b></li> </ul>	<b>Place, space and interconnection</b>	<b>Chronology</b>
People use science in their daily lives <ul style="list-style-type: none"> <li>• <b>Observing, sorting and classifying flora and fauna of the site</b></li> <li>• <b>Observing and recording changes in the site over the year due to seasons, weather conditions, etc</b></li> <li>• <b>Involving students in the conservation and management of the site, e.g. by removing rubbish, planting trees, following the Leave No Trace principles</b></li> </ul>	<b>Engineering principles and systems</b>	Identify and describe the features of places at a local scale and how they change, recognising that people describe the features of places differently <ul style="list-style-type: none"> <li>• <b>Exploring the history of the site, including traditional Aboriginal use of the land</b></li> </ul>	Sequence significant events about personal and family history to create a chronological narrative <ul style="list-style-type: none"> <li>• <b>Exploring the history of the site, including traditional Aboriginal use of the land</b></li> <li>• <b>Identifying the chronology and cyclic nature of the seasons</b></li> <li>• <b>Identifying the chronology and cyclic nature of local plant and animal life cycles</b></li> </ul>
<b>Biological sciences</b>	Explore how technologies use forces to create movement in designed solutions <ul style="list-style-type: none"> <li>• <b>Using tools to build toy vehicles, comparing sizes, shapes and speeds</b></li> <li>• <b>Making windmills and exploring the role of the wind</b></li> </ul>	Describe and explain where places and activities are located <ul style="list-style-type: none"> <li>• <b>Orienteering, scavenger hunts, mapping out the site and its boundaries, locating particular places within the site</b></li> </ul>	<b>Historical sources as evidence</b>

<p>Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met</p> <ul style="list-style-type: none"> <li>• <b>Observing, sorting and classifying flora and fauna of the site</b></li> <li>• <b>Reading field guides and flora/fauna information cards to identify features and needs</b></li> <li>• <b>Identifying and discussing different habitats on the site, and how these help meet animals' needs (e.g. trees, hollows, wetlands, etc)</b></li> </ul>	<p><b>Food and fibre production</b></p>	<p>Identify how people are connected to different places</p> <ul style="list-style-type: none"> <li>• <b>Exploring the history of the site, including traditional Aboriginal use of the land</b></li> <li>• <b>Exploring connections that the children feel to the site during Bush School sessions and why</b></li> </ul>	<p>Identify the content features of primary sources when describing the significance of people, places or events</p> <ul style="list-style-type: none"> <li>• <b>Engaging with the oral traditions, painting and music of local Aboriginal people relating to the site, and recognising that the past is communicated through stories passed down from generation to generation</b></li> </ul>
<p>Living things grow, change and have offspring similar to themselves</p> <ul style="list-style-type: none"> <li>• <b>Observing the change in living things endemic to the site (e.g. the progression of a baby magpie to an adult, or a seedling to a mature plant, comparing their similarities and differences)</b></li> </ul>	<p>Explore how plants and animals are grown for food, clothing and shelter</p> <ul style="list-style-type: none"> <li>• <b>Discussing plants from the site that are used in traditional Aboriginal cooking and medicine</b></li> <li>• <b>Discussing the properties of local plants and their suitability for shelter, etc</b></li> <li>• <b>Weaving flax plants using traditional Aboriginal methods</b></li> </ul>	<p><b>Data and information</b></p>	<p>Identify perspectives about changes to daily life from people in the past or present</p> <ul style="list-style-type: none"> <li>• <b>Comparing tools used now to tools used in the past</b></li> <li>• <b>Discuss the changes in technology and the impact that has had on outdoor time and connection to nature</b></li> </ul>
<p><b>Chemical sciences</b></p>	<p><b>Food specialisations</b></p>	<p>Collect and record geographical data and information from the field and other sources</p> <ul style="list-style-type: none"> <li>• <b>Observing patterns and changes in the landscape at different times of the year, and taking photos to record this data</b></li> </ul>	<p><b>Continuity and change</b></p>
<p>Objects are made of materials that have observable properties</p> <ul style="list-style-type: none"> <li>• <b>Discussing the most suitable materials for shelter/swing building</b></li> <li>• <b>Observing how foods change when they are cooked (e.g. baked apples, damper)</b></li> </ul>	<p>Explore how food is selected and prepared for healthy eating</p> <ul style="list-style-type: none"> <li>• <b>Outdoor cooking and preparation of food: baked apples, baked potatoes, damper, corn on the cob, etc</b></li> </ul>	<p>Represent data and the location of places and their features by constructing tables, plans and labelled maps</p> <ul style="list-style-type: none"> <li>• <b>Traditional Aboriginal tracking symbols, orienteering and navigating in pairs with one student creating a map drawn in the ground with a stick</b></li> </ul>	<p>Identify examples of continuity and change in family life and in the local area by comparing past and present</p> <ul style="list-style-type: none"> <li>• <b>Exploring the history of the site, including traditional Aboriginal use of the land, and comparing and contrasting the area now</b></li> </ul>
<p>Everyday materials can be physically changed or combined with other materials in a variety</p>	<p><b>Materials and technologies specialisations</b></p>	<p>Interpret data and information to draw conclusions and describe the direction and location of places,</p>	

<p>of ways for particular purposes</p> <ul style="list-style-type: none"> <li>• <b>Mud kitchen and potion making: exploring mixtures, textures, solutions</b></li> <li>• <b>Joining materials when building sculptures, swings, trapezes, etc, e.g. with rope, nails, glue etc</b></li> </ul>		<p>using terms such as north, south, opposite, near, far</p> <ul style="list-style-type: none"> <li>• <b>Scavenger hunts, guided walks, describing where certain parts of or objects in the site are in relation to each other</b></li> </ul>	
<b>Earth and space sciences</b>	<p>Explore the characteristics and properties of materials and components that are used to create designed solutions</p> <ul style="list-style-type: none"> <li>• <b>Using and understanding different tools</b></li> <li>• <b>Discussing the most suitable materials for a design: wood, sticks, thick fallen branches, rope, nails etc.</b></li> </ul>	<b>Geographical Knowledge</b>	
<p>Observable changes occur in the sky and landscape; daily and seasonal changes affect everyday life</p> <ul style="list-style-type: none"> <li>• <b>Observing and discussing changes in the sky, landscape and weather over different seasons; taking photos of the seasons and comparing them</b></li> <li>• <b>Discussing the best clothing to wear in different weather conditions for Bush School: e.g. gumboots and waterproof clothing in the rain</b></li> </ul>	<b>Investigating</b>	<b>Places and our connections to them</b>	<b>Historical significance</b>
<p>Earth's resources are used in a variety of ways</p> <ul style="list-style-type: none"> <li>• <b>Discussing plants from the site that are used in traditional Aboriginal cooking and medicine</b></li> <li>• <b>Observing how animals at the site use resources such as food, shelter and water</b></li> </ul>	<p>Explore needs or opportunities for designing, and the technologies needed to realise designed solutions</p> <ul style="list-style-type: none"> <li>• <b>Identifying real contexts for designs, such as a rope ladder to help climb a tree with no branches low enough to reach</b></li> </ul>	<p>Representation of the location of places and their features on maps and models, including a globe, and the location of the major geographical divisions of the world in relation to Australia</p> <ul style="list-style-type: none"> <li>• <b>Traditional Aboriginal tracking symbols, orienteering and navigating in pairs with one student creating a map drawn in the ground with a stick</b></li> </ul>	<p>Identify the significance of a person and/or place in the local community</p> <ul style="list-style-type: none"> <li>• <b>Consult with local elders about the significance of the site and how it was traditionally used. Explore this information through role play</b></li> </ul>
<b>Physical sciences</b>	<b>Generating</b>	<p>Definition of places as parts of the Earth's surface that have been given meaning by people, and how places can be defined at a variety of scales</p>	<b>Historical Knowledge</b>

		<ul style="list-style-type: none"> <li>• <b>Traditional Aboriginal tracking symbols, orienteering and navigating in pairs with one student creating a map drawn in the ground with a stick</b></li> <li>• <b>Scavenger hunts, guided walks, describing where certain parts of or objects in the site are in relation to each other and discussing their relative size</b></li> </ul>	
<p>The way objects move depends on a variety of factors including their size and shape: a push or a pull affects how an object moves or changes shape</p> <ul style="list-style-type: none"> <li>• <b>Using tools to build toy vehicles, comparing sizes, shapes and speeds</b></li> <li>• <b>Mud kitchen: pushing and pulling when building mud sculptures</b></li> <li>• <b>Clay making: clay changes shape when pushed or pulled</b></li> <li>• <b>Observing movements in nature and caused by natural forces, e.g. the wind</b></li> </ul>	<p>Visualise, generate, and communicate design ideas through describing, drawing and modelling</p> <ul style="list-style-type: none"> <li>• <b>Communicating designs for shelters, swings, toys and trapezes with peers, and discussing the steps in the design process</b></li> </ul>	<p>Connections of people in Australia to other places in Australia and across the world</p> <ul style="list-style-type: none"> <li>• <b>Exploring and comparing Indigenous and introduced species in the site and why these species may have been introduced</b></li> <li>• <b>Discussing animal migration and movement and making connections with people</b></li> </ul>	<p><b>Personal histories</b></p>
<p>Light and sound are produced by a range of sources and can be sensed</p> <ul style="list-style-type: none"> <li>• <b>Identifying different animal calls (e.g. birds, frogs, crickets/cicadas, etc)</b></li> <li>• <b>Comparing the amount of sunlight in different seasons and weather conditions</b></li> </ul>	<p><b>Producing</b></p>	<p>Aboriginal and Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander peoples, and the ways in which they maintain special connections to particular Country/Place</p> <ul style="list-style-type: none"> <li>• <b>Consult with local elders about the significance of the site and how it was traditionally used. Explore this information through role play</b></li> </ul>	<p>Who the people in their family are, where they were born and raised, how they are related to each other and how their stories are communicated and shared</p> <ul style="list-style-type: none"> <li>• <b>Role playing games associated with shelter building or mud kitchen such as playing house: using this to discuss the family structure in the game and how it compares with the children's families</b></li> </ul>
<p><b>Science Inquiry Skills</b></p>	<p>Use materials, components, tools, equipment and techniques to produce designed solutions safely</p> <ul style="list-style-type: none"> <li>• <b>Learning how to use real tools such as hammers, nails, drills, screwdrivers and vegetable peelers safely: e.g.</b></li> </ul>	<p>Weather and seasons and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander peoples, describe them</p> <ul style="list-style-type: none"> <li>• <b>Comparing Aboriginal seasons with European ones and the observations</b></li> </ul>	<p>Differences and similarities in family structures and the role of family groups today, and how these have changed or remained the same over time</p> <ul style="list-style-type: none"> <li>• <b>Role playing games associated with shelter building or mud kitchen such as playing house: using this to</b></li> </ul>

	wearing gloves when using them, concentrating, moving the peeler in the direction away from your body, etc	about the weather	discuss the family structure in the game and how it compares with the children's families
Questioning and predicting	Evaluating	<p>Natural, managed and constructed features of places, their location and how they change</p> <ul style="list-style-type: none"> <li>• Exploring the history of the site, including traditional Aboriginal use of the land</li> <li>• Exploring connections that the children feel to the site during Bush School sessions and why</li> <li>• Involving children in the Sustainability Management Plan, e.g. planting trees, maintaining the site, researching and observing biodiversity, etc</li> <li>• Observing patterns and changes in the landscape at different times of the year, and taking photos to record this data</li> </ul>	<p>How the present, past and future are signified by terms indicating and describing time</p> <ul style="list-style-type: none"> <li>• Explore the language of time in Bush School related stories: "Once upon a time", "A long time ago", "In the Dreamtime", etc</li> </ul>
<p>Respond to and pose questions, and make predictions about familiar objects and events</p> <ul style="list-style-type: none"> <li>• Regular and self-posed questions through the student-led, inquiry-based learning</li> <li>• Tuning in by making predictions about the site;, such as how many different living things we might see, what the weather will be like, how the wetlands might look and sound after heavy rain</li> </ul>	<p>Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment</p> <ul style="list-style-type: none"> <li>• Reflecting on their building (e.g. of a shelter, swing, toy or trapeze), assessing and managing any risks that may come up, observing the Leave No Trace principle to minimise environmental impact on the site</li> </ul>	<p>Reasons why some places are special and some places are important to people and how they can be looked after</p> <ul style="list-style-type: none"> <li>• Exploring the history of the site, including traditional Aboriginal use of the land</li> <li>• Exploring connections that the children feel to the site during Bush School sessions and why</li> <li>• Involving children in the Sustainability Management Plan, e.g. planting trees, maintaining the site, researching and observing biodiversity, etc</li> </ul>	<p>Differences and similarities between students' daily lives and perspectives of life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications</p> <ul style="list-style-type: none"> <li>• Comparing tools used now to tools used in the past</li> <li>• Discuss the changes in technology and the impact that has had on outdoor time and connection to nature</li> </ul>
Planning and conducting	Planning and managing	Activities in the local place and reasons for their location, and the influence of purpose, distance and accessibility on the frequency with which people visit places	



		<ul style="list-style-type: none"> <li>• Exploring the history of the site, including traditional Aboriginal use of the land</li> <li>• Exploring how the site is used now (for walking, hiking, conservation, tree planting, recreation, connecting with nature etc)</li> </ul>	
<p>Participate in guided investigations, including making observations using the senses, to explore and answer questions</p> <ul style="list-style-type: none"> <li>• Regular and student-initiated investigations through the inquiry-based, student-led learning environment</li> <li>• Regular 5 senses tuning in exercises</li> </ul>	<p>Sequence steps for making designed solutions</p> <ul style="list-style-type: none"> <li>• Planning the materials, tools and steps for building, such as a shelter, swing, toy or trapeze, independently or in collaboration with peers</li> </ul>		
			<b>Community histories</b>
<b>Recording and processing</b>			<p>How they, their family, friends and communities commemorate past events that are important to them</p> <ul style="list-style-type: none"> <li>• End of term celebrations, such as Easter and Christmas: explore Bush School activities and traditions related to these events, and compare these to how the children and their families celebrate them</li> </ul>
<p>Use informal measurements in the collection and recording of observations</p> <ul style="list-style-type: none"> <li>• Measuring the growth of a planted tree using a stick collected for the purpose</li> <li>• Measuring the depth of water after rain or a period of drought</li> </ul>			<p>The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past</p> <ul style="list-style-type: none"> <li>• Consult with local elders about the significance of the site and how it was traditionally used. Explore this information through role play</li> </ul>
<p>Use a range of methods, including drawings and provided tables, to sort information</p> <ul style="list-style-type: none"> <li>• Sorting and classifying living things into categories, using Venn diagrams, T charts, etc (e.g. "The magpie and the lorikeet both have feathers.</li> </ul>			<p>The significance today of an historical site of cultural or spiritual importance</p> <ul style="list-style-type: none"> <li>• Consult with local elders about the significance of the site and how it was traditionally used. Explore this information through role play</li> </ul>

The lorikeet has coloured feathers. The magpie has black and white feathers.”)			
<b>Analysing and evaluating</b>			The effect of changing technology on people’s lives and their perspectives on the significance of that change
Compare observations and predictions with those of others <ul style="list-style-type: none"> <li>Incidental and guided discussions to compare learning with peers</li> </ul>			<ul style="list-style-type: none"> <li>Comparing tools used now to tools used in the past</li> <li>Discuss the changes in technology and the impact that has had on outdoor time and connection to nature</li> </ul>
<b>Communicating</b>			
Represent and communicate observations and ideas about changes in objects and events in a variety of ways <ul style="list-style-type: none"> <li>Incidental and guided discussions to compare learning with peers</li> <li>Nature journals – keeping a record of how the site looks at different times of the year and in different weather conditions</li> <li>Photos of the site and how it changes over time</li> </ul>			

## Capabilities

Personal and Social Capability	Intercultural Capability (F-2)	Ethical Capability (F-2)	Critical and Creative Thinking (F-2)
<b>Self-Awareness and Management</b>	<b>Cultural Practices</b>	<b>Understanding Concepts</b>	<b>Questions and Possibilities</b>
<b>Recognition and expression of emotions</b>	Identify what is familiar and what is different in the ways culturally diverse individuals and families live <ul style="list-style-type: none"> <li>Make connections with local community groups and discuss activities, foods, etc, that are similar and different</li> <li>Compare European, Aboriginal and</li> </ul>	Explore the meaning of right and wrong, good and bad, as concepts concerned with the outcomes of acts <ul style="list-style-type: none"> <li>Discussing the effect of certain actions on other people, living things and the environment (e.g. “Should we pull off this bit of bark from the tree? Why or why not?” or</li> </ul>	Identify, describe and use different kinds of question stems to gather information and ideas <ul style="list-style-type: none"> <li>Regular and student-initiated investigations through the inquiry-based, student-led learning environment – links to the term’s Inquiry focus</li> </ul>

	<b>other cultural perspectives of children in the class, on subjects such as seasons</b>	<b>“How can we use the sticks safely?”</b> <i>This will be revisited, often as an incidental teachable moment, in response to real-life actions of students.</i>	
Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations <ul style="list-style-type: none"> <li>Discuss emotions felt during Bush School in different situations: e.g. calm when doing the 5 senses tune in, excited when climbing a tree, uncertain when trying a swing for the first time, happy when making mud and potions</li> </ul>	Describe their experiences of intercultural encounters in which they have been involved <ul style="list-style-type: none"> <li>Reading Bush School themed texts with a variety of cultural perspectives (e.g. books set in the Northern Hemisphere, books by Aboriginal authors, bilingual texts) and discuss personal connections that the children make</li> </ul>	<b>Decision Making and Actions</b>	Consider personal reactions to situations or problems and how these reactions may influence thinking <ul style="list-style-type: none"> <li>Discussing the effect of certain actions on other people, living things and the environment (e.g. “Should we pull off this bit of bark from the tree? Why or why not?” or “How can we use the sticks safely?”</li> <li>Explore empathy with students through the context of living things: “How would it feel if you were a slater and someone moved the log you lived under?”</li> </ul>
<b>Development of resilience</b>	<b>Cultural Diversity</b>	Explore the type of acts often considered right and those often considered wrong and the reasons why they are considered so <ul style="list-style-type: none"> <li>Discussing the effect of certain actions on other people, living things and the environment (e.g. “Should we pull off this bit of bark from the tree? Why or why not?” or “How can we use the sticks safely?”</li> </ul> <i>This will be revisited, often as an incidental teachable moment, in response to real-life actions of students.</i>	Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities <ul style="list-style-type: none"> <li>Modifying the materials and tools used to build shelters, swings, toys and trapezes, and discussing why they chose particular ones</li> </ul>
Identify their likes and dislikes, needs and wants, abilities and strengths <ul style="list-style-type: none"> <li>Determining their “edge”, or level of comfort with a given activity (e.g. choosing a particular tree to climb because they know there are branches</li> </ul>	Identify and discuss cultural diversity in the school and/or community <ul style="list-style-type: none"> <li>Make connections with local community groups and discuss activities, foods, etc, that are similar and different</li> <li>Compare European, Aboriginal and other cultural perspectives of children</li> </ul>	Explore the effects that personal feelings can have on how people behave in situations where ethical issues are involved <ul style="list-style-type: none"> <li>Explore empathy with students through the context of living things: “How would it feel if you were a slater and someone moved the log you lived under?”</li> <li>Using restorative conversations in</li> </ul>	<b>Reasoning</b>

<p>low enough to reach)</p> <ul style="list-style-type: none"> <li>Identifying their favourite Bush School activity</li> <li>Choosing the task that they wish to pursue in the student-led environment</li> </ul>	<p>in the class, on subjects such as seasons</p>	<p>the event of conflict or poor choices: “How were you feeling at the time? How do you feel now? Who has been affected? What can be done to put things right?”</p>	
<p>Recognise that problems or challenges are a normal part of life and that there are actions that can be undertaken to manage problems</p> <ul style="list-style-type: none"> <li>Discussing strategies for managing risks with Bush School leaders; e.g., testing the strength of a log before using it for a swing, trying another log if that one breaks, moving a log with a partner if it is too heavy to move independently, testing water with a stick to determine the depth, persisting with an activity that is challenging and trying again</li> </ul>	<p>Imagine and explain what their responses might be if they were placed in a different cultural situation or setting</p> <ul style="list-style-type: none"> <li>Read texts and tell stories from the perspectives of local Aboriginal people. Students explore their responses through role play</li> </ul>		<p>Examine words that show reasons and words that show conclusions</p> <ul style="list-style-type: none"> <li>Noticing how a design has turned out “in the end” and why</li> <li>Discuss reasons for the site expectations and routines</li> <li>Ask students to reflect on their Bush School session and how they feel at the end of it</li> </ul>
<p><b>Social Awareness and Management</b></p>			<p>Compare and contrast information and ideas in own and others’ reasoning</p> <ul style="list-style-type: none"> <li>Noticing how a design has turned out “in the end” and why</li> <li>Discuss reasons for the site expectations and routines</li> </ul>
<p><b>Relationships and diversity</b></p>			<p>Consider how reasons and examples are used to support a point of view and illustrate meaning</p> <ul style="list-style-type: none"> <li>Noticing how a design has turned out “in the end” and why</li> <li>Discuss reasons for the site expectations and routines</li> </ul>
<p>Identify a range of groups to which they, their family and members of their class</p>			<p><b>Meta-Cognition</b></p>

<p>belong</p> <ul style="list-style-type: none"> <li>• <b>Identifying peers who have common interests and listening when someone has different interests</b></li> </ul>			
<p>Practise the skills required to include others and make friends with peers, teachers and other adults</p> <ul style="list-style-type: none"> <li>• <b>Talking and listening to peers in play-based situations</b></li> <li>• <b>Engaging in imaginative and role play activities</b></li> <li>• <b>Identifying peers who have common interests and listening when someone has different interests</b></li> </ul>			<p>Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self</p> <ul style="list-style-type: none"> <li>• <b>Identifying their preferred learning activity and style, and using emotion words to explain why</b></li> <li>• <b>Exploring Bush School activities where they are using different kinds of thinking, e.g. ‘watching, wondering, finding, trying’</b></li> </ul>
<p><b>Collaboration</b></p>			<p>Explore some learning strategies, including planning, repetition, rewording, memorisation, and use of mnemonics</p> <ul style="list-style-type: none"> <li>• <b>Discussing how students have learned how to accomplish an activity, and what strategies they used (e.g. “I tried climbing that tree, but I couldn’t get above that first branch. So I practised different ways of climbing it using other branches.”)</b></li> </ul>
<p>Name and practise basic skills required to work collaboratively with peers</p> <ul style="list-style-type: none"> <li>• <b>Collaborating to build shelters, etc: sharing materials, moving and building them together</b></li> <li>• <b>Sharing equipment and resources and taking turns</b></li> <li>• <b>Communicating with peers while pursuing a collaborative task</b></li> </ul>			<p>Investigate ways to problem-solve, using egocentric and experiential language</p> <ul style="list-style-type: none"> <li>• <b>Working out solutions to problems, e.g.:</b> <ul style="list-style-type: none"> <li>○ <b>using different materials to build a shelter if the first ones weren’t keeping the rain out, weren’t the right size, etc</b></li> <li>○ <b>using a simpler version of a tool first, such as a potato peeler instead of a</b></li> </ul> </li> </ul>

			<p><b>penknife</b></p> <ul style="list-style-type: none"> <li>○ <b>finding a new route up a tree if the first one didn't work, or finding a different tree</b></li> <li>○ <b>adapting a mistake in a clay creation to make it part of the artwork</b></li> <li>○ <b>sitting on a raincoat if the grass is wet</b></li> <li>○ <b>asking someone for help</b></li> </ul>
<p>Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict</p> <ul style="list-style-type: none"> <li>• <b>Discuss emotions felt during Bush School in different situations: e.g. calm when doing the 5 senses tune in, excited when climbing a tree, uncertain when trying a swing for the first time, happy when making mud and potions</b></li> <li>• <b>Discussing possible conflict resolution strategies, e.g. if more than one person wants to use a tool at the same time, how to allocate that time fairly and what to do while waiting</b></li> </ul>			