

Curriculum links

The Australian curriculum is supported by North East Waste's various school programs. Our programs fit well under the general capabilities of personal and social capability, critical and creative thinking and ethical understanding, whilst also addressing sustainability as a cross-curriculum priority.

The **Wipe Out Waste school visits** program supports the Australian Curriculum primary syllabus in the following ways:

Foundation – Year 2	
English	Engage in conversations and discussion using active listening behaviours, showing interest and contributing ideas, information and questions (ACELY1656)
Science	- Objects are made of materials that have observable properties (Foundation ACSSU003) - Share observations and ideas – Foundation (ACSYS012); - Respond to questions about familiar objects and events – Foundation (ACSYS014); - People use science in their daily lives, including when caring for their environment and living things (ACSHE022 and ACSHE035)
Geography	- Make observations about familiar places and pose questions about them – Foundation (ACHGS001); - Reflect on their learning and suggest responses to their findings (ACHGSO12)
Years 3 - 4	
Science	- Science involves making predictions and describing patterns and relationships (ACSHE050); - Science knowledge helps people to understand the effect of their actions (ACHSE051); - Natural and processed materials have a range of physical properties; these properties can influence their use (ACSSU074); - Science knowledge helps people to understand the effect of their actions (ACSHE062)
Geography	- The similarities and differences in individuals' and groups' feelings and perceptions about places, and how they influence views about the protection of these places (ACHGK018); - Reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects of the proposal (ACHGS025 and ACHGS032); - The natural resources provided by the environment and different views on how they could be used sustainably (ACHGK024); - The sustainable management of waste from production and consumption (ACHGK025)
Years 5 - 6	
Science	Scientific knowledge is used to inform personal and community decisions (ACSHE217);
Geography	Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge and describe and effects of their proposal on different groups of people (ACHGS039 and ACHGS046)

The **Trip to the Tip** program supports the following syllabus outcomes:

Foundation – Year 2	
English	- Engage in conversations and discussion using active listening behaviours, showing interest and contributing ideas, information and questions (ACELY1656) - Understand that language can be used to explore ways of expressing needs, likes and dislikes – Foundation (ACCELA1428); - Explore the different contribution of words and images to meaning in stories and informative texts - Foundation (ACELA1786)
Science	- Objects and made of materials that have observable properties – Foundation (ACSSU003); - Explore and make observations using the senses – Foundation (ACSIS001); - Science involves exploring and observing the world using the senses – Foundation (ACSHE013); - Share observations and ideas – Foundation (ACSIS012); - Respond to questions about familiar objects and events – Foundation (ACSIS014) - Everyday materials can be physically changed in a variety of ways (ACSSU018); - Science involves asking questions about, and describing changes in, objects and events (ACSHE021); - Different materials can be combined, including by mixing, for a particular purpose (ACSSU031); - Earth's resources, including water, are used in a variety of ways (ACSSU032); - People use science in their daily lives, including when caring for their environment and living things (ACSHE035)
Geography	- Make observations about familiar places and pose questions about them – Foundation (ACHGS001); - Reflect on their learning and suggest responses to their findings (ACHGS006 and ACHGSO12)
Years 3 - 4	
Science	- Science involves making predictions and describing patterns and relationships (ACSHE050); - Science knowledge helps people to understand the effect of their actions (ACHSE051); - Natural and processed materials have a range of physical properties; these properties can influence their use (ACSSU074); - Science knowledge helps people to understand the effect of their actions (ACSHE062)
Geography	- The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHGK005); - The ways the activities located in a place create its distinctive features (ACHGK007); - Reflect on their learning and suggest responses to their findings (ACHGSO12)

Years 5 - 6	
Science	• Solids, liquids and gases have different observable properties and behave in different ways (ACSSU077); • Scientific knowledge is used to inform personal and community decisions (ACSHE217 and ACHE100); • Scientific understandings, discoveries and inventions are used to solve problems that directly affect people's lives (ACSHE083 and ACSHE099)
Geography	• The influence people have on the human characteristics of places and the management of spaces within them (ACHGK030); • The similarities and differences in individuals' and groups' feelings and perceptions about places, and how they influence views about the protection of these places (ACHGK018); • Reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects of the proposal (ACHGS025 and ACHGS032); • The natural resources provided by the environment and different views on how they could be used sustainably (ACHGK024); • The sustainable management of waste from production and consumption (ACHGK025)

Our **Recycle Relay** supports the following outcomes:

Foundation – Year 2	
English	• Engage in conversations and discussion using active listening behaviours, showing interest and contributing ideas, information and questions (ACELY1656)
Mathematics	• Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings – Foundation (ACMNA005);
Science	• Share observations and ideas – Foundation (AC SIS012); • Respond to questions about familiar objects and events – Foundation (AC SIS014) • Objects are made of materials that have observable properties – Foundation (ACSSU003); • compare observations with those of others (AC SIS212); • respond to and pose questions, and make predictions about familiar objects and events (AC SIS024) • People use science in their daily lives, including when caring for their environment and living things (ACSHE022);

Year 3 - 4	
Science	• Science involves making predictions and describing patterns and relationships (ACSHE050); • Science knowledge helps people to understand the effect of their actions (ACHSE051); • Natural and processed materials have a range of physical properties; these properties can influence their use (ACSSU074); • Science knowledge helps people to understand the effect of their actions (ACSHE062)
Geography	• The sustainable management of waste from production and consumption (ACHGK025)
Years 5 - 6	
English	• Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501)
Science	▪ Scientific knowledge is used to inform personal and community decisions (ACSHE217 and ACHE100);
Geography	▪ The sustainable management of waste from production and consumption (ACHGK025) ▪ The natural resources provided by the environment and different views on how they could be used sustainably (ACHGK024);