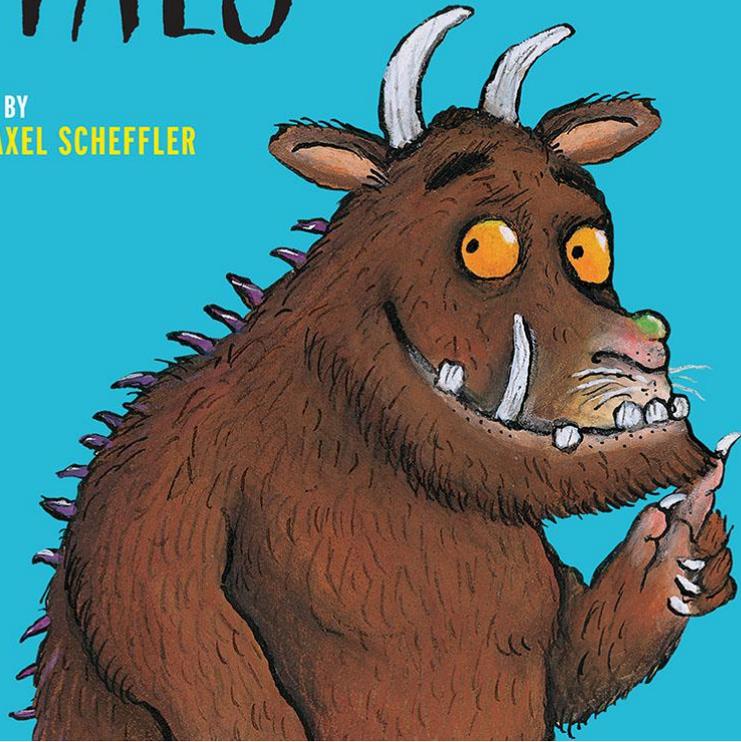


THE GRUFFALO

tall stories
cdp Kids

BASED ON THE PICTURE BOOK BY
JULIA DONALDSON AND AXEL SCHEFFLER

LIVE
ON STAGE



The Gruffalo © Julia Donaldson & Axel Scheffler 1999. Illustrated by Axel Scheffler

The Gruffalo

Teachers Resource Kit

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About CDP Theatre Producers

CDP is an award-winning independent theatre production house and touring company with an unsurpassed track record for developing new productions, putting ideas into action and or producing some of the best theatrical entertainment in Australia.

CDP's recent productions for children and families include world premiere stage plays which are adaptations of the popular books *The 13/26/52/78 & 91-Storey Treehouse*, David Walliams' *The Midnight Gang*, *Billionaire Boy* and *Mr Stink*, *Guess How Much I Love You*, *Spot*, *Snugglypot* and *Cuddlepie*, along with the Australian productions of *The Gruffalo*, *The Gruffalo's Child*, *Room on the Broom* and *The Very Hungry Caterpillar Show*.

CDP also produced Sydney Opera House's *Meeting Mozart* for Sydney Opera House and have toured it extensively in China and the Middle East. In 2022, CDP received a PAC Australia Impact Award, for sector-wide support and contributions to safely reactivating touring throughout the pandemic.

Production Credits

This education resource accompanies the theatrical production of *The Gruffalo*, adapted by Tall Stories Theatre Company from the award-winning picture book by Julia Donaldson and Axel Scheffler, published by Macmillan Children's Books.

Tall Stories Artistic Directors: Olivia Jacobs & Toby Mitchell
Produced in Australia by CDP Theatre Producers.

Original Direction:	Olivia Jacobs
Creative Producer:	Toby Mitchell
Musical Director:	Jon Fiber
Music and lyrics:	Jon Fiber, Robin Price, Olivia Jacobs, Andy Shaw
Music production:	Jon Fiber and Andy Shaw for Shock Productions
Choreography:	Morag Cross
Associate Director (Aus):	Liesel Badorrek
Designer:	Isla Shaw
Original Lighting Design:	James Whiteside

Introducing *The Gruffalo*

The Gruffalo is an award-winning children's picture book by Julie Donaldson and Axel Scheffler, first published by Macmillan Children's Books in 1999. It has won the Nestlé Smarties Prize and the Blue Peter Award for The Best Book to Read Aloud. The story has been translated into over fifty languages, including Thai, Russian, Scots, Māori, and Latin. It is based on an old Chinese tale about a clever girl who tricks a hungry tiger into believing she is the Queen of the Jungle and scares him away.

A clever little mouse is walking in the deep dark wood in search of nuts to eat. Mouse meets three predators, Fox, Owl and Snake. She cleverly escapes being eaten by spinning a wild tale of an imaginary monster called the Gruffalo, who likes to eat roasted fox, owl ice cream and scrambled snake. The three animals all run away from the mouse in fear of the Gruffalo, leaving her to continue on her journey to find nuts.

However, Mouse is surprised and frightened to come across a real Gruffalo, who matches her description exactly. Gruffalo threatens to eat Mouse. Thinking quickly, Mouse challenges Gruffalo to walk behind her on her journey, so she can show him that she is the scariest creature in the wood.

The Gruffalo laughingly agrees to Mouse's suggestion and follows behind her. They come across Snake, Owl and Fox. They are all terrified of the Gruffalo walking along behind Mouse and flee into the forest. Gruffalo is amazed at the apparently scary Mouse.

When the Mouse tells him that her favourite food is gruffalo crumble, the Gruffalo runs terrified into the wood. The story closes when the clever Mouse finally finds a tasty nut.

Meet the Author – Julia Donaldson



Julia Donaldson (b. 1948) is one of the United Kingdom's most popular children's authors, playwrights and songwriters.

Her early career as a songwriter for Children's BBC led her to the 1993 publication of her first book *A Squash and A Squeeze*, based on one of her songs, and illustrated by Axel Scheffler.

This fruitful collaboration continued with the huge success of *The Gruffalo* in 1999, *Room on the Broom* in 2001, and *The Gruffalo's Child* in 2004.

Julia is a prolific writer of songs, books, and plays and has published over 140 books. She was Children's Laureate 2011-13, and was honoured with a CBE for Services to Literature in 2018. Julia and her husband Malcolm divide their time between West Sussex and Edinburgh.

Live Performance – The Ultimate Teaching and Learning Opportunity

Attending a live performance is a rich and engaging learning opportunity. Prepare children through explicit teaching to make the most of their theatre experience.

- **Talk about and practice being an audience member.** Audience members sit and listen quietly for most of the time. They join in the action when invited, and clap and cheer to show their appreciation. They allow fellow audience members to watch the show without interruptions.
- **Talk about and role-play theatre conventions.** What is a theatre? What are actors? What are characters? What are costumes? What is a stage? What are props? What is a set? What is a script? Is theatre 'real'? How can song, dance and movement tell a story? How can props help to tell a story?
- **Explore the role of the actors in telling the story.** *The Gruffalo* is performed by a team of three actors. A physical storytelling style, original music and clever use of props help to bring the story to life. Discuss and explore physical storytelling. Consider how actors can work with design elements such as sound, sets, props and light to evoke a magical world.
- **Familiarise children with the 'The Gruffalo' picture book** in the lead up to the performance. There are many suggestions for how to use *The Gruffalo* as a learning resource in the following pages.

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** (Mathematics), **V1** (English, The Arts, Health and Physical Education, Technologies, Science, Humanities and Social Sciences)
- **NSW Education Standard Authority (NES) Curriculum | New Syllabus** (English, Mathematics), **Old Syllabus** (The Arts, PDHPE, Science and Technology, Science, 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

Victorian Curriculum vcaa.vic.edu.au/Pages/foundation10/f10index.aspx

NSW Curriculum curriculum.nsw.edu.au

Suggested Age Guidelines

The Gruffalo is suitable for children ages 3-8 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 “mouse” children play a triangle, every time you read the word “Gruffalo” children play a growling guiro. (3-6 years)

Teaching and Learning Activities

LEARNING ABOUT AND THROUGH THE ARTS

Attending a live performance can be a stimulus for a huge range of rich learning experiences. Not only can you plan for learning **about** the arts, but for whole of curriculum learning **through** the arts.



*Sophie Kleinschmidt and Joshua Whitten in The Gruffalo
Photo: Peter Wallis (2021–22 Australian Cast)*

Literacy and the Arts

The Gruffalo can be the impetus for a range of literacy and arts experiences, before, during and following the performance.

Use the following activities as a jumping off point for planning learning around the text in your teaching setting.

CURRICULUM LINKS AT A GLANCE

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

Australian Curriculum (Foundation – Year 3)

English: Language, Literature, Literacy

The Arts: Drama, Visual Arts, Music, Dance

Victorian Curriculum (Level D/Foundation – Level 3)

English: Reading and Viewing, Writing, Speaking and Listening

The Arts: Drama, Media Arts, Visual Arts, Music, Dance

NSW Curriculum (Early Stage 1 – Stage 3)

English (New Syllabus): Oral language and communication, Vocabulary, Reading fluency, Reading comprehension, Creating written texts, Handwriting and digital transcription, Understanding and responding to literature

Creative Arts (Old Syllabus): Visual Arts, Music, Drama, Dance

→ **Involve the children in Reader's Theatre**

Select a narrator and characters to read the story. Each character reads the spoken section of the text, with the rest read by the narrator, for example:

Fox: Where are you going to, little brown mouse? Come and have lunch in my underground house.

Mouse: It's terribly kind of you fox, but no - I'm going to have lunch with a gruffalo.

Fox: A gruffalo? What's a gruffalo?

Mouse: A gruffalo! Why, didn't you know?
He has terrible tusks, and terrible claws, and terrible teeth in his terrible jaws.

Fox: Where are you meeting him?

Mouse: Here by these rocks, and his favourite food is roasted fox.

Fox: Roasted fox! I'm off!

Narrator: Fox said

Fox: Goodbye little mouse

Narrator: And away he sped.

- ◆ Explore the different sounds of the character's voices – the mouse's squeaky bravado, the fox's sly tones, the owl's hooting, the snake's slippery sounds, the Gruffalo's growly voice. (5-7 years)

→ **Experiment with using sound to tell a story**

In the production of *The Gruffalo* the narrators use a wonderful range of vocal sounds to depict events such as the nut appearing and the owl alert.

- ◆ Add percussion instruments, vocal sounds, everyday objects from your classroom and other sound makers to the story. (4-8 years)
 - ◆ Use sounds to bring the story's events to life – the mouse walking, the owl swooping, the snake sliding, the gruffalo lumbering through the wood, the gruffalo's roar, the satisfying crunch of the nut. (4-7 years)
 - ◆ Add a sound to key words in the text, for example every time you read the word "mouse" children play a triangle, every time you read the word "gruffalo" children play a growling guiro. (3-6 years)
 - ◆ Make a radio play and experiment with recording sounds on a tablet device, laptop or phone, such as crunching paper to make little mouse footsteps through the wood, or pumping a bike tyre pump to make a hissing snake sound. (7-8 years)
-

→ **Learn sections of the text as a chant and perform as a round, poem, song or dance**

- ◆ Learn the following (6-8 years):

Who is this creature with terrible claws
And terrible teeth in his terrible jaws?

He has knobbly knees and turned-out toes
And a poisonous wart at the end of his nose.

His eyes are orange, his tongue is black;
He has purple prickles all over his back.

- ◆ Break the group into two or more sections and perform as a round. Ask one group to repeat the words Oh no. Oh no. It's a gruffalo! while another group performs the chant. (6-8 years)
- ◆ Add a beat and repeated rhythms on bodies and instruments. (6-8 years)

→ **Explore the characters in depth**

In the production, the animal characters are endowed with very strong characteristics to add interest, drama and humour to the story.

Mouse is adventurous, quick thinking and audacious, Fox is a Cockney guide fox who is garrulous and a little dim, Owl is a pilot who demands precision of his crew, Snake is a South American dancing charmer who likes to party, and Gruffalo is a slightly bumbling grumbling monster who would really like a friend in the woods.

Develop the characters through music, movement, and visual arts.

- ◆ Move like a snake or an owl 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. (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)
-

→ **Learn the song G-G-G-Gruffalo!**

An audio recording can be found on the Gruffalo page of the CDP Education website, and song lyrics can be found on the next page of this resource.

- ◆ Perform the chorus by singing in a mouse voice, fox voice, owl voice, gruffalo voice. (3-8 years)
- ◆ The “spooky” sounds of the song are played on an electronic organ such as a Hammond organ. Explore Hammond organ pop songs by listening to other Hammond Organ Pop and watching Hammond Organ Pop music videos. (6-8 years)
- ◆ G-G-G Gruffalo also has elements of popular rock music. Listen to some popular rock songs and compare them with the G-G-G Gruffalo song. What is similar? What is different? (6-8 years)
- ◆ Ask groups of children to choreograph and share a dance. (5-8 years)
- ◆ Add instruments. (3-8 years)
- ◆ Use the lyrics as a text for reading activities. (6-8 years)

G-G-G-GRUFFALO SONG LYRICS

I hear a sound in the forest
What is that terrible yell?
I can't believe what I'm seeing
I can't believe what I smell
What is that terrible smell?

There might be something behind you
Of which you're almost aware
Is that the glimpse of a shadow?
Turn round and nothing is there

G – g – g – gruffalo (*no!*)
G – g – g – gruffalo (*you can't be so!*)
G – g – g – gruffalo

Who is that terrible creature?
Look how he turns out his toes
How come his eyes are so orange?
Is that a wart on his nose?
G – g – g – gruffalo (*no!*)
G – g – g – gruffalo (*you can't be so!*)
G – g – g – gruffalo

Well I thought that I could frighten them
With stories of a beast with dreadful teeth
That looks like you
I made it up to scare my friends
It drove them screaming round the bend
But won't you tell me Mister
What are you?
Is it true?
What are you?

G – g – g – gruffalo (*no!*)
G – g – g – gruffalo (*you can't be so!*)
G – g – g – gruffalo (*it's a freak show!*)

→ **Write an innovation on the text by adding another character**

Choose a creature that is included in the illustrations such as a frog or kingfisher, or another predator that might like to eat a mouse. For example:

*On went the mouse through the deep dark wood.
A hawk saw the mouse and the mouse looked good.*

“Where are you going to, little brown mouse? Come and have tea in my big nest house.”

“It’s wonderfully good of you hawk, but no – I’m having a feast with a gruffalo.”

“A gruffalo? What’s a gruffalo?”

“A Gruffalo! Why didn’t you know? His eyes are orange, his tongue is black; He has purple prickles all over his back.”

“Where are you meeting him?”

“By the woodland walk. And his favourite food is spit roast hawk.”

- ◆ Illustrate your new animal addition. (6-8 years)
-

→ **Characters can also be brought to life through puppetry. Explore how people and puppets can interact to tell a story.**

- ◆ Make shadow puppets using the outlines of the creatures from the story. (5-7 years)
- ◆ Make sock puppets with features that characterise each animal, a bushy tail for the dog, big staring eyes for the owl, scaly skin for the snake, big ears for the mouse, and a very hairy gruffalo. (5-8 years)
- ◆ Experiment with using puppets and people in the same place to tell a story. (5-8 years)
- ◆ Examine how different each puppet looks when brought to life by a different person. (7-8 years)

→ **Explore the power of imagination, and imaginative language** in plays and written texts, following on from watching the production.

- ◆ How did the mouse use words and actions to create an “imaginary” monster to scare off the other animals? Use words and actions to create your own imaginary creature. (7-8 years)
 - ◆ Talk about how the illustrator has used visual clues to build up the image of the imaginary monster. Create your own imaginary creature using visual clues. (7-8 years)
 - ◆ Read some other children’s books that celebrate the imagination such as *The Lion in the Night* by Pamela Allen, or *Where the Wild Things Are* by Maurice Sendak, *Alice’s Adventures in Wonderland* by Lewis Carroll, or the *Narnia Chronicles* by C.S Lewis. (7-8 years)
-

→ The illustrations in the picture book are extremely lively and engaging.

Explore the illustrations in depth.

- ◆ Ask students to look at the colours that the illustrator has chosen to use. Why has he selected these colours? Compare them to the colours used in *The Gruffalo’s Child* or another book. (7-8 years)
 - ◆ Create illustrations using only the colours found in the book. How do they make you feel? (7-8 years)
 - ◆ Take the text away and tell the story using only the pictures. The expressions on the character’s faces tell the story very clearly. How would the story change if the expressions changed? Tell the story from the perspective of one of the other creatures hiding in the woods, such as the frog. (7-8 years)
-

→ The *Gruffalo* is a narrative that tells the story of the mouse’s journey through the Deep Dark Wood. **Explore how narratives are structured.**

- ◆ Draw a story map of *The Gruffalo*. Draw the different animals’ tracks to join the different stages of the story. (5-7 years)
- ◆ Identify the setting, the complication and the resolution in the story. (6-7 years)

Social and Emotional Learning Through the Arts

These discussions and activities may support progress towards the Personal and Social Capability learning area in the Australian, Victorian and NSW Curriculums.

The Gruffalo promotes the power of the imagination and creative problem solving. The themes of imagination, courage, problem solving, and “brain over brawn” are explored in this book and production.

→ **Examine each of these themes:**

- ◆ Can you remember a time when you solved a tricky problem? How did it make you feel?
- ◆ Can you remember a time when you were courageous? Tell the story to the class.
- ◆ It is possible to be courageous while still feeling very scared or worried. Think of a time that you did something brave. How did you feel before? While you were doing it? Afterwards?
- ◆ Why is it good to use your imagination? How do you use your imagination? Celebrate imagination week in your classroom by reading imaginative stories, wearing costumes from your imagination, practicing visual imagery while listening to music, drawing imaginative pictures, and solving problems using your imagination.
- ◆ Even though the mouse was small and the gruffalo was big, the mouse was still able to safely outwit him. Do you have to be big to be strong? Can you have a strong mind, a strong heart, a strong spirit? What is strong about you?
- ◆ Use improvised theatre to explore everyday situations requiring courage, imagination and problem solving.

The Gruffalo also examines further common childhood emotions and emotional experiences. The mouse is very scared when she is being chased by the fox, owl and snake, and when she meets the Gruffalo. All the animals are both scared and astonished when they see the Gruffalo.

In the production, the Gruffalo is saddened that there are no other monsters or large creature to befriend in the deep dark woods. The mouse is excited to be undertaking her adventure. She is proud of her clever problem solving.

This story is a great starting point for discussions and activities that will help children to manage these feelings.

→ **Questions for classroom discussion**

- ◆ Have you ever been scared?
- ◆ What makes you and other people scared?
- ◆ How does your body feel when you are scared?
- ◆ What can you do if you feel scared, or if someone else is scared? Who are some people who could help you?
- ◆ Have you ever been amazed?
- ◆ What made you amazed? How did your body feel when you were amazed?
- ◆ Have you ever been somewhere where you don't know anyone? How did you feel?
- ◆ How did you make a friend? What did you have in common?
- ◆ Have you achieved something difficult? How did you feel?
- ◆ What is something you are proud of?

Teaching and Learning Activities Across the Curriculum

There are countless ways to incorporate *The Gruffalo* into all areas of the curriculum. Following is a list of jumping off points. The rest is up to your imagination.

CURRICULUM LINKS AT A GLANCE

Australian Curriculum (Foundation – Year 3/4)

Mathematics: Number, Algebra, Measurement, Space, Statistics, Probability

Health and Physical Education: Personal, social and community health, Movement and physical activity

Technologies: Knowledge and understanding, Processes and production skills

Science: Science understanding, Science as a human endeavour, Science inquiry

Humanities and Social Sciences: Knowledge and understanding (History, Geography, Civics and Citizenship), Skills

Victorian Curriculum (Level D/Foundation – Level 4)

Mathematics (V2.0): Number, Algebra, Measurement, Space, Statistics, Probability

Health and Physical Education (V1.0): Personal, Social and Community Health; Movement and Physical Activity

Technologies (V1.0): Digital Technologies, Design and Technologies

Science (V1.0): Science Understanding, Science Inquiry Skills

The Humanities (V1.0): Geography

NSW Curriculum (Early Stage 1 – Stage 3)

Mathematics (New Syllabus): Represent numbers

Personal Development, Health and Physical Education: Skills, Knowledge and understanding

Science and Technology: Skills

Science: Knowledge and understanding, Skills

HSIE: Geography

Mathematics

- ◆ How many pages does the Gruffalo appear on? (3-5 years)
- ◆ How many creatures appear on the mouse's journey? (3-5 years)
- ◆ How many animals does the mouse trick? (3-5 years)
- ◆ Draw a bird's eye view map of the places that the mouse visits on her journey. (6-8 years)
- ◆ Create a nut map like the one in the production, leading the mouse to the hidden nut. (5-7 years)
- ◆ Use a nut map to have a treasure hunt in the classroom or playground. (5-7 years)
- ◆ Who is the tallest creature? Who is the shortest? What is the order of height of the creatures? Cut out and compare the creatures. How many times taller is the Gruffalo than the mouse? (4-6 years)
- ◆ Who is the longest creature? How many times longer is the snake than the mouse? (5-6 years)
- ◆ Measure out the ingredients to make scrambled snake (or scrambled eggs perhaps!) or a gruffalo (or apple!) crumble. (4-7 years)
- ◆ Explore prepositional language. The snake slides under the rock, the fox flees under the ground, the owl flies above the trees and the Gruffalo walks behind the mouse. Try out these positions by role-playing the characters at different stages of the story. (3-5 years)
- ◆ Make scale drawings of the Gruffalo and the Mouse and compare them. (6-8 years)
- ◆ Look closely at the illustrations on the first and last two pages. What time of day does the mouse start her journey? What time does she end her journey? (3-5 years)
- ◆ Create a timetable that shows all the events in the mouse's day. (5-6 years)
- ◆ Give and follow directions through the deep dark wood. (6-8 years)
- ◆ How far does the mouse travel on her journey? (7-8 years)
- ◆ Look closely at the illustrations and identify the different lines that you see, the mouse's curved ears, the tall straight trees, the Gruffalo's round belly, the spiky prickles on his back, the snake's long curvy body. (3-5 years)

★ LEARNING AREA

Health, Wellbeing and Physical Education

- ◆ Discuss the role of emotions in the story. (3-6 years)
 - ◆ How do the mouse's feelings change throughout the story? (3-6 years)
 - ◆ Graph or draw a pictorial representation of the changes throughout the story. (3-6 years)
 - ◆ Mime the emotions, play them on an instrument, move like the mouse when she experiences these feelings. (3-6 years)
 - ◆ Move like the animals in the story, scamper like a mouse, run like the fox, fly like the owl, slide like the snake, lumber like the Gruffalo. (3-8 years)
 - ◆ Make a trail through the deep dark woods by creating an obstacle course. (4-8 years)
 - ◆ Explore how movement can tell a story. (3-6 years)
 - ◆ Explore the different movement and dance styles featured in the production, a tango for the snake, a march for the owl. (6-8 years)
-

★ LEARNING AREA

Information and Communications Technology

- ◆ Take photos of children's characterisations and freeze frames. Use them to make a PowerPoint or other multimedia presentation. (4-8 years)
- ◆ Record a soundtrack for the story. (6-8 years)
- ◆ Create a talking book. (5-8 years)
- ◆ Create pictures using a drawing app. (6-8 years)
- ◆ Access *The Gruffalo* resources on the Internet. (6-8 years)
- ◆ Create a webquest through *The Gruffalo* website. (7-8 years)
- ◆ Create a Gruffalo digital game. (7-8 years)
- ◆ Email your creations to CDP Theatre Producers or Tall Stories. (7-8 years)

★ LEARNING AREA

Design and Technology

- ◆ Cook a Gruffalo crumble, scrambled snake, roasted fox and owl ice cream. (4-8 years)
 - ◆ Create new Gruffalo recipes. (6-8 years)
 - ◆ Design and create a Gruffalo costume. (6-8 years)
 - ◆ Design and build the houses of the creatures. (7-8 years)
 - ◆ Design and make a sensory book using different materials that uses texture to tell the story. (6-8 years)
 - ◆ Design and create a set with props for your own performance of the Gruffalo. (6-8 years)
-

★ LEARNING AREA

Science

- ◆ Examine the role of predators in the natural world. (7-8 years)
- ◆ Research and investigate different types of animal homes in different environments. (6-8 years)
- ◆ Research and investigate the different calls and sounds made by animals. (6-8 years)
- ◆ Group the creatures into reptiles, mammals, birds, and other types of animals. (6-8 years)
- ◆ What type of creature is a Gruffalo?? Which group does it fall into and why? (6-8 years)
- ◆ What different types of vegetation do you see in the deep dark wood in the picture book? Why do the creatures in the wood need all of these different types of vegetation to live? (6-8 years)
- ◆ What different types of food do the creatures in the wood need to survive? (5-8 years)

Studies of Society and Environment

- ◆ Investigate South America – the home of the snake! (6-8 years)
- ◆ Using the British owl and the cockney fox as a starting point consider different sub-cultures in your city, state, country or another country. (7-8 years)
- ◆ Explore Chinese folklore. Read the original Chinese proverb about the girl that borrows the power of the queen of the forest to frighten off a tiger. (5-8 years)
- ◆ Where in the world is the wood? (6-8 years)
- ◆ What are the different types of landscapes and environmental features in the deep dark wood? (6-8 years)
- ◆ What types of houses do each of the creatures live in? (4-6 years)
- ◆ What would it be like to live in a world full of Gruffalos? What type of structures, landscapes, food, fashions and jobs would exist in this world? (7-8 years)

Differentiating Activities for Students with Additional Needs

Students with additional needs can be fully involved in enjoying and learning with *The Gruffalo* performance and education activities. All learners enjoy being challenged and thrive on high expectations.

Take an open approach to different modes of participation and create a teaching environment where all contributions are valued. Students with additional needs have a right to access high quality arts and education experiences, and to learn along with their peers.

Given the right supports these students will rise to the challenge.

The *Gruffalo* story is an engaging tale with fantastic illustrations and appealing characters that engage all ages and abilities. All of the activities listed above can be adapted to provide many entry points for students with a wide range of additional needs – physical, sensory, socio-emotional, intellectual disabilities, communication, behavioural and medical needs, and students with profound and multiple disabilities.

A list of examples and ideas is below.

Physical Disabilities

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

- ◆ 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 Mouse's changing emotions throughout the story 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 Gruffalo's perspective complete with growling and grumbling.*
- ◆ 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 Gruffalo. 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 Gruffalo using iTobii eye gaze technology or communication apps such as Proloquo2Go.*
- ◆ Work with physical strengths to promote participation in movement activities. *Choreograph the dance to G-G-G-Gruffalo. Incorporate unusual or amazing physical actions for different characters that are shared by all group members. Add new animals that move in different ways.*

Vision Loss

Students living with mild to moderate vision loss may have difficulty seeing the fine details of expression and tiny woodland creatures in drawings in *The Gruffalo*. They may also have trouble reading the small text, particularly the dialogue in italics.

- ◆ Provide a significantly enlarged copy of drawings and text. *Make A3 copies of key illustrations depicting when Mouse meets each of the other characters for the first time*
- ◆ Use a black border made out of A4 paper or smaller to focus in on particular sections of enlarged drawings, and to reduce visual distractions. *Use a black frame to focus on the facial expressions of key characters in enlarged copies of the illustrations.*
- ◆ Present images on a contrasting background to increase visibility. *Cut out an enlarged picture of the Gruffalo and stick him on a piece of contrasting cardboard.*
- ◆ Provide an audio recording or talking book version of important sections of the text. *Make an audio recording of the books using character voices and sound effects.*
- ◆ Focus on the sounds of the story. *The Gruffalo has a keen sense of hearing. He reports hearing each of the characters well before he sees them – hearing the hiss of the snake, the hoot of the owl, the feet of the fox. Focus on these sounds when you read the story aloud. Include the sounds as part of the telling of the story.*

Hearing Loss

Students living with hearing loss often have difficulty hearing and following spoken instructions and class discussions.

- ◆ Provide clear step by step written instructions and examples for student activities. *Create your own imaginary creature by providing a visual template for each stage of the task, with written labels, pictorial illustrations, examples and suggestions included.*
 - ◆ Conduct silent class discussions where all contributions and questions are shared through writing, mime or drawing, much like Pictionary or Charades. *Create a detailed mind map describing a character as a class using no talking. Contributions could include drawings, mimes or written descriptions of the character's features.*
 - ◆ Aid understanding through the use of signed English or Auslan. *Use the Auslan sign dictionary and discussion with students to tell the story of the Mouse's journey, to describe key characters, or to sing the chorus of the G-G-G-G Gruffalo. A comprehensive video sign dictionary can be found on the online Auslan sign bank.*
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FURTHER RESOURCES

Visit the Auslan Signbank for a video dictionary of Australian sign language:

www.auslan.org.au

The Little Signers Club website offers a new sign for Gruffalo:

littlesignersclub.wordpress.com/2012/05/23/a-sign-for-gruffalo

Socio-emotional and Behavioural Needs

Students living with additional emotional and behavioural needs often find it difficult to complete challenging, complex or lengthy desktop tasks.

- ◆ Encourage students to work collaboratively to complete extensive written or drawn activities. *Work in duos to create your own imaginary creature. Combine your creature ideas with other duos to create a whole new creature to share with the rest of the class. Make a class split book making even more amazing creatures.*
- ◆ Provide alternative forms of sharing and presenting ideas that include movement elements. *Work in groups to research, choose, rehearse and present information about the natural habitats of the different creatures in the story. Present the information as a news report, advertorial, YouTube style clip or short documentary for the rest of the class.*
- ◆ Create a safe learning environment where all students are treated with respect, and reserve the right to pass. *Enable a positive and supportive class discussion about fear and courage. Emphasise and explore the commonality of experiencing fear. Celebrate the practice of everyday courage like losing a tooth or standing up for a friend. Share and practice strategies for managing fear. Provide a safe outlet such as a class postbox to privately share fears.*

Intellectual Disabilities

Students living with intellectual disabilities often have difficulty with comprehending and responding to complex written, spoken and visual texts.

- ◆ Break the story down into key moments and examine in depth to aid comprehension. There are endless opportunities for exploration with such a terrific story with strong characterisation and brilliant illustrations. *Carefully examine the mouse's journey to aid understanding of his clever strategy for outwitting the Gruffalo. Use illustrations, thinking bubbles and paper cut outs of characters to demonstrate his clever deception. Demonstrate the contrast between the Gruffalo and the Mouse's understanding of each situation using thought bubbles as they meet the animals on their journey.*
- ◆ Use physical and visual supports. *Use puppets to represent the characters. Create the deep dark woods, the cave, the animals' houses, from classroom objects. Move people and puppets through the woods in the classroom as you tell the story to give a strong sense of place and time.*
- ◆ Make use of strong structures, time and repetition to aid learning and comprehension. *Break the story into sections and read and repeat one short section a day. Add to a large class story map as you read and examine each short section of the text over time. Play with the rhyme and rhythm of the text to help with anticipation and maintaining interest through repetitions.*
- ◆ Offer many alternative ways of responding; speaking, talk to text, drawing, photography, drama, videos, collage, air dried clay or plasticine models, song, musical improvisation. *Make a plasticine representation of the characters. Move the figures around and take photos to represent key points in the storyline.*
- ◆ Use alternative communication systems to support understanding. *Enjoy the signed version of The Gruffalo on the Royal Association for Deaf People's Youtube channel. <https://www.youtube.com/watch?v=NliT3p7GhQY> . Use Boardmaker or other picture symbols to create a simplified pictorial version of the story.*

Profound and Multiple Disabilities

Students living with profound and multiple disabilities may benefit from a range of supports and adaptations to participate in these activities.

- ◆ Draw out the sensory elements of the text and pictures to engage learners living with profound and multiple disabilities. *Smell, feel, look at and taste scrambled snake, Gruffalo crumble, owl icecream and roasted fox using everyday ingredients and imagination. Choose and share textured objects or material associated with characters and settings - a spiky ball for the gruffalo's warts, owl feathers, a feather duster fox tail, a shiny bumpy leather snake, the hard nut, the leaves of the trees in the woods, the little stream.*
- ◆ Provide opportunities to make choices and indicate preferences. *Work with a partner to design your imaginary creature. Use eye gaze, sign or vocal sounds to choose between real objects or images. What colour? Big or small? Bumpy or smooth? Grumpy or friendly? Noisy or quiet?*
- ◆ Use real life experiences in the environment and community for learning. *Visit the deep dark woods. Go for a walk listening to all the new sounds, seeing the colour and movement, and feeling the textures. Visit the zoo and see the owls, foxes, mice and snakes. Pick nuts from local trees when they are in season.*
- ◆ Use alternative communication devices to help read and retell the story. *Record "There's no such thing as a Gruffalo!" onto a BigMack switch and play it each time this sentence occurs while you read the story.*

Appendix

Acknowledgements

This resource was created and assembled from a variety of sources:

- *The Gruffalo* Stage Adaptation © Tall Stories
- *The Gruffalo* by Julia Donaldson and Axel Scheffler published by Macmillan Children's Books
- Fantasy Book Review biography of Julia Donaldson
- The Gruffalo website
- Julia Donaldson's official website
- Macmillan Children's Books website
- Illustration copyright Axel Scheffler
- *G-G-G-Gruffalo* song. Music and lyrics by Jon Fiber and Olivia Jacobs. Additional music and lyrics by Robin Price and Andy Shaw.

This resource was compiled by Catherine Threlfall (BMus, BTeach, MEd).

Further Resources

Author Julia Donaldson has an informative website that includes recordings of her songs and information about her publications. <https://www.juliadonaldson.co.uk>

The Playing with Words website has extensive links and suggestions for activities with a speech and language focus.

<https://www.playingwithwords365.com/2013/03/the-gruffalo-activities-speech-language>

The Pan Macmillan website includes author and illustrator information

www.panmacmillan.com

The Fantasy Book Review website has an extensive biography of Julia Donaldson.

<https://www.fantasybookreview.co.uk/Julia-Donaldson/biography.html>

To listen to the recording of *G-G-G Gruffalo*, please log into CDP Education and visit the page for *The Gruffalo*: <https://education.cdp.com.au>

The following Content Codes are based on:

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
Language – Language for interacting with others	AC9EFLA01	AC9E1LA01	AC9E2LA02	AC9E3LA01 AC9E3LA02
Language – Text structure and organisation	AC93FLA04	AC9E1LA04	AC9E2LA03 AC9E2LA04	AC9E3LA03
Language – Language for expressing and developing ideas	AC9EFLA05 AC9EFLA06 AC9EFLA07 AC9EFLA08	AC9E1LA06 AC9E1LA07 AC9E1LA08	AC9E2LA06 AC9E2LA07 AC9E2LA08 AC9E2LA09	AC9E3LA06 AC9E3LA07 AC9E3LA08 AC9E3LA09 AC9E3LA10 AC9E3LA11
Literature – Literature and contexts		AC9E1LE01		AC9E3LE01
Literature – Engaging with and responding to literature	AC9EFLE02	AC9E1LE02	AC9E2LE02	AC9E3LE02
Literature – Examining literature	AC9EFLE03 AC9EFLE04	AC9E1LE03	AC9E2LE03	AC9E3LE02
Literature – Creating literature	AC9EFLE05	AC9E1LE05	AC9E2LE05	AC9E3LE05
Literacy – Texts in context			AC9E2LY01	
Literacy – Interacting with others	AC9EFLY02	AC9E1LY02	AC9E2LY02	AC9E3LY02
Literacy – Analysing, interpreting and evaluating	AC9EFLY03 AC9EFLY04 AC9EFLY05	AC9E1LY03 AC9E1LY05	AC9E2LY04 AC9E2LY05	AC9E3LY03 AC9E3LY04 AC9E3LY05
Literacy – Creating texts	AC9EFLY06 AC9EFLY07	AC9E1LY06 AC9E1LY07	AC9E2LY06 AC9E2LY07	AC9E3LY06 AC9E3LY07
Literacy – Phonic and word knowledge	AC9EFLY09 AC9EFLY10	AC9E1LY09 AC9E1LY10 AC9E1LY14 AC9E1LY15	AC9E2LY09 AC9E2LY10 AC9E2LY11 AC9E2LY12	AC9E3LY09 AC9E3LY10 AC9E3LY11 AC9E3LY12

THE ARTS

Content	Foundation	Year 1	Year 2	Year 3
Drama	AC9ADRFE01 AC9ADRFD01 AC9ADRFC01 AC9ADRFP01	AC9ADR2E01 AC9ADR2D01 AC9ADR2C01 AC9ADR2P01	AC9ADR2E01 AC9ADR2D01 AC9ADR2C01 AC9ADR2P01	AC9ADR4E01 AC9ADR4D01 AC9ADR4C01 AC9ADR4P01
Visual Arts	AC9AVAFE01 AC9AVAFD01 AC9AV AFC01 AC9AVAFP01	AC9AVA2E01 AC9AVA2D01 AC9AVA2C01 AC9AVA2P01	AC9AVA2E01 AC9AVA2D01 AC9AVA2C01 AC9AVA2P01	AC9AVA4E01 AC9AVA4D01 AC9AVA4C01 AC9AVA4P01
Music	AC9AMUFE01 AC9AMUFD01 AC9AMUFC01 AC9AMUFP01	AC9AMU2E01 AC9AMU2D01 AC9AMU2C01 AC9AMU2P01	AC9AMU2E01 AC9AMU2D01 AC9AMU2C01 AC9AMU2P01	AC9AMU4E01 AC9AMU4D01 AC9AMU4C01 AC9AMU4P01
Dance	AC9ADAFE01 AC9ADAFD01 AC9AD AFC01 AC9ADAFP01	AC9ADA2E01 AC9ADA2D01 AC9ADA2C01 AC9ADA2P01	AC9ADA2E01 AC9ADA2D01 AC9ADA2C01 AC9ADA2P01	AC9ADA4E01 AC9ADA4D01 AC9ADA4C01 AC9ADA4P01

MATHEMATICS

Content	Foundation	Year 1	Year 2	Year 3
Number	AC9MFN01 AC9MFN02 AC9MFN03 AC9MFN05 AC9MFN06	AC9M1N01 AC9M1M04 AC9M1N05 AC9M1N06	AC9M2N01 AC9M2N04 AC9M2N05 AC9M2N06	AC9M3N01 AC9M3N03 AC9M3N05 AC9M3N06
Algebra		AC9M1A02	AC9M2A01	AC9M3A01 AC9M3A02
Measurement	AC9MFM01 AC9MFM02	AC9M1M01 AC9M1M02 AC9M1M03	AC9M2M01 AC9M2M02 AC9M2M03 AC9M2M04 AC9M2M05	AC9M3M01 AC9M3M02 AC9M3M03 AC9M3M04 AC9M3M05
Space	AC9MFSP01 AC9MFSP02	AC9M1SP01 AC9M1SP02	AC9M2SP01 AC9M2SP02	AC9M3SP01 AC9M3SP02
Statistics		AC9M1ST01	AC9M2ST01 AC9M2ST02	AC9M3ST01 AC9M3ST02 AC9M3ST03
Probability				AC9M3P01 AC9M3P02

HEALTH AND PHYSICAL EDUCATION

Content	Foundation	Years 1-2	Years 3-4
Personal, social and community health – Identities and change	AC9HPFP01	AC9HP2P01	AC9HP4P01 AC9HP4P02 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	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	Foundation	Years 1-2	Years 3-4
Knowledge and understanding – Digital systems	AC9TDIFK01	AC9TDI2K01	AC9TDI4K01 AC9TDI4K02
Knowledge and understanding – Data representation	AC9TDIFK02	AC9TDI2K02	AC9TDI4K03
Processes and production – Investigating and defining		AC9TDI2P01	AC9TDI4P01
Processes and production skills – Generating and designing			AC9TDI4P03
Processes and production skills – Evaluating			AC9TDI4P05
Processes and production – Collaborating and managing		AC9TDI2P04 AC9TDI2P05	AC9TDI4P06 AC9TDI4P07
Processes and production skills – Privacy and security	AC9TDIFP01	AC9TDI2P07	AC9TDI4P09

Design Technologies	Foundation	Years 1-2	Years 3-4
Knowledge and understanding – Technologies and society			AC9TDE4K01
Knowledge and understanding – Designing and making	AC9TDEFP02		
Knowledge and understanding – Engineering principles and systems		AC9TDE2K02	AC9TDE4K02
Knowledge and understanding – Food and fibre production		AC9TDE2K03 AC9TDE2K04	AC9TDE4K03 AC9TDE4K04
Processes and production skills – Investigating and defining			AC9TDE4P01
Processes and production skills – Generating and designing		AC9TDE2P01	AC9TDE4P02

Processes and production skills – Producing and implementing		AC9TDE2P02	AC9TDE4P03
Processes and production skills – Evaluating		AC9TDE2P03	AC9TDE4P04
Processes and production skills – Collaborating and managing		AC9TDE2P04	AC9TDE4P05

SCIENCE

Content	Foundation	Year 1	Year 2	Year 3
Science understanding – Biological sciences	AC9SFU01	AC9S1U01		AC9S3U01
Science understanding – Earth and space sciences			AC9S2U01	AC9S3U02
Science understanding – Physical sciences	AC9SFU02	AC9S1U02	AC9S2U02	
Science understanding – Chemical sciences	AC9SFU03	AC9S1U03	AC9S2U03	
Science as a human endeavour – Nature and development of science				AC9S3H01
Science as a human endeavour – Use and influence of science	AC9SFH01	AC9S1H01	AC9S2H01	AC9S3H02
Science inquiry – Questioning and predicting	AC9SFI01	AC9S1I01	AC9S2I01	AC9S3I01
Science inquiry – Planning and conducting	AC9SFI02	AC9S1I02 AC9S1I03	AC9S2I02 AC9S2I03	AC9S3I02 AC9S3I03
Science inquiry – Processing, modelling and analysing	AC9SFI03	AC9S1I04	AC9S2I04	AC9S3I04
Science inquiry – Evaluating	AC9SFI04	AC9S1I05	AC9S2I05	AC9S3I04
Science inquiry – Communicating	AC9SFI05	AC9S1I06	AC9S2I06	AC9S3I05

HUMANITIES AND SOCIAL SCIENCES

Content	Foundation	Year 1	Year 2	Year 3
Knowledge and understanding – History	AC9HSFK02	AC9HS1K01	AC9HS2K01	AC9HS3K01
Knowledge and understanding – Geography	AC9HSFK03	AC9HS1K03 AC9HS1K04	AC9HS2K03	AC9HS3K05
Knowledge and understanding – Civics and citizenship				AC9HS3K06 AC9HS3K07
Skills – Questioning and researching	AC9HSFS01 AC9HSFS02	AC9HS1S01 AC9HS1S02	AC9HS2S01 AC9HS2S02	AC9HS3S01 AC9HS3S02
Skills – Interpreting, analysing and evaluating	AC9HJSFS03	AC9HS1S03 AC9HS1S04	AC9HS2S03 AC9HS2S04	AC9HS3S03 AC9HS3S04
Skills – Concluding and decision-making	AC9HSFS04	AC9HS1S05	AC9HS2S05	AC9HS3S05 AC9HS3S06
Skills - Communicating	AC9HSFS05	AC9HS1S06	AC9HS2S06	AC9HS3S07

Victorian Curriculum F–10 Content Codes

NB. Mathematics uses the V2.0 Curriculum. All other content areas use V1.

ENGLISH

READING AND VIEWING	Levels D	Foundation	Year 1	Year 2	Year 3
Reading and Viewing, Language – Text Structure and Organisation	VCELA106			VCELA212	VCELA246
Reading and Viewing, Language – Expressing and Developing Ideas		VCELA145			
Reading and Viewing, Literature – Examining Literature	VCELT114 VCELT115	VCELT149 VCELT150		VCELT219	VCELT253 VCELT254
Reading and Viewing, Literacy – Interpreting, analysing, evaluating	VCELY118	VCELY153	VCELY186	VCELY222	VCELY257
Reading and Viewing, Literacy, Texts in Context			VCELY185		VCELY255

WRITING	Levels D	Foundation	Year 1	Year 2	Year 3
Writing, Literature – Creating literature	VCELT124	VCELT159	VCELT192 VCELT193	VCELT228 VCELT229	VCELT264 VCELT265
Writing, Literacy – Creating texts		VCELY160	VCELY194	VCELY230 VCELY233	VCELY266 VCELY269

SPEAKING AND LISTENING	Levels D	Foundation	Year 1	Year 2	Year 3
Speaking and Listening, Language – Expressing and developing ideas				VCELA237	VCELA273
Speaking and Listening, Literature – Literature and context			VCELT205	VCELT240	VCELT274
Speaking and Listening, Literature - Responding to literature		VCELT171	VCELT207	VCELT242	
Speaking and Listening, Literature - Examining Literature	VCELT138	VCELT172	VCELT208 VCELT209	VCELT243	
Speaking and Listening, Literacy – Interacting with others	VCELY139	VCELY174	VCELY210	VCELY244	VCELY275

THE ARTS

Content	Levels D	Foundation	Year 1–2	Year 3
Drama	VCADRE013 VCADRD014 VCADRD015	VCADRE017 VCADRE018 VCADRP019	VCADRD022 VCADRP023	VCADRD026 VCADRP027
Media Arts		VCAMAP019	VCAMAP023	
Visual Arts	VCAVAE013 VCAVAV014 VCAVAP015	VCAVAE017 VCAVAV018	VCAVAE021 VCAVAV022	VCAVAV026
Music	VACMUE013 VCAMUM014 VCAMUP015	VCAMUE017 VCAMUM018 VCAMUP019	VCAMUE021 VCAMUM022 VCAMUP023	VCAMUP027
Dance	VCADAD014 VCADAD015	VCADAD018 VCADAD019	VCADAD022 VCADAD023	VCADAD026 VCADAD027

MATHEMATICS (V2.0 CURRICULUM)

Content	Foundation	Year 1	Year 2	Year 3
Number	VC2MFN01 VC2MFN02 VC2MFN03 VC2MFN05	VC2M1N03 VC2M1N04 VC2M1N05	VC2M2N04 VC2M2N05 VC2M2N06	VC2M3N05 VC2M3N06 VC2M3N08 VC2M3N09
Algebra	VC2MFA01	VC2M1A02	VC2M2A01 VC2M2A03 VC2M2A04	VC2M3A03
Measurement	VC2MFM01 VC2MFM02	VC2M1M02 VC2M1M03	VC2M2M01 VC2M2M03 VC2M2M04 VC2M2M05	VC2M3M02 VC2M3M03 VC2M3M04
Space	VC2MFSP02	VC2M1SP02	VC2M2SP02	VC2M3AP02
Statistics	VC2MFST01	VC2M1ST01 VC2M1ST02	VC2M2ST01 VC2M2ST02	VC2M3ST02 VC2M3ST03
Probability				VC2M3P01

HEALTH AND PHYSICAL EDUCATION

Content	Levels D	Foundation	Year 1–2	Year 3–4
Personal, Social and Community Health – Communicating and interacting for health and wellbeing	VCHPEP047	VCHPEP061	VCHPEP076	VCHPEP093
Personal, Social and Community Health – Contributing to healthy and active communities	VCHPEP049	VCHPEP063	VCHPEP079	VCHPEP096
Movement and Physical Activity – Moving the body	VCHPEM050	VCHPEM064 VCHPEM065	VCHPEM081 VCHPEM082	VCHPEM098 VCHPEM099
Movement and Physical Activity – Understanding movement			VCHPEM084	VCHPEM101
Movement and Physical Activity – Learning through movement	VCHPEM055	VCHPEM068		

TECHNOLOGIES

Content	Levels D	Foundation – Year 2	Year 3–4
Digital Technologies - Data and Information	VCDTDI011	VCDTDI015 VCDTDI016	VCDTDI021 VCDTDI022
Design and Technologies - Technologies Contexts – Materials and Technologies Specialisations	VCDSTC011	VCDSTC017	VCDSTC027
Design and Technologies – Creating Designed Solutions	VCDSCD012	VCDSCD019 VCDSCD020 VCDSCD022	VCDSCD029 VCDSCD030 VCDSCD032

SCIENCE

Content	Foundation – Year 2	Year 3–4
Science Understanding – Biological Sciences	VCSSU042	VCSSU057
Science Inquiry Skills – Planning and Conducting	VCSIS050	VCSIS065

HUMANITIES AND SOCIAL SCIENCES

Content	Foundation – Year 2	Year 3–4
Geographical Concepts and Skills – Data and Informatio	VCGGC060	VCGGC074
Geographical Concepts and Skills – Place, Space and Interconnection	VCGGC058 VCGGC059	VCGGC073
Geographical Knowledge– Places and our connections to them	VCGGK063 VCGGK065 VCGGK069	VCGGK078 VCGGK084

NSW Curriculum

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
Vocabulary		EN1-VOCAB-01	EN2-VOCAB-01	EN3-VOCAB-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	ENe-CWT-01	EN1-CWT-01	EN2-CWT-01 EN2-CWT-02 EN2-CWT-03	EN3-CWT-01
Handwriting and digital transcription			EN2-HANDW-01 EN2-HANDW-02	EN3-HANDW-01 EN3-HANDW-02
Understanding and responding to literature	ENe-UARL-01	EN1-UARL-01	EN2-UARL-01	EN3-UARL-01 EN3-UARL-02

CREATIVE ARTS

Content	Early Stage 1	Stage 1	Stage 2	Stage 3
Visual Arts	VAES1.1	VAS1.1	VAS2.1	VAS3.1
Music	MUES1.1	MUS1.1 MUS1.2	MUS2.1 MUS2.2	MUS3.1 MUS3.2
Drama		DRAS1.2	DRAS2.2	DRAS3.2
Dance	DAES1.2	DAS1.2	DAS2.2	VAS3.2

MATHEMATICS

Content	Early Stage 1	Stage 1	Stage 2	Stage 3
Representing numbers	MAe-RWN-01 MAe-RWN-02	MA1-RWN-01	MA2-RN-01	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
Fractions				MA3-RQF-01
Geometric measure	MAe-GM-01 MAe-GM-02 MAe-GM-03	MA1-GM-01 MA1-GM-02 MA1-GM-03	MA2-GM-01 MA2-GM-02 MA2-GM-03	MA3-GM-01 MA3-GM-02 MA3-GM-03
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 MAe-3DS-02	MA1-3DS-01 MA1-3DS-02	MA2-3DS-01 MA2-3DS-02	MA3-3DS-01 MA3-3DS-02
Non-spatial measure	MAe-NSM-01 MAe-NSM-02	MA1-NSM-01 MA1-NSM-02	MA2-NSM-01 MA2-NSM-02	MA3-NSM-01 MA3-NSM-02
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

Content	Early Stage 1	Stage 1	Stage 2	Stage 3
Skills – Moving	MOES1.4	MOS1.4	MOS2.4	MOS3.4
Knowledge and Understanding – Games and Sports	GSES1.8	GSS1.8	GSS2.8	GSS3.8
Knowledge and Understanding – Growth and Development	GDES1.9	GDS1.9	GDS2.9	GDS3.9
Dance	DAES1.2	DAS1.2	DAS2.2	VAS3.2

SCIENCE AND TECHNOLOGY

Content	Early Stage 1	Stage 1	Stage 2	Stage 3
Skills	STe-5WT	ST1-5WT	ST2-5WT	ST3-5WT

SCIENCE

Content	Early Stage 1	Stage 1	Stage 2	Stage 3
Science Knowledge and Understanding	STe-7NE Ste-8NE	ST1-10LW ST1-11LW		ST3-10LW ST3-11LW
Science Skills	STe-4WS	ST1-4WS	ST2-4WS	ST3-4WS

HSIE

Content	Early Stage 1	Stage 1	Stage 2	Stage 3
Geography	GEe-1 GEe-2	GE1-1 GE1-2	GE2-1 GE2-2	GE3-1 GE3-2