

**THE INCREDIBLE BOOK EATING BOY**

EARLY STAGE 1 – STAGE 1 – STAGE 2  
SUBJECT AREAS: ENGLISH / CREATIVE ARTS: DRAMA / PDHPE

**ENGLISH (New NSW Curriculum)**

**Key Areas Addressed:** Examining and Responding to Literature; Critical and Creative Thinking

Stage	Content Requirements	Objective	Outcome
Early Stage 1	Texts which are widely regarded as quality literature	Speaking And listening 2	<a href="#">ENe-6B</a> : A student recognises that there are different kinds of spoken texts with specific language features and shows an emerging awareness of some purposes for spoken language
		Reading and Viewing 2	<a href="#">ENe-8B</a> : A student demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter
		Thinking Imaginatively and Creatively	<a href="#">ENe-10C</a> : A student thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts
		Expressing Themselves	<a href="#">ENe-11D</a> : A student responds to and composes simple texts about familiar aspects of the world and their own experiences
		Speaking and Listening 1	<a href="#">EN1-1A</a> : A student communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations
		Reading and Viewing 1	<a href="#">EN1-4A</a> : A student plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers
		Speaking and Listening 2	EN1-6B: A student recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts
Stage 1		Reading and Viewing 2	EN1-8B: A student recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter
		Thinking Imaginatively and Creatively	EN1-10C: A student thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts

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Stage 1 (Continued)		Expressing Themselves	EN1-11D: A student responds to and composes a range of texts about familiar aspects of the world and their own experiences
		Speaking and Listening 1	EN2-1A: A student communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts
		Reading and Viewing 1	EN2-4A: A student uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies
		Speaking and listening 2	EN2-6B: A student identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features
		Reading and Viewing 2	EN2-8B: A student identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter
Stage 2		Thinking Imaginatively, Creatively and Interpretatively	EN2-10C: A student thinks imaginatively, creatively and interpretatively about information, ideas and texts when responding to and composing texts
		Expressing Themselves	EN2-11D: A student responds to and composes a range of texts that express viewpoints of the world similar to and different from their own

**CREATIVE ARTS: DRAMA (NSW K-6 Syllabus)**

**Relevant Forms:** Movement, Mime, Storytelling, Puppetry

Stage	Content Requirements	Objective	Outcome
Early Stage 1	Students respond to different forms of dramatic experiences	Appreciating Drama	DEAES 1.4: Students respond to dramatic experiences; identifying characters from live performance and distinguishing between performance and their everyday experiences
Stage 1	Students experience and respond to a range of drama forms and elements by making, performing and appreciating drama.	Appreciating Drama	DRAS 2.4: A student appreciates dramatic work during the making of their own drama and the drama of others; responding to drama as an audience member and viewing character relationships in live drama.

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Stage 2	Students experience and interpret a range of drama forms and elements by making, performing and appreciating drama.	Appreciating Drama	DRAS 2.4: A student responds to and interprets drama experiences and performances; interpreting the meaning of their own drama and the drama of others and appreciating drama by viewing performances
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**PDHPE (NSW K-6 Syllabus)**

**Key Areas Addressed:** Personal Health Choices

Strand	Subject Matter	Outcomes
Personal Health Choices	Examines the process of making lifestyle decisions and putting them into practice. This strand considers the personal health decisions that students make about their lives relating to nutrition, hygiene, consumerism, drug use, the environment and disease prevention.	Making Decisions; Nutrition