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# education

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*FIRST*® LEGO® League Jr.  
Australian Curriculum Links



## FLL® Jr. Australian Curriculum Links

FIRST® LEGO® League Junior (FLL Jr.) is a non-competitive, hands-on STEM program geared towards children ages 6 to 10. Student learning is self-directed and hands-on with plenty of scope for differentiation so you can adapt the level of scaffolding and assessment items (diagnostic, formative and summative) to suit your class and reporting needs. The tables below identify some of the General Capabilities and Subject Area Content Descriptions from the Australian Curriculum for years F to 4 which you may wish to address and/or assess as part of your students' FLL Jr. preparations, with activity and assessment examples from the Team Meeting Guide included.

### General Capabilities - Literacy

Level 1 <i>Typically by the end of Foundation</i>	Level 2 <i>Typically by the end of Year 2</i>	Level 3 <i>Typically by the end of Year 4</i>
<b>Comprehending texts through listening, reading and viewing</b>		
<b>Navigate, read and view learning area texts</b>		
Navigate, read and view simple texts with familiar vocabulary and supportive illustrations.	Navigate, read and view texts with illustrations and simple graphics.	Navigate, read and view different types of texts with illustrations and more detailed graphics.
<ul style="list-style-type: none"> <li>• <i>Explore the topic story and additional resources (Session 2)</i></li> <li>• <i>Complete the "Milo the Science Rover" introductory building and programming activities (Session 3)</i></li> <li>• <i>Research chosen focus topic (Session 4) and possible problems/solutions (Session 6)</i></li> <li>• <i>Explore the multimedia connections (optional activity)</i></li> </ul>		
<b>Listen and respond to learning area texts</b>		
Listen and respond to brief questions and one and two step instructions, listen for information in simple spoken texts and respond to audio texts and texts read aloud.	Listen to two or more step instructions for undertaking learning tasks, listen for information about topics being learned in spoken and audio texts and respond to texts read aloud.	Listen to spoken instructions with some detail for undertaking learning area tasks, listen to identify key information in spoken and multi-modal texts and respond to texts read aloud.
<ul style="list-style-type: none"> <li>• <i>Build the Inspire Set (Session 2)</i></li> <li>• <i>Complete the "Milo the Science Rover" introductory building and programming activities (Session 3)</i></li> <li>• <i>Complete introductory WeDo 2.0 activities that incorporate sensors – "Milo's Motion Sensor" &amp;/or "Milo's Tilt Sensor" (Session 4)</i></li> <li>• <i>Engage an expert (optional activity)</i></li> </ul>		
<b>Interpret and analyse learning area texts</b>		
Interpret simple texts using comprehension strategies.	Interpret and use texts to explore topics, gather information and make some obvious inferences using comprehension strategies.	Interpret literal information and make inferences to expand topic knowledge using comprehension strategies.
<ul style="list-style-type: none"> <li>• <i>Explore the topic story and additional resources (Session 2)</i></li> <li>• <i>Research chosen focus topic (Session 4) and possible problems/solutions (Session 6)</i></li> <li>• <i>Explore multimedia connections (optional activity)</i></li> </ul>		

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Level 1 <i>Typically by the end of Foundation</i>	Level 2 <i>Typically by the end of Year 2</i>	Level 3 <i>Typically by the end of Year 4</i>
<b>Composing texts through speaking, writing and creating</b>		
<b>Compose spoken, written, visual and multimodal learning area texts</b>		
Compose short learning area texts, with support, to record and report ideas and events.	Compose and edit a small range of learning area texts.	Compose and edit a range of learning area texts.
<ul style="list-style-type: none"> <li>• <i>Make the "Show Me" poster (Session 10 &amp; 11)</i></li> </ul>		
<b>Use language to interact with others</b>		
Use short pair, group and class conversations and discussions as learning tools to explore learning area topics and to prepare for creating texts.	Use pair, group and class discussions as learning tools to explore learning area topics, to represent ideas and relationships, and to prepare for creating texts.	Use pair, group and class discussions about learning area topics as learning tools to explore and represent ideas and relationships, test possibilities and to prepare for creating texts.
<ul style="list-style-type: none"> <li>• <i>Share research findings, ideas and models</i></li> </ul>		
<b>Deliver presentations</b>		
Plan and deliver short presentations related to learning area topics.	Plan, rehearse and deliver short presentations on learning area topics, incorporating some visual and multimodal elements.	Plan, rehearse and deliver presentations on learning area topics, incorporating some learned content and appropriate visual and multimodal elements.
<ul style="list-style-type: none"> <li>• <i>Prepare to share the team model and "Show Me" poster (Session 12)</i></li> </ul>		

## FLL® Jr. Australian Curriculum Links

### General Capabilities – Information and Communication Technology (ICT) Capability

Level 1 <i>Typically by the end of Foundation</i>	Level 2 <i>Typically by the end of Year 2</i>	Level 3 <i>Typically by the end of Year 4</i>
<b>Investigating with ICT</b>		
<b>Define and plan information searches</b>		
Use ICT to identify where information is located.	Use ICT to identify, record and classify textual and graphic information to show what is known and what needs to be investigated.	Use ICT to plan an information search or generation of information, recognising some pattern within the information.
<ul style="list-style-type: none"> <li>• <i>Research chosen focus topic (Session 4) and possible problems/solutions (Session 6)</i></li> <li>• <i>Explore the multimedia connections (optional activity)</i></li> </ul>		
<b>Locate, generate and access data and information</b>		
Use icons to locate or generate required information.	Locate information from a given set of digital sources.	Locate, retrieve or generate information from a range of digital sources.
<ul style="list-style-type: none"> <li>• <i>Research chosen focus topic (Session 4) and possible problems/solutions (Session 6)</i></li> <li>• <i>Explore the multimedia connections (optional activity)</i></li> </ul>		
<b>Select and evaluate data and information</b>		
Explain how located data or information was used.	Explain the usefulness of located data or information.	Explain why located data or information was selected.
<ul style="list-style-type: none"> <li>• <i>Research chosen focus topic (Session 4) and possible problems/solutions (Session 6)</i></li> <li>• <i>Explore the multimedia connections (optional activity)</i></li> </ul>		
<b>Creating with ICT</b>		
<b>Generate ideas, plans and processes</b>		
Use ICT to follow or contribute to a simple plan for a solution.	Use ICT to prepare simple plans to find solutions or answers to questions.	Use ICT to generate ideas and plan solutions.
<ul style="list-style-type: none"> <li>• <i>Use online instructions to build the Inspire model (Session 2)</i></li> <li>• <i>Complete the "Milo the Science Rover" programming activities (Session 3)</i></li> <li>• <i>Use WeDo 2.0 software as a documentation tool (Session 6)</i></li> </ul>		
<b>Generate solutions to challenges and learning area tasks</b>		
Use ICT as a creative tool to generate simple solutions, modifications or data representations for personal or school purposes.	Experiment with ICT as a creative tool to generate simple solutions, modifications or data representations for particular audiences or purposes.	Create and modify simple digital solutions, creative outputs or data representation/transformation for particular purposes.
<ul style="list-style-type: none"> <li>• <i>Make the "Show Me" poster (Sessions 10 &amp; 11)</i></li> <li>• <i>Explore multimedia connections (optional activity)</i></li> </ul>		

## FLL® Jr. Australian Curriculum Links

Level 1 <i>Typically by the end of Foundation</i>	Level 2 <i>Typically by the end of Year 2</i>	Level 3 <i>Typically by the end of Year 4</i>
<b>Communicating with ICT</b>		
<b>Collaborate, share and exchange</b>		
Use purposefully selected ICT tools safely to view information shared by trusted adults.	Use purposefully selected ICT tools safely to share and exchange information with appropriate local audiences.	Use appropriate ICT tools safely to share and exchange information with appropriate known audiences.
<ul style="list-style-type: none"> <li>• <i>Research chosen focus topic (Session 4) and possible problems/solutions (Session 6)</i></li> <li>• <i>Explore the multimedia connections (optional activity)</i></li> <li>• <i>Engage an expert (optional activity)</i></li> <li>• <i>Use the WeDo 2.0 software documentation tools</i></li> </ul>		
<b>Understand computer mediated communications</b>		
Understand that messages are recorded, viewed or sent in computer mediated communications for others to receive.	Understand that computer mediated communications may be received later by the receiver.	Understand that computer mediated communications are directed to an audience for a purpose.
<ul style="list-style-type: none"> <li>• <i>Engage an expert (optional activity)</i></li> <li>• <i>Participate in the FLL Jr. online showcase</i></li> </ul>		

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Level 1 <i>Typically by the end of Foundation</i>	Level 2 <i>Typically by the end of Year 2</i>	Level 3 <i>Typically by the end of Year 4</i>
<b>Managing and operating ICT</b>		
<b>Select and use hardware and software</b>		
Identify and safely operate ICT systems to complete relevant simple specified tasks and seek help when encountering a problem.	Identify and safely operate a selected range of appropriate devices, software, functions and commands when operating an ICT system and attempt to solve a problem before seeking help.	Identify and independently operate a range of devices, software, functions and commands, taking into consideration ergonomics when operating appropriate ICT systems, and seek solutions when encountering a problem.
<ul style="list-style-type: none"> <li>• <i>Use online instructions to build the Inspire model (Session 2)</i></li> <li>• <i>Research chosen focus topic (Session 4) and possible problems/solutions (Session 6)</i></li> <li>• <i>Use WeDo 2.0 software as a documentation tool (Session 6)</i></li> </ul>		
<b>Understand ICT systems</b>		
Identify common consumer ICT systems with input and output functions.	Identify the main components of common consumer ICT systems, their fundamental functions, and describe them using basic ICT terminology.	Identify and compare the use of the main components of different ICT systems.
<ul style="list-style-type: none"> <li>• <i>Complete the "Milo the Science Rover" introductory building and programming activities (Session 3)</i></li> <li>• <i>Complete introductory WeDo 2.0 activities that incorporate sensors (Session 4)</i></li> </ul>		
<b>Manage digital data</b>		
Save and retrieve digital data with support.	Manage and maintain digital data with guidance.	Manage and maintain digital data using common methods.
<ul style="list-style-type: none"> <li>• <i>Research chosen focus topic (Session 4) and possible problems/solutions (Session 6)</i></li> <li>• <i>Use WeDo 2.0 software as a documentation tool (Session 6)</i></li> <li>• <i>Determine a team strategy for the storage, sharing and backup of data</i></li> </ul>		



## FLL® Jr. Australian Curriculum Links

### General Capabilities – Critical and Creative Thinking

Level 1 <i>Typically by the end of Foundation</i>	Level 2 <i>Typically by the end of Year 2</i>	Level 3 <i>Typically by the end of Year 4</i>
<b>Inquiring – identifying, exploring and organising information and ideas</b>		
<b>Pose questions</b>		
Pose factual and exploratory questions based on personal interests and experiences.	Pose questions to identify and clarify issues, and compare information in their world.	Pose questions to expand their knowledge about their world.
<ul style="list-style-type: none"> <li>• <i>Create KWL chart for chosen focus topic (Session 4)</i></li> <li>• <i>Consider possible problems/issues within focus topic (Session 6)</i></li> <li>• <i>Engage an expert (optional activity)</i></li> </ul>		
<b>Identify and clarify information and ideas</b>		
Identify and describe familiar information and ideas during a discussion or investigation.	Identify and explore information and ideas from source materials.	Identify main ideas and select and clarify information from a range of sources.
<ul style="list-style-type: none"> <li>• <i>Act out the topic story using LEGO models (Session 2)</i></li> <li>• <i>Create KWL chart for chosen focus topic (Session 4)</i></li> <li>• <i>Consider possible problems/issues within focus topic (Session 6)</i></li> <li>• <i>Explore the multimedia connections (optional activity)</i></li> </ul>		
<b>Organise and process information</b>		
Gather similar information or depictions from given sources.	Organise information based on similar or relevant ideas from several sources.	Collect, compare and categorise facts and opinions found in a widening range of sources.
<ul style="list-style-type: none"> <li>• <i>Research chosen focus topic and create a KWL chart (Session 4)</i></li> <li>• <i>Consider possible problems/issues within focus topic (Session 6)</i></li> <li>• <i>Explore the multimedia connections (optional activity)</i></li> <li>• <i>Engage an expert (optional activity)</i></li> </ul>		

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Level 1 <i>Typically by the end of Foundation</i>	Level 2 <i>Typically by the end of Year 2</i>	Level 3 <i>Typically by the end of Year 4</i>
<b>Generating ideas, possibilities and actions</b>		
<b>Imagine possibilities and connect ideas</b>		
Use imagination to view or create things in new ways and connect things that seem different.	Build on what they know to create ideas and possibilities in ways that are new to them.	Expand on known ideas to create new and imaginative combinations.
<ul style="list-style-type: none"> <li>• <i>Draw up ideas for LEGO models to act out the topic story (Session 2)</i></li> <li>• <i>Draw and/or write up possible solutions to the “Be an Engineer” challenge (Session 5)</i></li> <li>• <i>Consider possible solutions to problems/issues identified within focus topic (Session 6)</i></li> </ul>		
<b>Consider alternatives</b>		
Suggest alternative and creative ways to approach a given situation or task.	Identify and compare creative ideas to think broadly about a given situation or problem.	Explore situations using creative thinking strategies to propose a range of alternatives.
<ul style="list-style-type: none"> <li>• <i>Discuss and select the focus topic (Session 3)</i></li> <li>• <i>Consider multiple solutions to the “Be an Engineer” challenge (Session 5)</i></li> <li>• <i>Consider possible solutions to problems/issues identified within focus topic (Session 6)</i></li> <li>• <i>Plan the team model (Session 7)</i></li> </ul>		
<b>Seek solutions and put ideas into action</b>		
Predict what might happen in a given situation and when putting ideas into action.	Investigate options and predict possible outcomes when putting ideas into action.	Experiment with a range of options when seeking solutions and putting ideas into action.
<ul style="list-style-type: none"> <li>• <i>Use the engineering design process to solve the “Be an Engineer” challenge (Session 5)</i></li> <li>• <i>Consider possible solutions to problems/issues identified within focus topic (Session 6)</i></li> <li>• <i>Use the engineering design process to plan and build the team model (Session 7, 8 &amp; 9)</i></li> </ul>		



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Level 1 <i>Typically by the end of Foundation</i>	Level 2 <i>Typically by the end of Year 2</i>	Level 3 <i>Typically by the end of Year 4</i>
<b>Reflecting on thinking and processes</b>		
<b>Think about thinking (metacognition)</b>		
Describe what they are thinking and give reasons why.	Describe the thinking strategies used in given situations and tasks.	Reflect on, explain and check the processes used to come to conclusions.
<ul style="list-style-type: none"> <li>• <i>Reflect on different solutions to the “Be an Engineer” challenge (Session 5)</i></li> <li>• <i>Share possible solutions and decide on team model focus (Session 6)</i></li> </ul>		
<b>Reflect on processes</b>		
Identify the main elements of the steps in a thinking process.	Outline the details and sequence in a whole task and separate it into workable parts.	Identify pertinent information in an investigation and separate into smaller parts or ideas.
<ul style="list-style-type: none"> <li>• <i>Reflect on the engineering design process used in the “Be an Engineer” challenge (Session 5) and building the team model (Sessions 8 &amp; 9)</i></li> <li>• <i>Share possible solutions and decide on team model focus (Session 6)</i></li> </ul>		
<b>Transfer knowledge into new contexts</b>		
Connect information from one setting to another.	Use information from a previous experience to inform a new idea.	Transfer and apply information in one setting to enrich another.
<ul style="list-style-type: none"> <li>• <i>Combine topic, building and programming knowledge to solve the “Be an Engineer” challenge (Session 5)</i></li> <li>• <i>Use base models from WeDo 2.0 software as ideas for developing own models (Session 6)</i></li> </ul>		
<b>Analysing, synthesising and evaluating reasoning and procedures</b>		
<b>Apply logic and reasoning</b>		
Identify the thinking used to solve problems in given situations.	Identify reasoning used in choices or actions in specific situations.	Identify and apply appropriate reasoning and thinking strategies for particular outcomes.
<ul style="list-style-type: none"> <li>• <i>Explain proposed solution to the “Be an Engineer” challenge (Session 5)</i></li> <li>• <i>Share possible solutions and decide on team model focus (Session 6)</i></li> </ul>		
<b>Draw conclusions and design a course of action</b>		
Share their thinking about possible courses of action.	Identify alternative courses of action or possible conclusions when presented with new information.	Draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion.
<ul style="list-style-type: none"> <li>• <i>Share and discuss proposed solutions to the “Be an Engineer” challenge (Session 5)</i></li> <li>• <i>Share possible solutions and decide on team model focus (Session 6)</i></li> </ul>		
<b>Evaluate procedures and outcomes</b>		
Check whether they are satisfied with the outcome of tasks or actions.	Evaluate whether they have accomplished what they set out to achieve.	Explain and justify ideas and outcomes.
<ul style="list-style-type: none"> <li>• <i>Reflect on alternative solutions to the “Be an Engineer” challenge (Session 5)</i></li> <li>• <i>Share possible solutions and decide on team model focus (Session 6)</i></li> <li>• <i>Review the team model for meeting criteria (Session 9)</i></li> </ul>		

## FLL® Jr. Australian Curriculum Links

- *Reflect on experiences as part of "Prepare to Share" (Session 12)*

### General Capabilities – Personal and Social Capability

Level 1 <i>Typically by the end of Foundation</i>	Level 2 <i>Typically by the end of Year 2</i>	Level 3 <i>Typically by the end of Year 4</i>
<b>Self-awareness</b>		
<b>Recognise emotions</b>		
Recognise and identify their own emotions.	Identify a range of emotions and describe situations that may evoke these emotions.	Compare their emotional responses with those of their peers.
<ul style="list-style-type: none"> <li>• <i>Discuss the Core Values (Session 1)</i></li> <li>• <i>Review the functioning of the team each session</i></li> </ul>		
<b>Recognise personal qualities and achievements</b>		
Express a personal preference.	Identify their likes and dislikes, needs and wants, and explore what influences these.	Identify and describe personal interests, skills and achievements and explain how these contribute to family and school life.
<ul style="list-style-type: none"> <li>• <i>Name That Team! warm up activity (Session 1)</i></li> <li>• <i>Team decision making including team name, choice of models and topic to focus on for the challenge</i></li> </ul>		
<b>Understand themselves as learners</b>		
Select tasks they can do in different learning contexts.	Identify their abilities, talents and interests as learners.	Discuss their strengths and weaknesses as learners and identify some learning strategies to assist them.
<ul style="list-style-type: none"> <li>• <i>Encourage students to take part in all activities/roles and acknowledge their own and others' strengths</i></li> </ul>		
<b>Develop reflective practice</b>		
Recognise and identify participation in or completion of a task.	Reflect on their feelings as learners and how their efforts affect skills and achievements.	Reflect on what they have learnt about themselves from a range of experiences at home and school.
<ul style="list-style-type: none"> <li>• <i>Reflect on achievements and challenges at the end of each session</i></li> <li>• <i>Reflect on experience as part of "Prepare to Share" (Session 12)</i></li> </ul>		

## FLL® Jr. Australian Curriculum Links

Level 1 <i>Typically by the end of Foundations</i>	Level 2 <i>Typically by the end of Year 2</i>	Level 3 <i>Typically by the end of Year 4</i>
<b>Self-management</b>		
<b>Express emotions appropriately</b>		
Recognise and identify how their emotions influence the way they feel and act.	Express their emotions constructively in interactions with others.	Describe ways to express emotions to show awareness of the feelings and needs of others.
<ul style="list-style-type: none"> <li>• <i>Discuss the Core Values (Session 1)</i></li> <li>• <i>Review the functioning of the team each session</i></li> </ul>		
<b>Develop self-discipline and set goals</b>		
Make a choice to participate in a class activity.	Follow class routines to assist learning.	Set goals in learning and personal organisation by completing tasks within a given time.
<ul style="list-style-type: none"> <li>• <i>“What Makes a Good Team Member” mini-build (Session 1)</i></li> <li>• <i>Complete activities as listed in the Engineering Notebook</i></li> </ul>		
<b>Work independently and show initiative</b>		
Attempt tasks with support or prompting.	Attempt tasks independently and identify when and from whom help can be sought.	Work independently on routine tasks and experiment with strategies to complete other tasks where appropriate.
<ul style="list-style-type: none"> <li>• <i>Complete activities as listed in the Engineering Notebook</i></li> <li>• <i>Reflect on achievements and challenges at the end of each session</i></li> <li>• <i>Reflect on experience as part of “Prepare to Share” (Session 12)</i></li> </ul>		
<b>Become confident, resilient and adaptable</b>		
Identify people and situations with which they feel a sense of familiarity or belonging.	Identify situations that feel safe or unsafe, approaching new situations with confidence.	Undertake and persist with short tasks, within the limits of personal safety.
<ul style="list-style-type: none"> <li>• <i>Complete activities as listed in the Engineering Notebook</i></li> <li>• <i>Reflect on achievements and challenges at the end of each session</i></li> <li>• <i>Reflect on experience as part of “Prepare to Share” (Session 12)</i></li> </ul>		

## FLL® Jr. Australian Curriculum Links

Level 1 <i>Typically by the end of Foundation</i>	Level 2 <i>Typically by the end of Year 2</i>	Level 3 <i>Typically by the end of Year 4</i>
<b>Social awareness</b>		
<b>Appreciate diverse perspectives</b>		
Acknowledge that people hold many points of view.	Describe similarities and differences in points of view between themselves and people in their communities.	Discuss the value of diverse perspectives and describe a point of view that is different from their own.
<ul style="list-style-type: none"> <li>• <i>Team decision making including team name, choice of models and topic to focus on for the challenge</i></li> <li>• <i>Review the functioning of the team each session</i></li> </ul>		
<b>Contribute to civil society</b>		
Describe ways they can help at home and school.	Describe how they contribute to their homes, classrooms and local communities, and how others care for and assist them.	Identify the various communities to which they belong and what they can do to make a difference.
<ul style="list-style-type: none"> <li>• <i>“What Makes a Good Team Member?” Mini-Build (Session 1)</i></li> <li>• <i>Review the functioning of the team each session</i></li> </ul>		
<b>Understand relationships</b>		
Explore relationships through play and group experiences.	Identify ways to care for others, including ways of making and keeping friends.	Describe factors that contribute to positive relationships, including with people at school and in their community.
<ul style="list-style-type: none"> <li>• <i>Review the functioning of the team each session</i></li> <li>• <i>Reflect on achievements and challenges at the end of each session</i></li> <li>• <i>Reflect on experience as part of “Prepare to Share” (Session 12)</i></li> </ul>		

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Level 1 <i>Typically by the end of Foundation</i>	Level 2 <i>Typically by the end of Year 2</i>	Level 3 <i>Typically by the end of Year 4</i>
<b>Social management</b>		
<b>Communicate effectively</b>		
Identify positive ways to initiate, join and interrupt conversations with adults and peers.	Discuss the use of verbal and nonverbal communication skills to respond appropriately to adults and peers.	Identify communication skills that enhance relationships for particular groups and purposes.
<ul style="list-style-type: none"> <li>• <i>Review the functioning of the team each session</i></li> <li>• <i>Reflect on achievements and challenges at the end of each session</i></li> <li>• <i>Reflect on experience as part of "Prepare to Share" (Session 12)</i></li> </ul>		
<b>Work collaboratively</b>		
Share experiences of cooperation in play and group activities.	Identify cooperative behaviours in a range of group activities.	Describe characteristics of cooperative behaviour and identify evidence of these in group activities.
<ul style="list-style-type: none"> <li>• <i>"What Makes a Good Team Member?" Mini-Build (Session 1)</i></li> <li>• <i>Review the functioning of the team each session</i></li> <li>• <i>Reflect on achievements and challenges at the end of each session</i></li> <li>• <i>Reflect on experience as part of "Prepare to Share" (Session 12)</i></li> </ul>		
<b>Make decisions</b>		
Identify options when making decisions to meet their needs and the needs of others.	Practise individual and group decision making in situations such as class meetings and when working in pairs and small groups.	Contribute to and predict the consequences of group decisions in a range of situations.
<ul style="list-style-type: none"> <li>• <i>Team decision making including team name, choice of models and topic to focus on for the challenge.</i></li> <li>• <i>Review the functioning of the team each session</i></li> </ul>		
<b>Negotiate and resolve conflict</b>		
Listen to others' ideas, and recognise that others may see things differently from them.	Practise solving simple interpersonal problems, recognising there are many ways to solve conflict.	Identify a range of conflict resolution strategies to negotiate positive outcomes to problems.
<ul style="list-style-type: none"> <li>• <i>Team decision making including team name, choice of models and topic to focus on for the challenge.</i></li> <li>• <i>Review the functioning of the team each session</i></li> <li>• <i>Reflect on achievements and challenges at the end of each session</i></li> <li>• <i>Reflect on experience as part of "Prepare to Share" (Session 12)</i></li> </ul>		
<b>Develop leadership skills</b>		
Identify ways to take responsibility for familiar tasks at home and school.	Discuss the ways in which they can take responsibility for their own actions.	Discuss the concept of leadership and identify situations where it is appropriate to adopt this role.
<ul style="list-style-type: none"> <li>• <i>Reflect on achievements and challenges at the end of each session</i></li> <li>• <i>Reflect on experience as part of "Prepare to Share" (Session 12)</i></li> </ul>		

## FLL® Jr. Australian Curriculum Links

### Design & Technologies

Years F-2	Years 3-4
<b>Knowledge &amp; Understanding</b>	
Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs. (ACTDEK001)	Recognise the role of people in design and technologies occupations and explore factors, including sustainability that impact the design of products, services and environments to meet community needs. (ACTDEK010)
<ul style="list-style-type: none"> <li>• <i>Explore the topic story and other resources (Session 2)</i></li> <li>• <i>Complete the “Milo the Science Rover” introductory building and programming activities (Session 3)</i></li> <li>• <i>Engage an expert (optional activity)</i></li> </ul>	
Explore how technologies use forces to create movement in products. (ACTDEK002)	Investigate how forces and the properties of materials affect the behaviour of a product or system. (ACTDEK011)
<ul style="list-style-type: none"> <li>• <i>Complete the “Milo the Science Rover” introductory building and programming activities (Session 3)</i></li> </ul>	
Explore the characteristics and properties of materials and components that are used to produce designed solutions. (ACTDEK004)	Investigate the suitability of materials, systems, components, tools and equipment for a range of purposes. (ACTDEK013)
<ul style="list-style-type: none"> <li>• <i>Complete the “Milo the Science Rover” introductory building and programming activities (Session 3)</i></li> <li>• <i>Incorporate a sensor in the “Be an Engineer” challenge (Session 5) and possible solution model (Session 6)</i></li> </ul>	



## FLL® Jr. Australian Curriculum Links

Years F-2	Years 3-4
<b>Processes &amp; Production Skills</b>	
Explore needs or opportunities for designing, and the technologies needed to realise designed solutions. (ACTDEP005)	Critique needs or opportunities for designing and explore and test a variety of materials, components, tools and equipment and the techniques needed to produce designed solutions. (ACTDEP014)
<ul style="list-style-type: none"> <li>• <i>Explore the topic story and other resources (Session 2)</i></li> <li>• <i>Complete the “Be an Engineer” challenge (Session 5)</i></li> <li>• <i>Create a model to reflect proposed solution (Session 6)</i></li> </ul>	
Generate, develop and record design ideas through describing, drawing and modelling. (ACTDEP006)	Generate, develop and communicate design ideas and decisions using appropriate technical terms and graphical representation techniques. (ACTDEP015)
<ul style="list-style-type: none"> <li>• <i>Mini-builds</i></li> <li>• <i>Draw ideas for LEGO models to act out the topic story (Session 2)</i></li> <li>• <i>Document possible solutions to the “Be an Engineer” challenge (Session 5)</i></li> <li>• <i>Document design ideas for sharing proposed solutions (Session 6)</i></li> <li>• <i>Use WeDo 2.0 software as a documentation tool (Session 6)</i></li> </ul>	
Use materials, components, tools, equipment and techniques to safely make designed solutions. (ACTDEP007)	Select and use materials, components, tools, equipment and techniques and use safe work practices to make designed solutions. (ACTDEP016)
<ul style="list-style-type: none"> <li>• <i>Mini-builds</i></li> <li>• <i>Complete the “Milo the Science Rover” introductory building and programming activities (Session 3)</i></li> <li>• <i>Build and test possible solutions to the “Be an Engineer” challenge (Session 5)</i></li> <li>• <i>Build a model to share with the team (Session 6)</i></li> </ul>	
Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment. (ACTDEP008)	Evaluate design ideas, processes and solutions based on criteria for success developed with guidance and including care for the environment. (ACTDEP017)
<ul style="list-style-type: none"> <li>• <i>Reflect on possible solutions to the “Be an Engineer” challenge (Session 5)</i></li> <li>• <i>Vote on preferred possible solution (Session 6)</i></li> <li>• <i>Review the team model for meeting criteria (Session 9)</i></li> <li>• <i>Reflect on experiences as part of “Prepare to Share” (Session 12)</i></li> </ul>	
Sequence steps for making designed solutions and working collaboratively. (ACTDEP009)	Plan a sequence of production steps when making designed solutions individually and collaboratively. (ACTDEP018)
<ul style="list-style-type: none"> <li>• <i>Use the engineering design process to complete the “Be an Engineer” challenge (Session 5) and to plan and build the team model (Session 7, 8 &amp; 9)</i></li> </ul>	

## FLL® Jr. Australian Curriculum Links

### Digital Technologies

Years F-2	Years 3-4
<b>Knowledge &amp; Understanding</b>	
Recognise and explore digital systems (hardware and software components) for a purpose. (ACTDIK001)	Identify and explore a range of digital systems with peripheral devices for different purposes, and transmit different types of data. (ACTDIK007)
<ul style="list-style-type: none"> <li>• Complete the “Milo the Science Rover” introductory building and programming activity (Session 3)</li> <li>• Complete introductory building and programming activities incorporating sensors (Session 4)</li> <li>• Incorporate a sensor in the “Be an Engineer” challenge (Session 5) and possible solution model (Session 6)</li> </ul>	
<b>Processes &amp; Production Skills</b>	
Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems. (ACTDIP004)	Define simple problems, and describe and follow a sequence of steps and decisions (algorithms) needed to solve them. (ACTDIP010)
<ul style="list-style-type: none"> <li>• Complete the “Milo the Science Rover” getting started building and programming activity (Session 3)</li> <li>• Complete introductory building and programming activities incorporating sensors – “Milo’s Motion Sensor” and “Milo’s Tilt Sensor” (Session 4)</li> <li>• Program the a motorised component in the “Be an Engineer” challenge (Session 5) and possible solution model (Session 6)</li> </ul>	
	Implement simple digital solutions as visual programs with algorithms involving branching (decisions) and user input. (ACTDIP011)
<ul style="list-style-type: none"> <li>• Complete the “Milo the Science Rover” getting started programming activity (Session 3)</li> <li>• Complete introductory programming activities incorporating sensors – “Milo’s Motion Sensor” and “Milo’s Tilt Sensor” (Session 4)</li> <li>• Incorporate a sensor in the programming for the motorised component in the “Be an Engineer” challenge (Session 5) and possible solution model (Session 6)</li> </ul>	

## FLL® Jr. Australian Curriculum Links

### English

Foundation Year	Year 1	Year 2	Year 3	Year 4
<b>Interacting with Others</b>				
Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations. (ACELY1646)	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions. (ACELY1656)	Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions. (ACELY1666)	Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations. (ACELY1676)	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information. (ACELY1687)
<ul style="list-style-type: none"> <li>• <i>Sharing of mini-builds and models</i></li> <li>• <i>Share research on focus topic (Session 4) and possible solutions (Session 6)</i></li> <li>• <i>Share ideas for possible solutions to the "Be an Engineer" challenge (Session 5)</i></li> <li>• <i>Engage an expert (optional activity)</i></li> </ul>				
User interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact. (ACELY1784)	Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace. (ACELY1788)	Use interaction skills including initiating topics, making positive statements and voicing disagreements in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately. (ACELY1789)	Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume. (ACELY1792)	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently. (ACELY1688)
<ul style="list-style-type: none"> <li>• <i>Sharing of mini-builds and models</i></li> <li>• <i>Share research on focus topic (Session 4) and possible solutions (Session 6)</i></li> <li>• <i>Engage an expert (optional activity)</i></li> </ul>				
Deliver short oral presentations to peers. (ACELY1647)	Make short presentations using some introduced text structures and language, for example opening statements. (ACELY1657)	Rehearse and deliver short presentations on familiar and new topics. (ACELY1667)	Plan and deliver short presentations, providing some key details in logical sequence. (ACELY1677)	Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences. (ACELY1689)
<ul style="list-style-type: none"> <li>• <i>Sharing of mini-builds and models</i></li> <li>• <i>Share research on focus topic (Session 4) and possible solutions (Session 6)</i></li> <li>• <i>"Prepare to Share" (Session 12)</i></li> </ul>				

## FLL® Jr. Australian Curriculum Links

### Mathematics

Foundation Year	Year 1	Year 2	Year 3	Year 4
<b>Statistics and Probability</b>				
<b>Data representation and interpretation</b>				
Answer yes/no questions to collect information and make simple inferences. (ACMSP011)	Choose simple questions and gather responses and make simple inferences. (ACMSP262)	Identify a question of interest based on one categorical variable. Gather data relevant to the question. (ACMSP048)	Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording. (ACMSP068)	Select and trial methods for data collection, including survey questions and recording sheets. (ACMSP095)
<ul style="list-style-type: none"> <li>Use systems such as "Voting with LEGO Elements" to make decisions on key issues throughout the season</li> </ul>				
	Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays .(ACMSP263)	Collect, check and classify data. (ACMSP049)	Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies. (ACMSP069)	Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values. (ACMSP096)
<ul style="list-style-type: none"> <li>Use systems such as "Voting with LEGO Elements" to make decisions on key issues throughout the season</li> </ul>				
		Create displays of data using lists, table and picture graphs and interpret them. (ACMSP050)	Interpret and compare data displays. (ACMSP070)	Evaluate the effectiveness of different displays in illustrating data features including variability. (ACMSP097)
<ul style="list-style-type: none"> <li>Use systems such as "Voting with LEGO Elements" to make decisions on key issues throughout the season</li> </ul>				

## FLL® Jr. Australian Curriculum Links

### Science

Foundation Year	Year 1	Year 2	Year 3	Year 4
<b>Science Understanding</b>				
<b>Physical sciences</b>				
The way objects move depends on a variety of factors, including their size and shape. (ACSSU005)	Light and sound are produced by a range of sources and can be sensed. (ACSSU020)			
<ul style="list-style-type: none"> <li>• Complete the “Milo the Science Rover” introductory building and programming activity (Session 3)</li> <li>• Complete introductory building and programming activities incorporating sensors (Session 4)</li> <li>• Incorporate a sensor in the “Be an Engineer” challenge (Session 5) and possible solution model (Session 6)</li> </ul>				
<b>Science Inquiry Skills</b>				
<b>Questioning and predicting</b>				
Pose and respond to questions about familiar objects and events. (AC SIS014)	Pose and respond to questions, and make predictions about familiar objects and events. (AC SIS024)	Pose and respond to questions, and make predictions about familiar objects and events. (AC SIS037)	With guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge. (AC SIS053)	With guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge. (AC SIS064)
<ul style="list-style-type: none"> <li>• Create KWL chart for chosen focus topic (Session 4)</li> <li>• Consider possible problems/issues within focus topic (Session 6)</li> <li>• Engage an expert (optional activity)</li> </ul>				
<b>Communicating</b>				
Share observations and ideas. (AC SIS012)	Represent and communicate observations and ideas in a variety of ways. (AC SIS029)	Represent and communicate observations and ideas in a variety of ways. (AC SIS042)	Represent and communicate observations, ideas and findings using formal and informal representations. (AC SIS060)	Represent and communicate observations, ideas and findings using formal and informal representations. (AC SIS071)
<ul style="list-style-type: none"> <li>• Sharing of mini-builds and models</li> <li>• Share research on focus topic (Session 4) and possible solutions (Session 6)</li> <li>• “Prepare to Share” (Session 12)</li> </ul>				

## FLL® Jr. Australian Curriculum Links

### The Arts

Years F-2	Years 3-4
<b>Exploring ideas and improvising with ways to represent ideas</b>	
Explore role and dramatic action in dramatic play, improvisation and process drama. (ACADRM027)	Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama. (ACADRM031)
<ul style="list-style-type: none"> <li>• <i>Core Values pantomime (Session 1)</i></li> </ul>	
<b>Sharing artworks through performance, presentation or display</b>	
Present drama that communicates ideas, including stories from their community, to an audience. (ACADRM029)	Shape and perform dramatic action using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal and Torres Strait Islander drama. (ACADRM033)
<ul style="list-style-type: none"> <li>• <i>Core Values pantomime (Session 1)</i></li> </ul>	
Create and display artworks to communicate ideas to an audience. (ACAVAM108)	Present artworks and describe how they have used visual conventions to represent their ideas. (ACAVAM112)
<ul style="list-style-type: none"> <li>• <i>Mini-builds and models</i></li> <li>• <i>Act out the topic story using LEGO models (Session 2)</i></li> <li>• <i>Create a team logo (optional activity)</i></li> </ul>	



## FLL® Jr. Australian Curriculum Links

### Health and Physical Education

Foundation Year	Year 1 & 2	Year 3 & 4
<b>Communicating and interacting for health and wellbeing</b>		
Practice personal and social skills to interact positively with others. (ACPPS004)	Describe ways to include others to make them feel they belong. (ACPPS019)	Describe how respect, empathy and valuing diversity can positively influence relationships. (ACPPS0037)
<ul style="list-style-type: none"> <li>• <i>Discuss the Core Values (Session 1)</i></li> <li>• <i>“What Makes a Good Team Member?” mini-build (Session 1)</i></li> <li>• <i>Review the functioning of the team each session</i></li> </ul>		
Identify and describe emotional responses people may experience in different situations. (ACPPS005)	Identify and practise emotional responses that account for own and others’ feelings. (ACPPS020)	Investigate how emotional responses vary in depth and strength. (ACPPS038)
<ul style="list-style-type: none"> <li>• <i>Discuss the Core Values (Session 1)</i></li> <li>• <i>Review the functioning of the team each session</i></li> <li>• <i>Reflect on achievements and challenges at the end of each session</i></li> </ul>		
<b>Learning through movement</b>		
Cooperate with others when participating in physical activities. (ACPMP012)	Use strategies to work in group situations when participating in physical activities. (ACPMP030)	Adopt inclusive practices when participating in physical activities. (ACPMP048)
<ul style="list-style-type: none"> <li>• <i>Core Values pantomime (Session 1)</i></li> </ul>		
Test possible solutions to movement challenges through trial and error. (ACPMP013)	Propose a range of alternatives and test their effectiveness when solving movement challenges. (ACPMP031)	Apply innovative and creative thinking in solving movement challenges. (ACPMP049)
<ul style="list-style-type: none"> <li>• <i>“Name That Team!” warm up activity (Session 1)</i></li> </ul>		
Follow rules when participating in physical activities. (ACPMP014)	Identify rules and fair play when participating in physical activities. (ACPMP032)	Apply basic rules and scoring systems and demonstrate fair play when participating in physical activities. (ACPMP050)
<ul style="list-style-type: none"> <li>• <i>“Name That Team!” warm up activity (Session 1)</i></li> </ul>		







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