

ENGLISH YEAR LEVEL DESCRIPTION

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will develop and strengthen these as needed.

In the Foundation year, students communicate with peers, teachers, known adults and students from other classes.

Students engage with a variety of texts for enjoyment. They listen to, read and view spoken, written and multimodal texts in which the primary purpose is to entertain, as well as some texts designed to inform. These include traditional oral texts, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, multimodal texts and dramatic performances. They participate in shared reading, viewing and storytelling using a range of literary texts, and recognise the entertaining nature of literature.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia. Literary texts that support and extend Foundation students as beginner readers include decodable and predictable texts that range from caption books to books with one or more sentences per page. These texts involve straightforward sequences of events and everyday happenings with recognisable, realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest; a small range of language features, including simple and compound sentences; mostly familiar vocabulary, known, high-frequency words and single-syllable words that can be decoded phonically, and illustrations that strongly support the printed text.

Students create a range of imaginative, informative and persuasive texts including pictorial representations, short statements, performances, recounts and poetry.

ENGLISH ACHIEVEMENT STANDARD

Receptive modes (listening, reading and viewing)

By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.

They read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters and decoding and self-monitoring strategies. They recognise the letters of the English alphabet, in upper and lower case and know and use the most common sounds represented by most letters. They read high-frequency words and blend sounds orally to read consonant-vowel-consonant words. They use appropriate interaction skills to listen and respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.

Productive modes (speaking, writing and creating)

Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.

In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, and orally blend and segment sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.

| | | SEMESTER ONE | | SEMESTER TWO | |
|------------|--|--|--|--|---|
| ASSESSMENT | | Unit 1 - Enjoying our new world In this unit, students listen to and read texts to explore predictable text structures and common visual patterns in a range of literary and non-literary texts, including fiction and non-fiction books and everyday texts. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning | Unit 2 - Enjoying and retelling stories In this unit students will listen to and engage with a range of literary and non-literary texts with a focus on exploring how language is used to entertain through retelling events. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning. | Unit 3 - Interacting with others In this unit students listen to, view and interpret a range of multimodal texts, including poetry and rhymes, to develop an understanding of sound and letter knowledge and a range of language features. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning | Unit 4 - Responding to text In this unit, students will have multiple opportunities to read, examine and respond to literature and explore text structure and organisation. Students will create a short imaginative multimodal text that includes illustrations. |
| | | 8 weeks | 8 weeks | 8 weeks | 8 weeks |
| | <u>Monitoring task - Responding to a familiar story</u> Students respond to a familiar story by drawing and speaking in an informal setting. | <u>Summative task - Retell a story</u> Students respond to and retell a familiar story to peers. | <u>Summative task - Create and recite a rhyme</u> Students listen to, innovate on and create a rhyme using written and spoken communication. | <u>Summative task - Reading and comprehending</u> Students read aloud and respond orally to comprehension questions. | |
| | | | <u>Summative task - Responding to a rhyming story</u> Students communicate an opinion about a familiar rhyming story and identify the use of rhyme. | <u>Summative task - Responding to and creating an imaginative story</u> Students listen to and innovate on a familiar imaginative story to create a new story for a favourite character. | |

MATHEMATICS ACHIEVEMENT STANDARD

By the end of the Foundation year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location. Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information and make simple inferences.

| | | SEMESTER ONE | | SEMESTER TWO | |
|--------------------|-----------------------------|---|---|--|---|
| MATHEMATICS | CURRICULUM KNOWLEDGE | Unit 1 | Unit 2 | Using units of measurement | Number and place value |
| | | <ul style="list-style-type: none"> recalling counting in ones identifying numbers in the environment representing quantities comparing numbers recalling counting sequences representing quantities visualising arrangements to five matching numerals to quantities counting forwards and backwards from different starting points comparing quantities using 'more', 'less', 'same' identifying numbers before, after and next in a sequence ordering quantities and numerals | <ul style="list-style-type: none"> count to identify how many recall forwards and backwards counting sequences compare quantities connect number names numerals and quantities represent quantities partition quantities subitise collections to five | <ul style="list-style-type: none"> make direct and indirect comparisons of mass explain comparisons of mass sequence familiar events in time order sequence the days of the week connect days of the week to familiar events. | <ul style="list-style-type: none"> counting forwards and backwards from different starting points represent quantities compare quantities match number names numerals and quantities identify parts in a collection identify addition join collections represent addition experiences make equal groups |
| | | Patterns and algebra | Patterns and algebra | Number and place value | Using units of measurement |
| | | <ul style="list-style-type: none"> identifying how objects are similar or different sorting objects based on similar features identifying a rule for a 'sort' identifying questions identifying patterns in the environment copying and describing simple patterns identifying patterns within counting sequences | <ul style="list-style-type: none"> describe repeating patterns continue repeating patterns describe repeating patterns using number | <ul style="list-style-type: none"> compare quantities equalise quantities combine small collections represent addition situations identify parts and the whole partition quantities flexibly share collections identify equal parts of a whole | <ul style="list-style-type: none"> directly and indirectly compare the mass length and capacity of objects directly and indirectly compare the duration of events |
| | | Using units of measurement | Using units of measurement | Patterns and algebra – | Location and transformation |
| | | <ul style="list-style-type: none"> sequencing stages within an activity comparing duration of events using time language directly comparing the size of objects describing the objects | <ul style="list-style-type: none"> compare the length of objects using direct comparison compare the height of objects describe the thickness and length of objects compare the length of objects using indirect comparison compare and order durations order daily events. | <ul style="list-style-type: none"> identify, copy, continue and describe growth patterns describe equal quantities | <ul style="list-style-type: none"> describe position describe direction using positional language to describe location identifying positional opposites representing locations with models and images |
| | | Shape | | Data representation and interpretation | Location and transformation |
| | | <ul style="list-style-type: none"> describe lines describe familiar two-dimensional shapes compare and sort objects based on shape and function construct using familiar three-dimensional objects explore two-dimensional shapes | | <ul style="list-style-type: none"> identify questions answer yes/no questions use data displays to answer simple questions. | <ul style="list-style-type: none"> identify positions describe movement give and follow movement directions explore locations |
| | | | | | Data representation and interpretation |
| | | | | | <ul style="list-style-type: none"> use questions to collect information. |

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|--|------------|--|--|---|---|
| | ASSESSMENT | <p><u>Summative task - Grouping familiar objects and sorting shapes</u></p> <p>To group familiar objects based on common characteristics and sort shapes.</p> | <p><u>Summative task - Understanding numbers from 1 to 20</u></p> <p>To make connections between number names, numerals and quantities up to 10, count to and from 20 and order small collections.</p> <p><u>Summative task – Measurement</u></p> <p>Students compare objects using mass, length and capacity.</p> | <p><u>Summative task - Explaining duration and event sequences</u></p> <p>To connect events and days of the week, and explain the order and duration of events.</p> <p><u>Summative task – Position</u></p> <p>Students use appropriate language to describe the location of an object.</p> | <p><u>Summative task - Identifying numerals</u></p> <p>To connect number names, numerals and quantities up to 10 and count to and from 20.</p> |
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SCIENCE ACHIEVEMENT STANDARD

By the end of the Foundation year, students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things.

Students share and reflect on observations, and ask and respond to questions about familiar objects and events.

| | | SEMESTER ONE | | SEMESTER TWO | |
|---------|----------------------|---|---|--|---|
| SCIENCE | CURRICULUM KNOWLEDGE | <p>Weather watch</p> <p>In this unit students use their senses to explore and observe the weather in their local environment and learn that we can record our observations using symbols. Students observe that weather can change and identify the features that reflect a change in the weather.</p> | <p>Our living world</p> <p>In this unit, students will use their senses to observe the needs of living things, both animals and plants. They begin to understand that observing is an important part of science and that scientists discuss and record their observations.</p> | <p>Our material world</p> <p>In this unit students will examine familiar objects using their senses and understand that objects are made of materials that have observable properties. Through exploration, investigation and discussion, students will learn how to describe the properties of the materials from which objects are made and how to pose scientific questions.</p> | <p>Move it, move it</p> <p>In this unit students engage in activities from the five contexts of learning: Play, Real-life situations, Investigations, Routines and transitions, and Focused learning and teaching. Students will use their senses to observe and explore the properties and movement of objects.</p> |
| | ASSESSMENT | <p>Examining the weather</p> <p>Students suggest how the weather affects themselves and other living things. Students share observations about the weather.</p> | <p>Exploring our living world</p> <p>Students represent, share and reflect on observations about the needs of living things and how an environment can affect them. Students ask and respond to science questions.</p> | <p>Making a wind ornament</p> <p>Students describe the observable properties of materials from which an object is made. Students ask and respond to questions and share and reflect on observations.</p> | <p>Investigating movement</p> <p>Students describe the properties and behaviour of familiar objects. Students share and reflect on observations and ask questions about familiar objects.</p> |

HUMANITIES AND SOCIAL SCIENCES ACHIEVEMENT STANDARD

By the end of Foundation Year, students identify important events in their own lives and recognise why some places are special to people. They describe the features of familiar places and recognise that places can be represented on maps and models. They identify how they, their families and friends know about their past and commemorate events that are important to them.

Students respond to questions about their own past and places they belong to. They sequence familiar events in order. They observe the familiar features of places and represent these features and their location on pictorial maps and models. They reflect on their learning to suggest ways they can care for a familiar place. Students relate stories about their past and share and compare observations about familiar places.

| | | SEMESTER ONE | SEMESTER TWO |
|------|----------------------|--|---|
| HASS | CURRICULUM KNOWLEDGE | <p>My family history</p> <p>In this unit students will explore the following inquiry question:</p> <ul style="list-style-type: none"> <i>What is my history and how do I know?</i> | <p>My special places</p> <p>In this unit, students will explore the following inquiry question:</p> <ul style="list-style-type: none"> <i>What are places like and what makes them special?</i> |
| | ASSESSMENT | <p><u>Summative task - My family history</u></p> <p>Students explore important events celebrated in their lives, and identify how people and objects help them to remember.</p> | <p><u>Summative task - My special places</u></p> <p>Students identify, represent and describe the features of familiar places, and suggest ways to care for a special familiar place.</p> |

HEALTH AND PHYSICAL EDUCATION ACHIEVEMENT STANDARD

By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and demonstrate how to move and play safely. They describe how their body responds to movement.

Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.

| | | SEMESTER ONE | | SEMESTER TWO | |
|--------|----------------------|---|---|---|--|
| HEALTH | CURRICULUM KNOWLEDGE | <p>I can do it!</p> <p>Students explore information about what makes them unique and their strengths and achievements. They participate in play.</p> | <p>I am growing and changing</p> <p>Students explore how their bodies are growing and developing, and identify the actions that will keep them healthy such as diet, hygiene and physical activity.</p> | <p>Looking out for others</p> <p>Students identify and describe different emotions people experience. They explore and practice ways to interact with others in a variety of settings.</p> | <p>I am safe</p> <p>Students identify actions and protective behaviours that keep them safe and healthy in situations where they may encounter medicines, poisons, water and fires.</p> |
| | ASSESSMENT | <p><u>Summative task -</u></p> <p>Collection of work Assessment may gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> identify and describe the different emotions people experience identify different settings where they can be active and how to move and play safely. | <p><u>Summative task -</u></p> <p>Collection of work Assessment may gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> recognise how they are growing and changing recognise actions that help them be healthy, safe and physically active. | <p><u>Summative task -</u></p> <p>Interview Assessment may gather evidence of the student's ability to: identify and describe the different emotions people experience.</p> | <p><u>Summative task -</u></p> <p>Collection of work Assessment may gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> Measu |

PHYSICAL EDUCATION

CURRICULUM KNOWLEDGE

ASSESSMENT

SEMESTER ONE

SEMESTER TWO

Unit 1: Let's Get Moving

Students develop the fundamental movement skills of running, hopping, jumping and galloping through active participation in activities, games and movement challenges.

Students:

- explore and apply safety rules during physical activities.
- explore concepts of movement.
- develop the fundamental movement skills of running, jumping, hopping and galloping.
- test and trial ideas to solve movement challenges.

Unit 2: Catch the Bean

Students develop their fundamental movement skills while completing beanbag activities and challenges within groups of varying sizes.

Students:

- develop the two-handed catch, underarm throw and dynamic balance techniques.
- identify and develop the attributes of a good partner.
- test and trial solutions to solve movement challenges.

Unit 3: Who Wants to Play

Students demonstrate personal and social skills to include others and describe their feelings after participating in a range of active games.

Students:

- develop personal and social skills to include others in active games.
- understand different ways of feeling after participating in active games

Unit 4: Movement/ Water Safety

Students explore the elements of movement (speed, level and shape) and perform movement in response to music. They also describe how their body responds to movement.

Students:

- develop fundamental movement skills (galloping, leaping, rolling and balancing).
- explore shape, direction, level and time when performing fundamental movement skills.
- combine fundamental movement skills and apply the elements of movement to perform movement sequences.
- Floating and moving the body through water to safety.

Summative task -

Assessment will gather evidence of the student's ability to:

- demonstrate how to move and play safely
- perform fundamental movement skills and solve movement challenges.

Summative task –

Assessment will gather evidence of the student's ability to:

- use personal and social skills when working with others in a range of activities
- perform fundamental movement skills and solve movement challenges.

Summative task –

Assessment may gather evidence of the student's ability to:

- describe how their body responds to movement
- use personal and social skills when working with others in a range of activities.

Summative task –

Assessment may gather evidence of the student's ability to:

- perform fundamental movement skills and solve movement challenges.

THE ARTS ACHIEVEMENT STANDARD

Dance

By the end of Year 2, students describe the effect of the elements in dance they make, perform and view and where and why people dance.

Students use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. Students demonstrate safe practice.

Drama

By the end of Year 2, students describe what happens in drama they make, perform and view. They identify some elements in drama and describe where and why there is drama.

Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation.

Media Arts

By the end of Year 2, students communicate about media artworks they make and view, and where and why media artworks are made.

Students make and share media artworks using story principles, composition, sound and technologies.

Music

By the end of Year 2, students communicate about the music they listen to, make and perform and where and why people make music.

Students improvise, compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play.

Visual Arts

By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented.

Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.

| | | SEMESTER ONE | SEMESTER TWO |
|----------|----------------------|--|---|
| THE ARTS | CURRICULUM KNOWLEDGE | <p><u>Nursery Rhymes</u></p> <p>Students will be implementing the elements of drama through the retelling of familiar nursery rhymes.</p> | <p><u>Line</u></p> <p>Students will explore the use of Line in visual art.</p> <p>Students will create a portfolio of artworks using the element of line.</p> |
| | ASSESSMENT | <p><u>Summative task -</u></p> <p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> make and present drama using the elements of role, situation and focus in dramatic play and improvisation | <p><u>Summative task -</u></p> <p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes |

| | | SEMESTER ONE | | SEMESTER TWO | |
|-------|----------------------|--|---|---|--|
| | | Term 1 | Term 2 | Term 3 | Term 4 |
| MUSIC | CURRICULUM KNOWLEDGE | <p><u>Beat! Beat! Beat!</u></p> <p>In this unit, students will learn nursery rhymes and other children's songs. They will demonstrate a steady beat by tapping their own bodies and on simple untuned percussion instruments.</p> | <p><u>I Can Sing</u></p> <p>In this unit, students will focus on learning to use their voices in a musical way. They will understand the difference between singing, talking, yelling, whispering and perform limited range songs in tune.</p> | <p><u>Write Our First Song</u></p> <p>In this unit, students will improvise words and phrases to describe stuffed toys. They will continue to explore the comparatives of high/low, fast/slow, loud/quiet.</p> | <p><u>Is it a Band? Is it a Choir?</u></p> <p>In this unit, students will identify the differences between rock band, choir and orchestral music. They will use musical language to describe where and why people make music. Students will independently perform known songs with the beat and the rhythm.</p> |
| | ASSESSMENT | | <p><u>Summative task -</u></p> <p>Sing song and tap the beat. Demonstrating performance skills and in-tune singing.</p> | <p><u>Summative task -</u></p> <p>Teddy Bear composition task. With a partner, create words to match 4 toys and perform for the class.</p> | <p><u>Summative task -</u></p> <p>Aurally identify band, choir or orchestral music and use musical language to justify response.</p> |