, CURRICULUM AND ASSESSMENT OVERVIEW 2023

YEAR ONE

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 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 revisit and strengthen these as needed.

In Year 1, 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, view and interpret spoken, written and multimodal texts designed to entertain and inform. These encompass traditional oral texts including Aboriginal stories, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, dramatic performances and texts used by students as models for constructing their own texts.

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 Year 1 students as independent readers involve straightforward sequences of events and everyday happenings with recognisably realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest and topics being studied in other areas of the curriculum. These include decodable and predictable texts which present a small range of language features, including simple and compound sentences, some unfamiliar vocabulary, a small number of high-frequency words and words that need to be decoded phonically, as well as illustrations and diagrams that support the printed text.

Students create a variety of imaginative, informative and persuasive texts including recounts, procedures, performances, literary retellings and poetry.

ENGLISH ACHIEVEMENT STANDARD

Receptive modes (listening, reading and viewing)
By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify that texts serve different purposes and that this affects how they are organised. They describe characters, settings and events in different types of literature.

Students read aloud, with developing fluency. They read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features and interaction skills.

Productive modes (speaking, writing and creating)
Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.

They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations on familiar topics. When writing, students provide details about ideas or events, and details about the participants in those events. They accurately spell high-frequency words and words with regular spelling patterns. They use capital letters and full stops and form all upper- and lower-case letters correctly.

		SEMESTER ONE		SEMESTER TWO	
	CURRICULUM KNOWLEDGE	**Unit 1 - Exploring how a story works** In this unit students listen to, read and view a range of written picture books, including stories from Aboriginal cultures and Torres Strait Islander cultures. They retell events of a familiar story using text structure and repetition.	**Unit 2 - Exploring characters in stories** In this unit students listen to, read, view and interpret spoken, written and multimodal literary texts to identify some features of characters in these texts and to create character descriptions. Students create a character to be included in a literary text.	**Unit 5 - Retelling cultural stories** In this unit, students listen to, read, view and interpret picture books and stories from different cultures. They write, present and read a retelling of their favourite story to an audience of peers.	**Unit 4 - Creating digital procedural texts** In this unit, students listen to, read, view and interpret traditional and digital multimodal texts to explore the language features and text structures of procedural texts in imaginative and informative contexts. They create a digital multimodal procedure from a literary context.
		8 weeks	**8 weeks**	**8 weeks**	**8 weeks**
	ASSESSMENT	**Summative task -** **Responding to imaginative texts** Students comprehend and respond to imaginative texts (picture books).	**Summative task -** **Character description and creation** Students create a character description using writing and images. Students create a new character for a familiar story. **Assessment task - Reading and comprehension** Students demonstrate reading accuracy, fluency and comprehension of character development.	**Assessment task - Retelling of a cultural story** **Assessment task -** Students will create and present a retelling of a traditional or cultural story using a story map.	**Assessment task - Multimodal procedure** Students create a digital multimodal procedure, combining and connecting written, visual and spoken elements. **Assessment task - Reading and comprehension** Students demonstrate reading accuracy, fluency and understanding of the

MATHEMATICS ACHIEVEMENT STANDARD

By the end of Year 1, students describe number sequences resulting from skip counting by 2s, 5s and 10s. They identify representations of one half. They recognise Australian coins according to their value. Students explain time durations. They describe two-dimensional shapes and three-dimensional objects. Students describe data displays.

Students count to and from 100 and locate numbers on a number line. They carry out simple additions and subtractions using counting strategies. They partition numbers using place value. They continue simple patterns involving numbers and objects. Students order objects based on lengths and capacities using informal units. They tell time to the half-hour. They use the language of direction to move from place to place. Students classify outcomes of simple familiar events. They collect data by asking questions, draw simple data displays and make simple inferences.

		SEMESTER ONE		SEMESTER TWO	
MATHEMATICS	CURRICULUM KNOWLEDGE	**UNIT 1**	**UNIT 2**	**UNIT 3**	**UNIT 4**
		Number • represent teen numbers using place value and partitioning • exploring number lines, tally marks, word and number representation • skip counting by 5's *Data* • ask questions • collect data using tally marks and create picture graphs • answer literal and inferred questions about the data being collected *Chance* • identify the chance of familiar events using the language of 'will happen', 'might happen' and 'won't happen' *Location and Direction* • follow directions, give directions using positional language	*Number* • representing numbers using place value and partitioning up to 100 *Addition and Subtraction* • solve addition and subtraction problems • experiment with using a variety of strategies including counting on, part part whole, number lines and pictures. *Shape* • identify 2D shapes and 3D objects • describe the attributes of 3D objects using the language of edges, corners and faces	*Fractions* • showing half of shapes and collections • solve simple fraction problems *Measurement* • measure the length of objects using informal units, compare the length of objects from shortest to longest, measure the capacity of units informally, compare the capacity of units using language or 'more' and 'less' *Money* • identify and order the value of Australian coins • count collections of coins • read and write money amounts • explore real world examples	*Number* • representing numbers to and beyond 100; skip counting in 2's, 5's and 10's to 100 *Time* • identifying and representing time to the half hour on both digital and analogue clocks • exploring time durations and months *Number/Patterns* • continue and create repeated and growing patterns with objects and numbers, identify rules within the pattern (growing by 2, abc abc etc.) • skip counting in 5's and 10's

	ASSESSMENT	**Summative task -** Students will recognise, model, write, and order numbers; locate numbers on a number line; and partition using place value. **Summative task -** Students will ask suitable questions and use simple strategies to collect and interpret data. **Summative task -** Students will classify the outcomes of familiar events **Summative task -** Students will use the language of direction to give and follow directions using the map of the school in a familiar setting.	**Summative task -** Students will recognise, model and write numbers; partition numbers using place value. **Summative task -** Students will solve addition and subtraction problems using a range of strategies. **Summative task -** Students will recognise familiar and unfamiliar 2D shapes; recognise familiar 3D objects and describe 3D objects.	**Summative task -** Students will represent half of shapes and collections; explain how collections show half. **Summative task -** Students will measure and compare the length of objects using informal units; measure and compare the capacity of units using informal units. **Summative task -** Students will represent an Australian coin in a variety of ways; skip count to find a total; use money in a real-life example.	**Summative task -** Students will recognise, model and write numbers; partition numbers using place value. **Summative task -** Students will recognise and represent digital and analogue time; represent durations of time. **Summative task -** Students will create repeated familiar patterns; continue growing number patterns and explain the pattern rule that is being used.

SCIENCE ACHIEVEMENT STANDARD

By the end of Year 1, students describe objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects. They describe changes in their local environment and how different places meet the needs of living things.

Students respond to questions, make predictions, and participate in guided investigations of everyday phenomena. They follow instructions to record and sort their observations and share them with others.

		SEMESTER ONE		SEMESTER TWO	
SCIENCE	CURRICULUM KNOLWDGE	**Living adventure** In this unit students make links between external features of living things and the environments in which they live. They consider how the needs of living things are met in a variety of habitats.	**Changes around me** In this unit students will describe the observable features of a variety of landscapes and skies. They will consider changes in the sky and landscape, and the impact of these changes on themselves and other living things.	**Material madness** In this unit, students explore how everyday materials can be physically changed in a variety of ways according to their properties. They describe the actions used to physically change materials to make objects for different purposes, understanding that science involves asking questions about and describing changes to objects that are used in their everyday lives.	**Exploring light and sound** In this unit students explore sources of light and sound. They manipulate materials to observe how light and sound are produced, and how changes can be made to light and sound effects.
	ASSESSMENT	**Summative task - Describing a habitat** Students describe changes in their local environment and how different places meet the needs of living things. Students respond to questions, make predictions and share their observations with others.	**Summative task - Exploring sky and land** Students describe objects and events that they encounter in their everyday lives. Students describe changes in the local environment. Students respond to questions and sort and share observations.	**Summative task - Rocking the boat** Students describe the effects of physically changing a material to make a boat that floats. Students make a prediction, participate in a guided investigation and record and share observations.	**Summative task - Investigating light and sound** Students participate in a guided investigation designing a toy that makes sound, and describe the effects of interacting with it. Students sort objects according to criteria and share observations with others.

HUMANTIES AND SOCIAL SCIENCES ACHIEVEMENT STANDARD

By the end of Year 1, students identify and describe important dates and changes in their own lives. They explain how some aspects of daily life have changed over recent time while others have remained the same. They identify and describe the features of places and their location at a local scale and identify changes to the features of places. They recognise that people describe the features of places differently and describe how places can be cared for.

Students respond to questions about the recent past and familiar and unfamiliar places by collecting and interpreting information and data from observations and from sources provided. They sequence personal and family events in order and represent the location of different places and their features on labelled maps. They reflect on their learning to suggest ways they can care for places. They share stories about the past, and present observations and findings using everyday terms to denote the passing of time and to describe direction and location.

		SEMESTER ONE	SEMESTER TWO
HASS	CURRICULUM KNOLWDGE	**My changing world** In this unit, students: • draw on studies at the personal and local scale, including familiar places, e.g. the school, local park and local shops • recognise that the features of places can be natural, managed or constructed • identify and describe the natural, constructed and managed features of places • examine the ways different groups of people, including Aboriginal peoples and Torres Strait Islander peoples, describe the weather and seasons of places • represent local places using pictorial maps and describe local places using the language of direction and location • respond to questions to find out about the features of places, the activities that occur in places and the care of places • collect and record geographical data and information, such as observations to investigate a local place • reflect on learning to respond to questions about how places and their features can be cared for.	**My changing life** In this unit students will explore the following inquiry question: • *How has my family and daily life changed over time?*
	ASSESSMENT	**Summative task - My changing world** Students conduct an inquiry to investigate places and their features at a local scale.	**Summative task - My changing life** Students identify, describe and sequence personal and family events and describe continuities and changes in aspects of daily life over time.

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 KNOLWDGE	**A little independence** Students describe physical and social changes that occur as they grow. They recognise their own and others' strengths and achievements and discuss how these contribute to identities. Students recognise similarities and differences in individuals and groups.	**Good choices, healthy me** Students examine health messages related to the health benefits of physical activity, nutritious dietary intake and maintaining good personal hygiene habits to help them stay healthy. Students describe actions that keep themselves and others healthy in different situations.	**We all belong** Students recognise how strengths and achievements contribute to identities. Students identify and practise emotional responses that reflect their own and others' feelings. They examine and demonstrate ways to include others in activities and practise strategies to help them and others feel they belong.	**My safety, my responsibilities** Students identify social changes that occur as they grow older and recognise ways they can take some responsibility for their own safety in different situations including road safety. Students practice strategies to keep themselves safe and rehearse ways to ask for help when presented with a problem or challenging task.
	ASSESSMENT	**Summative task - A little independence** Students complete a series of tasks relating to a single cohesive context. Focused observations of these tasks will be recorded in an observation record and compiled to form a collection of work. Assessment may gather evidence of the student's ability to: • describe changes that occur as they grow older • recognise how strengths and achievements contribute to identities.	**Summative task - Good choices, healthy me** Students complete a series of tasks relating to a single cohesive context. Focused observations of these tasks will be recorded in an observation record and compiled to form a collection of work. The assessment will gather evidence of the student's ability to: • examine messages related to health decisions and describe actions that help keep themselves and others healthy.	**Summative task - We all belong** Students complete a series of tasks relating to a single cohesive context. These tasks will be recorded and compiled to form a collection of work. The assessment will gather evidence of the student's ability to: • recognise how strengths and achievements contribute to identities • recognise how emotional responses impact on other's feelings.	**Summative task - My safety, my responsibilities** Students complete a series of tasks relating to a single cohesive context. These tasks will be recorded and compiled to form a collection of work. The assessment will gather evidence of the student's ability to: • describe changes that occur as they grow older • select and apply strategies to keep themselves safe and are able to ask for help with tasks or problems.

		SEMESTER ONE		SEMESTER TWO	
PHYSICAL EDUCATION	CURRICULUM KNOLWDGE	**Playing with balls** Students develop the object control skills of rolling, catching, bouncing, throwing through active participation in activities, games and movement challenges. Students: • explore rules and fair play practices. • perform fundamental movement skills to send, control and receive balls. • test and evaluate possible solutions to movement challenges.	**I'm a believer** Students develop locomotor and object control skills. Students experiment with using different equipment and parts of their body. They propose a range of alternatives and test their effectiveness when solving movement challenges. Students: • develop the fundamental skills of two-handed catching, two-handed throwing, basketball dribbling and soccer ball dribbling. • understand different ways the body reacts to physical activity • test, trial and evaluate possible solutions in two-handed throwing, two-handed catching, soccer ball dribbling and basketball dribbling movement challenges.	**Catch me if you can** Students participate in simple tagging games which incorporate the fundamental movement skills of dodging and running. They propose a range of alternatives and test alternatives to solve movement challenges. They demonstrate positive ways to interact with others. Students: • develop the fundamental movement skill of dodging • develop skills and strategies to tag/evade others in tagging games • test alternatives and solve movement challenges. • develop skills to play fairly and work together during tagging games	**Equipped to move** Students explore movement in response to music. Students perform sequences of movements to music incorporating elements of movement. Students: • develop and practise fundamental movement skills. • interact with equipment and explore the elements of movement while performing fundamental movement skills. • create and develop movement sequences that incorporate elements of movement.
	ASSESSMENT	Assessment may gather evidence of the student's ability to: • perform fundamental movement skills to send, control and receive balls. • test alternatives to solve movement challenges.	The assessment will gather evidence of the student's ability to: • identify how the body reacts to different physical activities • demonstrate fundamental movement skills in different movement situations • test alternatives to solve movement challenges.	The assessment will gather evidence of the student's ability to: • demonstrate positive ways to interact with others • demonstrate fundamental movement skills in different movement situations • test alternatives to solve movement challenges.	The assessment will gather evidence of the student's ability to: • perform movement sequences that incorporate the elements of movement.

TECHNOLOGIES ACHIEVEMENT STANDARD

Design and Technologies

Learning in Design and Technologies builds on concepts, skills and processes developed in the Early Years Learning Framework, revisiting, strengthening and extending these as needed.

By the end of Year 2 students will have had the opportunity to create designed solutions at least once in each of the following technologies contexts: Engineering principles and systems; Food and fibre production and Food specialisations; and Materials and technologies specialisations. Students should have opportunities to experience designing and producing products, services and environments. This may occur through integrated learning.

In Foundation to Year 2 students explore and investigate technologies − materials, systems, components, tools and equipment − including their purpose and how they meet personal and social needs within local settings. Students develop an understanding of how society and environmental sustainability factors influence design and technologies decisions. Students evaluate designed solutions using questions such as 'How does it work?', 'What purpose does it meet?', 'Who will use it?', 'What do I like about it?' or 'How can it be improved?' They begin to consider the impact of their decisions and of technologies on others and the environment including in relation to preferred futures. They reflect on their participation in a design process. This involves students developing new perspectives, and engaging in different forms of evaluating and critiquing products, services and environments based on personal preferences.

Using a range of technologies including a variety of graphical representation techniques to communicate, students draw, model and explain design ideas; label drawings; draw objects as two-dimensional images from different views; draw products and simple environments and verbalise design ideas.

They plan (with teacher support) simple steps and follow directions to complete their own or group design ideas or projects, and manage their own role within team projects. Students are aware of others around them and the need to work safely and collaboratively when making designed solutions.

Digital Technologies

Learning in Digital Technologies builds on concepts, skills and processes developed in the Early Years Learning Framework. It focuses on developing foundational skills in computational thinking and an awareness of personal experiences using digital systems.

By the end of Year 2, students will have had opportunities to create a range of digital solutions through guided play and integrated learning, such as using robotic toys to navigate a map or recording science data with software applications.

In Foundation – Year 2, students begin to learn about common digital systems and patterns that exist within data they collect. Students organise, manipulate and present this data, including numerical, categorical, text, image, audio and video data, in creative ways to create meaning.

Students use the concept of abstraction when defining problems, to identify the most important information, such as the significant steps involved in making a sandwich. They begin to develop their design skills by conceptualising algorithms as a sequence of steps for carrying out instructions, such as identifying steps in a process or controlling robotic devices.

Students describe how information systems meet information, communication and/or recreational needs.

Through discussion with teachers, students learn to apply safe and ethical practices to protect themselves and others as they interact online for learning and communicating.

		SEMESTER ONE	SEMESTER TWO
			DESIGN AND TECHNOLOGIES
TECHNOLOGIES	CURRICULUM KNOLWDGE		**Design Technology: Materials and technologies specialisations** In this unit, students explore the characteristics and properties of materials and components that are used to produce designed solutions. Students apply processes and production skills, in: • investigating materials, technologies for shaping and joining, and how designs meet people's needs • generating and refining design ideas • producing a puppet that meets the design brief • evaluating their design and production processes • collaborating and managing by working with others; following sequenced steps and sequencing the steps for the project.
	ASSESSMENT		**Summative Assessment: Design Portfolio** Assessment will gather evidence of the student's ability to: • describe the purpose of familiar products and how they meet the needs of users • identify features and uses for materials • describe given needs or opportunities • create ideas and designed solutions • communicate design ideas for designed products using simple drawings • demonstrate safe use of tools and equipment when producing designed solution • follow sequenced steps and evaluate designed solutions based on personal preference.

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 KNOLWDGE	**Content was covered in 2022.**	**Drama** *Drama in poetry* Students will be implementing the elements of drama through performance poetry.
	ASSESSMENT		**Summative task – Perform a drama scene.** Student's devise, perform and respond to drama using a picture book as stimulus.

		SEMESTER ONE		SEMESTER TWO	
		Term 1	Term 2	Term 3	Term 4
MUSIC	CURRICULUM KNOLWDGE	**Happy to Be Me** In this unit, students explore cultural diversity and provide life experiences that all children relate to through reading, singing and moving.	**Different Places - Where and why, we listen to music** In this unit, students will explore a range of songs, rhymes and chants based on the theme of different places including their personal familiar world, people and places far away: weather, seasons, landscapes and the built environment as a stimulus for music making and responding.	**Different Places - Vivaldi "Four Seasons"** In this unit, students explore the 'Strings' family in Western Orchestra. They investigate how each member of the strings family expresses themselves, relates to each other and works as a team through the music 'Four Seasons'	**Save the World** In this unit, students explore a range of songs, rhymes and chants based on the theme of Earth's resources and how they can be used and managed.
	ASSESSMENT	Discuss where and why people make music and identify feelings different pieces of music evoke Perform actions to – Special Land Perform a song from the unit with indigenous instruments in groups.	Sing a simple song with a partner (if shy) or individually (Charlie over the ocean) Compose a phrase of music about a place – GASS Sounds. Listening walk around the school and then write a soundscape piece. Discuss where and why people make music.	Complete listening exam, identify the different stringed instruments and analyse instrument family through timbre. Respond to the comparatives in music – soft/loud, high/low, thick/thin and fast/slow Listening map - Spring	Compose a song about the environment – Over in the Meadow. Sing 'Rain Come Wet Me' while performing the beat and then the rhythmic pattern in groups. Compose and perform an eight-beat rhythmic pattern using ♩ ♩♩ (formatively using paddle pop sticks, summatively written) Sing a known 16 beat song individually while performing an action on the beat.