

Australian Curriculum Learning Area Achievement Standards on a page – Year 1

English

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.

Mathematics

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.

Science

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.

Humanities and Social Sciences

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.

History / Geography Subject Achievement Standards

Health and Physical Education – Years 1 and 2

By the end of Year 2, students describe changes that occur as they grow older. They recognise how strengths and achievements contribute to identities. They identify how emotional responses impact on others' feelings. They examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities.

Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.

Technologies – Prep to Year 2

By the end of Year 2, students describe the purpose of familiar products, services and environments and how they meet a range of present needs. They list the features of technologies that influence design decisions and identify how digital systems are used.

Students identify needs, opportunities or problems and describe them. They collect, sort and display familiar data from a range of sources and recognise patterns in data. Students record design ideas using techniques including labelled drawings, lists and sequenced instructions. They design solutions to simple problems using a sequence of steps and decisions. With guidance, students produce designed solutions for each of the prescribed technologies contexts. Students evaluate their ideas, information and solutions on the basis of personal preferences and provided criteria including care for the environment. They safely create solutions and communicate ideas and information face-to-face and online.

Design and Technologies / Digital Technologies Subject Achievement Standard

The Arts – Prep to Year 2

By the end of Year 2, students describe artworks they make and those to which they respond. They consider where and why people make artworks.

Students use the elements and processes of arts subjects to make and share artworks that represent ideas.

Dance / Drama / Media Arts / Music / Visual Arts Subject Achievement Standards

Framework for Aboriginal Languages and Torres Strait Islander Languages

Language Revival Learner Pathway (LR) – Prep to Year 2

By the end of Year 2, students interact with the teaching team, Elders and community members to talk about themselves and family, using familiar modelled language and gestures. They use appropriate protocols when interacting with Elders and community speakers, such as appropriate forms of address, terms of respect and behaviour. They use movement, gestures and modelled questions and responses to participate in guided group activities, for example, collaborating to adapt and perform action songs. They interact in familiar classroom exchanges, using routine classroom language, movement, gesture and action, for example when requesting objects, responding to simple questions, following instructions. They identify key information about Country/Place, under the guidance of Elders and community members. They use simple statements, gestures and written captions to demonstrate their understanding of Country/Place, for example, by naming bush foods, animals, plants and natural objects, and by classifying and labelling these into culturally appropriate categories. They identify places in the local area which have names in the language. They respond to texts such as stories, songs, dance and visual art through singing, miming, play-acting, drawing, action and movement. They demonstrate their understanding by identifying key animals, birds and other characters or by retelling/describing elements of images, performances or stories. Students use familiar words, patterns and support materials to create and present shared stories, songs and performances. They translate and explain the meaning of symbols, words, simple phrases and gestures used in everyday contexts and situations. They create simple bilingual texts for the classroom environment. They identify markers of their own identity, such as family, school/class membership and language/s spoken, and compare these to the importance of Place, family and relationships in Aboriginal and Torres Strait Islander communities. Students identify similarities and differences in the ways people communicate and behave in different languages and cultures.

Students are familiar with most sounds in the target language and can link these to written symbols and writing conventions. They use metalanguage to describe basic structures of the language, recognising that some elements may have fallen into disuse and be unknown today. They understand that messages in Aboriginal and Torres Strait Islander languages can be communicated in a number of ways, such as Elders' story-telling, or through song, dance and visual design. Students identify elements of the kinship system when appropriate, and recognise that Aboriginal and Torres Strait Islander peoples have their own personal relationships with Place, natural species and phenomena. They identify which stories belong to which natural features, including animals and plants. They know that different words are used to address and communicate with different people, depending on relationship and situation. They identify words in the language that have been borrowed from other languages. They recognise that many different languages are spoken at their school, in their local community, and in other parts of Australia. They identify how language use reflects where and how they live and what is important to them. Students identify the importance of learning Aboriginal and Torres Strait Islander languages, including the benefits to communities of language revival. They recognise that new words can be formed from within the language itself and work with the community language team to build resources for the language, such as new games and so on.

[Accessed 17/5/2019: Australian curriculum F-10 <https://www.australiancurriculum.edu.au/f-10-curriculum/>]