

Sanur Independent School

G1 Curriculum

Based on Australian Curriculum, Assessment and Reporting Authority (ACARA) materials.

Grade 1 Curriculum

English

Grade 1

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 Grade 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 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.

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 texts also 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, and sentence boundary punctuation, 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.

Grade 1 Achievement Standard

Receptive modes (listening, reading and viewing)

By the end of Grade 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 the language features, images and vocabulary used to describe characters and events.

Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of 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. They listen for and reproduce letter patterns and letter clusters.

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 of a few connected sentences on familiar and learned topics. When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper- and lower-case letters.

Grade 1 Content Descriptions

Language	Literature	Literacy
<p>Language variation and change</p> <p>Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others (ACELA1443)</p>	<p>Literature and context</p> <p>Discuss how authors create characters using language and images (ACELT1581)</p>	<p>Texts in context</p> <p>Respond to texts drawn from a range of cultures and experiences (ACELY1655)</p>
<p>Language for interaction</p> <p>Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (ACELA1444)</p> <p>Understand that there are different ways of asking for information, making offers and giving commands (ACELA1446)</p> <p>Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787)</p>	<p>Responding to literature</p> <p>Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)</p> <p>Express preferences for specific texts and authors and listen to the opinions of others (ACELT1583)</p>	<p>Interacting with others</p> <p>Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)</p> <p>Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788)</p> <p>Make short presentations using some introduced text structures and language, for example opening statements (ACELY1657)</p>
<p>Text structure and organisation</p> <p>Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447)</p> <p>Understand patterns of repetition and contrast in simple texts (ACELA1448)</p> <p>Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449)</p> <p>Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links (ACELA1450)</p>	<p>Examining literature</p> <p>Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584)</p> <p>Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585)</p>	<p>Interpreting, analysing, evaluating</p> <p>Describe some differences between imaginative informative and persuasive texts (ACELY1658)</p> <p>Read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading (ACELY1659)</p> <p>Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660)</p>
<p>Expressing and developing ideas</p> <p>Identify the parts of a simple sentence that represent 'What's happening?',</p>	<p>Creating literature</p> <p>Recreate texts imaginatively using drawing, writing, performance and</p>	<p>Creating texts</p> <p>Create short imaginative and informative texts that show emerging use of appropriate text structure,</p>

SIS Curriculum.

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<p>'What state is being described?', 'Who or what is involved?' and the surrounding circumstances (ACELA1451)</p> <p>Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452)</p> <p>Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)</p> <p>Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454)</p> <p>Know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words (ACELA1778)</p> <p>Recognise and know how to use morphemes in word families for example 'play' in 'played' and 'playing' (ACELA1455)</p>	<p>digital forms of communication (ACELT1586)</p>	<p>sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661)</p> <p>Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation (ACELY1662)</p> <p>Write using unjoined lower case and upper case letters (ACELY1663)</p> <p>Construct texts that incorporate supporting images using software including word processing programs (ACELY1664)</p>
<p>Sound and letter knowledge</p> <p>Manipulate sounds in spoken words including phoneme deletion and substitution (ACELA1457)</p> <p>Recognise sound-letter matches including common vowel and consonant digraphs and consonant blends (ACELA1458)</p> <p>Understand the variability of sound-letter matches (ACELA1459)</p>		

Grade 1 Curriculum

Math

Grade 1

The proficiency strands *Understanding, Fluency, Problem Solving and Reasoning* are an integral part of mathematics content across the three content strands: *Number and Algebra, Measurement and Geometry, and Statistics and Probability*. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

At this year level: Understanding includes connecting names, numerals and quantities, and partitioning numbers in various ways

Fluency includes counting number in sequences readily forward and backwards, locating numbers on a line, and naming the days of the week

Problem Solving includes using materials to model authentic problems, giving and receiving directions to unfamiliar places, and using familiar counting sequences to solve unfamiliar problems and discussing the reasonableness of the answer

Reasoning includes explaining direct and indirect comparisons of length using uniform informal units, justifying representations of data, and explaining patterns that have been create.

Grade 1 Achievement Standard

By the end of Grade 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 and draw simple data displays.

Grade 1 Content Descriptions

Number and Algebra	Measurement and Geometry	Statistics and Probability
<p>Number and place value</p> <p>Develop confidence with number sequences to and from 100 by ones from any starting point. Skip count by twos, fives and tens starting from zero (ACMNA012)</p> <p>Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line (ACMNA013)</p> <p>Count collections to 100 by partitioning numbers using place value (ACMNA014)</p> <p>Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts (ACMNA015)</p>	<p>Using units of measurement</p> <p>Measure and compare the lengths and capacities of pairs of objects using uniform informal units (ACMMG019)</p> <p>Tell time to the half-hour (ACMMG020)</p> <p>Describe duration using months, weeks, days and hours (ACMMG021)</p>	<p>Chance</p> <p>Identify outcomes of familiar events involving chance and describe them using everyday language such as 'will happen', 'won't happen' or 'might happen' (ACMSP024)</p>
<p>Fractions and decimals</p> <p>Recognise and describe one-half as one of two equal parts of a whole. (ACMNA016)</p>	<p>Location and transformation</p> <p>Give and follow directions to familiar locations (ACMMG023)</p>	<p>Data representation and interpretation</p> <p>Choose simple questions and gather responses (ACMSP262)</p> <p>Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays (ACMSP263)</p>
<p>Money and financial mathematics</p> <p>Recognise, describe and order Australian coins according to their value (ACMNA017)</p>	<p>Shape</p> <p>Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features (ACMMG022)</p>	
<p>Patterns and algebra</p> <p>Investigate and describe number patterns formed by skip counting and patterns with objects (ACMNA018)</p>		

Grade 1 Curriculum

Science

Grade 1

The *Science Inquiry Skills* and *Science as a Human Endeavour* strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the Achievement Standard and also to the content of the *Science Understanding* strand for the relevant year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching/learning programs are decisions to be made by the teacher.

From KG to Grade 2, students learn that observations can be organised to reveal patterns, and that these patterns can be used to make predictions about phenomena. **In Grade 1**, students infer simple cause-and-effect relationships from their observations and experiences, and begin to link events and phenomena with observable effects. They observe changes that can be large or small and happen quickly or slowly. They explore the properties of familiar objects and phenomena, identifying similarities and differences. Students begin to value counting as a means of comparing observations, and are introduced to ways of organising their observations.

Grade 1 Achievement Standard

By the end of Grade 1, students describe objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects. They identify a range of habitats. They describe changes to things in their local environment and suggest how science helps people care for environments.

Students make predictions, and investigate everyday phenomena. They follow instructions to record and sort their observations and share their observations with others.

Grade 1 Content Descriptions

Science Understanding	Science as a Human Endeavour	Science Inquiry Skills
<p>Biological sciences</p> <p>Living things have a variety of external features (ACSSU017)</p> <p>Living things live in different places where their needs are met (ACSSU0211)</p>	<p>Nature and development of science</p> <p>Science involves asking questions about, and describing changes in, objects and events (ACSHE021)</p>	<p>Questioning and predicting</p> <p>Respond to and pose questions, and make predictions about familiar objects and events (ACSIS024)</p>
<p>Chemical sciences</p> <p>Everyday materials can be physically changed in a variety of ways (ACSSU018)</p>	<p>Use and influence of science</p> <p>People use science in their daily lives, including when caring for their environment and living things (ACSHE022)</p>	<p>Planning and conducting</p> <p>Participate in different types of guided investigations to explore and answer questions, such as manipulating materials, testing ideas, and accessing information sources (ACSIS025)</p> <p>Use informal measurements in the collection and recording of observations, with the assistance of digital technologies as appropriate (ACSIS026)</p>
<p>Earth and space sciences</p> <p>Observable changes occur in the sky and landscape (ACSSU019)</p>		<p>Processing and analysing data and information</p> <p>Use a range of methods to sort information, including drawings and provided tables (ACSIS027)</p> <p>Through discussion, compare observations with predictions (ACSIS212)</p>
<p>Physical sciences</p> <p>Light and sound are produced by a range of sources and can be sensed (ACSSU020)</p>		<p>Evaluating</p> <p>Compare observations with those of others (ACSIS213)</p>
		<p>Communicating</p> <p>Represent and communicate observations and ideas in a variety of ways such as oral and written language, drawing and role play (ACSIS029)</p>

Grade 1 Curriculum

Geography

Grade1

Places have distinctive features develops the concept of place through studies of what places are like and how their features have changed. Students learn that places can have natural, managed and constructed environmental features, and range from those that have largely natural features to those with largely managed or constructed features. This year continues to develop the idea of active citizenship as students are prompted to further consider how places can be cared for. The concept of environment is introduced, as students study the daily and seasonal weather patterns and natural features of their place and of other places, including how seasonal change is perceived by different cultures. The study of what places are like continues with an investigation of some of the important activities located in them, while an examination of where these activities are located, and why, starts students thinking about the concept of space. The idea that people can organise space is introduced by investigating how space within a familiar place, for example, the school or a classroom, can be arranged differently for different purposes.

The content of this year level is organised into two strands: *Geographical Knowledge and Understanding* and *Geographical Inquiry and Skills*. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key inquiry questions

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The key inquiry questions for Grade 1 are articulated below.

- What are the different features of places?
- How can we care for places?
- How can spaces within a place be rearranged to suit different purposes?

Grade 1 Achievement Standard

By the end of Grade 1, students identify and describe the natural, managed and constructed features of places at a local scale and recognise that people describe the features of places differently. They identify where features of places are located and recognise that spaces can be arranged for different purposes. Students identify changes in features and describe how to care for places.

Students respond to questions about familiar and unfamiliar places by collecting, recording and sorting information from sources provided. They represent the location of different places and their features on pictorial maps and present findings in a range of texts and use everyday language to describe direction and location. They reflect on their learning to suggest ways that places can be cared for.

Grade 1 Content Descriptions

Geographical Knowledge and Understanding	Geographical Inquiry and Skills
<p>The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHGK005)</p> <p>The weather and seasons of places and the ways in which different cultural groups, describe them (ACHGK006)</p> <p>The ways the activities located in a place create its distinctive features (ACHGK007)</p> <p>The ways that space within places, such as classroom or backyard, can be rearranged to suit different activities or purposes (ACHGK008)</p>	<p>Observing, questioning and planning</p> <p>Pose questions about familiar and unfamiliar places (ACHGS007)</p> <p>Collecting, recording, evaluating and representing</p> <p>Collect and record geographical data and information, for example, by observing, by interviewing, or from sources such as, photographs, plans, satellite images, story books and films (ACHGS008)</p> <p>Represent data and the location of places and their features by constructing tables, plans and labelled maps (ACHGS009)</p>
	<p>Interpreting, analysing and concluding</p> <p>Draw conclusions based on the interpretation of geographical information sorted into categories (ACHGS010)</p>
	<p>Communicating</p> <p>Present findings in a range of communication forms, for example, written, oral, digital and visual, and describe the direction and location of places, using terms such as north, south, opposite, near, far (ACHGS011)</p>
	<p>Reflecting and responding</p> <p>Reflect on their learning and suggest responses to their findings (ACHGS012)</p>

Grade 1 Curriculum

History

Grade 1

Present and Past Family Life

The Grade 1 curriculum provides a study of present and past family life within the context of the students' own world. Students learn about similarities and differences in family life by comparing the present with the past. They begin to explore the links, and the changes that occur, over time.

The content provides opportunities to develop historical understanding through key concepts including **continuity and change, cause and effect, perspectives, empathy and significance**. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this year level involves two strands: *Historical Knowledge, and Understanding* and *Historical Skills*. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key Inquiry Questions

A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions. The key **inquiry questions** at this year level are:

- How has family life changed or remained the same over time?
- How can we show that the present is different from or similar to the past?
- How do we describe the sequence of time?

Grade 1 Achievement Standard

By the end of Grade 1, students explain how some aspects of daily life have changed over recent time while others have remained the same. They describe personal and family events that have significance.

Students sequence events in order, using everyday terms about the passing of time. They pose questions about the past and examine sources (physical and visual) to suggest answers to these questions. Students relate stories about life in the past, using a range of texts.

Grade 1 Content Descriptions

Historical Knowledge and Understanding	Historical Skills
Present and past family life	Chronology, terms and concepts
Differences in family structures and roles today, and how these have changed or remained the same over time (ACHHK028)	Sequence familiar objects and events (ACHHS031) Distinguish between the past, present and future (ACHHS032)
How the present, past and future are signified by terms indicating time such as 'a long time ago', 'then and now', 'now and then', 'old and new', 'tomorrow', as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons (ACHHK030)	Historical questions and research
	Pose questions about the past using sources provided (ACHHS033)
	Analysis and use of sources
	Explore a range of sources about the past (ACHHS034) Identify and compare features of objects from the past and present (ACHHS035)
	Perspectives and interpretations
	Explore a point of view (ACHHS036)
	Explanation and communication
	Develop a narrative about the past (ACHHS037) Use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS038)

Grade 1 Curriculum

Technologies – Design and Technologies

KG to Grade 2

KG to Grade 2 Band Description

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 Grade 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 KG to Grade 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.

KG – Grade 2 Achievement Standard

By the end of Grade 2, students describe the purpose of familiar products, services and environments and how they meet the needs of users and affect others and environments. They identify the features and uses of some technologies for each of the prescribed technologies contexts.

With guidance students create designed solutions for each of the prescribed technologies contexts. They describe given needs or opportunities. Students create and evaluate their ideas and designed solutions based on personal preferences. They communicate design ideas for their designed products, services and environments using modelling and simple drawings. Following sequenced steps students demonstrate safe use of tools and equipment when producing designed solution

KG to Grade 2 Content Descriptions

Design and Technologies Knowledge and Understanding	Design and Technologies Processes and Production Skills
<p>Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs (ACTDEK001)</p>	<p>Explore needs or opportunities for designing, and the technologies needed to realise designed solutions (ACTDEP005)</p>
<p>Explore how technologies use forces to create movement in products (ACTDEK002)</p>	<p>Visualise, generate, develop and communicate design ideas through describing, drawing and modelling (ACTDEP006)</p>
<p>Explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating (ACTDEK003)</p>	<p>Use materials, components, tools, equipment and techniques to safely make designed solutions (ACTDEP007)</p>
<p>Explore the characteristics and properties of materials and components that are used to produce designed solutions (ACTDEK004)</p>	<p>Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment (ACTDEP008)</p>
	<p>Sequence steps for making designed solutions and working collaboratively (ACTDEP009)</p>

Grade 1 Curriculum

Technologies – Digital Technologies

KG to Grade 2

KG to Grade 2 Band Description

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 Grade 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 KG – Grade 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.

KG – Grade 2 Achievement Standard

By the end of Grade 2, students identify how common digital systems (hardware and software) are used to meet specific purposes. They use digital systems to represent simple patterns in data in different ways.

Students design solutions to simple problems using a sequence of steps and decisions. They collect familiar data and display them to convey meaning. They create and organise ideas and information using information systems and share information in safe online environments.

KG to Grades 2 Content Descriptions

Digital Technologies Knowledge and Understanding	Digital Technologies Processes and Production Skills
<p>Identify, use and explore digital systems (hardware and software components) for a purpose (ACTDIK001)</p> <p>Recognise and explore patterns in data and represent data as pictures, symbols and diagrams (ACTDIK002)</p>	<p>Collect, explore and sort data, and use digital systems to present the data creatively (ACTDIP003)</p> <hr/> <p>Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems (ACTDIP004)</p> <hr/> <p>Explore how people safely use common information systems to meet information, communication and recreation needs (ACTDIP005)</p> <hr/> <p>Work with others to create and organise ideas and information using information systems, and share these with known people in safe online environments (ACTDIP006)</p>

Grade 1 Curriculum

Health and Physical Education

Grades 1 and 2

Grades 1 and 2 Band Description

The curriculum for Grade 1 and 2 builds on the learning from Foundation and supports students to make decisions to enhance their health, safety and participation in physical activity. The content enables students to explore their own sense of self and the factors that contribute to and influence their identities. Students learn about emotions, how to enhance their interactions with others, and the physical and social changes they go through as they grow older.

The content explores health messages and how they relate to health decisions and behaviours, and examines strategies students can use when they need help. The content also provides opportunities for students to learn through movement. It supports them in broadening the range and complexity of fundamental movement skills they are able to perform. They learn how to select, transfer and apply simple movement skills and sequences individually, in groups and in teams.

Students also further develop their knowledge, understanding and skills in relation to movement by exploring simple rule systems and safe use of equipment in a variety of physical activities and games. Through active participation, they investigate the body's response to different types of physical activities. In addition, students develop personal and social skills such as cooperation, decision making, problem-solving and persistence through movement settings.

The focus areas to be addressed in Grades 1 and 2 include, but are not limited to:

- safe use of medicines (AD)
- food and nutrition (FN)
- health benefits of physical activity (HBPA)
- mental health and wellbeing (MH)
- relationships (RS)
- safety (S)
- active play and minor games (AP)
- fundamental movement skills (FMS)

rhythmic and expressive movement activities (REs)

Grades 1 and 2 Achievement Standard

By the end of Grade 2, students describe changes that occur as they grow older. They recognise diversity and how it contributes to identities. They recognise how emotional responses impact on others' feelings. They examine messages related to health decisions and describe actions that help 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 different movement situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.

Grades 1 and 2 Content Descriptions

Personal, Social and Community Health	Movement and Physical Activity
<p data-bbox="129 450 454 479">Being healthy, safe and active</p> <p data-bbox="129 501 767 595">Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015)</p> <hr/> <p data-bbox="129 656 786 750">Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these (ACPPS016)</p> <hr/> <p data-bbox="129 810 790 871">Practise strategies they can use when they need help with a task, problem or situation (ACPPS017)</p> <hr/> <p data-bbox="129 931 762 992">Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)</p>	<p data-bbox="828 450 1011 479">Moving our body</p> <p data-bbox="839 501 1374 562">Perform fundamental movement skills in different movement situations (ACPMP025)</p> <hr/> <p data-bbox="839 622 1469 683">Construct and perform imaginative and original movement sequences in response to stimuli (ACPMP026)</p> <hr/> <p data-bbox="839 743 1337 772">Create and participate in games (ACPMP027)</p>
<p data-bbox="129 1048 727 1077">Communicating and interacting for health and wellbeing</p> <p data-bbox="129 1099 786 1160">Describe ways to include others to make them feel that they belong (ACPPS019)</p> <hr/> <p data-bbox="129 1220 767 1281">Identify and practise emotional responses that account for own and others' feelings (ACPPS020)</p> <hr/> <p data-bbox="129 1341 746 1402">Examine health messages and how they relate to health decisions and behaviours (ACPPS021)</p>	<p data-bbox="828 1048 1110 1077">Understanding movement</p> <p data-bbox="839 1099 1437 1160">Discuss the body's reactions to participating in physical activities (ACPMP028)</p> <hr/> <p data-bbox="839 1220 1437 1314">Incorporate elements of effort, space, time, objects and people in performing simple movement sequences (ACPMP029)</p>
<p data-bbox="129 1458 635 1487">Contributing to healthy and active communities</p> <p data-bbox="129 1509 746 1570">Explore actions that help make the classroom a healthy, safe and active place (ACPPS022)</p> <hr/> <p data-bbox="129 1630 754 1722">Identify and explore natural and built environments in the local community where physical activity can take place (ACPPS023)</p> <hr/> <p data-bbox="129 1783 746 1874">Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected (ACPPS024)</p>	<p data-bbox="828 1458 1134 1487">Learning through movement</p> <p data-bbox="839 1509 1353 1570">Use strategies to work in group situations when participating in physical activities (ACPMP030)</p> <hr/> <p data-bbox="839 1630 1477 1691">Propose a range of alternatives and test their effectiveness when solving movement challenges (ACPMP031)</p> <hr/> <p data-bbox="839 1751 1461 1812">Identify rules and play fairly when participating in physical activities (ACPMP032)</p>

Grade 1 Curriculum

The Arts – Visual Arts

KG to Grade 2

KG to Grade 2 Band Description

In KG to Grade 2, students explore visual arts. They learn about how to make visual representations of their ideas, experiences, observations and imagination. They share their artworks with peers and experience visual arts as audiences.

In KG to Grade 2, learning in Visual Arts builds on the Early Years Learning Framework. Students are engaged through purposeful play in structured activities, fostering a strong sense of wellbeing and developing students' connection with and contribution to the world.

Students become aware of how and why artists, craftspeople and designers present their ideas through different visual representations, practices, processes and viewpoints. They learn how their ideas or subject matter can be developed through different forms, styles, techniques, materials and technologies. They enhance their perception skills by learning to notice visual detail as they examine and represent familiar and new objects and events in their lives. They explore how and why artworks are created and become familiar with using and applying visual conventions, such as line, shape, colour and texture. They develop and apply safe and sustainable practices when experimenting with different materials, techniques and technologies.

In KG, students undertake visual arts suitable to their level of development.

As they experience visual arts, students draw on artworks from a range of cultures, times and locations. They explore the influences of Aboriginal and Torres Strait Islander Peoples, and of the Asia region. While visual arts in the local community should be the initial focus for learning, young students are also aware of and interested in visual arts from more distant locations and the curriculum provides opportunities to build on this curiosity. Students will learn that Aboriginal and Torres Strait Islander artworks represent particular ideas and stories.

As they make and respond to visual artworks, students explore meaning and interpretation, forms and styles through social and cultural contexts. They provide opinions about artworks expressing what they like and why. They experience the role of artist and audience and they respond to feedback in their visual arts making.

KG to Grade 2 Achievement Standard

By the end of Grade 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.

KG to Grade 2 Content Descriptions

Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists

Use and experiment with different materials, techniques, technologies and processes to make artworks

Create and display artworks to communicate ideas to an audience

Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples

In this band students are introduced to the ways that ideas and intentions are communicated in and through visual arts. They develop knowledge, understanding and skills through visual arts practices focusing on:

Representation

Subject matter - personal observations, sensory expression and imagination

Forms - drawing, painting, sculpture, printmaking, fibre crafts and digital imaging

Techniques - overlapping, patterns, colour mixing, collage, mixed media, wrapping, and paper mache

Visual conventions - identifying, using and interpreting line, shape, colour, texture, space, time, tone and value

Materials - understanding of qualities and properties of a range of materials, for example, which material is good for making tall, thin animals

Technologies - traditional and digital

Practices

Spaces

- recognising the meaning of studio for visual artists and adopting appropriate behaviour in the studio as a specialised space, for example, cleaning up, organising materials, naming work and exhibiting work

Skills

- observational – seeing, noticing and viewing critically

Processes

- describing, explaining, exploring, questioning, selecting, interpreting, imagining, designing, experimenting, constructing, creating and displaying

Viewpoints

- contexts – recognising artworks from different cultures particularly Aboriginal and Torres Strait Islander Peoples, and works from Asia, and from different times

Grade 1 Curriculum

The Arts – Music

KG to Grade 2

KG to Grade 2 Band Description

In KG to Grade 2, students explore music. They listen to and explore sound and learn about how music can represent the world and that they can make music to represent their ideas about the world. They share their music with peers and experience music as audiences.

In KG to Grade 2, learning in Music builds on the Early Years Learning Framework. Students are engaged through purposeful play in structured activities, fostering a strong sense of wellbeing and developing students' connection with and contribution to the world.

Students learn to listen to music and become aware of rhythm, pitch, dynamics and expression, form and structure, timbre and texture as they explore and make music. They learn to discriminate between sounds and silence, and loud and soft sounds. They learn to move and perform with beat and tempo.

In KG, students undertake music suitable to their level of development.

As they experience music, students draw on music from a range of cultures, times and locations. They explore the music and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. While music in the local community should be the initial focus for learning, young students are also aware of and interested in music from more distant locations and the curriculum provides opportunities to build on this curiosity. Students will learn that songs and music are used by Aboriginal and Torres Strait Islander people for different purposes.

As they make and respond to music, students explore meaning and interpretation, forms and elements and social and cultural contexts of music. They make simple evaluations of music expressing what they like and why.

Students learn about safety when using instruments and while interacting with others. They experience the role of artist and they respond to feedback in their music making. As an audience they learn to focus their attention on the performance and to respond at the end of the performance.

KG to Grade 2 Achievement Standard

By the end of Grade 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.

KG to Grade 2 Content Descriptions

Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion

Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community

Create compositions and perform music to communicate ideas to an audience

Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples

In this band students are introduced to the ways that ideas and intentions are communicated in and through Music. They develop knowledge, understanding and skills through music practices focusing on:

Elements of music

Rhythm - sound/silence, long/short, fast/slow, beat and rhythm, rest, ostinato, tempo, crotchet, crotchet rest, quavers in pairs, experience of duple and triple metres

Pitch - high/low, pitch direction (going up or down), pitch matching, unison

Dynamics and expression - loud (forte) *f* and soft (piano) *p*

Form - same/different, patterns, repetition, echo, introduction, verse, chorus, round

Timbre - every voice and instrument has its own distinct sound

- how sound is produced including hit, blown, plucked and shaken

Texture - unison, melody and accompaniment, round, drone

Skills (including aural skills)

- discriminating between sounds and silence
- moving and performing with an understanding of beat and tempo
- demonstrating the difference between singing and speaking voice
- discriminating between loud and soft, long and short, high and low
- recognising familiar instrument timbres
- using technology as a tool for music learning
- holding and playing classroom instruments safely and correctly
- understanding turn-taking in group music making
- playing in time.

Grade 1 Curriculum

Indonesian Language

Australian Curriculum: English (Grade 1)

	Sub-strands	Content Descriptions	Achievement Standard <i>(organised by reading and viewing, writing, speaking and listening)</i>
Language	Language variation and change	<ul style="list-style-type: none"> Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others (ACELA1443) 	<p>Reading and viewing</p> <p>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 the language features, images and vocabulary used to describe characters and events. Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of 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.</p>
	Language for interaction	<ul style="list-style-type: none"> Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (ACELA1444) Understand that there are different ways of asking for information, making offers and giving commands (ACELA1446) Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787) 	
	Text structure and organisation	<ul style="list-style-type: none"> Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447) Understand patterns of repetition and contrast in simple texts (ACELA1448) Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449) Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links (ACELA1450) 	
	Expressing and developing ideas	<ul style="list-style-type: none"> Identify the parts of a simple sentence that represent ‘What’s happening?’, ‘What state is being described?’, ‘Who or what is involved?’ and the surrounding circumstances (ACELA1451) Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452) Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453) Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454) Know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words 	

Australian Curriculum: English (Grade 1)

	Sub-strands	Content Descriptions	Achievement Standard <i>(organised by reading and viewing, writing, speaking and listening)</i>
		<ul style="list-style-type: none"> Recognise and know how to use morphemes in word families for example ‘play’ in ‘played’ and ‘playing’ (ACELA1455) 	<p>Writing</p> <p>When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper- and lower-case letters.</p> <p>Speaking and listening</p> <p>They listen to others when taking part in conversations using appropriate language features.</p>
	Sound and letter knowledge	<ul style="list-style-type: none"> Manipulate sounds in spoken words including phoneme deletion and substitution (ACELA1457) Recognise sound–letter matches including common vowel and consonant digraphs and consonant blends (ACELA1458) Understand the variability of sound–letter matches (ACELA1458) 	
Literacy	Texts in context	<ul style="list-style-type: none"> Respond to texts drawn from a range of cultures and experiences (ACELY1655) 	<p>They listen for and reproduce letter patterns and letter clusters.</p> <p>Students understand how characters in texts are developed</p>
	Interacting with others	<ul style="list-style-type: none"> Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656) Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788) Make short presentations using some introduced text structures and language, for example opening statements (ACELY1657) 	

Australian Curriculum: English (Grade 1)

	Sub-strands	Content Descriptions	Achievement Standard <i>(organised by reading and viewing, writing, speaking and listening)</i>
	Interpreting, analysing and evaluating	<ul style="list-style-type: none"> Describe some differences between imaginative informative and persuasive texts (ACELY1658) Read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading (ACELY1659) Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660) 	<p>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 of a few connected sentences on familiar and learned topics.</p>
	Creating texts	<ul style="list-style-type: none"> Create short imaginative and information texts that show emerging use of appropriate text structure, sentence level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661) Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation (ACELY1662) Write using unjoined lower case and upper case letters (ACELY1663) Construct texts that incorporate supporting images using software including word processing programs (ACELY1664) 	
Literature	Literature and context	<ul style="list-style-type: none"> Discuss how authors create characters using language and images (ACELT1581) 	
	Responding to literature	<ul style="list-style-type: none"> Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582) Express preferences for specific texts and authors and listen to the opinions of others (ACELT1583) 	
	Examining literature	<ul style="list-style-type: none"> Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584) Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585) 	
	Creating literature	<ul style="list-style-type: none"> Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586) 	

Australian Curriculum: English (Grade 1)

Sub-strands	Content Descriptions	Achievement Standard <i>(organised by reading and viewing, writing, speaking and listening)</i>
<p>General Capabilities</p> <ul style="list-style-type: none"> • Literacy • Numeracy • Information and communication technology (ICT) capability • Critical and creative thinking • Ethical behaviour • Personal and social capability • Intercultural understanding 	<p>Cross-Curriculum Priorities</p> <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander histories and cultures • Asia and Australia’s engagement with Asia • Sustainability 	<p>Notes:</p>

Australian Curriculum: Mathematics - (Grade 1)

Proficiencies		Examples in this year	Achievement Standard (organised by Strands)
Understanding		connecting names, numerals and quantities, and partitioning numbers in various ways	Number and Algebra 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. 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.
Fluency		counting number in sequences readily forward and backwards, locating numbers on a line, and naming the days of the week	
Problem solving		using materials to model authentic problems, giving and receiving directions to unfamiliar places, and using familiar counting sequences to solve unfamiliar problems and discussing the reasonableness of the answer	
Reasoning		explaining direct and indirect comparisons of length using uniform informal units, justifying representations of data, and explaining patterns that have been created	
Sub-strands		Content Descriptions	
Number and Algebra	Number and place value	<ul style="list-style-type: none"> Develop confidence with number sequences to and from 100 by ones from any starting point. Skip count by twos, fives and tens starting from zero (ACMNA012) Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line (ACMNA013) Count collections to 100 by partitioning numbers using place value (ACMNA014) Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts (ACMNA015) 	
	Fractions and decimals	<ul style="list-style-type: none"> Recognise and describe one-half as one of two equal parts of a whole. (ACMNA016) 	
	Real numbers		
	Money and financial mathematics	<ul style="list-style-type: none"> Recognise, describe and order Australian coins according to their value (ACMNA017) 	
	Patterns and algebra	<ul style="list-style-type: none"> Investigate and describe number patterns formed by skip counting and patterns with objects (ACMNA018) 	
	Linear and non-linear relationships		
			Measurement and geometry They describe two-dimensional shapes and three-dimensional 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.
			Statistics and probability Students describe data displays. Students classify outcomes of

Measurement and geometry	Using units of measurement	<ul style="list-style-type: none"> • Measure and compare the lengths and capacities of pairs of objects using uniform informal units (ACMMG019) • Tell time to the half-hour (ACMMG020) • Describe duration using months, weeks, days and hours (ACMMG021) 	simple familiar events. They collect data by asking questions and draw simple data displays.
	Shape	<ul style="list-style-type: none"> • Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features (ACMMG022) 	
	Geometric reasoning		
	Location and transformation	<ul style="list-style-type: none"> • Give and follow directions to familiar locations (ACMMG023) 	
	Pythagoras and trigonometry		
Statistics and probability	Chance	<ul style="list-style-type: none"> • Identify outcomes of familiar events involving chance and describe them using everyday language such as ‘will happen’, ‘won’t happen’ or ‘might happen’ (ACMSP024) 	
	Data representation and interpretation	<ul style="list-style-type: none"> • Choose simple questions and gather responses (ACMSP262) • Represent data with objects and drawings where one object or drawing represents one data value. Describe the display (ACMSP263) 	
General Capabilities <ul style="list-style-type: none"> • Literacy • Numeracy • Information and communication technology (ICT) capability • Critical and creative thinking • Ethical behaviour • Personal and social capability • Intercultural understanding 		Cross-Curriculum Priorities <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander histories and cultures • Asia and Australia’s engagement with Asia • Sustainability 	Notes: