

Sanur Independent School **Foundation Curriculum**

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

KG Curriculum

English

KG

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

In KG, students communicate with peers, teachers, known adults, and students from other classes.

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

Literary texts that support and extend Foundation students as beginner readers include predictable texts that range from caption books to books with one or more sentences per page. These texts involve straightforward sequences of events and everyday happenings with recognisable, realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest; a small range of language features, including simple and compound sentences; mostly familiar vocabulary, known high-frequency words and single-syllable words that can be decoded phonically, and illustrations that strongly support the printed text.

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

KG Achievement Standard

Receptive modes (listening, reading and viewing)

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

They read short, predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters. They identify the letters of the English alphabet and use the sounds represented by most letters. They listen to and use appropriate language features to respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.

Productive modes (speaking, writing and creating)

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

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

KG Content Descriptions

Language	Literature	Literacy
<p>Language variation and change</p> <p>Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community(ACELA1426)</p>	<p>Literature and context</p> <p>Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences(ACELT1575)</p>	<p>Texts in context</p> <p>Identify some familiar texts and the contexts in which they are used (ACELY1645)</p>
<p>Language for interaction</p> <p>Explore how language is used differently at home and school depending on the relationships between people(ACELA1428)</p> <p>Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)</p>	<p>Responding to literature</p> <p>Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577)</p> <p>Share feelings and thoughts about the events and characters in texts (ACELT1783)</p>	<p>Interacting with others</p> <p>Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)</p> <p>Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)</p> <p>Deliver short oral presentations to peers (ACELY1647)</p>
<p>Text structure and organisation</p> <p>Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430)</p> <p>Understand that some language in written texts is unlike everyday spoken language (ACELA1431)</p> <p>Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (ACELA1432)</p> <p>Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality (ACELA1433)</p>	<p>Examining literature</p> <p>Identify some features of texts including events and characters and retell events from a text (ACELT1578)</p> <p>Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785)</p> <p>Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579)</p>	<p>Interpreting, analysing, evaluating</p> <p>Identify some differences between imaginative and informative texts (ACELY1648)</p> <p>Read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649)</p> <p>Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)</p>
<p>Expressing and developing ideas</p> <p>Recognise that sentences are key units for expressing ideas ACELA1435)</p>	<p>Creating literature</p> <p>Retell familiar literary texts through performance, use of illustrations and</p>	<p><i>Creating texts</i></p> <p>Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge</p>

<p>Recognise that texts are made up of words and groups of words that make meaning (ACELA1434)</p> <p>Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786)</p> <p>Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437)</p> <p>Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words (ACELA1758)</p> <p>Know how to use onset and rhyme to spell words (ACELA1438)</p>	<p>images (ACELT1580)</p>	<p>(ACELY1651)</p> <p>Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (ACELY1652)</p> <p>Produce some lower case and upper case letters using learned letter formations (ACELY1653)</p> <p>Construct texts using software including word processing programs (ACELY1654)</p>
<p>Sound and letter knowledge</p> <p>Recognise rhymes, syllables and sounds (phonemes) in spoken words (ACELA1439)</p> <p>Recognise the letters of the alphabet and know there are lower and upper case letters (ACELA1440)</p>		

KG Curriculum

Math

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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
- *Fluency* includes readily counting numbers in sequences, continuing patterns, and comparing the lengths of objects
- *Problem Solving* includes using materials to model authentic problems, sorting objects, using familiar counting sequences to solve unfamiliar problems, and discussing the reasonableness of the answer

Reasoning includes explaining comparisons of quantities, creating patterns, and explaining processes for indirect comparison of le.

KG Achievement Standard

By the end of the Foundation year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location.

Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information.

KG Content Descriptions

Number and Algebra	Measurement and Geometry	Statistics and Probability
<p>Number and place value</p> <p>Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point (ACMNA001)</p> <p>Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (ACMNA002)</p> <p>Subitise small collections of objects (ACMNA003)</p> <p>Compare, order and make correspondences between collections, initially to 20, and explain reasoning (ACMNA289)</p> <p>Represent practical situations to model addition and sharing (ACMNA004)</p>	<p>Using units of measurement</p> <p>Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language (ACMMG006)</p> <p>Compare and order the duration of events using the everyday language of time (ACMMG007)</p> <p>Connect days of the week to familiar events and actions (ACMMG008)</p>	<p>Data representation and interpretation</p> <p>Answer yes/no questions to collect information (ACMSP011)</p>
<p>Patterns and algebra</p> <p>Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings (ACMNA005)</p>	<p>Location and transformation</p> <p>Describe position and movement (ACMMG010)</p>	
	<p>Shape</p> <p>Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment (ACMMG009)</p>	

KG Curriculum

Science

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The science content includes the three strands of *Science Understanding*, *Science Inquiry Skills* and *Science as a Human Endeavour*. 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 KG**, students observe and describe the behaviours and properties of everyday objects, materials and living things. They explore change in the world around them, including changes that impact on them, such as the weather, and changes they can effect, such as making things move or change shape. They learn that seeking answers to questions and making observations is a core part of science and use their senses to gather different types of informatios.

KG Achievement Standard

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

Students share observations of familiar objects and events.

KG Content Descriptions

Science Understanding	Science as a Human Endeavour	Science Inquiry Skills
<p>Biological sciences</p> <p>Living things have basic needs, including food and water (ACSSU002)</p>	<p>Nature and development of science</p> <p>Science involves exploring and observing the world using the senses (ACSHE013)</p>	<p>Questioning and predicting</p> <p>Respond to questions about familiar objects and events (ACSIS014)</p>
<p>Chemical sciences</p> <p>Objects are made of materials that have observable properties (ACSSU003)</p>		<p>Planning and conducting</p> <p>Explore and make observations by using the senses (ACSIS011)</p>
<p>Earth and space sciences</p> <p>Daily and seasonal changes in our environment, including the weather, affect everyday life (ACSSU004)</p>		<p>Processing and analysing data and information</p> <p>Engage in discussions about observations and use methods such as drawing to represent ideas (ACSIS233)</p>
<p>Physical sciences</p> <p>The way objects move depends on a variety of factors, including their size and shape (ACSSU005)</p>		<p>Communicating</p> <p>Share observations and ideas (ACSIS012)</p>

KG Curriculum

Geography

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People live in places

People live in places focuses on developing students' understanding of place. Students explore the place they live in and belong to, and learn to observe and describe its features. Learning about their own place and building a connection with it contributes to their sense of identity and belonging and an understanding of why and how they should look after places. They start to explore their feelings about places by talking about their own special places, and what makes them special. The idea of location (a part of the concept of space) is introduced through drawing story-maps and creating models to show where places and features are located, and by learning about the globe as a representation of the Earth on which places can be located. The emphasis in Foundation is on the places in which students live, but they also start to investigate other places of similar size that are familiar to them or that they are curious about.

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 of photographs and other representations of geographical data and the drawing of simple maps.

The key inquiry questions for KG are articulated below.

- What are places like?
- What makes a place special?
- How can we look after the places we live in?

KG Achievement Standard

By the end of KG, students describe the features of familiar places and recognise why some places are special to people. They recognise that places can be represented on maps and a globe and why places are important to people.

Students observe the familiar features of places and represent these features and their location on pictorial maps and models. They share observations in a range of texts and use everyday language to describe direction and location. Students reflect on their learning to suggest ways they can care for a familiar place.

KG Content Descriptions

Geographical Knowledge and Understanding	Geographical Inquiry and Skills
<p>The representation of the location of places and their features on maps and a globe (ACHGK001)</p> <p>The places people live in and belong to, their familiar features and why they are important to people (ACHGK002)</p> <p>The Countries/Places that Aboriginal and Torres Strait Islander Peoples belong to in the local area and why they are important to them (ACHGK003)</p> <p>The reasons why some places are special to people, and how they can be looked after (ACHGK004)</p>	<p>Observing, questioning and planning</p> <p>Make observations about familiar places and pose questions about them (ACHGS001)</p> <p>Collecting, recording, evaluating and representing</p> <p>Record geographical data and information collected by observation (ACHGS002)</p> <p>Represent the location of features of a familiar place on pictorial maps and models (ACHGS003)</p>
	<p>Interpreting, analysing and concluding</p> <p>Draw conclusions based on discussions of observations (ACHGS004)</p>
	<p>Communicating</p> <p>Present information using everyday language to describe location and direction (ACHGS005)</p>
	<p>Reflecting and responding</p> <p>Reflect on their learning to suggest ways that they can look after a familiar place (ACHGS006)</p>

KG Curriculum

History

KG Year

Personal and Family Histories

The Foundation curriculum provides a study of personal and family histories. Students learn about their own history and that of their family; this may include stories from different cultures and other parts of the world. As participants in their own history, students build on their knowledge and understanding of how the past is different from the present.

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:

- What is my history and how do I know?
- What stories do other people tell about the past?
- How can stories of the past be told and shared?

KG Achievement Standard

By the end of KG, students identify similarities and differences between families. They recognise how important family events are commemorated.

Students sequence familiar events in order. They pose questions about their past. Students relate a story about their past using a range of texts.

KG Content Descriptions

Historical Knowledge and Understanding	Historical Skills
Personal and family histories	Chronology, terms and concepts
Who the people in their family are, where they were born and raised and how they are related to each other (ACHHK001)	Sequence familiar objects and events (ACHHS015) Distinguish between the past, present and future (ACHHS016)
The different structures of families and family groups today, and what they have in common (ACHHK002)	Historical questions and research
How they, their family and friends commemorate past events that are important to them (ACHHK003)	Pose questions about the past using sources provided (ACHHS017)
How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media, and museums (ACHHK004)	Analysis and use of sources
	Explore a range of sources about the past (ACHHS018) Identify and compare features of objects from the past and present (ACHHS019)
	Perspectives and interpretations
	Explore a point of view (ACHHS020)
	Explanation and communication
	Develop a narrative about the past (ACHHS021)
	Use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS022)

KG 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>

KG 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 Grade 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>

KG Curriculum

Health and Physical Education

KG

KG Band Description

The KG curriculum provides the basis for developing knowledge, understanding and skills for students to lead healthy, safe and active lives. The content provides opportunities for students to learn about their strengths and simple actions they can take to keep themselves and their classmates healthy and safe.

The content explores the people that are important to students and develops students' capacity to initiate and maintain respectful relationships in different contexts, including at school, at home, in the classroom and when participating in physical activities.

The KG curriculum provides opportunities for students to learn through movement. The content enables students to develop and practise fundamental movement skills through active play and structured movement activities. This improves competence and confidence in their movement abilities. The content also provides opportunities for students to learn about movement as they participate in physical activity in a range of different settings.

The focus areas to be addressed in KG 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 (RE)

KG Achievement Standard

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

Students use personal and social skills to include 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 challenge

KG Content Descriptions

Personal, Social and Community Health	Movement and Physical Activity
<p data-bbox="129 450 456 479">Being healthy, safe and active</p> <p data-bbox="161 517 592 546">Identify personal strengths (ACPPS001)</p> <hr/> <p data-bbox="161 607 746 669">Name parts of the body and describe how their body is growing and changing (ACPPS002)</p> <hr/> <p data-bbox="161 730 772 792">Identify people and demonstrate protective behaviours that help keep themselves safe and healthy (ACPPS003)</p>	<p data-bbox="831 450 1011 479">Moving our body</p> <p data-bbox="842 501 1449 595">Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli (ACPMP008)</p> <hr/> <p data-bbox="842 656 1366 719">Participate in games with and without equipment (ACPMP009)</p>
<p data-bbox="129 862 727 891">Communicating and interacting for health and wellbeing</p> <p data-bbox="145 911 719 974">Practise personal and social skills to interact with and include others (ACPPS004)</p> <hr/> <p data-bbox="145 1034 732 1097">Identify and describe emotional responses people may experience in different situations (ACPPS005)</p>	<p data-bbox="831 862 1110 891">Understanding movement</p> <p data-bbox="842 911 1426 974">Explore how regular physical activity keeps individuals healthy and well (ACPMP010)</p> <hr/> <p data-bbox="842 1034 1449 1097">Identify and describe how their body moves in relation to effort, space, time, objects and people (ACPMP011)</p>
<p data-bbox="129 1149 635 1178">Contributing to healthy and active communities</p> <p data-bbox="145 1198 756 1261">Identify actions that promote health, safety and wellbeing (ACPPS006)</p> <hr/> <p data-bbox="145 1321 772 1384">Participate in play that promotes engagement with outdoor settings and the natural environment (ACPPS007)</p>	<p data-bbox="831 1149 1134 1178">Learning through movement</p> <p data-bbox="842 1198 1406 1261">Cooperate with others when participating in physical activities (ACPMP012)</p> <hr/> <p data-bbox="842 1321 1449 1384">Test possible solutions to movement challenges through trial and error (ACPMP013)</p> <hr/> <p data-bbox="842 1444 1394 1507">Follow rules when participating in physical activities (ACPMP014)</p>

KG 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

KG 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.

Australian Curriculum: Mathematics - (Foundation)

	Proficiencies	Examples in this year	Achievement Standard (organised by Strands)
	Understanding	Connecting names, numerals and quantities	Number and Algebra By the end of the Foundation year, students make connections between number names, numerals and quantities up to 10. Students count to and from 20 and order small collections.
	Fluency	counting numbers in sequences readily, continuing patterns, and comparing the lengths of objects directly	
	Problem solving	using materials to model authentic problems, sorting objects, using familiar counting sequences to solve unfamiliar problems, and discussing the reasonableness of the answer	
	Reasoning	explaining comparisons of quantities, creating patterns, and explaining processes for indirect comparison of length	
	Sub-strands	Content Descriptions	
Number and Algebra	Number and place value	<ul style="list-style-type: none"> Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point (ACMNA001) Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (ACMNA002) Subitise small collections of objects (ACMNA003) Compare, order and make correspondences between collections, initially to 20, and explain reasoning (ACMNA289) Represent practical situations to model addition and sharing (ACMNA004) 	Measurement and geometry They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location. They group objects based on common characteristics and sort shapes and objects.
	Fractions and decimals		
	Real numbers		
	Money and financial mathematics		
	Patterns and algebra	<ul style="list-style-type: none"> Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings (ACMNA005) 	
	Linear and non-linear relationships		Statistics and probability

Measurement and geometry	Using units of measurement	<ul style="list-style-type: none"> • Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language (ACMMG006) • Compare and order the duration of events using the everyday language of time (ACMMG007) <p>Connect days of the week to familiar events and actions (ACMMG008)</p>	Students answer simple questions to collect information.	
	Shape	<ul style="list-style-type: none"> • Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment (ACMMG009) 		
	Geometric reasoning			
	Location and transformation	<ul style="list-style-type: none"> • Describe position and movement (ACMMG010) 		
	Pythagoras and trigonometry			
Chance				
Statistics and probability	Data representation and interpretation	<ul style="list-style-type: none"> • Answer yes/no questions to collect information (ACMSP011) 		
	<table border="1"> <tr> <td> 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 </td> <td> 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 </td> <td> Notes: </td> </tr> </table>		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
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Australian Curriculum: English (Foundation Year)

	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 English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426) 	Reading and viewing By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience. They read short predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters. They identify the letters of the English alphabet and use the sounds represented by most letters.
	Language for interaction	<ul style="list-style-type: none"> Explore how language is used differently at home and school depending on the relationships between people (ACELA1428) Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429) 	
	Text structure and organisation	<ul style="list-style-type: none"> Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430) Understand that some language in written texts is unlike everyday spoken language (ACELA1431) Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (ACELA1432) Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality (ACELA1433) 	
	Expressing and developing ideas	<ul style="list-style-type: none"> Recognise that sentences are key units for expressing ideas (ACELA1435) Recognise that texts are made up of words and groups of words that make meaning (ACELA1434) Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786) Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437) Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words (ACELA1758) Know how to use onset and rime to spell words (ACELA1438) 	

Australian Curriculum: English (Foundation Year)

Sub-strands	Content Descriptions	Achievement Standard <i>(organised by reading and viewing, writing, speaking and listening)</i>
Sound and letter knowledge	<ul style="list-style-type: none"> Recognise rhymes, syllables and sounds (phonemes) in spoken words (ACELA1439) Recognise the letters of the alphabet and know there are lower and upper case letters (ACELA1440) 	<p>Writing</p> <p>When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.</p> <p>Speaking and listening</p> <p>They listen to and use appropriate language features to respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words. Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events. In informal group and whole class settings, students communicate clearly. They retell events and</p>
Texts in context	<ul style="list-style-type: none"> Identify some familiar texts and the contexts in which they are used (ACELY1645) 	
Interacting with others	<ul style="list-style-type: none"> Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646) Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784) Deliver short oral presentations to peers (ACELY1647) 	
Interpreting, analysing and evaluating	<ul style="list-style-type: none"> Identify some differences between imaginative and informative texts (ACELY1648) Read predictable texts, practicing phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649) Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650) 	
Creating texts	<ul style="list-style-type: none"> Create short texts to explore, record and report ideas and events using familiar words and phrases and beginning writing knowledge (ACELY1651) Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (ACELY1652) Produce some lower case and upper case letters using learned letter formations (ACELY1653) Construct texts using software including word processing programs (ACELY1654) 	
Literature and context	<ul style="list-style-type: none"> Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575) 	

Australian Curriculum: English (Foundation Year)

Sub-strands	Content Descriptions	Achievement Standard <i>(organised by reading and viewing, writing, speaking and listening)</i>	
Responding to literature	<ul style="list-style-type: none"> Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577) Share feelings and thoughts about the events and characters in texts (ACELT1783) 	experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words.	
Examining literature	<ul style="list-style-type: none"> Identify some features of texts including events and characters and retell events from a text (ACELT1578) Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785) Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579) 		
Creating literature	<ul style="list-style-type: none"> Retell familiar literary texts through performance, use of illustrations and images (ACELT1580) 		
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