## General Capabilities

<table>
<thead>
<tr>
<th>Literacy</th>
<th>Numeracy</th>
<th>Information and communication technology</th>
<th>Critical and creative thinking</th>
<th>Personal and social capabilities</th>
<th>Ethical behaviour</th>
<th>Intercultural understanding</th>
</tr>
</thead>
</table>

## Australian Curriculum

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>English</th>
<th>Science</th>
<th>Humanities-History</th>
<th>Humanities-Geography</th>
<th>Humanities-Civics &amp; Citizenship\Economics and Business</th>
<th>Health Physical Education</th>
<th>Technology</th>
<th>The Arts</th>
<th>LOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2C Units Numeracy targets, Cams, and Whole School Problem solving</td>
<td>C2C Units KSSS Reading / Writing Guidelines, Spelling Program WTW, Cars and Stars</td>
<td>C2C Units</td>
<td>C2C Units Primary Connection resources</td>
<td>C2C Units</td>
<td>C &amp; C Yrs. 3-6 E &amp; B Yrs. 5-6 (ACARA 2015)</td>
<td>Health Incorporated across C2C Units where appropriate. (ACARA 2015)</td>
<td>Aligned with other curriculum areas (detailed in Year level overviews) (ACARA 2015)</td>
<td>Aligned with other curriculum areas. (detailed in Year level overviews) (ACARA 2015)</td>
<td>Queensland Curriculum</td>
</tr>
</tbody>
</table>

## Cross Curriculum Priorities

<table>
<thead>
<tr>
<th>Aboriginal and Torres Strait Islander histories and cultures</th>
<th>Asia and Australia’s engagement with Asia</th>
<th>Sustainability</th>
</tr>
</thead>
</table>

## Students’ Support Program, Gifted and Talented Policy, Explicit Teaching Model, Whole School Assessment Plan
The Kenmore South Curriculum Overview is informed by the DETE P–12 curriculum, assessment and reporting framework which specifies the requirements for Queensland state schools for delivering the curriculum for Prep to Year 12 from 2013. It is based on the assumption that every student can learn and that responding to the particular learning needs of students is central to teaching.

In implementing the P–12 curriculum, assessment and reporting framework Queensland state schools:

- provide students with the required curriculum
- assess, monitor and capture student achievement
- set high expectations for each student and respond effectively to their current levels of achievement and differing rates of learning
- prepare students to exit schooling with the foundation for successful lifelong learning and participation in the community
- keep parents and students informed of the student’s achievement throughout their schooling.


The Australian Curriculum

The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities that are important for all Australian students. It describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. It makes clear what all young Australians should learn as they progress through schooling. It is the foundation for high quality teaching to meet the needs of all Australian students.

- General Capabilities
- Cross-Curriculum Priorities

In the Australian Curriculum, the general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century. The general capabilities are: Literacy, Numeracy, Information and communication technology (ICT) capability, Critical and creative thinking, Personal and social capability, Ethical understanding and Intercultural understanding.

Accordingly, the Australian Curriculum must be both relevant to the lives of students and address the contemporary issues they face. With these considerations and the Melbourne Declaration on Educational Goals for Young Australians in mind, the curriculum gives special attention to these three priorities: Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia’s engagement with Asian and Sustainability. Cross-curriculum priorities are embedded in all learning areas.

They will have a strong but varying presence depending on their relevance to the learning areas

Curriculum Implementation

Kenmore South State School will continue to follow the EQ Implementation Schedule in implementing The Australian Curriculum in English, Mathematics, Science, History and Geography. Teachers at the relevant Year levels will familiarise, trial the integration where appropriate or teach the remaining disciplines of the Australian Curriculum. The exception will be Languages Other than English which will remain under the QCA framework until finalised.

Implementation involves teaching, assessment and reporting and informed by the following.

- Queensland Early Years Curriculum Guidelines (Queensland Studies Authority) in relation to Social and personal learning, Health and physical learning, and Active learning processes in Prep.
- Provide a curriculum for students with disability under the conditions specified in Policy statement: Curriculum provision to students with disability.
- Provide school curriculum informed by student performance data to support the continuous improvement of student achievement.
- Develop Aboriginal and Torres Strait Islander Perspectives:
  - Through embedding the cross curriculum priority: Aboriginal and Torres Strait Islander histories and cultures in all learning areas, with a strong but varying presence depending on the relevance to the learning area.
  - By taking localised approach in line with Embedding Aboriginal and Torres Strait Islander perspectives in schools
  - Teach Queensland modern cursive script in implementing the Australian Curriculum: English content descriptions relating to Handwriting in Prep to Year 7.
- Use information and communication technologies to enhance student learning in the required curriculum.

- Use Standard Australian English as the basis for teaching, including the teaching of spelling.
- QCAR Framework Essential Learnings for Languages mandated in Year 6, 7 and 8 as specified in Mandatory Languages in Years 6, 7 and 8. Languages in year levels other than Years 6–8 are provided based on the needs of the students and the local community.
- Implement the Minimum curriculum time requirements for Queensland state schools: 2014 - 2016. For students on a highly individualised learning plan requiring high intensity support, schools may need to adjust these time allocations — as documented in the student’s Individual Learning Plan.

Curriculum Provision to Students with Diverse Learning Needs

- As specified in the policy: Curriculum provision to students with diverse learning needs Kenmore South State School will: Differentiate teaching to enable students to achieve the learning specified for their year
- Collaboratively develop Individual Learning Plans for the small percentage of students who are identified as requiring a different year-level curriculum in some or all learning areas for the reporting period.
- Provide for students with learning support needs
- Provide for gifted and talented students as specified in policy: Curriculum provision to gifted and talented students Kenmore South State School identification process detailed in Kenmore South State School Gifted and Talented Policy.
- Provide for students learning English as an additional language or dialect (EAL/D) by: supporting their learning — as specified in Policy statement: English as an additional language or dialect (EAL/D) learners

Minimum Time Requirements

The Queensland Studies Authority (QSA): Time allocations and entitlement — Advice on implementing the Australian Curriculum F(P)–10 is based on indicative times used by the Australian Curriculum writers; and the number of weeks per school year. Informed by this QSA advice, the following Education Queensland (EQ) recommended curriculum time allocations. Teachers refer to the Minimum Time Requirements when developing a class Weekly Timetable. Teachers have the flexibility to adjust lesson times, build in appropriate revision and extension time to assist with the range of student needs and adjust weekly hours to factor in blocks of teaching, special events, such as carnivals, excursions and public holidays.

Table 1. Minimum Time Requirements broken down into a Weekly Hours (QSA)

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Prep</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1.75</td>
<td>1.75</td>
<td>1.75</td>
<td>1.75</td>
<td>2.5</td>
</tr>
<tr>
<td>History</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1.25</td>
</tr>
<tr>
<td>Geography</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1.25</td>
</tr>
<tr>
<td>Economics and Business</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
<td>1</td>
<td>1</td>
<td>1.5</td>
<td>1.5</td>
<td>2</td>
</tr>
<tr>
<td>Civics and citizenship</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
<td>1</td>
<td>1</td>
<td>1.5</td>
<td>1.5</td>
<td>2</td>
</tr>
<tr>
<td>Design and Technology</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
<td>1</td>
<td>1</td>
<td>1.5</td>
<td>1.5</td>
<td>2</td>
</tr>
<tr>
<td>Languages</td>
<td>1.25</td>
<td>1.25</td>
<td>1.25</td>
<td>1.25</td>
<td>1.25</td>
<td>1.25</td>
<td>1.25</td>
<td>1.25</td>
</tr>
<tr>
<td>The Arts</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1.25</td>
<td>1.25</td>
<td>1.25</td>
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<tr>
<td>HPE</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Total/week</td>
<td>18.75</td>
<td>18.75</td>
<td>18.75</td>
<td>21.75</td>
<td>20.75</td>
<td>21.75</td>
<td>22</td>
<td>24.5</td>
</tr>
</tbody>
</table>
Assessment and Reporting

Assessment and Reporting at Kenmore South State School follows the requirements for assessment as specified in the P–12 curriculum, assessment and reporting framework. Assessment is used to promote learning through timely feedback that informs future teaching and learning and builds students’ confidence in their ability to learn. Assessment is the purposeful, systematic and ongoing collection of information that is used as evidence in making reliable and consistent judgments about student learning and in reporting to parents. Teachers use assessment that is designed to meet three broad purposes:

- **Assessment for learning** — enables teachers to monitor student knowledge, understanding and skills development so as to target their teaching to support students’ progress to meet learning goals
- **Assessment as learning** — enables students to reflect on and monitor their own progress to inform their future learning goals
- **Assessment of learning** — assists teachers at the end of learning experiences to gather evidence of student knowledge, understanding and skills as described in the relevant achievement standards for the year level.

The Australian Curriculum identifies content descriptions and achievement standards for learning areas at each year level. The achievement standard describes the expected knowledge, understanding and skills at each year level from F (Prep) to Year 10. Not all content descriptions are identified in the achievement standards for the year level. Over a year the assessment program collects evidence of all elements of the achievement standard for the learning area. The Australian Curriculum General capabilities and Cross-curriculum priorities are not assessed separately. Planning for assessment occurs at whole-school level, year level and unit level.

The Kenmore South State School Assessment and Reporting Plan provides an overview across all year levels and learning areas of when assessments will take place, the collection and storage of data:

- Standardised assessments (NAPLAN, PAT Reading, Maths and Science – tracking student achievements over time)
- Diagnostic assessments to inform teaching and learning
- Summative Unit level assessments provide appropriate evidence of the targeted element(s) of the achievement standard, assess what has been taught, enable all students to demonstrate the depth of their knowledge, understanding and skills and allow students to demonstrate a range of performance (e.g. five-point scale).

Kenmore South State School staff undertake the moderation process of assessment tasks at Year level, across Year levels and across schools at a cluster level. This ensures that there is a common understanding among all teachers about the process for developing assessments, making judgments and determining overall levels of achievement therefore resulting in consistency of teacher judgments and comparability of reported results. Shared Assessment Tasks (SATs) are planned and implemented in all years levels each term. Reporting to parents occurs through parent/teacher interviews in Terms 1 and 3 and written reports in Terms 2 and 4. Students’ learning and achievement are a partnership between the home and school, parents are encouraged to discuss their students’ progress throughout the year, with the on Student achievement.

Kenmore South State School Pedagogical Framework

Kenmore South State School’s Pedagogical Framework was developed drawing on current educational research: John Fleming Model, Fisher and Frey’s Explicit Teaching; Gradual Release of Responsibility and Jim Knight’s ‘High Impact Instruction’. It reflects the systemic core values and strategies addressed in “United in our Pursuit of Excellence - Agenda for Improvement”. Education Queensland and Kenmore South State School are focused on improvement with these four fundamentals underpinning this pedagogical framework.

**School and community partnerships (The who)**

- High levels of student, parent, staff and school community confidence in the school’s performance and achievement

**School curriculum (The what)**

- Consistent curriculum, planning and implementation to improve learning

**Teaching practice (The how)**

- High quality teaching focused on the achievement of every student
- Principal leadership and school capability (The capacity)
- Instructional leadership, with an unrelenting focus on improvement through systematic school wide pedagogical coaching program.

At Kenmore South State School have utilised many elements of the work carried out by John Fleming. He adheres to the Understanding by design concept and sets out to equip students with the skills that will set them up for ‘life’ through explicit instruction. Our staff understands that learning needs to be sequential and scaffolded for optimum learning. The I Do, We Do, You Do approach to explicit teaching embedded in all learning areas and teaching practices by all staff. This approach to explicit teaching is cyclic in nature and is dependent upon teachers knowing what their students know and can do. Teachers must monitor student attempts in the ‘We Do’ Phase very carefully and not proceed if skill mastery has not been obtained. More explicit teaching will be necessary to enable students to develop the appropriate skills in order to fulfill the lesson/unit expectations. Once students have had independent practice (You Do), time is set aside to revise what they know or plough back over key concepts or content and provide feedback to students. Refer to Kenmore South Pedagogical Framework for full details.
Whole School Approach to Teaching and Learning

Kenmore South State School is committed to explicit instruction. Staff are focussed on a structured, systematic, and effective methodology for teaching academic knowledge and skills. We believe a whole school approach ensures consistency across the school in teaching practices, clear expectations of student achievement, articulated differentiation programs to cater for the diversity of our students' learning needs and consistency of teacher judgement in the alignment of the curriculum and Achievement Standards. The following Kenmore South State School Curriculum Guidelines and Policies communicate the expectations, standards and practices across the school and program to support student learning that ensures a consistent whole school approach to curriculum, pedagogy and student support.

| Practices and Expectation of Reading Guidelines – outlines essential elements of the School/class reading programs; oral language, phonological and phonemic awareness, fluency, a broad and deep vocabulary, active comprehension strategies, knowledge of texts and textual features and knowledge of the world |
| KSSS Science Program (under review) – outlines sequence of Science Inquiry skills, scientific methodology and resources. |
| KSSS Spelling Program (in progress) – follows C2C Year level spelling overviews and strategies to support students spelling mastery. |
| KSSS Numeracy Guidelines (in progress) – scope and sequence key mathematical skills, vocabulary and problem solving strategies |
| CAMS (Years 4 & 5) Comprehensive Assessment of Mathematical Strategies explicit instruction and focus of mastery of targeted strategies |
| KSSS 2014 Standards and Improvement Priorities - revised and updated annually after analysis of student data |
| Foundation Q – Prep early literacy program |
| Words Their Way (P-6) – Words Their Way is a teacher-directed, student-centred approach to vocabulary growth, phonics and spelling development. It caters for differentiated learning across the school, rather than a one-size fits all solution. Kenmore South operates a vertical curriculum where students are placed to maximise their learning needs, |
| Cars and Stars Program (Years 1-6) - reading comprehension program explicit instruction on the key 12 strategies, |
| Bookwork Policy - presentation expectations and standards |
| Editing Policy – consistent use of editing and proof reading symbols |
| Gifted and Talented Policy – Roles and responsibilities, articulated referral process and identification tools for Gifted and talented students |
| ICT Scope and Sequence (in progress) |
| Reporting Policy – Reporting expectations, guidelines and timeframes |

Student Support Services

At Kenmore South State School a whole-school approach is enacted to cater for the learning needs of all students including those in need of learning support, those who have educational support needs arising from disability, those who are gifted and talented, and those learning English as second or additional language or dialect (EAL/D), or a combination of these. Most students are taught the curriculum for their year level cohort. Teachers differentiate instruction in response to data and day-to-day monitoring that indicates the particular learning needs of students. Kenmore South State School teachers implement a focused approach to individualised learning for all students as differentiation is responding to the needs of the learner. Each student at Kenmore South State School has individual literacy and numeracy goals, these are revised each Term. Differentiation expectations are detailed in the Kenmore South Pedagogical Framework.

Students who require targeted support in their learning are referred to the Student Services Team or directly to the Support Teacher Literacy and Numeracy (STLaN) by teachers and/or parents. The Student Service Referral Process is conducted every Term, the Guidance Officer, STLaN, Principal and/or delegate and class teachers meet, examine the student data and design the best course of action/intervention to assist the student. The learning/intervention plans are implemented and student progress monitored. Referrals to Specialist Advisory teachers/specialists ( speech-language pathologists, behaviour support teachers, English as second language/dialect, specialist teachers (disability specific) , physiotherapists and occupational therapists) are coordinated by the Student Support Team. Students with Disabilities are supported by our Special Education Program teacher and teacher aides. Kenmore South State School is proactive and responds to the needs of the students with targeted intervention programs and support programs including:

- Meta Linguistics Screening and Intervention (Prep)
- Fly in Squad – targeted literacy intervention (Prep – 3)
- Rainbow Readers – Fluency program (Yrs 1-3)
- Individual student support plans and Individual Education Plans (Prep – Yr 6/7)
- Targeted small group intervention literacy and numeracy in class support (Prep – Yr 6/7)

Curriculum Implementation

Kenmore South State School curriculum is informed by the Whole School Curriculum and Assessment Plan as to what is taught and assessed. The Year Level Overviews map the scope and sequence of the curriculum across the Learning Areas to make meaningful connections for the students. The Year Level Overview details the assessment schedule for shared assessment tasks for year level moderation to ensure consistency of teacher judgement on the Achievement Standards. Teachers are responsible for Unit and daily planning where differentiation for student learning needs is documented. The explicit teaching and learning cycle is informed by student performance data to support the continuous feedback to students to improve student achievement. Each term Overviews of Expected Outcomes (OEOs) are sent home to parents to communicate the curriculum expectation and learning for the Term.
# Prep Curriculum Overview

## Language

Students bring with them to school a wide range of experiences with language and texts. Students develop skills and dispositions to expand their knowledge of language as well as strategies to assist that growth.

### Language variation and change
- Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426)
- Understand how language can be used differently at home and school depending on the relationships between people (ACELA1428)
- Understand that language can be used to express ideas, likes and dislikes (ACELA1429)

### Text structure and organisation
- 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
- 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 (ACELA1436)
- Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437)

## Literature

Students develop their growth and use of language through pleasurable and varied experiences of literature.

### Literature and context
- Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students’ own experiences (ACELT1575)

### Responding to literature
- Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577)
- Share feelings and thoughts about the events and characters in texts (ACELT1783)

### Examining literature
- 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
- Retell familiar literary texts through performance, use of illustrations and images (ACELT1580)

## Literacy

Students develop their growth and use of language through the beginnings of a repertoire of activities involving listening, viewing, reading, speaking and writing using texts.

### Texts in context
- Identify some familiar texts and the contexts in which they are used (ACELY1645)

### Interacting with others
- 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
- Identify some differences between imaginative and informative texts (ACELY1648)
- Read predictable texts, practising 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
- Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)
- Produce some lower case and upper case letters using learned letter formations (ACELY1653)
- Construct texts using software including word processing programs (ACELY1654)
Mathematics Foundation Year Description
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 length

Achievement Standard
Knowledge Dimension
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.

Skill Dimension
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.

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

Science Foundation Year Description
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 Foundation to Year 2, students learn that observations can be organised to reveal patterns, and that these patterns can be used to make predictions about phenomena. In Foundation, 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 information.

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

<table>
<thead>
<tr>
<th>Science Understanding</th>
<th>Science as a Human Endeavour</th>
<th>Science Inquiry Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological sciences</td>
<td>Nature and development of science</td>
<td>Questioning and predicting</td>
</tr>
<tr>
<td>- Living things have basic needs, including food and water (ACSSU002)</td>
<td>- Science involves exploring and observing the world using the senses (ACSHED013)</td>
<td>- Respond to questions about familiar objects and events (ACSIS014)</td>
</tr>
<tr>
<td>Chemical sciences</td>
<td></td>
<td>Planning and conducting</td>
</tr>
<tr>
<td>- Objects are made of materials that have observable properties (ACSSU003)</td>
<td></td>
<td>- Explore and make observations by using the senses (ACSIS011)</td>
</tr>
<tr>
<td>Earth and space sciences</td>
<td></td>
<td>Processing and analysing data and information</td>
</tr>
<tr>
<td>- Daily and seasonal changes in our environment, including the weather, affect everyday life (ACSSU004)</td>
<td></td>
<td>- Engage in discussions about observations and use methods such as drawing to represent ideas (ACSIS233)</td>
</tr>
<tr>
<td>Physical sciences</td>
<td></td>
<td>Communicating</td>
</tr>
<tr>
<td>- The way objects move depends on a variety of factors, including their size and shape (ACSSU005)</td>
<td></td>
<td>- Share observations and ideas (ACSIS012)</td>
</tr>
</tbody>
</table>
### Prep Curriculum Overview

#### The Humanities and Social Sciences:
- **Curriculums include History and Geography** (Foundation to Year 10) and **Civics and Citizenship** (Foundation – Year 2 informally integrated into other learning areas and subjects, Years 3-10) and **Economic and Business** (Year 4 informally integrated into other learning areas and subjects, Years 5-10).

#### History Foundation Year Description

**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 understanding of and thinking about 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.

**Key inquiry questions**
- 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?

**Achievement Standard**
By the end of the Foundation year, 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.

<table>
<thead>
<tr>
<th>Historical Knowledge and Understanding</th>
<th>Historical Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal and Family Histories</td>
<td></td>
</tr>
<tr>
<td>- Who the people in their family are, where they were born and raised and how they are related to each other (ACHHK001)</td>
<td>- Sequence familiar objects and events (ACHHS015)</td>
</tr>
<tr>
<td>- The different structures of families and family groups today, and what they have in common (ACHHK002)</td>
<td>- Distinguish between the past, present and future (ACHHS016)</td>
</tr>
<tr>
<td>- How they, their family and friends commemorate past events that are important to them (ACHHK003)</td>
<td>- Historical questions and research</td>
</tr>
<tr>
<td>- How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media, and museums (ACHHK004)</td>
<td>- Pose questions about the past using sources provided (ACHHS017)</td>
</tr>
</tbody>
</table>

#### Geography Foundation Year Description

**Geography** focuses on developing students’ understanding of place. Students explore the places 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.

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

**Achievement Standard**
By the end Foundation Year, 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.

<table>
<thead>
<tr>
<th>Geographical Knowledge and Understanding</th>
<th>Geographical Inquiry and Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The representation of the location of places and their features on maps and a globe (ACHGK001)</td>
<td>- Observing, questioning and planning</td>
</tr>
<tr>
<td>- The places people live in and belong to, their familiar features and why they are important to people (ACHGK002)</td>
<td>- Make observations about familiar places and pose questions about them (ACHGS001)</td>
</tr>
<tr>
<td>- The Countries/Places that Aboriginal and Torres Strait Islander Peoples belong to in the local area and why they are important to them (ACHGK003)</td>
<td>- Collecting, recording, evaluating and representing</td>
</tr>
<tr>
<td>- The reasons why some places are special to people, and how they can be looked after (ACHGK004)</td>
<td>- Record geographical data and information collected by observation (ACHGSS02)</td>
</tr>
</tbody>
</table>

**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)
## Prep Curriculum Overview

### Technologies Foundation Overview

**Technologies Foundation comprises two subjects:** Design and Technologies and Digital Technologies

The curriculum for each of Design and Technologies and Digital Technologies describes the distinct knowledge, understanding and skills of the subject and, where appropriate, highlights their similarities and complementary learning. This approach allows students to develop a comprehensive understanding of traditional, contemporary and emerging technologies. It also provides the flexibility – especially in the primary years of schooling – for developing integrated teaching programs that focus on both Technologies subjects and other learning areas. 

### Design and Technologies

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

### Digital Technologies

In Foundation – Year 2, students begin to learn about common digital systems and patterns that exist within data they collect. Students organise, manipulate and present this data, including numerical, categorical, text, image, audio and video data, in creative ways to create meaning. Students use the concept of abstraction when defining problems, to identify the most important information, such as the significant steps involved in making a sandwich. They begin to develop their design skills by conceptualising algorithms as a sequence of steps for carrying out instructions, such as identifying steps in a process or controlling robotic devices. Students describe how information systems meet information, communication and/or recreational needs. Through discussion with teachers, students learn to apply safe and ethical practices to protect themselves and others as they interact online for learning and communicating.

### Achievement Standard

**Foundation to Year 2 Achievement Standard**

By the end of Year 2, students describe the purpose of familiar products, services and environments and how they meet the needs of individuals and groups or organisations. They identify the needs and uses of simple 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 solutions.

### Design and Technologies

**Knowledge and understanding**

- Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs (ACTDEK001)
- Explore how technologies use forces to create movement in products (ACTDEK002)
- Explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating (ACTDEK003)
- Explore the characteristics and properties of materials and components that are used to produce designed solutions (ACTDEK004)

**Processes and production skills**

- Explore needs or opportunities for designing and the technologies needed to realise designed solutions (ACTDEP005)
- Visualise, generate, develop and communicate design ideas through describing, drawing and modelling (ACTDEP006)
- Use materials, components, tools, equipment and techniques to safely make designed solutions (ACTDEP007)
- Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment (ACTDEP008)
- Sequence steps for making designed solutions and working collaboratively (ACTDEP009)

### Digital Technologies

**Knowledge and understanding**

- Identify, use and explore digital systems (hardware and software components) for a purpose (ACTDIK001)
- Recognise and explore patterns in data and represent data as pictures, symbols and diagrams (ACTIK002)

**Processes and production skills**

- Collect, explore and sort data, and use digital systems to present the data creatively (ACTDIPO03)
- Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems (ACTDIP004)
- Explore how people safely use common information systems to meet information, communication and recreation needs (ACTDIPO05)
- Work with others to create and organise ideas and information using information systems, and share these with known people in safe online environments (ACTDIP006)

### Foundation to Year 2 Content Descriptions

<table>
<thead>
<tr>
<th>Technology</th>
<th>Foundation to Year 2 Content Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design and Technologies</td>
<td></td>
</tr>
<tr>
<td>Digital Technologies</td>
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</tr>
</tbody>
</table>

### THE ARTS

The Arts Foundation to Year 10 comprises five subjects: Dance, Drama, Media Arts, Music, Visual Arts

Each subject focuses on its own practices, terminology and unique ways of looking at the world.

In **Dance**, students use the body to communicate and express meaning through purposeful movement. Dance practice integrates choreography, performance, and appreciation of and responses to dance and dance making.

In **Drama**, students explore and depict real and fictional worlds through use of body language, gesture and space to make meaning as performers and audience. They create, rehearse, perform and respond to drama.

In **Media Arts**, students use communications technologies to creatively explore, make and interpret stories about people, ideas and the world around them. They engage their senses and intellect through media artworks that respond to diverse cultural, social and organisational influences on communications practices today.

In **Music**, students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They create, shape and share sounds in time and space and critically analyse music. Music practice is aurally based and focuses on acquiring and using knowledge, understanding and skills about music and musicians.

In **Visual Arts**, students experience and explore the concepts of artists, artworks, world and audience. Students learn in, through and about visual arts practices, including the fields of art, craft and design. Students develop practical skills and critical thinking which inform their work as artists and audience.

Content descriptions in each Arts subject reflect the interrelated strands of **Making and Responding**.

**Making** includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions.

**Responding** includes exploring, responding to, analysing and interpreting artworks.

Making and Responding are intrinsically connected. Together they provide students with knowledge, understanding and skills as artists, performers and audience and develop students’ skills in critical and creative thinking. As students make artworks they actively respond to their developing artwork and the artworks of others; as students respond to artworks they draw on the knowledge, understanding and skills acquired through their experiences in making artworks.

In both making and responding to artworks, students consider a range of viewpoints or perspectives through which artworks can be explored and interpreted. These include the contexts in which the artworks are made by artists and experienced by audiences. The world can be interpreted through different contexts, including social, cultural and historical contexts. Based on this curriculum, key questions are provided as a framework for developing students’ knowledge, understanding and inquiry skills.
<table>
<thead>
<tr>
<th>Dance</th>
<th>Drama</th>
<th>Media Arts</th>
<th>Music</th>
<th>Visual Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Foundation to Year 2, students explore dance. They learn about how dance can represent the world and they make dances to represent their ideas about the world. They share their dance with peers and experience dance as audiences.</td>
<td>In Foundation to Year 2, students explore drama. They learn about how drama can represent the world and that they can make drama to represent their ideas about the world. They share their drama with peers and experience drama as audiences.</td>
<td>In Foundation to Year 2, students explore media arts. They learn how media artworks can represent the world and that they can make media artworks to represent their ideas about the world. They share their media artworks with peers and experience media artworks as audiences.</td>
<td>In Foundation to Year 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. 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.</td>
<td>In Foundation to Year 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. Students become aware of how and why artists, craftspeople and designers present their ideas through different visual representations, practices, processes and viewpoints.</td>
</tr>
<tr>
<td>Foundation to Year 2 Achievement Standard</td>
<td>By the end of Year 2, students describe the effect of the elements in dance they make, perform and view and where and why people dance. Students use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. Students demonstrate safe practice.</td>
<td>Foundation to Year 2 Achievement Standard</td>
<td>By the end of Year 2, students communicate about media artworks they make and view, and where and why media artworks are made. Students make and share media artworks using story principles, composition, sound and technologies.</td>
<td>Foundation to Year 2 Achievement Standard</td>
</tr>
<tr>
<td>Foundation to Year 2 Content Description</td>
<td>• Explore, improvise and organise ideas to make dance sequences using the elements of dance (ACADRM002) • Use fundamental movement skills to develop technical skills when practising dance sequences (ACADRM003) • Present dance that communicate ideas to an audience, including dance used by cultural groups in the community (ACADAM001) • Respond to dance and consider where and why people dance, starting with dance from Australia including dances of Aboriginal and Torres Strait Islander Peoples (ACADAR004)</td>
<td>Foundation to Year 2 Content Description</td>
<td>• Explore ideas, characters and settings in the community through stories in images, sounds and text (ACAMUM005) • Use media technologies to capture and edit images, sounds and text for a purpose (ACAMUR083) • Create and present media artworks that communicate ideas and stories to an audience (ACAMUR084) • Respond to media artworks and consider where and why people make media artworks, starting with media from Australia including media artworks of Aboriginal and Torres Strait Islander Peoples (ACAMUR085)</td>
<td>Foundation to Year 2 Content Description</td>
</tr>
<tr>
<td>Foundation to Year 2 Content Description</td>
<td>• Explore role and dramatic action in dramatic play, improvisation and process drama (ACADRM028) • Use voice, facial expression, movement and space to imagine and establish role and situation (ACADRM029) • Present drama that communicates ideas, including stories from their community, to an audience (ACADRM030) • Respond to drama and consider where and why people make drama, starting with Australian drama including drama of Aboriginal and Torres Strait Islander Peoples (ACADRR030)</td>
<td>Foundation to Year 2 Content Description</td>
<td>• Explore ideas, characters and settings in the community through stories in images, sounds and text (ACAMUM005) • Use media technologies to capture and edit images, sounds and text for a purpose (ACAMUR083) • Create and present media artworks that communicate ideas and stories to an audience (ACAMUR084) • Respond to media artworks and consider where and why people make media artworks, starting with media from Australia including media artworks of Aboriginal and Torres Strait Islander Peoples (ACAMUR085)</td>
<td>Foundation to Year 2 Content Description</td>
</tr>
</tbody>
</table>
Health and Physical Education teaches students how to enhance their own and others’ health, safety, wellbeing and physical activity participation in varied and changing contexts. The priority for the Health and Physical Education curriculum is to provide ongoing, developmentally appropriate and explicit learning about health and movement. The Health and Physical Education curriculum draws on its multidisciplinary evidence base to ensure that students are provided with learning opportunities to practise, create, apply and evaluate the knowledge, understanding and skills of the learning area. The Health and Physical Education curriculum is informed by a strengths-based approach. Rather than focusing only on potential health risks or a deficit-based model of health, the curriculum has a stronger focus on supporting students to develop the knowledge, understanding and skills they require to make healthy, safe and active choices that will enhance their own and others’ health and wellbeing. The curriculum is organised into two content strands — Personal, social and community health and Movement and physical activity. Each strand contains content descriptions which are organised under three sub-strands. The strand of Personal, social and community health may be addressed in other school programs/curriculums but will be reported on the Health elements of the Achievement Standards by the classroom teacher.

**Focus areas**
The focus areas provide the breadth of learning across Foundation to Year 10 that must be taught in order for students to acquire and demonstrate the knowledge, understanding and skills described in the achievement standard for each band of learning. 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).

### Foundation Year Achievement Standard
By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They 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 challenges.

<table>
<thead>
<tr>
<th>Personal, social and community health</th>
<th>Movement and physical activity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The focus areas to be addressed in Foundation 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).</td>
<td>The focus areas to be addressed in Foundation include, but are not limited to: active play and minor games (AP), fundamental movement skills (FMS), rhythmic and expressive movement activities (RE).</td>
</tr>
</tbody>
</table>

### Personal, social and community health
- **Being healthy, safe and active**
  - Identify personal strengths (ACPPS001)
  - Name parts of the body and describe how their body is growing and changing (ACPPS002)
  - Identify people and demonstrate protective behaviours that help keep themselves safe and healthy (ACPPS003)
- **Communicating and interacting for health and wellbeing**
  - Practise personal and social skills to interact with and include others (ACPPS004)
  - Identify and describe emotional responses people may experience in different situations (ACPPS005)
- **Contributing to healthy and active communities**
  - Identify actions that promote health, safety and wellbeing (ACPPS006)
  - Participate in play that promotes engagement with outdoor settings and the natural environment (ACPPS007)

### Movement and physical activity.
- **Moving our body**
  - Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli (ACPPM008)
  - Participate in games with and without equipment (ACPPM009)
- **Understanding movement**
  - Explore how regular physical activity keeps individuals healthy and well (ACPPM010)
  - Identify and describe how their body moves in relation to effort, space, time, objects and people (ACPPM011)
- **Learning through movement**
  - Cooperate with others when participating in physical activities (ACPPM012)
  - Test possible solutions to movement challenges through trial and error (ACPPM013)
  - Follow rules when participating in physical activities (ACPPM014)
**Year One Overview**

In Year One, students communicate with peers, teachers, known adults and students from other classes. Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts designed to entertain and inform. These encompass traditional oral texts including Aboriginal stories, picture books, and various types of stories, rhyming verse, poetry, non-fiction, film, dramatic performances, and texts used by students as models for constructing their own texts. The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend Year 1 students as independent readers involve straightforward sequences of events and everyday happenings with recognisably realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest and topics being studied in other areas of the curriculum. These 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.

### Achievement Standard

#### Receptive modes (listening, reading and viewing)

By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify 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.

#### Language

- Students bring with them to school a wide range of experiences with language and texts. Students develop skills and dispositions to expand their knowledge of language as well as strategies to assist that growth.
- Language variation and change
  - 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)
  - Language for interaction
    - 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
    - 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
    - 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)
    - Explore 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

#### Literature

- Students develop their growth and use of language through pleasurable and varied experiences of literature.
- Literature and context
  - Discuss how authors create characters using language and images (ACELT1581)
  - Responding to literature
    - 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
    - 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
    - Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)

#### Literacy

- Students develop their growth and use of language through the beginnings of a repertoire of activities involving listening, viewing, reading, speaking and writing using texts.
- Texts in context
  - Respond to texts drawn from a range of cultures and experiences (ACELY1655)
  - Interacting with others
    - 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)
  - Interpreting, analysing and evaluating
    - 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)
  - Creating texts
    - Create short imaginative and informative 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)
### Year One Curriculum Overview

#### Mathematics Year One Description
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 created.

#### Achievement Standard
By the end of Year 1, students describe number sequences resulting from skip counting by $2s$, $5s$ and $10s$. They identify representations of one half. They recognise Australian coins according to their value. Students explain time durations. They describe two-dimensional shapes and three-dimensional objects. Students describe data displays. Students count to and from 100 and locate numbers on a number line. They carry out simple additions and subtractions using counting strategies. They partition numbers using place value. They continue simple patterns involving numbers and objects. Students order objects based on lengths and capacities using informal units. They tell time to the half hour. They use the language of direction to move from place to place. Students classify outcomes of simple familiar events. They collect data by asking questions and draw simple data displays.

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

#### Science Year One Description
From Foundation to Year 2, students learn that observations can be organised to reveal patterns, and that these patterns can be used to make predictions about phenomena. In Year 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.

### Achievement Standard
By the end of Year 1, students describe objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects. They 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. 

<table>
<thead>
<tr>
<th>Science Understanding</th>
<th>Science as a Human Endeavour</th>
<th>Science Inquiry Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological sciences</td>
<td>Science and development of science</td>
<td>Questioning and predicting</td>
</tr>
<tr>
<td></td>
<td>- Living things have a variety of external features (ACSSU017)</td>
<td>- Respond to and pose questions, and make predictions about familiar objects and events (ACSSU024)</td>
</tr>
<tr>
<td></td>
<td>- Living things live in different places where their needs are met (ACSSU021)</td>
<td></td>
</tr>
</tbody>
</table>
**Chemical sciences**
- Everyday materials can be physically change in a variety of ways (ACSSU018)

**Earth and space sciences**
- Observable changes occur in the sky and landscape (ACSSU019)

**Physical sciences**
- Light and sound are produced by a range of sources and can be sensed (ACSSU020)

**Use and influence of science**
- People use science in their daily lives including when caring for their environment and living things (ACHED022)

**Planning and conducting**
- Participate in different types of guided investigations to explore and answer questions, such as manipulating materials, testing ideas, and accessing information sources (ACH5S025)
- Use informal measurements in the collection and recording of observations, with the assistance of digital technologies as appropriate (ACH5S026)

**Processing and analysing data and information**
- Use a range of methods to sort information, including drawings and provided tables (AC5S027)
- Through discussion, compare observations with predictions (ACH5S212)

**Communicating**
- Represent and communicate observations and ideas in a variety of ways such as oral and written language, drawing and role play (ACH5S029)

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**The Humanities and Social Sciences:**
Curriculums include **History and Geography** (Foundation to Year 10) and **Civics and Citizenship** (Foundation – Year 2 informally integrated into other learning areas and subjects, Years 3-10) and **Economic and Business** (Year 4 informally integrated into other learning areas and subjects, Years 5-10).

**History Foundation Year One Description**

**Personal and Family Histories**
The Year 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.

**Key inquiry questions**
- 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?

**Achievement Standard**
By the end of Year 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.

**Historical Knowledge and Understanding**

**Personal and Family Histories**
- Differences in family structures and roles today, and how these have changed or remained the same over time (ACHHK028)
- How the present, past and future are signified by terms indicating time such as 'a long time ago', 'then and now', 'how and then', 'old and new', 'tomorrow', as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons (ACHHK029)
- Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications. (ACHHK030)

**Historical Skills**
- Chronology, terms and concepts
  - Sequence familiar objects and events (ACHHS015)
  - Distinguish between the past, present and future (ACHHS016)
- Historical questions and research
  - Pose questions about the past using sources provided (ACHHS017)
- 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)

**Geography Foundation Year One Description**

**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 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.

**Key inquiry questions**
- 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?

**Achievement Standard**
By the end of Year 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
### Technologies Foundation comprises two subjects: Design and Technologies and Digital Technologies

The curriculum for each of Design and Technologies and Digital Technologies describes the distinct knowledge, understanding and skills of the subject and, where appropriate, highlights their similarities and complementary learning. This approach allows students to develop a comprehensive understanding of traditional, contemporary and emerging technologies. It also provides the flexibility – especially in the primary years of school – for developing integrated teaching programs that focus on both Technologies subjects and other learning areas.

#### Design and Technologies

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

#### Digital Technologies

**In Foundation – Year 2**, students begin to learn about common digital systems and patterns that exist within data they collect. Students organise, manipulate and present this data, including numerical, categorical, text, image, audio and video data, in creative ways to create meaning. Students use the concept of abstraction when defining problems, to identify the most important information, such as the significant steps involved in making a sandwich. They begin to develop their design skills by conceptualising algorithms as a sequence of steps for carrying out instructions, such as identifying steps in a process or controlling robotic devices. Students describe how information systems meet information, communication and/or recreational needs. Through discussion with teachers, students learn to apply safe and ethical practices to protect themselves and others as they interact online for learning and communicating.

### Achievement Standard Foundation to Year 2 Achievement Standard

**By the end of Year 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 solutions.

### Achievement Standard Foundation to Year 2 Achievement Standard

**By the end of Year 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.

#### Design and Technologies

**Knowledge and understanding**

- Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs (ACTDEK001)
- Explore how technologies use forces to create movement in products (ACTDEK002)
- Explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating (ACTDEK003)
- Explore the characteristics and properties of materials and components that are used to produce designed solutions (ACTDEK004)

#### Digital Technologies

**Processes and production skills**

- Explore needs or opportunities for designing, and the technologies needed to realise designed solutions (ACTDEP005)
- Visualise, generate, develop and communicate design ideas through describing, drawing and modelling (ACTDEP006)
- Use materials, components, tools, equipment and techniques to safely make designed solutions (ACTDEP007)
- Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment (ACTDEP008)
- Sequence steps for making designed solutions and working collaboratively (ACTDEP009)

### The Arts: Foundation to Year 10 comprises five subjects: Dance, Drama, Media Arts, Music, Visual Arts

Each subject focuses on its own practices, terminology and unique ways of looking at the world.

**Dance** focuses on the body to communicate and express meaning through purposeful movement. Dance practice integrates choreography, performance, and appreciation of and responses to dance and dance making.

**Drama** uses body language, gesture and space to make meaning as performers and audience. They create, rehearse, perform and respond to drama.

**Media Arts** uses communications technologies to creatively explore, make and interpret stories about people, ideas and the world around them. They engage their senses, imagination and intellect through media artworks that respond to diverse cultural, social and organisational influences on communications practices today.

**Music** stimulates students to compose and perform music from a diverse range of styles, traditions and contexts. They create, share and share sounds in time and space and critically analyse music.

**Visual Arts** engages their senses, imagination and intellect through media artworks that respond to diverse cultural, social and organisational influences on communications practices today.

**Making** includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions.
### Health and Physical Education

**Health and Physical Education** teaches students how to enhance their own and others’ health, safety, wellbeing and physical activity participation in varied and changing contexts. The priority for the Health and Physical Education curriculum is to provide appropriate, ongoing educational and explicit learning about health and movement.

### Dance

**Foundation to Year 2 Achievement Standard**
- By the end of Year 2, students describe the effect of the elements in dance that they make, perform and view and where and why people dance. Students use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. Students demonstrate safe practice.

**Foundation to Year 2 Content Descriptions**
- Explore, improvise and organise ideas to make dance sequences using the elements of dance (ACADAM001).
- Use fundamental movement skills to develop technical skills when practising dance sequences (ACADAM002).
- Present dance that communicates ideas to an audience, including dance used by cultural groups in the community (ACADAM003).
- Respond to dance and consider where and why people dance, starting with dances from Australia including dances of Aboriginal and Torres Strait Islander Peoples (ACADAR004).

### Drama

**Foundation to Year 2 Achievement Standard**
- By the end of Year 2, students describe what happens in drama they make, perform and view. They identify some elements in drama and describe where and why there is drama. Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation.

**Foundation to Year 2 Content Descriptions**
- Explore role and dramatic action in dramatic play, improvisation and process drama (ACADRDM027).
- Use voice, facial expression, movement and space to imagine and establish role and situation (ACADRDM028).
- Present drama that communicates ideas, including stories from their community, to an audience (ACADRDM029).
- Respond to drama and consider where and why people make drama, starting with Australian drama including drama of Aboriginal and Torres Strait Islander Peoples (ACADRRO30).

### Media Arts

**Foundation to Year 2 Achievement Standard**
- By the end of Year 2, students explore media arts. They learn how media artworks can represent the world and that they can make media artworks to represent their ideas about the world. They share their media artworks with peers and experience media artworks as audiences.

**Foundation to Year 2 Content Descriptions**
- Explore ideas, characters and settings in the community through stories in images, sounds and text (ACAMAM054).
- Use media technologies to capture and edit images, sounds and text for a purpose (ACAMAM055).
- Create and present media artworks that communicate ideas and stories to an audience (ACAMAM056).
- Respond to media artworks and consider where and why people make media artworks, starting with media from Australia including media artworks of Aboriginal and Torres Strait Islander Peoples (ACAMAR057).

### Music

**Foundation to Year 2 Achievement Standard**
- By the end of Year 2, students explore music. They listen to and explore sound and learn how about 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. Students learn to listen to music and become aware of rhythm, pitch, dynamics and expression, form and structure, tone and texture as they explore and make music.

**Foundation to Year 2 Content Descriptions**
- Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using music, including movement and body percussion (ACAMUM080).
- Sing and play instruments to improve, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community (ACAMUM081).
- Create compositions and perform music to communicate ideas to an audience (ACAMUM082).
- Respond to music and consider where and why people make music, starting with Aboriginal music, including music of Aboriginal and Torres Strait Islander Peoples (ACAMUM083).

### Visual Arts

**Foundation to Year 2 Achievement Standard**
- By the end of Year 2, students describe visual arts. They learn about how to make visual representations of their ideas, observations and imagination. They share their artworks with peers and experience visual arts as audiences. Students become aware of how and why artists, craftspeople and designers present their ideas through different visual representations, practices, processes and viewpoints.

**Foundation to Year 2 Content Descriptions**
- Explore ideas, experiences, observations and imagination to create visual artworks and design elements to make visual artworks in artworks by Aboriginal and Torres Strait Islander artists (ACAVAM106).
- Use and experiment with different materials, techniques, technologies and processes in artworks by Aboriginal and Torres Strait Islander artists (ACAVAM107).
- Create and display artworks to communicate ideas to an audience (ACAVAM108).
- 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 (ACAVAR109).

**HEALTH AND PHYSICAL EDUCATION**

**Health and Physical Education** includes exploring, responding to, analysing and interpreting artworks. **Making and Responding** are intrinsically connected. Together they provide students with knowledge, understanding and skills as artists, performers and audience and develop students’ skills in critical and creative thinking. As students make artworks they actively respond to their developing artwork and the artworks of others; as students respond to artworks they draw on the knowledge, understanding and skills acquired through their experiences in making artworks.

**Viewpoints** — In both making and responding to artworks, students consider a range of viewpoints or perspectives through which artworks can be explored and interpreted. These include the contexts in which the artworks are made by artists and experienced by audiences. The world can be interpreted through different contexts, including social, cultural and historical contexts. Based on this curriculum, key questions are provided as a framework for developing students’ knowledge, understanding and inquiry skills.

<table>
<thead>
<tr>
<th>Dance</th>
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<tbody>
<tr>
<td><strong>In Foundation to Year 2, students explore dance. They learn about how dance can represent the world and they make dances to represent their ideas about the world. They share their dance with peers and experience dance as audiences.</strong></td>
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<table>
<thead>
<tr>
<th>Drama</th>
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</thead>
<tbody>
<tr>
<td><strong>In Foundation to Year 2, students explore drama. They learn about how drama can represent the world and that they can make drama to represent their ideas about the world. They share their drama with peers and experience drama as audiences.</strong></td>
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<table>
<thead>
<tr>
<th>Media Arts</th>
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<tbody>
<tr>
<td><strong>In Foundation to Year 2, students explore media arts. They learn how media artworks can represent the world and that they can make media artworks to represent their ideas about the world. They share their media artworks with peers and experience media artworks as audiences.</strong></td>
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<table>
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<tr>
<th>Music</th>
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<tbody>
<tr>
<td><strong>In Foundation to Year 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. Students learn to listen to music and become aware of rhythm, pitch, dynamics and expression, form and structure, tone and texture as they explore and make music.</strong></td>
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<th>Visual Arts</th>
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<tbody>
<tr>
<td><strong>In Foundation to Year 2, students explore visual arts. They learn about how to make visual representations of their ideas, observations and imagination. They share their artworks with peers and experience visual arts as audiences. Students become aware of how and why artists, craftspeople and designers present their ideas through different visual representations, practices, processes and viewpoints.</strong></td>
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<thead>
<tr>
<th>Year 1 and 2 Achievement Standard</th>
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<tbody>
<tr>
<td><strong>By the end of Year 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 health and physical education (HPE) teaching, learning, 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).</strong></td>
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<table>
<thead>
<tr>
<th>HPE</th>
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<tbody>
<tr>
<td><strong>Health and Physical Education</strong> teaches students how to enhance their own and others’ health, safety, wellbeing and physical activity participation in varied and changing contexts. The priority for the Health and Physical Education curriculum is to provide appropriate, ongoing educational and explicit learning about health and movement. The Health and Physical Education curriculum is a multidisciplinary evidence base to ensure that students are provided with learning opportunities to practise, create, apply and evaluate the knowledge, understanding and skills of the learning area. The Health and Physical Education curriculum is informed by a strengths-based approach. Rather than focusing only on potential health risks or a deficit-based model of health, the curriculum has a stronger focus on supporting students to develop the knowledge, understanding and skills they require to make healthy, safe and active choices that will enhance their own and others’ health and wellbeing. The curriculum is organised into two content strands — ‘Personal, social and community health’ and ‘Movement and physical activity’. Each strand contains content descriptions which are organised under three sub-strands. The strand of ‘Personal, social and community health’ may be addressed in other school programs/curricula but will be reported on the Health elements of the Achievement Standards by the classroom teacher.**</td>
</tr>
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<table>
<thead>
<tr>
<th>Focus areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The focus areas provide the breadth of learning across Foundation to Year 10 that must be taught in order for students to acquire and demonstrate the knowledge, understanding and skills described in the achievement standard for each band of learning. 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).</strong></td>
</tr>
</tbody>
</table>

### The Arts

**The Arts — In Foundation to Year 2**
- **Dance**: Explore, improvise and organise ideas to make dance sequences using the elements of dance (ACADAM001).
- **Drama**: Explore role and dramatic action in dramatic play, improvisation and process drama (ACADRDM027).
- **Media Arts**: Explore ideas, characters and settings in the community through stories in images, sounds and text (ACAMAM054).
- **Music**: Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using music, including movement and body percussion (ACAMUM080).
- **Visual Arts**: Explore ideas, experiences, observations and imagination to create visual artworks and design elements to make visual artworks in artworks by Aboriginal and Torres Strait Islander artists (ACAVAM106).

**Foundation to Year 2 Achievement Standard**
- **By the end of Year 2, students describe the effect of the elements in dance that they make, perform and view and where and why people dance. Students use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. Students demonstrate safe practice.**
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.

<table>
<thead>
<tr>
<th>Personal, social and community health</th>
<th>Movement and physical activity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The focus areas to be addressed in Foundation 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).</td>
<td>The focus areas to be addressed in Foundation include, but are not limited to: active play and minor games (AP), fundamental movement skills (FMS), rhythmic and expressive movement activities (RE).</td>
</tr>
<tr>
<td><strong>Being healthy, safe and active</strong></td>
<td><strong>Moving our body</strong></td>
</tr>
<tr>
<td>• Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015)</td>
<td>• Perform fundamental movement skills in different movement situations (ACPMP025)</td>
</tr>
<tr>
<td>• Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these (ACPPS016)</td>
<td>• Construct and perform imaginative and original movement sequences in response to stimuli (ACPMP026)</td>
</tr>
<tr>
<td>• Practise strategies they can use when they need help with a task, problem or situation (ACPPS017)</td>
<td>• Create and participate in games (ACPMP027)</td>
</tr>
<tr>
<td>• Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)</td>
<td>• Discuss the body’s reactions to participating in physical activities (ACPMP028)</td>
</tr>
<tr>
<td><strong>Communicating and interacting for health and wellbeing</strong></td>
<td>• Incorporate elements of effort, space, time, objects and people in performing simple movement sequences (ACPMP029)</td>
</tr>
<tr>
<td>• Describe ways to include others to make them feel that they belong (ACPPS019)</td>
<td><strong>Understanding movement</strong></td>
</tr>
<tr>
<td>• Identify and practise emotional responses that account for own and others’ feelings (ACPPS020)</td>
<td>• Use strategies to work in group situations when participating in physical activities (ACPMP030)</td>
</tr>
<tr>
<td>• Examine health messages and how they relate to health decisions and behaviours (ACPPS021)</td>
<td>• Propose a range of alternatives and test their effectiveness when solving movement challenges (ACPMP031)</td>
</tr>
<tr>
<td><strong>Contributing to healthy and active communities</strong></td>
<td>• Identify rules and play fairly when participating in physical activities (ACPMP032)</td>
</tr>
<tr>
<td>• Explore actions that help make the classroom a healthy, safe and active place (ACPPS022)</td>
<td><strong>Learning through movement</strong></td>
</tr>
<tr>
<td>• Identify and explore natural and built environments in the local community where physical activity can take place (ACPPS023)</td>
<td>• Use strategies to work in group situations when participating in physical activities (ACPMP030)</td>
</tr>
<tr>
<td>• Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected (ACPPS024)</td>
<td>• Propose a range of alternatives and test their effectiveness when solving movement challenges (ACPMP031)</td>
</tr>
<tr>
<td>• Identify rules and play fairly when participating in physical activities (ACPMP032)</td>
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</tr>
</tbody>
</table>
## English Year Two Description

In Year 2, students communicate with peers, teachers, students from other classes, and community members. Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is to entertain, as well as texts designed to inform and persuade. These encompass traditional oral texts, picture books, various types of print and digital stories, simple chapter books, rhyming verse, poetry, nonfiction, film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work. Literary texts that support and extend Year 2 students as independent readers involve sequences of events that in some pages and present unusual happenings within a framework of familiar experiences. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts include language features such as varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and words that need to be decoded phonically, and a range of punctuation conventions, as well as illustrations and diagrams that both support and extend the printed text. Students create a range of imaginative, informative and persuasive texts including imaginative retellings, reports, performances, poetry and expositions.

### Achievement Standard

#### Receptive modes (listening, reading and viewing)

By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events. They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for and manipulate sound combinations and rhythmic sound patterns.

#### Productive modes (speaking, writing and creating)

When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text. Students create texts, drawing on their own experiences, their imagination and information they have learned. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters.

## Language

Students bring with them to school a wide range of experiences with language and texts. Students develop skills and dispositions to expand their knowledge of language as well as strategies to assist that growth.

### Language variation and change

- Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460)

### Language for interaction

- Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (ACELA1461)
- Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462)

### Text structure and organisation

- Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)
- Understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms (ACELA1464)
- Recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465)
- Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466)

### Expressing and developing ideas

- Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (ACELA1467)
- Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives (ACELA1468)
- Identify visual representations of characters’ actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469)
- Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470)
- Understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words (ACELA1471)
- Recognise common prefixes and suffixes and how they change a word’s meaning (ACELA1472)

### Sound and letter knowledge

- Recognise most sound-letter matches including silent letters, vowel/consonant digraphs and many less common sound-letter combinations (ACELA1474)

### Literature

Students develop their growth and use of language through pleasurable and varied experiences of literature.

#### Literature and context

- Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)
- Responding to literature
- Compare opinions about characters, events and settings in and between texts (ACELT1589)
- Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)

### Exercising literature

- Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591)
- Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592)

### Creating literature

- Create events and characters using different media that develop key events and characters from literary texts (ACELT1593)

### Literacy

Students develop their growth and use of language through the beginnings of a repertoire of activities involving listening, viewing, reading, speaking and writing using texts.

#### Texts in context

- Discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665)

### Interacting with others

- Listen for specific purposes and information, including instructions, and extend students’ own and others’ ideas in discussions (ACELY1666)
- Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789)
- Rehearse and deliver short presentations on familiar and new topics (ACELY1667)

### Interpreting, analysing and evaluating

- Identify the audience of imaginative, informative and persuasive texts (ACELY1668)
- Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting (ACELY1669)
- Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on the growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1670)

### Creating texts

- Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671)
- Reread and edit text for spelling, sentence boundary punctuation and text structure (ACELY1672)
- Write legibly and with growing fluency using unjoined upper case and lower case letters (ACELY1673)
- Construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1674)
Mathematics Year Two Description
The proficiency strands of 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 proficiency strands 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 number calculations with counting sequences, partitioning and combining numbers flexibly, identifying and describing the relationship between addition and subtraction and between multiplication and division
Fluency includes counting numbers in sequences readily, using informal units iteratively to compare measurements, using the language of chance to describe outcomes of familiar chance events and describing and comparing time durations
Problem Solving includes formulating problems from authentic situations, making models and using number sentences that represent problem situations, and matching transformations with their original shape
Reasoning includes using known facts to derive strategies for unfamiliar calculations, comparing and contrasting related models of operations, and creating and interpreting simple representations of data.

Achievement Standard
By the end of Year 2, students recognise increasing and decreasing number sequences involving 2s, 3s and 5s. They represent multiplication and division by grouping into sets. They associate collections of Australian coins with their value.

Number and Algebra

Number and place value
- Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences. (ACMNA026)
- Recognise, model, represent and order numbers to at least 1000 (ACMNA027)
- Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting (ACMNA028)
- Explore the connection between addition and subtraction (ACMNA029)
- Solve simple addition and subtraction problems using a range of efficient mental and written strategies (ACMNA030)
- Recognise and represent multiplication as repeated addition, groups and arrays (ACMNA031)
- Recognise and represent division as grouping into equal sets and solve simple problems using these representations (ACMNA032)
- Fractions and Decimals
- Recognise and interpret common uses of halves, quarters and eighths of shapes and collections (ACMNA033)

Money and financial mathematics
- Count and order small collections of Australian coins and notes according to their value (ACMNA034)
- Patterns and algebra
- Describe patterns with numbers and identify missing elements (ACMNA035)
- Solve problems by using number sentences for addition or subtraction (ACMNA036)

Using units of measurement
- Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units (ACMMG037)
- Compare masses of objects using balance scales (ACMMG038)
- Tell time to the quarter-hour, using the language of ‘past’ and ‘to’ (ACMMG039)
- Name and order months and seasons (ACMMG040)
- Use a calendar to identify the date and determine the number of days in each month (ACMMG041)

Shape
- Describe and draw two-dimensional shapes, with and without digital technologies (ACMMG042)
- Describe the features of three-dimensional objects (ACMMG043)

Location and transformation
- Interpret simple maps of familiar locations and identify the relative positions of key features (ACMMG044)
- Investigate the effect of one-step slides and flips with and without digital technologies (ACMMG045)
- Identify and describe half and quarter turns (ACMMG046)

Achievement Standard
By the end of Year 2, students recognise increasing and decreasing number sequences involving 2s, 3s and 5s. They represent multiplication and division by grouping into sets. They associate collections of Australian coins with their value.

Science Year Two Description
From Foundation to Year 2, students learn that observations can be organised to reveal patterns, and that these patterns can be used to make predictions about phenomena. In Year 2, students describe the components of simple systems, such as stationary objects subjected to pushes or pulls, or combinations of materials, and show how objects and materials interact through direct manipulation. They observe patterns of growth and change in living things, and describe patterns and make predictions. They explore the use of resources from Earth and are introduced to the idea of the flow of matter when considering how water is used. They use counting and informal measurements to make and compare observations and begin to recognise that organising these observations in tables makes it easier to show patterns.

Achievement Standard
By the end of Year 2, students describe changes to objects, materials and living things. They identify that certain materials and resources have different uses and describe examples of where science is used in people’s daily lives. Students pose questions about their experiences and predict outcomes of investigations. They use informal measurements to make and compare observations. They follow instructions to record and represent their observations and communicate their ideas to others.

Science Understanding
- Science as a Human Endeavour
- Science Inquiry Skills

Biological sciences
- Living things grow, change and have offspring similar to themselves (ACSUS030)

Chemical sciences
- Different materials can be combined, including by mixing, for a particular

Nature and development of science
- Science involves asking questions about, and describing changes in, objects and events (ACSSU034)

Use and influence of science
- People use science in their daily lives, including when caring for their

Questioning and predicting
- Respond to and pose questions, and make predictions about familiar objects and events (ACSIP037)
- Planning and conducting
- Participate in different types of guided investigations to explore and answer
### Geography Year Two Description

**People are connected to many places** further develops students’ understanding of place, as they learn that places may be defined differently by diverse groups of people. Students are introduced to the concept of scale as they learn about the hierarchy of scale by which places are defined - from smaller rural villages to larger cities. Students’ understanding of the concept of interconnection is developed by investigating their links with places locally and globally and the connection Aboriginal and Torres Strait Islander Peoples maintain with Country/Place. The concept of space is developed through an investigation of the influence of distance and accessibility on the frequency of visits to places. Students’ mental map of the world and their understanding of place are further developed through learning the major geographical divisions on Earth and where they are located in relation to Australia.

**Key inquiry questions**
- What is a place?
- How are people connected to their place and other places?
- What factors affect my connections to places?

**Achievement Standard**
By the end of Year 2, students identify the features that define places and recognise that places can be described at different scales. They describe how people in different places are connected to each other and identify factors that influence these connections. Students recognise that the world can be divided into major geographical divisions. They explain why places are important to people. Students pose questions about familiar and unfamiliar places and collect information to answer these questions.
### The ARTS Foundation to Year 2 Content Descriptions

#### Geographical Knowledge and Understanding
- The location of the major geographical divisions of the world in relation to Australia (ACHGK009)
- The definition of places as parts of the Earth’s surface that have been given meaning by people, and how places can be defined at a variety of scales (ACHGK010)
- The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place (ACHGK011)
- The connections of people in Australia to other places in Australia, the countries of the Asia region, and across the world (ACHGK012)
- The influence of purpose, distance and accessibility on the frequency with which people visit places (ACHGK013)

#### Geographical Inquiry and Skills
- Observing, questioning and planning
- Collecting, recording, evaluating and representing
- Interpreting, analysing and concluding
- Communicating
- Reflecting and responding

#### Technologies Foundation comprises two subjects: Design and Technologies and Digital Technologies

The curriculum for each of Design and Technologies and Digital Technologies describes the distinct knowledge, understanding and skills of the subject and, where appropriate, highlights their similarities and complementary learning. This approach allows students to develop a comprehensive understanding of traditional, contemporary and emerging technologies. It also provides the flexibility – especially in the primary years of schooling – for developing integrated teaching programs that focus on both Technologies subjects and other learning areas.

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

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

#### Achievement Standard Foundation to Year 2 Achievement Standard

By the end of Year 2, students describe the purpose of familiar products, services and environments and how they meet the needs of users and 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 solutions.

#### Achievement Standard Foundation to Year 2 Achievement Standard

By the end of Year 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.

#### Design and Technologies
- **Knowledge and understanding**
  - Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs (ACTDEK001)
  - Explore how technologies use forces to create movement in products (ACTDEK002)
  - Explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating (ACTDEK003)
  - Explore the characteristics and properties of materials and components that are used to produce designed solutions (ACTDEK004)

#### Design and Technologies
- **Processes and production skills**
  - Explore needs or opportunities for designing, and the technologies needed to realise designed solutions (ACTDEP005)
  - Visualise, generate, develop and communicate design ideas through describing, drawing and modelling (ACTDEP006)
  - Use materials, components, tools, equipment and techniques to safely make designed solutions (ACTDEP007)
  - Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment (ACTDEP008)
  - Sequence steps for making designed solutions and working collaboratively (ACTDEP009)

### THE ARTS

**The Arts by Year 10 comprises five subjects:** Dance, Drama, Media Arts, Music, Visual Arts

Each subject focuses on its own practices, terminology and unique ways of looking at the world.

**In Dance,** students use the body to communicate and express meaning through purposeful movement. Dance practice integrates choreography, performance, and appreciation of and responses to dance and dance making.

**In Drama,** students explore and depict real and fictional worlds through use of body language, gesture and space to make meaning as performers and audience. They create, rehearse, perform and respond to drama.

**In Media Arts,** students use communications technologies to creatively explore, make and interpret stories about people, ideas and the world around them. They engage their senses, imagination and intellect through media artworks that respond to diverse cultural, social and organisational influences on communications practices today.

**In Music,** students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They create, shape and share sounds in time and space and critically analyse music. Music practice is aural based and focuses on acquiring and using knowledge, understanding and skills about music and musicians.

**In Visual Arts,** students experience and explore the concepts of artists, artworks, world and audience. Students learn in, through and about visual arts practices, including the fields of art, craft and design. Students develop practical skills and critical thinking which inform their work as artists and audience.

Content descriptions in each Arts subject reflect the interrelated strands of **Making and Responding.**

**Making** includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions.

**Responding** includes exploring, responding to, analysing and interpreting artworks.
Dance

In Foundation to Year 2, students explore dance. They learn about how dance can represent the world and they make dances to represent ideas about the world. They share their dances with peers and experience dance as audiences.

By the end of Year 2, students describe what happens in drama they make, perform and view. They identify some elements in media artworks and present drama using the elements of role, situation and focus in dramatic play and improvisation.

Foundation to Year 2 Achievement Standard
By the end of Year 2, students describe the effect of the elements in dance they make, perform and view and why and why people dance. Students use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. Students demonstrate safe practices.

Foundation to Year 2 Content Descriptions
- Explore, improvise and organise ideas to make dance sequences using the elements of dance (ACADAM001)
- Use fundamental movement skills to develop technical skills when practising dance sequences (ACADAM002)
- Present dance that communicates ideas to an audience, including dance used by cultural groups in the community (ACADAM003)
- Respond to dance and consider where and why people dance, starting with dances from Australia including dances of Aboriginal and Torres Strait Islander Peoples (ACADAR004)

Music

In Foundation to Year 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. 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.

By the end of Year 2, students describe what happens in music they make, perform and view and where and why people make music. Students identify and respond to music and where and why media artworks are made. Students make and share media artworks using story principles, composition, sound and technologies.

Foundation to Year 2 Achievement Standard
By the end of Year 2, students describe the effect of the elements in music they make, perform and view and why and why people make music. Students use the elements of role, situation and focus in dramatic play and improvisation.

Foundation to Year 2 Content Descriptions
- Explore ideas, characters and settings in the community through stories in images, sounds and text (ACAMUM054)
- Use media technologies to capture and edit images, sounds and text for a purpose (ACAMAM055)
- Create and present media artworks that communicate ideas and stories to an audience (ACAMUM056)
- Respond to media artworks and consider where and why people make media artworks, starting with media from Australia including media artworks of Aboriginal and Torres Strait Islander Peoples (ACAMU0057)

Health and Physical Education teaches students how to enhance their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. The priority for the Health and Physical Education curriculum is to provide ongoing, developmentally appropriate and explicit learning about health and movement. The Health and Physical Education curriculum draws on its multidisciplinary evidence base to ensure that students are provided with learning opportunities to practise, create, apply and evaluate the knowledge, understanding and skills of the learning area. The Health and Physical Education curriculum is informed by a strengths-based approach. Rather than focusing only on potential health risks or a deficit-based model of health, the curriculum has a stronger focus on supporting students to develop the knowledge, understanding and skills they require to make healthy, safe and active choices that will enhance their own and others' health and wellbeing. The curriculum is organised into two content strands — Personal, social and community health and Movement and physical activity. Each strand contains content descriptions which are organised under three sub-strands. The strand of Personal, social and community health may be addressed in other school programs/ curriculums but will be reported on the Health elements of the Achievement Standards by the classroom teacher.

Focus areas

The focus areas provide the breadth of learning across Foundation to Year 10 that must be taught in order for students to acquire and demonstrate the knowledge, understanding and skills described in the achievement standard for each band of learning. 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).

Health and Physical Education Year 1 and 2 Achievement Standard
By the end of Year 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.
<table>
<thead>
<tr>
<th>Personal, social and community health</th>
<th>Movement and physical activity.</th>
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<tr>
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**Being healthy, safe and active**
- Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015)
- Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these (ACPPS016)
- Practise strategies they can use when they need help with a task, problem or situation (ACPPS017)
- Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)

**Communicating and interacting for health and wellbeing**
- Describe ways to include others to make them feel that they belong (ACPPS019)
- Identify and practise emotional responses that account for own and others’ feelings (ACPPS020)
- Examine health messages and how they relate to health decisions and behaviours (ACPPS021)

**Contributing to healthy and active communities**
- Explore actions that help make the classroom a healthy, safe and active place (ACPPS022)
- Identify and explore natural and built environments in the local community where physical activity can take place (ACPPS023)
- Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected (ACPPS024)

**Movement and physical activity.**
- Perform fundamental movement skills in different movement situations (ACPMP025)
- Construct and perform imaginative and original movement sequences in response to stimuli (ACPMP026)
- Create and participate in games (ACPMP027)
- Discuss the body’s reactions to participating in physical activities (ACPMP028)
- Incorporate elements of effort, space, time, objects and people in performing simple movement sequences (ACPMP029)

**Understanding movement**
- Use strategies to work in group situations when participating in physical activities (ACPMP030)
- Propose a range of alternatives and test their effectiveness when solving movement challenges (ACPMP031)
- Identify rules and play fairly when participating in physical activities (ACPMP032)

**Learning through movement**
- Use strategies to work in group situations when participating in physical activities (ACPMP030)
- Propose a range of alternatives and test their effectiveness when solving movement challenges (ACPMP031)
- Identify rules and play fairly when participating in physical activities (ACPMP032)
### English Year Three Description

In Years 3 and 4, students communicate with peers and teachers from other classes and schools in a range of face-to-face and online/virtual environments. Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is to entertain, as well as texts designed to inform and persuade. These encompass traditional oral texts including picture books, various types of print and digital texts, simple chapter books, rhyming verse, poetry, non-fiction film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work. Literary texts that support and extend students in Years 3 and 4 independent readers describe complex sequences of events that extend over several pages and involve unusual happenings within a framework of familiar experiences. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts use complex language features, including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a range of punctuation conventions, as well as illustrations and diagrams that both support and extend the printed text. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions.

### Achievement Standard

#### Receptive modes (listening, reading and viewing)

By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others’ views and respond appropriately.

#### Productive modes (speaking, writing and creating)

Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters. Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They write using joined letters that are accurately formed and consistent in size.

### Language

#### Language variation and change

- Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475)

#### Language for interaction

- Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476)
- Examine how evaluative language can be varied to be more or less forceful (ACELA1477)

#### Text structure and organisation

- Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)
- Understand that paragraphs are a key organisational feature of written texts (ACELA1479)
- Understand that paragraphs are a key organisational feature of written texts (ACELA1479)
- Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480)
- Identify the features of online texts that enhance navigation (ACELA1790)

#### Expressing and developing ideas

- Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (ACELA1481)
- Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense (ACELA1482)
- Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments (ACELA1483)
- Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484)
- Understand how to use sound–letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example ‘ion’ (ACELA1485)
- Recognise high–frequency sight words (ACELA1486)

### Literature

#### Literature and context

- Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594)

#### Responding to literature

- Draw connections between personal experiences and the worlds of text, and share responses with others (ACELT1596)
- Develop criteria for establishing personal preferences for literature (ACELT1598)

#### Examining literature

- Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (ACELT1599)
- Discuss the nature and effects of some language devices used to enhance meaning and shape the reader’s reaction, including rhythm and onomatopoeia in poetry and prose (ACELT1600)

#### Creating literature

- Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601)
- Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)

### Literacy

#### Literacy

- Students develop their growth and use of language through pleasurable and varied experiences of literature.

#### Literature

- Students develop their growth and use of language through pleasurable and varied experiences of literature.

### Texts in context

- Identify the point of view in a text and suggest alternative points of view (ACELY1675)

#### Interacting with others

- Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)
- Use interaction skills, including active listening behaviours and communicating in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792)
- Plan and deliver short presentations, providing some key details in logical sequence (ACELY1767)

#### Interpreting, analysing and evaluating

- Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)
- Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting (ACELY1679)
- Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680)

#### Creating texts

- Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682)
- Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683)
- Write using joined letters that are clearly formed and consistent in size (ACELY1684)
- Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685)
Mathematics Foundation Year Three Description

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 number representations with number sequences, partitioning and combining numbers flexibly, representing unit fractions, using appropriate language to communicate times, and identifying environmental symmetry.
- **Fluency** includes recalling multiplication facts, using familiar metric units to order and compare objects, identifying and describing outcomes of chance experiments, interpreting maps and communicating positions.
- **Problem Solving** includes formulating and modelling authentic situations involving planning methods of data collection and representation, making models of three-dimensional objects and using number properties to continue number patterns.
- **Reasoning** includes using generalisation from number properties and results of calculations, comparing angles, creating and interpreting variations in the results of data collections and data displays.

Achievement Standard

By the end of Year 3, students identify symmetry in the environment. They match positions on maps with given information. Students recognise angles in real situations. They interpret and compare data displays. Students count to and from 10 000. They classify numbers as either odd or even. They recall addition and multiplication facts for single digit numbers. Students correctly count out change from financial transactions. They continue number patterns involving addition and subtraction. Students use metric units for length, mass and capacity. They tell time to the nearest minute. Students make models of three-dimensional objects. Students conduct chance experiments and list possible outcomes. They carry out simple data investigations for categorical variables.

### Number and Algebra

- **Number and place value**
  - Investigate the conditions required for a number to be odd or even and identify odd and even numbers (ACMNA051).
  - Recognise, model, represent and order numbers to at least 10 000 (ACMNA052).
  - Apply place value to partition, reorganise and regroup numbers to at least 10 000 to assist calculations and solve problems (ACMNA053).
  - Recognise and explain the connection between addition and subtraction (ACMNA054).
  - Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation (ACMNA055).
  - Recall multiplication facts of two, three, five and ten and related division facts (ACMNA056).
  - Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies (ACMNA057).

- **Fractions and Decimals**
  - Model and represent unit fractions including 1/2, 1/4, 1/3, 1/5 and their multiples to a complete whole (ACMNA058).

- **Money and financial mathematics**
  - Represent money values in multiples of 100 and count the change required for simple transactions to the nearest five cents (ACMNA059).

- **Patterns and algebra**
  - Describe, continue, and create number patterns resulting from performing addition or subtraction (ACMNA060).

### Measurement and Geometry

- **Using units of measurement**
  - Measure, order and compare objects using familiar metric units of length, mass and capacity (ACMMG061).
  - Tell time to the minute and investigate the relationship between units of time (ACMMG062).

- **Shape**
  - Make models of three-dimensional objects and describe key features (ACMMG063).

- **Location and transformation**
  - Create and interpret simple grid maps to show position and pathways (ACMMG065).
  - Identify symmetry in the environment (ACMMG066).

### Statistics and Probability

- **Chance**
  - Conduct chance experiments, identify and describe possible outcomes and recognise variation in results (ACMSP067).

- **Data representation and interpretation**
  - Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording (ACMSP068).
  - Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies (ACMSP069).
  - Interpret and compare data displays (ACMSP070).

Science Foundation Year Three Description

Over Years 3 to 6, students develop their understanding of a range of systems operating at different time and geographic scales. In Year 3, students observe heat and its effects on solids and liquids and begin to develop an understanding of energy flows through simple systems. In observing day and night, they develop an appreciation of regular and predictable cycles. Students order their observations by grouping and classifying; in classifying things as living or non-living they begin to recognise that classifications are not always easy to define or apply. They begin to quantify their observations to enable comparison, and learn more sophisticated ways of identifying and representing relationships, including the use of tables and graphs to identify trends. They use their understanding of relationships between components of simple systems to make predictions.

Achievement Standard

By the end of Year 3, students use their understanding of the movement of the Earth, materials and the behaviour of heat to suggest explanations for everyday observations. They describe features common to living things. They describe how they can use science investigations to respond to questions and identify where people use science knowledge in their lives. Students use their experiences to pose questions and predict the outcomes of investigations. They make formal measurements and follow procedures to collect and present observations in a way that helps to answer the investigation questions. Students suggest possible reasons for their findings. They describe how safety and fairness were considered in their investigations. They use diagrams and other representations to communicate their ideas.

### Science Understanding

- **Biological sciences**
  - Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044).

- **Chemical sciences**
  - A change of state between solid and liquid can be caused by adding or removing energy flows through simple systems.
### Humanities and Social Sciences: (Foundation to Year 10)

<table>
<thead>
<tr>
<th>Description</th>
<th>Achievement Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>History Year Three Description</td>
<td>By the end of Year 3, students explain how communities changed in the past. They describe the experiences of an individual or group. They identify events and aspects of the past that have significance in the present. Students sequence events and people (their lifetime) in chronological order, with reference to key dates. They pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions. Students develop texts, including narratives, using terms denoting time.</td>
</tr>
<tr>
<td><strong>Historical Knowledge and Understanding</strong></td>
<td></td>
</tr>
<tr>
<td>Community and Remembrance</td>
<td></td>
</tr>
<tr>
<td>• The importance of Country and Place to Aboriginal and/or Torres Strait Island peoples who belong to a local area. (This is intended to be a local area study with a focus on one Language group; however, if information or sources are not readily available, another representative area may be studied) (ACHHK060)</td>
<td></td>
</tr>
<tr>
<td>• One important example of change and one important example of continuity time over in the local community, region or state/territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life (ACHHK061)</td>
<td></td>
</tr>
<tr>
<td>• The role that people of diverse backgrounds have played in the development and character of the local community (ACHHK062)</td>
<td></td>
</tr>
<tr>
<td>• Days and weeks celebrated or commemorated in Australia (including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day) and the importance of symbols and emblems. (ACHHK063)</td>
<td></td>
</tr>
<tr>
<td>• Celebrations and commemorations in other places around the world; for example, Bastille Day in France, Independence Day in the USA, including those that are observed in Australia such as Chinese New Year, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan (ACHHK064)</td>
<td></td>
</tr>
<tr>
<td><strong>Historical Skills</strong></td>
<td></td>
</tr>
<tr>
<td>Chronology, terms and concepts</td>
<td></td>
</tr>
<tr>
<td>• Sequence historical people and events (ACHHS065)</td>
<td></td>
</tr>
<tr>
<td>• Use historical terms (ACHHS066)</td>
<td></td>
</tr>
<tr>
<td>Historical questions and research</td>
<td></td>
</tr>
<tr>
<td>• Pose a range of questions about the past (ACHHS067)</td>
<td></td>
</tr>
<tr>
<td>• Identify sources (ACHHS215)</td>
<td></td>
</tr>
<tr>
<td>Analysis and use of sources</td>
<td></td>
</tr>
<tr>
<td>• Locate relevant information from sources provided (ACHHS068)</td>
<td></td>
</tr>
<tr>
<td>Perspectives and interpretations</td>
<td></td>
</tr>
<tr>
<td>• Identify different points of view (ACHHS069)</td>
<td></td>
</tr>
<tr>
<td>Explanation and communication</td>
<td></td>
</tr>
<tr>
<td>• Develop texts, particularly narratives (ACHHS070)</td>
<td></td>
</tr>
<tr>
<td>Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS071)</td>
<td></td>
</tr>
</tbody>
</table>

### Geography

#### Year Three Description

**Places are both similar and different** continues to develop students’ understanding of place by examining the similarities and differences between places within and outside Australia. The concept of place is developed through examining the major natural and human characteristics of Australia the Countries/Places of Aboriginal and Torres Strait Islander Peoples, and Australia’s neighbouring countries. Students use the geographic concepts of environment and space to examine the similarities and differences between places in terms of the climate and the types of settlements. Students should be given the opportunity to imagine what it would be like to live in a different place to their own, and then think about their own and others’ feelings about places and the extent to which these are similar or different. They explore how feelings about places are the basis of actions to protect places and environments that are of special significance to them or other people. Students’ mental maps of the world and their understanding of place are further developed through learning about the representation of Australia and the location of Australia’s neighbouring countries, and comparing places both within and outside Australia. These comparisons should continue to be made at the scale of the local place.

<table>
<thead>
<tr>
<th>Key inquiry questions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How and why are places similar and different?</td>
<td></td>
</tr>
<tr>
<td>What would it be like to live in a neighbouring country?</td>
<td></td>
</tr>
</tbody>
</table>
By the end of Year 4, students describe the characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places. They identify interconnections between people and places. They describe the location of selected countries and the distribution of features of places. Students recognise that people have different perceptions of places and how this influences views on the protection of places. Students pose simple geographical questions and collect information from different sources to answer these questions. They represent data in tables and simple graphs and the location of places and their characteristics on labelled maps that use the cartographic conventions of legend, title, and north point. They describe the location of places and their features using simple grid references and cardinal compass points. Students interpret geographical data to describe distributions and draw conclusions. They present findings using simple geographical terminology in a range of texts. They suggest action in response to a geographical challenge.

How can I

Why do we make rules?

Citizenship 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.

Key questions

How are decisions made democratically?

Why do we make rules?

How can I participate in my community?

Year 3 Achievement Standard

By the end of Year 3, students explain how decisions can be made democratically. They recognise the importance of rules. They describe how people participate in their community as active citizens. Students pose questions about the society in which they live. They share their views on an issue. They present their ideas and opinions using civics and citizenship terms.

Civics and Citizenship Knowledge and Understanding

• How and why decisions are made democratically in communities (ACHCK001)

• Laws and citizens

• How and why people make rules (ACHCK002)

• Citizenship, diversity and identity

• Why people participate within communities and how students can actively participate and contribute (ACHCK003)

Civics and Citizenship Skills

• Questioning and research

• How and why decisions are made democratically in communities (ACHCK001)

• Laws and citizens

• How and why people make rules (ACHCK002)

• Citizenship, diversity and identity

• Why people participate within communities and how students can actively participate and contribute (ACHCK003)

Government and democracy

• How and why decisions are made democratically in communities (ACHCK001)

• Laws and citizens

• How and why people make rules (ACHCK002)

• Citizenship, diversity and identity

• Why people participate within communities and how students can actively participate and contribute (ACHCK003)

Technologies Foundation comprises two subjects: Design and Technologies and Digital Technologies

The curriculum for each of Design and Technologies and Digital Technologies describes the distinct knowledge, understanding and skills of the subject and, where appropriate, highlights their similarities and complementary learning. This approach allows students to develop a comprehensive understanding of traditional, contemporary and emerging technologies. It also provides the flexibility – especially in the primary years of schooling – for developing integrated teaching programs that focus on both Technologies subjects and other learning areas.

Design and Technologies

In Year 3 and 4 students develop a sense of self and ownership of their ideas and thinking about their peers and communities and as consumers. Students explore and learn to harness their creative, innovative and imaginative ideas and approaches to achieve designed products, services and environments. Using a range of technologies including a

Digital Technologies

In Year 3 and 4, students explore digital systems in terms of their components, and peripheral devices such as digital microscopes, cameras and interactive whiteboards. They collect, manipulate and interpret data, developing an understanding of the characteristics of data and their representation. Using the concept of abstraction, students define
### The Arts Foundation to Year 10 comprises five subjects: Dance, Drama, Media Arts, Music, Visual Arts

Each subject focuses on its own practices, terminology and unique ways of looking at the world.

- **Dance** - Students use the body to communicate and express meaning through purposeful movement. Dance practice integrates choreography, performance, and appreciation of dance and dance making.

- **Drama** - Students explore and depict real and fictional worlds through use of body language, gesture and space to make meaning as performers and audience. They create, rehearse, perform and respond to drama.

- **Media Arts** - Students use communications technologies to creatively explore, make and interpret stories about people, ideas and the world around them. They engage their senses, imagination and intellect through media artworks that respond to diverse cultural, social and organisational influences on communications practices today.

- **Music** - Students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They create, shape and extend their understanding of the elements of music as they develop their aural skills. They develop their aural skills. They communicate their understanding of music through music notation, composition and improvisation.

- **Visual Arts** - Students experience and explore the concepts of artists, art works, world and audience. They create, rehearse, perform and respond to drama.

### Key Questions

- **Making and Responding are intrinsically connected.** Together they provide students with knowledge, understanding and skills as artists, performers and audience and develop students' skills in critical and creative thinking. As students make artworks they actively respond to their developing artwork and the artworks of others; as students respond to artworks they draw on the knowledge, understanding and skills acquired through their experiences in making artworks.

- **Viewpoints - In both making and responding to artworks, students consider a range of viewpoints or perspectives through which artworks can be explored and interpreted. These include the contexts in which the artworks are made by artists and experienced by audiences. The world can be interpreted through different contexts, including social, cultural and historical contexts. Based on this curriculum, key questions are provided as a framework for developing students’ knowledge, understanding and inquiry skills.**

### Year 3 and 4 Achievement Standard

**Dance**

- Students explain how products, services and environments are designed to best meet needs of communities and their environments. They describe contributions of people in design and technologies occupations.

- Students describe how the features of technologies can be used to produce designed solutions for each of the prescribed technologies contexts. Students create designed solutions for each of the prescribed technologies contexts.

- They explain needs or opportunities and evaluate ideas and designed solutions against criteria for success, including environmental sustainability considerations. They develop and expand design ideas and communicate these using models and drawings including annotations and symbols. Students plan and sequence major steps in design and production. They identify appropriate technologies and techniques and demonstrate safe work practices when producing designed solutions.

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The focus areas to be addressed in Foundation include, but are not limited to: alcohol and other drugs (AD), food and nutrition (FN), health benefits of physical activity (HBPA), mental health and wellbeing (MH), relationships and sexuality (RS), safety (S), active play and minor games (AP), challenge and adventure activities (CA), fundamental movement skills (FMS), games and sports (GS), lifelong physical activities (LLPA) and rhythmic and expressive movement activities (RE).
<table>
<thead>
<tr>
<th>Communicating and interacting for health and wellbeing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Describe how respect, empathy and valuing difference can positively influence relationships (ACPPS037)</td>
</tr>
<tr>
<td>• Investigate how emotional responses vary in depth and strength (ACPPS038)</td>
</tr>
<tr>
<td>• Discuss and interpret health information and messages in the media and on the Internet (ACPPS039)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contributing to healthy and active communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPSS040)</td>
</tr>
<tr>
<td>• Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing (ACPSS041)</td>
</tr>
<tr>
<td>• Research own heritage and cultural identities, and explore strategies to respect and value diversity (ACPSS042)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Understanding movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Perform movement sequences which link fundamental movement skills (ACPMP044)</td>
</tr>
<tr>
<td>• Practise and apply movement concepts and strategies (ACPMP045)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning through movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Examine the benefits of physical activity and physical fitness to health and wellbeing (ACPMP046)</td>
</tr>
<tr>
<td>• Combine the elements of effort, space, time, objects and people when performing movement sequences (ACPMP047)</td>
</tr>
<tr>
<td>• Adopt inclusive practices when participating in physical activities (ACPMP048)</td>
</tr>
<tr>
<td>• Apply innovative and creative thinking in solving movement challenges (ACPMP049)</td>
</tr>
<tr>
<td>• Apply basic rules and scoring systems, and demonstrate fair play when participating (ACPMP050)</td>
</tr>
</tbody>
</table>
### Mathematics Year Four Description

In Years 3 and 4, students experience learning in familiar contexts and a range of contexts that relate to study in other areas of the curriculum. They interact with peers and teachers from other classes and schools in a range of face-to-face and online/virtual environments. Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These encompass traditional oral texts including Aboriginal stories, picture books, various types of print and digital texts, simple chapter books, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performance scripts, and texts used by students as models for constructing their own work. Literary texts that support and extend students in Years 3 and 4 as independent readers describe complex sequences of events that extend over several pages and involve unusual happenings within a familiar environment. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts use complex language features, including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a variety of punctuation conventions, as well as illustrations and diagrams that both support and extend the printed text. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions.

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### Achievement Standard

**Receptive modes (listening, reading and viewing)**

By the end of Year 4, students understand that texts have different text structures depending on purpose and audience. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts. They express preferences for particular texts, and respond to others' viewpoints. They listen for key points in discussions.

**Productive modes (speaking, writing and creating)**

Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of sources and use accurate spelling and punctuation, editing their work to improve meaning.

### Language

Students bring with them to school a wide range of experiences with language and texts. Students develop skills and dispositions to expand their knowledge of language as well as strategies to assist that growth.

<table>
<thead>
<tr>
<th>Language variation and change</th>
<th>Language for interaction</th>
<th>Text structure and organisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (ACELA1487)</td>
<td>Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488)</td>
<td>Understand differences between the language of opinion and feeling and the language of factual information (ACELA1489)</td>
</tr>
</tbody>
</table>

**Expressing and developing ideas**

- Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (ACELA1493).
- Investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494).
- Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495).
- Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (ACELA1496).
- Incorporate new vocabulary from a range of sources into students' own texts, including vocabulary encountered in research (ACELA1498).
- Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters (ACELA1779).
- Recognise homophones and know how to use context to identify correct spelling (ACELA1780).

### Literature

Students develop their growth and use of language through pleasurable and varied experiences of literature.

<table>
<thead>
<tr>
<th>Literature and context</th>
<th>Literature and context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)</td>
<td>Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)</td>
</tr>
<tr>
<td>Responding to literature</td>
<td>Responding to literature</td>
</tr>
<tr>
<td>Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603)</td>
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</tr>
<tr>
<td>Use metaleanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604)</td>
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</tr>
</tbody>
</table>

**Examining literature**

- Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605).
- Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns (ACELT1606).
- Create literary texts that explore students' own experiences and imagining (ACELT1607).
- Create literary texts by developing storylines, characters and settings (ACELT1794).

### Literacy

Students develop their growth and use of language through the beginnings of a repertoire of activities involving listening, viewing, reading, speaking and writing using texts.

<table>
<thead>
<tr>
<th>Texts in context</th>
<th>Texts in context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686)</td>
<td>Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686)</td>
</tr>
<tr>
<td>Interacting with others</td>
<td>Interacting with others</td>
</tr>
<tr>
<td>Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)</td>
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</tr>
<tr>
<td>Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688)</td>
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</tr>
<tr>
<td>Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689)</td>
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</tr>
<tr>
<td>Interpreting, analysing and evaluating</td>
<td>Interpreting, analysing and evaluating</td>
</tr>
<tr>
<td>Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)</td>
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</tr>
<tr>
<td>Read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1691)</td>
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</tr>
<tr>
<td>Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)</td>
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</tr>
</tbody>
</table>

**Creating texts**

- Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694).
- Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695).
- Write using clearly-formed joined letters, and develop increased fluency and automaticity (ACELY1696).
- Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697).

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**Mathematics Year Four Description**

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 making connections between representations of numbers, partitioning and combining numbers flexibly, extending place value to decimals, using appropriate language to communicate times, and describing properties of symmetrical shapes.

**Fluency** includes recalling multiplication tables, communicating sequences of simple fractions, using instruments to measure accurately, creating patterns with shapes and their transformations, and collecting and recording data.

**Problem Solving** includes formulating, modelling and recording authentic situations involving operations, comparing large numbers with each other, comparing time durations, and using properties of numbers to continue patterns.

**Reasoning** includes using generalising from number properties and results of calculations, deriving strategies for unfamiliar multiplication and division tasks, comparing angles, communicating information using graphical displays and evaluating the appropriateness of different displays.

### Achievement Standard

By the end of Year 4, students choose appropriate strategies for calculations involving multiplication and division. They recognise common equivalent fractions in familiar contexts and make connections between fraction and decimal notations up to two decimal places. Students solve simple purchasing problems. They identify unknown quantities in number sentences. They describe number patterns resulting from multiplication. Students compare areas of regular and irregular shapes using informal units. They solve problems involving time duration. They interpret information contained in maps. Students identify dependent and independent events. They describe different methods for data collection and representation, and evaluate their effectiveness. Students use the properties of odd and even numbers. They recall multiplication facts to 10 x 10 and related division facts. Students locate familiar fractions on a number line. They continue number sequences involving multiples of single digit numbers. Students use scaled instruments to measure temperatures, lengths, shapes and objects. They convert between units of time. Students create symmetrical shapes and patterns. They classify angles in relation to a right angle. Students list the probabilities of everyday events. They construct data displays from given or collected data.

### Number and Algebra

<table>
<thead>
<tr>
<th>Number and place value</th>
<th>Using units of measurement</th>
<th>Chance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigate and use the properties of odd and even numbers (ACMNA071)</td>
<td>Use scaled instruments to measure and compare lengths, masses, capacities and temperatures (ACMMG084)</td>
<td>Describe possible everyday events and order their chances of occurring (ACMSP092)</td>
</tr>
<tr>
<td>Recognise, represent and order numbers to at least tens of thousands (ACMNA072)</td>
<td>Compare objects using familiar metric units of area and volume (ACMMG087)</td>
<td>Identify everyday events where one cannot happen if the other happens (ACMSP093)</td>
</tr>
<tr>
<td>Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems (ACMNA073)</td>
<td>Convert between units of time (ACMMG085)</td>
<td>Identify events where the chance of one will not be affected by the occurrence of the other (ACMSP094)</td>
</tr>
<tr>
<td>Investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9 (ACMNA074)</td>
<td>Use am and pm notation and solve simple time problems (ACMMG086)</td>
<td></td>
</tr>
<tr>
<td>Recall multiplication facts up to 10 x 10 and related division facts (ACMNA075)</td>
<td>Shape</td>
<td></td>
</tr>
<tr>
<td>Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder (ACMNA076)</td>
<td>Compare the areas of regular and irregular shapes by informal means (ACMMG089)</td>
<td></td>
</tr>
<tr>
<td>Fractions and Decimals</td>
<td>Compare and describe two dimensional shapes that result from combining and splitting common shapes, with and without the use of digital technologies (ACMMG098)</td>
<td></td>
</tr>
<tr>
<td>Investigate equivalent fractions used in contexts (ACMNA077)</td>
<td>Location and transformation</td>
<td></td>
</tr>
<tr>
<td>Count by quarters halves and thirds, including with mixed numerals. Locate and represent these fractions on a number line (ACMNA078)</td>
<td>Use simple scales, legends and directions to interpret information contained in basic maps (ACMMG090)</td>
<td></td>
</tr>
<tr>
<td>Recognise that the place value system can be extended to tenths and hundredths. Make connections between fractions and decimal notation (ACMNA079)</td>
<td>Create symmetrical patterns, pictures and shapes with and without digital technologies (ACMMG091)</td>
<td></td>
</tr>
<tr>
<td>Money and financial mathematics</td>
<td>Geometric reasoning</td>
<td></td>
</tr>
<tr>
<td>Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies (ACMNA080)</td>
<td>Compare angles and classify them as equal to, greater than or less than a right angle (ACMMG089)</td>
<td></td>
</tr>
<tr>
<td>Patterns and algebra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explore and describe number patterns resulting from performing multiplication (ACMNA081)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solve word problems by using number sentences involving multiplication or division where there is no remainder (ACMNA082)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use equivalent number sentences involving addition and subtraction to find unknown quantities (ACMNA083)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Measurement and Geometry

| Using units of measurement | | |
|----------------------------|-------------------|
| Use scaled instruments to measure and compare lengths, masses, capacities and temperatures (ACMMG084) | |
| Compare objects using familiar metric units of area and volume (ACMMG087) | |
| Convert between units of time (ACMMG085) | |
| Use am and pm notation and solve simple time problems (ACMMG086) | |
| Shape | |
| Compare the areas of regular and irregular shapes by informal means (ACMMG089) | |
| Compare and describe two dimensional shapes that result from combining and splitting common shapes, with and without the use of digital technologies (ACMMG098) | |
| Location and transformation | |
| Use simple scales, legends and directions to interpret information contained in basic maps (ACMMG090) | |
| Create symmetrical patterns, pictures and shapes with and without digital technologies (ACMMG091) | |
| Geometric reasoning | |
| Compare angles and classify them as equal to, greater than or less than a right angle (ACMMG089) | |

### Statistics and Probability

<table>
<thead>
<tr>
<th>Chance</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe possible everyday events and order their chances of occurring (ACMSP092)</td>
<td></td>
</tr>
<tr>
<td>Identify everyday events where one cannot happen if the other happens (ACMSP093)</td>
<td></td>
</tr>
<tr>
<td>Identify events where the chance of one will not be affected by the occurrence of the other (ACMSP094)</td>
<td></td>
</tr>
<tr>
<td>Data representation and interpretation</td>
<td></td>
</tr>
<tr>
<td>Select and trial methods for data collection, including survey questions and recording sheets (ACMSP095)</td>
<td></td>
</tr>
<tr>
<td>Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values (ACMSP096)</td>
<td></td>
</tr>
<tr>
<td>Evaluate the effectiveness of different displays in illustrating data features including variability (ACMSP097)</td>
<td></td>
</tr>
</tbody>
</table>

### Science Year Four Description

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. Over Years 3 to 6, students develop their understanding of a range of systems operating at different time and geographic scales. In Year 4, students broaden their understanding of classification and form and function through an exploration of the properties of natural and processed materials. They learn that forces include non-contact forces and begin to appreciate that some interactions result from phenomena that can’t be seen with the naked eye. They begin to appreciate that current systems, such as Earth’s surface, have characteristics that have resulted from past changes and that living things form part of systems. They understand that some systems change in predictable ways, such as through cycles. They apply their knowledge to make predictions based on interactions within systems, including those involving the actions of humans.
Achievement Standard
By the end of Year 4, students apply the observable properties of materials to explain how objects and materials can be used. They use contact and non-contact forces to describe interactions between objects. They discuss how natural and human processes cause changes to the Earth’s surface. They describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal. They identify when science is used to ask questions and make predictions. They describe situations where science understanding can influence their own and others’ actions. Students follow instructions to identify investigable questions about familiar contexts and predict likely outcomes from investigations. They discuss ways to conduct investigations and safely use equipment to make and record observations. They use provided tables and simple column graphs to organise their data and identify patterns in data. Students suggest explanations for observations and compare their findings with their predictions. They suggest reasons why their methods were fair or not. They complete simple reports to communicate their methods and findings.

<table>
<thead>
<tr>
<th>Science Understanding</th>
<th>Science as a Human Endeavour</th>
<th>Science Inquiry Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Biological sciences</strong></td>
<td>• Science involves making predictions and describing patterns and relationships (ACSSH061)</td>
<td><strong>Questioning and predicting</strong></td>
</tr>
<tr>
<td>• Living things have life cycles (ACSSU072)</td>
<td>• Science knowledge helps people to understand the effect of their actions (ACSSH062)</td>
<td>• With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge (ACSS053)</td>
</tr>
<tr>
<td>• Living things, including plants and animals, depend on each other and the environment to survive (ACSSU073)</td>
<td></td>
<td><strong>Planning and conducting</strong></td>
</tr>
<tr>
<td><strong>Chemical sciences</strong></td>
<td></td>
<td>• Suggest ways to plan and conduct investigations to find answers to questions (ACSSH054)</td>
</tr>
<tr>
<td>• Natural and processed materials have a range of physical properties; These properties can influence their use (ACSSU074)</td>
<td></td>
<td>• Safely use appropriate materials, tools or equipment to make and record observations, using formal measurements and digital technologies as appropriate (ACSS055)</td>
</tr>
<tr>
<td><strong>Earth and space sciences</strong></td>
<td></td>
<td><strong>Processing and analysing data and information</strong></td>
</tr>
<tr>
<td>• Earth’s surface changes over time as a result of natural processes and human activity (ACSSU075)</td>
<td></td>
<td>• Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends (ACSSH057)</td>
</tr>
<tr>
<td><strong>Physical sciences</strong></td>
<td></td>
<td>• Compare results with predictions, suggesting possible reasons for findings (ACSSH0215)</td>
</tr>
<tr>
<td>• Forces can be exerted by one object on another through direct contact or from a distance (ACSSU076)</td>
<td></td>
<td><strong>Evaluating</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reflect on the investigation, including whether a test was fair or not (ACSSH058)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Communicating</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Represent and communicate ideas and findings in a variety of ways such as diagrams, physical representations and simple reports (ACSSH060)</td>
</tr>
</tbody>
</table>

| The Humanities and Social Sciences: |  |
| Curriculums include **History** and **Geography** (Foundation to Year 10) and **Civics and Citizenship** (Foundation – Year 2 informally integrated into other learning areas and subjects, Years 3–10) and **Economic and Business** (Year 4 informally integrated into other learning areas and subjects, Years 5–10). | |

| History Year Four Description |  |
| **First Contacts** |  |
| The Year 4 curriculum introduces world history and the movement of peoples. Beginning with the history of Aboriginal and Torres Strait Islander peoples, students examine European exploration and colonisation in Australia and throughout the world up to the early 1800s. Students examine the impact of exploration on other societies, how these societies interacted with newcomers, and how these experiences contributed to their cultural diversity. The content provides opportunities to develop historical understanding through key concepts including sources, 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. A framework for developing students’ historical knowledge, understanding and skills is provided by **inquiry questions** through the use and interpretation of sources. The key inquiry questions at this year level are: |  |
| **Key inquiry questions** |  |
| Why did the great journeys of exploration occur? |  |
| What was life like for Aboriginal and/or Torres Strait Islander Peoples before the arrival of the Europeans? |  |
| Why did the Europeans settle in Australia? |  |
| What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander Peoples and early traders, explorers and settlers? |  |

| Achievement Standard |  |
| By the end of Year 4, students explain how and why life changed in the past, and identify aspects of the past that remained the same. They describe the experiences of an individual or group over time. They recognise the significance of events in bringing about change. Students sequence events and people (their lifetime) in chronological order to identify key dates. They pose a range of questions about the past. They identify sources (written, physical, visual, oral), and locate information to answer these questions. They recognise different points of view. Students develop and present texts, including narratives, using historical terms. |  |
### Political Education and Geography

**How has my identity been shaped by the groups to which I belong?**

**What is the difference between rules and laws and why are they important?**

**Key questions**

**Skills.** These strands are interrelated and should be taught in an integrated way. Diversity, and in particular how belonging to different groups can shape personal identity. The civics and citizenship content at this year level involves two strands: Civics and Citizenship Knowledge and Understanding, and Geographical Inquiry and Skills. These strands are interrelated and should be taught in an integrated way. Diversity, and in particular how belonging to different groups can shape personal identity. The civics and citizenship content at this year level involves two strands: Civics and Citizenship Knowledge and Understanding, and Geographical Inquiry and Skills. These strands are interrelated and should be taught in an integrated way. Diversity, and in particular how belonging to different groups can shape personal identity. The civics and citizenship content at this year level involves two strands: Civics and Citizenship Knowledge and Understanding, and Geographical Inquiry and Skills. These strands are interrelated and should be taught in an integrated way. Diversity, and in particular how belonging to different groups can shape personal identity. The civics and citizenship content at this year level involves two strands: Civics and Citizenship Knowledge and Understanding, and Geographical Inquiry and Skills. These strands are interrelated and should be taught in an integrated way. Diversity, and in particular how belonging to different groups can shape personal identity. The civics and citizenship content at this year level involves two strands: Civics and Citizenship Knowledge and Understanding, and Geographical Inquiry and Skills. These strands are interrelated and should be taught in an integrated way. Diversity, and in particular how belonging to different groups can shape personal identity. The civics and citizenship content at this year level involves two strands: Civics and Citizenship Knowledge and Understanding, and Geographical Inquiry and Skills. These strands are interrelated and should be taught in an integrated way. Diversity, and in particular how belonging to different groups can shape personal identity. The civics and citizenship content at this year level involves two strands: Civics and Citizenship Knowledge and Understanding, and Geographical Inquiry and Skills. These strands are interrelated and should be taught in an integrated way. Diversity, and in particular how belonging to different groups can shape personal identity. The civics and citizenship content at this year level involves two strands: Civics and Citizenship Knowledge and Understanding, and Geographical Inquiry and Skills. These strands are interrelated and should be taught in an integrated way. Diversity, and in particular how belonging to different groups can shape personal identity. The civics and citizenship content at this year level involves two strands: Civics and Citizenship Knowledge and Understanding, and Geographical Inquiry and Skills. These strands are interrelated and should be taught in an integrated way.
Design and Technologies

In Year 3 and 4 students develop a sense of self and ownership of their ideas and thinking about their peers and communities and as consumers. Students explore and learn to harness their creative, innovative and imaginative ideas and approaches to achieve designed products, services and environments. Using a range of technologies including a variety of graphical representation techniques to communicate, students clarify and present ideas, for example by drawing annotated diagrams; modelling objects as three-dimensional images from different views by visualising rotating images and using materials. Students recognise techniques for documenting design and production ideas such as basic drawing symbols, and use simple flow diagrams.

Digital Technologies

In Year 3 and 4, students explore digital systems in terms of their components, and peripheral devices such as digital microscopes, cameras and interactive whiteboards. They collect, manipulate and interpret data, developing an understanding of the characteristics of data and their representation. Using the concept of abstraction, students define simple problems using techniques such as summarising facts to deduce conclusions. They record simple solutions to problems through text and diagrams and develop their designing skills from initially following prepared algorithms to describing their own that support branching (choice of options) and user input. Their solutions are implemented using appropriate software including visual programming languages that use graphical elements rather than text instructions. They explain, in general terms, how their solutions meet specific needs and consider how society may use digital systems to meet needs in environmentally sustainable ways.

Year 3 and 4 Achievement Standard

By the end of Year 4 students explain how products, services and environments are designed to best meet needs of communities and their environments. They describe contributions of people in design and technologies occupations. Students describe how the features of technologies can be used to produce designed solutions for each of the prescribed technologies contexts. They explain needs or opportunities and evaluate ideas and designed solutions against identified criteria for success, including environmental sustainability considerations. They develop and expand design ideas and communicate these using models and drawings including annotations and symbols. Students plan and sequence major steps in design and production. They identify appropriate technologies and techniques and demonstrate safe working practices when producing designed solutions.
In **Dance**, students use the body to communicate and express meaning through purposeful movement. Dance practice integrates choreography, performance, and appreciation of and responses to dance and dance making. In **Drama**, students explore and depict real and fictional worlds through use of body language, gesture and space to make meaning as performers and audience. They create, rehearse, perform and respond to drama.

In **Media Arts**, students use communications technologies to creatively explore, make and interpret stories about people, ideas and the world around them. They engage their senses, imagination and intellect through media artworks that respond to diverse cultural, social and organisational influences on communications practices today.

In **Music**, students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They create, shape and share sounds in time and space and critically analyse music. Practice music is aurally based and focuses on acquiring and using knowledge, understanding and skills about music and musicians.

In **Visual Arts**, students experience and explore the concepts of artists, artworks, world and audience. Students learn in, through and about visual arts practices, including the fields of art, craft and design. Students develop practical skills and critical thinking which inform their work as artists and audience.

Content descriptions in each Arts subject reflect the interrelated strands of **Making and Responding**.

**Making** includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions.

**Responding** includes exploring, responding to, analysing and interpreting artworks. **Making and Responding** are intrinsically connected. Together they provide students with knowledge, understanding and skills as artists, performers and audience and develop students' skills in critical and creative thinking. As making students work in response to developing artwork and the artworks of others; as students respond to artworks they draw on the knowledge, understanding and skills acquired through their experience in previous workshops.

**Viewpoints** in both making and responding to artworks, students consider a range of viewpoints or perspectives through which artworks can be explored and interpreted. These include the contexts in which the artworks are made by artists and experienced by audiences. The world can be interpreted through different contexts, including social, cultural and historical contexts. Based on this curriculum, key questions are provided as a framework for developing students' knowledge, understanding and inquiry skills.

| **Dance** | In Years 3 and 4, learning in Dance builds on the experience of the previous band. It involves students making and responding to dance independently and collaboratively with their classmates and teachers. |
| **Drama** | In Years 3 and 4, learning in Drama builds on the experience of the previous band. It involves students making and responding to drama independently and collaboratively with their classmates and teachers. |
| **Media Arts** | In Years 3 and 4, learning in Media Arts builds on the experience of the previous band. It involves students making and responding to media arts independently and collaboratively with their classmates and teachers. |
| **Music** | In Years 3 and 4, learning in Music builds on the experience of the previous band. It involves students making and responding to music independently and collaboratively with their classmates and teachers. Students extend their understanding of the elements of music as they develop their aural skills. They match pitch and show the direction of a tune with gesture or drawings. |
| **Visual Arts** | In Years 3 and 4, learning in Visual Arts builds on the experience of the previous band. It involves students making and responding to visual arts independently and collaboratively with their classmates and teachers. Students extend their awareness of how and why artists, craftspeople and designers realise their ideas through different visual practices, techniques, processes and viewpoints. They explore and experiment with a greater diversity of materials, techniques and technologies. |

### Years 3 and 4 Achievement Standard

**By the end of Year 4**, students describe and discuss similarities and differences between dances they make, perform and view. They discuss how they and others organise the elements of dance and choreographic devices to represent a story or mood. They collaborate to make dances and perform with control, accuracy, projection and focus.

**Years 3 and 4 Content Descriptions**

- Improvise and structure movement ideas for dance sequences using the elements of dance and choreographic devices (ACADAM005)
- Practise technical skills safely in fundamental movements (ACADAM006)
- Perform dances using expressive skills to communicate ideas, including telling cultural or community stories (ACADAM007)
- Identify how the elements of dance and production elements express ideas in dance they make, perform and experience as audience, including exploration of Aboriginal and Torres Strait Islander dance (ACADAR008)

**Years 3 and 4 Content Descriptions**

- Improvise and structure movement ideas for dance sequences through roles and situations and use empathy in their own improvisations and devised drama (ACADRM031)
- Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place (ACADRM032)
- Shape and perform dramatic action using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal and Torres Strait Islander drama (ACADRM033)
- Identify intended purposes and meaning of drama, starting with Australian drama, including drama of Aboriginal and Torres Strait Islander Peoples, using the elements of drama to make comparisons (ACADRR034)

**Years 3 and 4 Content Descriptions**

- Investigate and devise representations of people in their community, including themselves, through settings, ideas and story structure in images, sounds and text (ACAMUR084)
- Use media technologies to create time and space through the manipulation of images, sounds and text to tell stories (ACAMUM059)
- Plan, create and present media artworks for specific purposes with awareness of responsible media practice (ACAMUM060)
- Identify intended purposes and meanings of media artworks, using media arts key concepts, starting with media artworks in Australia and Aboriginal and Torres Strait Islander Peoples (ACAMUR061)

**Years 3 and 4 Content Descriptions**

- Develop aural skills by singing, imitating and recognising elements of music including dynamics, pitch and rhythm patterns (ACAMUM084)
- Practise singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community (ACAMUM085)
- Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume (ACAMUM086)
- Identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian and Aboriginal and Torres Strait Islander Peoples (ACAMUR087)

**Years 3 and 4 Content Descriptions**

- Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations (ACAVAM110)
- Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111)
- Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAM112)
- Identify intended purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks in Australia including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR113)
<table>
<thead>
<tr>
<th>Focus areas</th>
<th>Year 3 and 4 Achievement Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>The focus areas provide the breadth of learning across Foundation to Year 10 that must be taught in order for students to acquire and demonstrate the knowledge, understanding and skills described in the achievement standard for each band of learning;</td>
<td>By the end of Year 4, students recognise strategies for managing change. They examine influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in different situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being fit and physically active. They describe the connections they have to their community and identify resources available locally to support their health, safety and physical activity. Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and movement concepts and strategies in different physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.</td>
</tr>
<tr>
<td>Focus areas are: Personal, social and community health</td>
<td>Learning through movement</td>
</tr>
<tr>
<td>The focus areas to be addressed in Foundation include, but are not limited to: alcohol and other drugs (AD), food and nutrition (FN), health benefits of physical activity (HBPA), mental health and wellbeing (MH), relationships and sexuality (RS), safety (S), active play and minor games (AP), challenge and adventure activities (CA), fundamental movement skills (FMS), games and sports (GS), lifelong physical activities (LLPA) and rhythmic and expressive movement activities (RE).</td>
<td>Adopt inclusive practices when participating in physical activities (ACPMP048)</td>
</tr>
</tbody>
</table>
### Mathematics Year Five Description

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.

<table>
<thead>
<tr>
<th>Mathematical Content</th>
<th>Understanding, Fluency, Problem Solving and Reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number and Algebra</td>
<td>- Understand the concept of place value up to millions</td>
</tr>
<tr>
<td></td>
<td>- Use mental and written strategies for addition and subtraction</td>
</tr>
<tr>
<td></td>
<td>- Use mental and written strategies for multiplication and division</td>
</tr>
<tr>
<td></td>
<td>- Use mental and written strategies for fractions and decimals</td>
</tr>
<tr>
<td>Measurement and Geometry</td>
<td>- Use units of measurement for area and volume</td>
</tr>
<tr>
<td></td>
<td>- Use units of measurement for time and temperature</td>
</tr>
<tr>
<td></td>
<td>- Use units of measurement for mass and capacity</td>
</tr>
<tr>
<td>Statistics and Probability</td>
<td>- Use data displays to answer questions</td>
</tr>
<tr>
<td></td>
<td>- Use probability to make predictions</td>
</tr>
</tbody>
</table>

### English Year Five Description

In Years 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments. Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction, and dramatic performances. Literary texts that support and extend students in Years 5 and 6 as independent readers describe complex sequences, a range of non-stereotypical characters and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, explanations and discussions.

### Language

**Students bring with them to school a wide range of experiences with language and texts. Students develop skills and dispositions to expand their knowledge of language as well as strategies to assist that growth.**

<table>
<thead>
<tr>
<th>Language variation and change</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)</td>
</tr>
<tr>
<td>Language for interaction</td>
</tr>
<tr>
<td>- Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501)</td>
</tr>
<tr>
<td>- Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)</td>
</tr>
<tr>
<td>Text structure and organisation</td>
</tr>
<tr>
<td>- Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)</td>
</tr>
<tr>
<td>- Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (ACELA1505)</td>
</tr>
<tr>
<td>- Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (ACELA1506)</td>
</tr>
<tr>
<td>- Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub-pages for online texts and according to chronology or topic can be used to predict content and assist navigation (ACELA1797)</td>
</tr>
</tbody>
</table>

**Literature**

Students develop their growth and use of language through pleasurable and varied experiences of literature.

<table>
<thead>
<tr>
<th>Literature and context</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Identify aspects of literary texts that convey details of information about particular social, cultural and historical contexts (ACELT1608)</td>
</tr>
<tr>
<td>Responding to literature</td>
</tr>
<tr>
<td>- Present a point of view about particular literary texts using appropriate metalinguage, and reflecting on the viewpoints of others (ACELT1609)</td>
</tr>
<tr>
<td>- Use metalinguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795)</td>
</tr>
<tr>
<td>Examining literature</td>
</tr>
<tr>
<td>- Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)</td>
</tr>
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<td>- Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)</td>
</tr>
<tr>
<td>Creating literature</td>
</tr>
<tr>
<td>- Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have read (ACELT1612)</td>
</tr>
<tr>
<td>- Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)</td>
</tr>
</tbody>
</table>

**Texts in context**

- Show how ideas and points of view in texts are conveyed through the use of vocabulary including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698)
- Interacting with others
  - Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students’ own experiences and present and justify a point of view (ACELY1699)
- Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796)
- Plan, rehearse and deliver presentations for defined audiences and purpose incorporating accurate and sequenced content and multimodal elements (ACELY1700)

**Literacy**

Students develop their growth and use of language through the beginnings of a repertoire of activities involving listening, viewing, reading, speaking and writing using texts.

- Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)
- Interpreting, analysing and evaluating
  - Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1703)
- Creating text
  - Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)
  - Reread and edit student’s own and others’ work using agreed criteria for text structures and language features (ACELY1705)
  - Develop a handwriting style that is becoming legible, fluent and automatic (ACELY1706)
  - Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707)
SCIENCE

Communicate their knowledge to others through tables and graphs to organise data and identify patterns. They use patterns in their investigations to pose questions for investigation, predict what might happen, and then test their predictions.

At this year level:

- **Understanding** includes making connections between representations of numbers, using fractions to represent probabilities, comparing and ordering fractions and decimals, and representing them in various ways, describing transformations and identifying line and rotational symmetry.
- **Fluency** includes choosing appropriate units of measurement for calculation of perimeter and area, using estimation to check the reasonableness of answers to calculations and using instruments to measure angles.
- **Problem Solving** includes formulating and solving authentic problems using whole numbers and measurements and creating financial plans.
- **Reasoning** includes investigating strategies to perform calculations efficiently, continuing patterns involving fractions and decimals.

### Achievement Standard

By the end of Year 5, students solve simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students identify and describe factors and multiples. They explain plans for simple budgets. Students connect three-dimensional objects with their two-dimensional representations. They describe transformations of two-dimensional shapes and identify line and rotational symmetry. Students compare and interpret different data sets. Students order decimals and unit fractions and locate them on number lines. They add and subtract fractions with the same denominator. Students continue patterns by adding and subtracting fractions and decimals. They find unknown quantities in number sentences. They use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles. They convert between 12 and 24 hour time. Students use a grid reference system to locate landmarks. They measure and construct different angles. Students list outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1. Students pose questions to gather data, and construct displays appropriate for the data.

### Number and Algebra

- **Number and place value**
  - Identify and describe factors and multiples of whole numbers and use them to solve problems (ACMNA098).
  - Use estimation and rounding to check the reasonableness of answers to calculations (ACMNA100).
  - Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies (ACMNA100).
  - Solve problems involving division by a one-digit number, including those that result in a remainder (ACMNA101).
  - Use efficient mental and written strategies and appropriate digital technologies to solve problems (ACMNA291).

- **Fractions and Decimals**
  - Compare and order common unit fractions and locate and represent them on a number line (ACMNA102).
  - Investigate strategies to solve problem involving addition and subtraction of fractions with the same denominator (ACMNA103).
  - Recognise that the place value system can be extended beyond hundreds (ACMNA104).
  - Compare, order and represent decimals (ACMNA105).

- **Money and financial mathematics**
  - Create simple financial plans (ACMNA106).
  - Patterns and algebra
  - Describe, continue and create patterns with fractions, decimals and whole numbers resulting from addition and subtraction (ACMNA107).
  - Use equivalent number sentences involving multiplication and division to find unknown quantities (ACMNA121).

### Measurement and Geometry

- **Using units of measurement**
  - Choose appropriate units of measurement for length, area, volume, capacity and mass (ACMMG108).
  - Calculate the perimeter and area of rectangles using familiar metric units (ACMMG109).
  - Compare 12- and 24-hour time systems and convert between them (ACMMG110).

- **Shape**
  - Connect three-dimensional objects with their nets and other two-dimensional representations (ACMMG111).

- **Location and transformation**
  - Use a grid reference system to describe locations. Describe routes using landmarks and directional language (ACMMG113).
  - Describe translations, reflections and rotations of two-dimensional shapes.
  - Identify line and rotational symmetries (ACMMG114).
  - Apply the enlargement transformation to familiar two dimensional shapes and explore the properties of the resulting image compared with the original (ACMMG115).

- **Geometric reasoning**
  - Estimate, measure and compare angles using degrees. Construct angles using a protractor (ACMMG112).

### Statistics and Probability

- **Chance**
  - List outcomes of chance experiments involving equally likely outcomes and represent probabilities of those outcomes using fractions (ACMSP116).
  - Recognise that probabilities range from 0 to 1 (ACMSP117).

- **Data representation and interpretation**
  - Pose questions and collect categorical or numerical data by observation or survey (ACMSP118).
  - Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies (ACMSP119).

- **Describe and interpret different data sets in context (ACMSP120).**

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**Science Year Five Level Description**

Over Years 3 to 6, students develop their understanding of a range of systems operating at different time and geographic scales. In Year 5, students are introduced to cause and effect relationships that relate to form and function through an exploration of adaptations of living things. They explore observable phenomena associated with light and begin to appreciate that phenomena have sets of characteristic behaviours. They broaden their classification of matter to include gases and begin to see how matter structures the world around them. Students consider Earth as a component within a solar system and use models for investigating systems at astronomical scales. Students begin to identify stable and dynamic aspects of systems and learn how to look for patterns and relationships between components of systems. They develop explanations for the patterns they observe.

**Achievement Standard**

By the end of Year 5, students classify substances according to their observable properties and behaviours. They explain everyday phenomena associated with the transfer of light. They describe the key features of our solar system. They analyse how the form of living things enables them to function in their environments. Students discuss how scientific developments have affected people’s lives and how science knowledge develops from many people’s contributions. Students follow instructions to pose questions for investigation, predict what might happen when variables are changed, and plan investigation methods. They use equipment in ways that are safe and improve the accuracy of their observations. Students construct tables and graphs to organise data and identify patterns. They use patterns in their data to suggest explanations and refer to data when they report findings. They describe ways to improve the fairness of their methods and communicate their ideas, methods and findings using a range of text types.

<table>
<thead>
<tr>
<th>Science Understanding</th>
<th>Science as a Human Endeavour</th>
<th>Science Inquiry Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological sciences</td>
<td>Nature and development of science</td>
<td>Questioning and predicting</td>
</tr>
<tr>
<td>Living things have structural features and adaptations that help them to survive in their environment (ACSSU043)</td>
<td>Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena (ACSSH081)</td>
<td>With guidance, pose questions to clarify practical problems or inform a scientific investigation, and predict what the findings of an investigation might be (ACSSS032)</td>
</tr>
</tbody>
</table>
### The Humanities and Social Sciences:

Curriculums include **History and Geography** (Foundation to Year 10) and **Civics and Citizenship** (Foundation – Year 2 informally integrated into other learning areas and subjects, Years 3-10) and **Economic and Business** (Year 4 informally integrated into other learning areas and subjects, Years 5-10).

#### HISTORY

**History Year Five Level Description**

The Australian Colonies

The Year 5 curriculum provides a study of colonial Australia in the 1800s. Students look at the founding of British colonies and the development of a colony. They learn about what life was like for different groups of people in the colonial period.

They examine significant events and people, political and economic developments, social structures, and settlement patterns. The content provides opportunities to develop historical understanding through key concepts including sources, 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. The key inquiry questions at this year level are:

**Key inquiry questions**

- What do we know about the lives of people in Australia’s colonial past and how do we know?
- How did an Australian colony develop over time and why?
- How did colonial settlement change the environment?
- What were the significant events and who were the significant people that shaped Australian colonies?

**Achievement Standard**

By the end of Year 5, students identify the causes and effects of change on particular communities, and describe aspects of the past that remained the same. They describe the different experiences of people in the past. They describe the significance of people and events in bringing about change. Students sequence events and people (their lifetime) in chronological order, using timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and record information related to this inquiry. They examine sources to identify points of view. Students develop, organise and present their texts, particularly narratives and descriptions, using historical terms and concepts.

### GEOGRAPHY

**Geography Year Five Description**

Factors that shape the human and environmental characteristics of places continue to develop students’ understanding of place by focusing on the factors that shape the characteristics of places. In exploring the interconnections between people and environments, students examine how climate and landforms influence the human characteristics of places, and how human actions influence the environmental characteristics of places. They also examine how human decisions and actions influence the way spaces within places are organised and managed. They learn that some climates produce hazards such as bushfires and floods that threaten the safety of places and gain an understanding of the application of the principles of prevention, mitigation and preparedness as ways of reducing the effects of these hazards. Students’ mental map of the world and their understanding of place is further developed through learning about the location of the major countries of Europe and North America and examining the effects of people on the environmental characteristics of places in these countries. The inquiry process provides opportunities to collect information from a variety of sources, for example, weather maps, satellite images and media reports on bushfires, and to use this information to propose action on a local environmental or planning issue that is significant to the community.

**Key inquiry questions**

- How do people and environments influence one another?
How do people influence the human characteristics of places and the management of spaces within them?

How can the impact of bushfires or floods on people and places be reduced?

**Achievement Standard**

By the end of Year 5, students explain the characteristics of places in different locations at the national scale. They describe the interconnections between people, places and environments and identify the effect of these interconnections on the characteristics of places and environments. They describe the location of selected countries in relative terms and identify spatial distributions and simple patterns in the features of places and environments. They identify alternative views on how to respond to a geographical challenge and propose a response. Students develop geographical questions to investigate and collect and record information from a range of sources to answer these questions. They represent data and the location of places and their characteristics in graphic forms, including large-scale and small-scale maps that use the cartographic conventions of border, scale, legend, title, and north point. Students interpret geographical data to identify spatial distributions, simple patterns and trends, infer relationships and draw conclusions. They present findings using geographical terminology in a range of communication forms. They propose action in response to a geographical challenge and identify the expected effects of their proposed action.

**Geographical Knowledge and Understanding**

- The location of the major countries of Europe and North America in relation to Australia and the influence of people on the environmental characteristics of places in at least two countries from both continents (ACHGK026)
- The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHGK027)
- The influence of the environment on the human characteristics of a place (ACHGK028)
- The influence of people on the human characteristics of places and the management of spaces within them (ACHGK029)
- The impact of bushfires or floods on environments and communities, and how people can respond (ACHGK030)

**Geographical Inquiry and Skills**

- Observing, questioning and planning
- Developing geographical questions to investigate and plan an inquiry (ACHGS033)
- Collecting, recording, evaluating and representing
- Collect and record relevant geographical data and information, using ethical protocols, from primary and secondary sources, for example, people, maps, plans, photographs, satellite images, statistical sources and reports (ACHGS034)
- Evaluating sources for their usefulness and represent data in different forms, for example, maps, plans, graphs, tables, sketches and diagrams (ACHGS035)
- Represent the location and features of places and different types of geographical information by constructing large-scale and small-scale maps that conform to cartographic conventions, including border, source, scale, legend, title and north point, using spatial technologies as appropriate (ACHGS036)
- Interpreting, analysing and concluding
- Interpret geographical data and other information, using digital and spatial technologies as appropriate, and identify spatial distributions, patterns and trends, and infer relationships to draw conclusions (ACHGS037)

**Communicating**

- Present findings and ideas in a range of communication forms, for example, written, oral, graphic, tabular, visual and maps; using geographical terminology and digital technologies as appropriate (ACHGS038)

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**Civics and Citizenship**

The Year 5 curriculum introduces students to the key values of Australia’s liberal democratic system of government, such as freedom, equality, fairness and justice. Students learn about representative democracy and voting processes in Australia. Students expand on their knowledge of the law by studying how laws impact on the lives of citizens. Students investigate the role of groups in our community. The civics and citizenship content at this year level involves two strands: Civics and Citizenship Knowledge and Understanding, and Civics and Citizenship 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.

**Key questions**

What is democracy in Australia and why is voting in a democracy important?

How do laws affect the lives of citizens?

How and why do people participate in groups to achieve shared goals?

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**Year 5 Achievement Standard**

By the end of Year 5, students identify the values that underpin Australia’s democracy and explain the importance of the electoral process. They describe the role of different people in Australia’s legal system. They identify various ways people can participate effectively in groups to achieve shared goals. Students develop questions and use information from different sources to investigate the society in which they live. They identify possible solutions to an issue as part of a plan for action. Students develop and present civics and citizenship ideas and viewpoints, using civics and citizenship terms and concepts.

**Civics and Citizenship Knowledge and Understanding**

- The key values that underpin Australia’s democratic system of government (ACHCK022)
- The roles and responsibilities of electors and representatives in Australia’s democracy (ACHCK023)
- The key features of the Australian electoral process (ACHCK024)

**Laws and citizens**

- How laws affect the lives of citizens, including experiences of Aboriginal and Torres Strait Islander Peoples (ACHCK025)
- The roles and responsibilities of key personnel in law enforcement and in the legal system (ACHCK026)

**Citizenship, diversity and identity**

- Why people work in groups to achieve their aims, and how they can express their shared beliefs and values and exercise influence (ACHCK027)

**Civics and Citizenship Skills**

- Questioning and research
- Develop questions and gather a range of information to investigate the society in which they live (ACHCS040)
- Analysis, synthesis and interpretation
- Identify over-generalised statements in relation to civics and citizenship topics and issues (ACHCS041)
- Use and evaluate a range of information to develop a point of view (ACHCS042)
- Problem solving and decision making
- Interact with others with respect, identify different points of view and share personal perspectives and opinions (ACHCS043)
- Work in groups to identify issues and develop possible solutions and a plan for action using decision making processes (ACHCS044)
- Communication and reflection
- Present civics and citizenship ideas and viewpoints for a particular purpose using civics and citizenship terms and concepts (ACHCS045)
- Reflect on personal roles and actions as a citizen in the school and in the community (ACHCS046)
Economics and Business

The Year 5 curriculum gives students the opportunity to develop their understanding of economics and business concepts by exploring the importance of decision-making in everyday life. Students develop an understanding of why decisions need to be made when allocating resources and the various factors that may influence them when making decisions. Methods that help with these decisions, particularly for consumer and financial decisions, are considered. The emphasis in Year 5 is on personal or community issues or events, including decisions relating to economic matters, with opportunities for concepts to be also considered in contexts where appropriate. The economics and business content at this year level involves two strands: Economics and Business Knowledge and Understanding, and Economics and Business 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.

Key questions

Why do I have to make choices as a consumer?
What influences the decisions I make?
What can I do to make informed decisions?

Year 5 Achievement Standard

By the end of Year 5, students distinguish between needs and wants and recognise that choices need to be made when allocating resources. They recognise that consumer choices are influenced by a range of factors. Students identify individual strategies that can be used to make informed consumer and financial choices. Students develop questions about an economics or business issue or event, and use data and information from different sources to answer them. They identify a response to an issue and apply economics and business skills to everyday problems. Students present their findings using economics and business terms.

Economics and Business Knowledge and Understanding

- The difference between needs and wants and why choices need to be made about how limited resources are used (ACHEK001)
- Types of resources (natural, human, capital) and the ways societies use them in order to satisfy the needs and wants of present and future generations (ACHEK002)
- Influences on consumer choices and methods that can be used to help make informed personal and consumer financial choices (ACHEK003)

Economics and Business Skills

- Questioning and research
  - Develop questions to guide an investigation of an economic or business issue or event, and gather data and information from observation, print and online sources (ACHES004)
- Interpretation and analysis
  - Sort data and information into categories (ACHEES005)
- Economic reasoning, decision-making and application
  - Identify alternative responses to an issue or event, and consider the advantages and disadvantages of preferring one to others (ACHEES006)
- Apply economics and business knowledge and skills in familiar situations (ACHEES007)
- Present findings in an appropriate format using economics and business terms, and reflect on the possible effects of decisions (ACHEES008)

Technologies Foundation comprises two subjects: Design and Technologies and Digital Technologies

The curriculum for each of Design and Technologies and Digital Technologies describes the distinct knowledge, understanding and skills of the subject and, where appropriate, highlights their similarities and complementary learning. This approach allows students to develop a comprehensive understanding of traditional, contemporary and emerging technologies. It also provides the flexibility – especially in the primary years of schooling – for developing integrated teaching programs that focus on both Technologies subjects and other learning areas.

Design and Technologies

In Year 5 and 6, students critically examine technologies – materials, systems, components, tools and equipment – that are used regularly in the home and in local, national, regional or global communities, with consideration of society, ethics and social and environmental sustainability factors. Students consider why and for whom technologies were developed. Students engage with ideas beyond the familiar, exploring how design and technologies and the people working in a range of technologies contexts contribute to society. They seek to explore innovation and establish their own design capabilities. Students are given new opportunities for clarifying their thinking, creativity, analysis, problem-solving and decision-making. They explore trends and data to imagine what the future will be like and suggest design decisions that contribute positively to preferred futures. Using a range of technologies including a variety of graphical representation techniques to communicate, students represent objects and ideas in a variety of forms such as thumbnail sketches, models, drawings, diagrams and storyboards to illustrate the development of designed solutions.

Year 5 and 6 Achievement Standard

By the end of Year 6 students describe some competing considerations in the design of products, services and environments taking into account sustainability. They describe how design and technologies contribute to meeting present and future needs. Students explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts. Students create designed solutions for each of the prescribed technologies contexts suitable for identified needs or opportunities. They suggest criteria for success, including sustainability considerations and use these to evaluate their ideas and designed solutions. They combine design ideas and communicate these to audiences using graphical representation techniques and technical terms. Students record project plans including production processes. They select and use appropriate technologies and techniques correctly and safely to produce designed solutions.

Knowledge and understanding

- Investigate how people in design and technologies occupations address competing considerations, including sustainability in the design of products, services and environments for current and future use (ACTDEK019)
- Investigate how forces or electrical energy can control movement, sound or light in a designed product or system (ACTDEK020)

Design and Technologies

In Year 5 and 6, students develop an understanding of the role individual components of digital systems play in the processing and representation of data. They acquire, validate, interpret, track and manage various types of data and are introduced to the concept of data states in digital systems and how data are transferred between systems. They learn to further develop abstractions by identifying common elements across similar problems and systems and develop an understanding of the relationship between models and the real-world systems they represent. When creating solutions, students define problems clearly by identifying appropriate data and requirements. When designing, they consider how users will interact with the solutions, and check and validate their designs to increase the likelihood of creating working solutions. Students increase the sophistication of their algorithms by identifying repetition and incorporate repeat instructions or structures when implementing their solutions through visual programming, such as reading user input until an answer is guessed correctly in a quiz. They evaluate their solutions and examine the sustainability of their own and existing information systems.

Year 5 and 6 Achievement Standard

By the end of Year 6 students describe some competing considerations in the design of products, services and environments taking into account sustainability. They describe how design and technologies contribute to meeting present and future needs. Students explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts. Students create designed solutions for each of the prescribed technologies contexts suitable for identified needs or opportunities. They suggest criteria for success, including sustainability considerations and use these to evaluate their ideas and designed solutions. They combine design ideas and communicate these to audiences using graphical representation techniques and technical terms. Students record project plans including production processes. They select and use appropriate technologies and techniques correctly and safely to produce designed solutions.

Knowledge and understanding

- Investigate the main components of common digital systems, their basic functions and interactions, and how such digital systems may connect together to form networks to transmit data (ACTDIK014)
- Investigate how forces or electrical energy can control movement, sound or light in a designed product or system (ACTDEK020)
Processes and production skills

- Critique needs or opportunities for designing, and investigate materials, components, tools, equipment and processes to achieve intended designed solutions (ACTDEP024)
- Generate, develop, communicate and document design ideas and processes for audiences using appropriate technical terms and graphical representation techniques (ACTDEP025)
- Apply safe procedures when using a variety of materials, components, tools, equipment and techniques to make designed solutions (ACTDEP026)
- Negotiate criteria for success that include consideration of sustainability to evaluate design ideas, processes and solutions (ACTDEP027)
- Develop project plans that include consideration of resources when making designed solutions individually and collaboratively (ACTDEP028)

THE ARTS

The Arts: Foundation to Year 10 comprises five subjects: Dance, Drama, Media Arts, Music, Visual Arts.

Each subject focuses on its own practices, terminology and unique ways of looking at the world. In Dance, students use the body to communicate and express meaning through purposeful movement. Dance practice integrates choreography, performance, and appreciation of and responses to dance and dance making. In Drama, students explore and depict real and fictional worlds through use of body language, gesture and space to make meaning as performers and audience. They create, rehearse, perform and respond to drama. In Media Arts, students use communications technologies to creatively explore, make and interpret stories about people, ideas and the world around them. They engage their senses, imagination and intellect through media artworks that respond to diverse cultural, social and organisational influences on communications practices today. In Music, students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They create, share and share sounds in time and space and critically analyse music. Music practice is aurally based and focuses on acquiring and using knowledge, understanding and skills about music and musicians. In Visual Arts, students experience and explore the concepts of artists, artworks, world and audience. Students learn in, through and about visual arts practices, including the fields of art, craft and design. Students develop practical skills and critical thinking which inform their work as artists and audience.

Content descriptions in each Arts subject reflect the interrelated strands of Making and Responding. Making includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions. Responding includes exploring, responding to, analysing and interpreting artworks. Making and Responding are intrinsically connected. Together they provide students with knowledge, understanding and skills as artists, performers and audience and develop students’ skills in critical and creative thinking. As students make artworks they actively respond to their developing artwork and the artworks of others; as students respond to artworks they draw on the understanding, knowledge and skills acquired through their experiences in making artworks.

Processes and production skills

- Critique needs or opportunities for designing, and investigate materials, components, tools, equipment and processes to achieve intended designed solutions (ACTDEP024)
- Generate, develop, communicate and document design ideas and processes for audiences using appropriate technical terms and graphical representation techniques (ACTDEP025) Apply safe procedures when using a variety of materials, components, tools, equipment and techniques to make designed solutions (ACTDEP026)
- Negotiate criteria for success that include consideration of sustainability to evaluate design ideas, processes and solutions (ACTDEP027)
- Develop project plans that include consideration of resources when making designed solutions individually and collaboratively (ACTDEP028)

THE ARTS

By the end of Year 6

Dance

In Years 5 and 6, learning in Dance builds on the experience of the previous band. It involves students making and responding to dance independently and collaboratively with their classmates, teachers and communities.

Drama

In Years 5 and 6, learning in Drama builds on the experience of the previous band. It involves students making and responding to devised and scripted drama independently, and collaboratively with their classmates, teachers and communities.

Media Arts

In Years 5 and 6, learning in Media Arts builds on the experience of the previous band. It involves students making and responding to media arts independently and collaboratively with their classmates, teachers and communities. Students develop their use of structure, intent, character and settings by incorporating points of view and genre conventions in their compositions.

Music

In Years 5 and 6, learning in Music builds on the experience of the previous band. It involves students making and responding to music independently and collaboratively with their classmates, teachers and communities. Students develop their aural skills by identifying rhythm, pitch, dynamics, expression, form and structure, timbre and texture in music.

Visual Arts

In Years 5 and 6, learning in Visual Arts builds on the experience of the previous band. It involves students making and responding to visual arts independently and collaboratively with their classmates, teachers and communities. Students extend their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints. They develop conceptual and representational skills.

Years 5 and 6 Achievement Standard

By the end of Year 6, students explain how the elements of dance, choreographic devices and production elements communicate meaning in dances they make, perform and view. They describe characteristics of dances from different social, historical and cultural contexts that influence their dance making. Students structure movements in dance sequences and use the elements of dance and choreographic devices to make dances that communicate meaning. They work collaboratively to perform dances for

Years 5 and 6 Achievement Standard

By the end of Year 6, students explain how the elements of dance, choreographic devices and production elements communicate meaning in dances they make, perform and view. They explain how drama from different cultures, times and places influences their own drama making. Students work collaboratively as they use the elements of dance to shape character, voice and movement in improvisation, play building and performances of devised and scripted drama for audiences.

Years 5 and 6 Achievement Standard

By the end of Year 6, students explain how the role of food preparation in maintaining good health and the importance of food safety and hygiene. They describe characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate the impact of their use (ACTDEK023)

Years 5 and 6 Achievement Standard

By the end of Year 6, students explain how and why food and fibre are produced in managed environments (ACTDEK021)
Years 5 and 6 Content Descriptions
- Explore movement and choreographic devices, using the elements of dance to choreograph dances that communicate meaning (ACADAM009)
- Develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination (ACADAM010)
- Perform dance using expressive skills to communicate a choreographer’s ideas, including performing dances of cultural groups in the community (ACADAM011)
- Explain how the elements of dance and production elements communicate meaning by comparing dances from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander dance (ACADAR012)
- Explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama to develop characters and situations (ACADRM035)
- Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action (ACADRM036)
- Rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories and engage an audience (ACADRM037)
- Explain how the elements of drama an production elements communicate meaning by comparing drama from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander drama (ACADRM038)

Years 5 and 6 Content Descriptions
- Explore representations, characterisations and points of view of people in their community, including themselves, using settings, ideas, story principles and genre conventions in images, sounds and text (ACAMAM062)
- Develop skills with media technologies to shape space, time, movement and lighting within images, sounds and text (ACAMAM063)
- Plan, produce and present media artworks for specific audiences and purposes using responsible media practice (ACAMAM064)
- Explain how the elements of media arts and story principles communicate meaning by comparing media artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander media artworks (ACAMAR065)

Years 5 and 6 Content Descriptions
- Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions (ACAVAM114)
- Develop and apply techniques and processes when making their artworks (ACAVAM115)
- Display the plan of artworks to enhance their meaning for an audience (ACAVAM116)
- Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks (ACAVAR117)
<table>
<thead>
<tr>
<th>their communities (ACPPS058)</th>
<th>(ACPMP067)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (ACPPS059)</td>
<td>Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges (ACPMP068)</td>
</tr>
<tr>
<td>Investigate and reflect on how valuing diversity positively influences the wellbeing of the community (ACPPS060)</td>
<td>Demonstrate ethical behaviour and fair play that aligns with the rules when participating in a range of physical activities (ACPMP069)</td>
</tr>
</tbody>
</table>
Students bring with them to school a wide range of experiences with language and texts. Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate understanding of grammar, make considered choices from an expanding vocabulary, use accurate spelling and punctuation for clarity and make and explain editorial choices.

**Language**

- **Language variation and change**
  - Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (ACELA1515)
- **Language for interaction**
  - Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516)
  - Understand the uses of objective and subjective language and bias (ACELA1517)
- **Text structure and organisation**
  - Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)
  - Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520)
  - Understand the uses of commas to separate clauses (ACELA1521)
- **Expressing and developing ideas**
  - Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522)
  - Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523)
  - Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524)
  - Investigate how vocabulary choices, including evaluative language, can express shades of meaning, feeling and opinion (ACELA1525)
  - Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages (ACELA1526)

**Literature**

- **Literature and context**
  - Make connections between students’ own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACEL1613)
  - Responding to literature
    - Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)
    - Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)
  - Examining literature
    - Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author’s individual style (ACELT1616)
    - Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617)
  - Creating literature
    - Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618)
    - Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)

**Literacy**

- **Texts in context**
  - Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)

**Interacting with others**

- Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)
- Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)
- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710)

**Interpreting, analysing and evaluating**

- Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)
- Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712)
- Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)
- Analyse strategies authors use to influence readers (ACELY1801)

**Creating texts**

- Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)
- Reread and edit students’ own and others’ work using agreed criteria and explaining editing choices (ACELY1715)
- Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose (ACELY1716)
- Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717)
**Mathematics Year Six Description**

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 describing properties of different sets of numbers, using fractions and decimals to describe probabilities, representing fractions and decimals in various ways and describing connections between them, and making reasonable estimations.

**Fluency** includes representing integers on a number line, calculating simple percentages, using brackets appropriately, converting between fractions and decimals, using operations with fractions, decimals and percentages, measuring using metric units, and interpreting timetables.

**Problem Solving** includes formulating and solving authentic problems using fractions, decimals, percentages and measurements, interpreting secondary data displays, and finding the size of unknown angles.

**Reasoning** includes explaining mental strategies for performing calculations, describing results for continuing number sequences, explaining the transformation of one shape into another, explaining why the actual results of chance experiments may differ from expected results.

**Achievement Standard**

By the end of Year 6, students recognise the properties of prime, composite, square and triangular numbers. They describe the use of integers in everyday contexts. They solve problems involving all four operations with whole numbers. Students connect fractions, decimals and percentages as different representations of the same number. They solve problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They describe rules used in sequences involving whole numbers, fractions and decimals. Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They make connections between capacity and volume. They solve problems involving length and area. They interpret timetables. Students describe combinations of transformations. They solve problems using the properties of angles. Students compare observed and expected frequencies. They interpret and compare a variety of data displays including those displays for two categorical variables. They evaluate secondary data displayed in the media. Students locate fractions and integers on a number line. They calculate a simple fraction of a quantity. They add, subtract, multiply and divide decimals and divide decimals where the result is rational. Students calculate common percentage discounts on sale items. They write correct number sentences using brackets and order of operations. Students locate an ordered pair in any one of the four quadrants on the Cartesian plane. They construct simple prisms and pyramids. Students list and communicate probabilities using simple fractions, decimals and percentages.

### Number and Algebra
- **Number and place value**
  - Identify and describe properties of prime, composite, square and triangular numbers (ACMNA122).
  - Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers (ACMNA123).
  - Investigate everyday situations that use integers. Locate and represent these numbers on a number line (ACMNA124).

- **Fractions and Decimals**
  - Compare fractions with related denominators and locate and represent them on a number line (ACMNA125).
  - Solve problems involving addition and subtraction of fractions with the same or related denominators (ACMNA126).
  - Find a simple fraction of a quantity where the result is a whole number, with and without digital technologies (ACMNA127).
  - Add and subtract decimals, with and without digital technologies, and use estimation and rounding to check the reasonableness of answers (ACMNA128).
  - Multiply decimals by whole numbers and perform divisions by non-zero whole numbers where the results are terminating decimals, with and without digital technologies (ACMNA129).
  - Multiply and divide decimals by powers of 10 (ACMNA130).
  - Make connections between equivalent fractions, decimals and percentages (ACMNA131).

- **Money and financial mathematics**
  - Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without digital technologies (ACMNA132).

- **Patterns and algebra**
  - Continue and create sequences involving whole numbers, fractions and decimals. Describe the rule used to create the sequence (ACMNA133).
  - Explore the use of brackets and order of operations to write number sentences (ACMNA134).

### Measurement and Geometry
- **Using units of measurement**
  - Connect decimal representations to the metric system (ACMMG135).
  - Convert between common metric units of length, mass and capacity (ACMMG136).
  - Solve problems involving the comparison of lengths and areas using appropriate units (ACMMG137).
  - Connect volume and capacity and their units of measurement (ACMMG138).
  - Interpret and use timetables (ACMMG139).

- **Shape**
  - Construct simple prisms and pyramids (ACMMG140).

- **Location and transformation**
  - Investigate combinations of translations, reflections and rotations, with and without the use of digital technologies (ACMMG142).
  - Introduce the Cartesian coordinate system using all four quadrants (ACMMG143).

- **Geometric reasoning**
  - Investigate, with and without digital technologies, angles on a straight line, angles at a point and vertically opposite angles. Use results to find unknown angles (ACMMG141).

### Statistics and Probability
- **Chance**
  - Describe probabilities using fractions, decimals and percentages (ACMSP144).
  - Conduct chance experiments with both small and large numbers of trials using appropriate digital technologies (ACMSP145).
  - Compare observed frequencies across experiments with expected frequencies (ACMSP146).

- **Data representation and interpretation**
  - Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables (ACMSP147).
  - Interpret secondary data presented in digital media and elsewhere (ACMSP148).

### Science Year Six Description

Over Years 3 to 6, students develop their understanding of a range of systems operating at different time and geographic scales. In Year 6, students explore how changes can be classified in different ways. They learn about transfer and transformations of electricity, and continue to develop an understanding of energy flows through systems. They link their experiences of electric circuits as a system at one scale, to generation of electricity from a variety of sources at another scale and begin to see links between these systems. They develop a view of Earth as a dynamic system, in which changes in one aspect of the system impact on other aspects; similarly they see that the growth and survival of living things are dependent on matter and energy flows within a larger system. Students begin to see the role of variables in measuring changes and learn how look for patterns and relationships between variables. They develop explanations for the patterns they observe, drawing on evidence.
### History

**Achievement Standard**

By the end of Year 6, students compare and classify different types of observable changes to materials. They analyse requirements for the transfer of electricity and describe how energy can be transformed from one form to another to generate electricity. They explain how natural events cause rapid change to the Earth’s surface. They describe and predict the effect of environmental changes on individual living things. Students explain how scientific knowledge is used in decision making and identify contributions to the development of science by people from a range of cultures. Students follow procedures to develop investigable questions and design investigations into simple cause-and-effect relationships. They identify variables to be changed and measured and describe potential safety risks when planning methods. They collect, organise and interpret their data, identifying where improvements to their methods or research could improve the data. They describe and analyse relationships in data using graphic representations and construct multi-modal texts to communicate ideas, methods and findings.

### Science

#### Science Understanding

<table>
<thead>
<tr>
<th>Biological sciences</th>
<th>Chemical sciences</th>
<th>Earth and space sciences</th>
<th>Physical sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>The growth and survival of living things are affected by the physical conditions of their environment (ACSSU094)</td>
<td>Changes to materials can be reversible, such as melting, freezing, evaporating; or irreversible, such as burning and rusting (ACSSU095)</td>
<td>Sudden geological changes or extreme weather conditions can affect Earth’s surface (ACSSU096)</td>
<td>Electrical circuits provide a means of transferring and transforming electricity (ACSSU097)</td>
</tr>
<tr>
<td>Energy from a variety of sources can be used to generate electricity (ACSSU219)</td>
<td></td>
<td></td>
<td>Energy from a variety of sources can be used to generate electricity (ACSSU219)</td>
</tr>
</tbody>
</table>

#### Science as a Human Endeavour

<table>
<thead>
<tr>
<th>Nature and development of science</th>
<th>Use and influence of science</th>
<th>Scientific understandings, discoveries and inventions are used to solve problems that directly affect peoples’ lives (ACSHE100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena (ACSHE098)</td>
<td>Important contributions to the advancement of science have been made by people from a range of cultures (ACSHE099)</td>
<td>Scientific knowledge is used to inform personal and community decisions (ACSHE220)</td>
</tr>
</tbody>
</table>

#### Science Inquiry Skills

<table>
<thead>
<tr>
<th>Questioning and predicting</th>
<th>Planning and conducting</th>
<th>Evaluating</th>
</tr>
</thead>
<tbody>
<tr>
<td>With guidance, pose questions to clarify practical problems or inform a scientific investigation, and predict what the findings of an investigation might be (ACIS1232)</td>
<td>With guidance, plan appropriate investigation methods to answer questions or solve problems (ACIS103)</td>
<td>Suggest improvements to the methods used to investigate a question or solve a problem (ACIS108)</td>
</tr>
</tbody>
</table>

### The Humanities and Social Sciences:

**Curriculums include History and Geography** (Foundation to Year 10) and **Civics and Citizenship** (Foundation – Year 2 informally integrated into other learning areas and subjects, Years 3-10) and **Economic and Business** (Year 4 informally integrated into other learning areas and subjects, Years 5-10).

### History Year Six Description

#### Australia as a nation

The Year Six curriculum moves from colonial Australia to the development of Australia as a nation, particularly after 1900. Students explore the factors that led to Federation and experiences of democracy and citizenship over time. Students understand the significance of Australia’s British heritage, the Westminster system, and other models that influenced the development of Australia’s system of government. Students learn about the way of life of people who migrated to Australia and their contributions to Australia’s economic and social development. The content provides opportunities to develop historical understanding through key concepts including sources, 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 key inquiry questions at this year level are:

#### Key inquiry questions

- Why and how did Australia become a nation?
- How did Australian society change throughout the twentieth century?
- Who were the people who came to Australia? Why did they come?
- What contributions have significant individuals and groups made to the development of Australian society?

#### Achievement Standard

By the end of Year 6, students identify change and continuity and describe the causes and effects of change on society. They compare the different experiences of people in the past. They explain the significance of an individual and group. Students sequence events and people (their lifetime) in chronological order, and represent time by creating timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and compare information to answer inquiry questions. They examine sources to identify and describe points of view. Students develop texts, particularly narratives and descriptions. In developing these texts and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources.

### Historical Knowledge and Understanding

#### Australia as a nation

- Key figures and events that led to Australia’s Federation, including British and American influences on Australia’s system of law and government. (ACHHK113)
- Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children. (ACHHK114)

### Historical Skills

#### Chronology, terms and concepts

- Sequence historical people and events. (ACHHS117)
- Use historical terms and concepts (ACHHS118)

#### Historical questions and research

- Identify questions to inform an historical inquiry (ACHHS119)
### Geography Year Six Description

**A diverse and connected world** takes a global view of geography and focuses particularly on the concepts of place and interconnections. Students learn about the diversity of peoples and cultures around the world, the indigenous peoples of other countries, the diversity of cultures across the world and within the Asia region. They reflect on cultural differences and similarities, and on the meaning and significance of intercultural understanding. The focus of study becomes global, as students examine Australia’s connections with other countries and events in places throughout the world, and think about their own and other people’s knowledge of other countries and places. Students’ mental maps of the world and their understanding of place are further developed through learning the locations of the major countries in the Asia region, and investigating the geographical diversity and variety of connections between people and places. The inquiry process provides opportunities to gather and represent data, which should be used to inform decisions when planning and implementing action on significant global issues.

#### Key inquiry questions
- How do places, people and cultures differ across the world?
- What are Australia’s global connections between people and places?
- How do people’s connections to places affect their perception of them?

#### Achievement Standard

By the end of Year 6, students explain the purpose of key institutions and levels of government in Australia’s democracy. The Year 6 curriculum provides a study of the key institutions of Australia’s democratic government, including state/territory and federal laws and the court system. Students learn how state/territory and federal laws are made in a parliamentary system. Students examine Australian citizenship and reflect on the rights and responsibilities that being a citizen entails. They explore the obligations that people may have as global citizens. The civics and citizenship content at this year level involves two strands: Civics and Citizenship Knowledge and Understanding, and Civics and Citizenship 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.

#### Key questions
- What are the roles and responsibilities of the different levels of government in Australia?
- How are laws developed in Australia?
- What does it mean to be an Australian citizen?

#### Year 6 Achievement Standard

By the end of Year 6, students explain the purpose of key institutions and levels of government in Australia’s democracy. They describe the role of parliaments in creating law. Students explain what it means to be an Australian citizen and how people can participate as global citizens. When researching, students develop questions and gather and analyse information from different sources to investigate the society in which they live. When planning for action, they identify different points of view and solutions to an issue. Students develop and present their ideas and viewpoints using appropriate texts and civics and citizenship terms and concepts. They identify the ways they can participate as citizens in the school.

### Civics and Citizenship Knowledge and Understanding

- Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war. (ACHHK115)
- The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport. (ACHHK116)
- Identify and locate a range of relevant sources (ACHHS120)
- Analysis and use of sources
  - Locate information related to inquiry questions in a range of sources. (ACHHS121)
  - Compare information from a range of sources. (ACHHS122)
- Perspectives and interpretations
  - Identify points of view in the past and present (ACHHS123)
- Explanation and communication
  - Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS124)
  - Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS125)

### Geography Knowledge and Understanding

- The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region (ACHGK031)
- Differences in the economic, demographic and social characteristics between countries across the world (ACHGK032)
- The world’s cultural diversity, including that of its indigenous peoples (ACHGK033)
- Significant events that connect people and places throughout the world (ACHGK034)
- The various connections Australia has with other countries and how these connections change people and places (ACHGK035)
- The effects that people’s connections with, and proximity to, places throughout the world have on shaping their awareness and opinion of those places (ACHGK036)
- Collecting, recording, evaluating and representing geographical data and other information to identify and compare spatial distributions, patterns and trends, infer relationships to draw conclusions. They present findings and ideas using geographical terminology and graphic representations in a range of communication forms. They propose action in response to a geographical challenge and describe the expected effects of their proposal.

### Geography Inquiry and Skills

- Observing, questioning and planning
  - Develop geographical questions to investigate and plan an inquiry (ACHGS033)
- Collecting, recording, evaluating and representing
  - Collect and record relevant geographical data and information, using ethical protocols, from primary and secondary sources, for example, people, maps, plans, photographs, satellite images, statistical sources and reports (ACHGS034)
  - Evaluate sources for their usefulness and represent data in different forms, for example, maps, plans, graphs, tables, sketches and diagrams (ACHGS035)
  - Represent the location and features of places and different types of geographical information by constructing large-scale and small-scale maps that conform to cartographic conventions, including border, source, scale, legend, title and north point, using spatial technologies as appropriate (ACHGS036)
- Interpreting, analysing and concluding
  - Interpret geographical data and other information, using digital and spatial technologies as appropriate, and identify spatial distributions, patterns and trends, and infer relationships to draw conclusions (ACHGS037)
- Communicating
  - Present findings and ideas in a range of communication forms, for example, written, oral, graphic, tabular, visual and maps; using geographical terminology and digital technologies as appropriate (ACHGS038)
### Government and democracy Elaborations
- The key institutions of Australia’s democratic system of government based on the Westminster system, including the monarchy, parliaments, and courts (ACHCK035)
- The roles and responsibilities of the three levels of government, including shared roles and responsibilities within Australia’s federal system (ACHCK036)

### Laws and citizens Elaborations
- How state/territory and federal laws are initiated and passed through parliament (ACHCK037)
- Citizenship, diversity and identity
  - Who can be an Australian citizen, the formal rights and responsibilities, and shared values of Australian citizenship (ACHCK038)
  - The obligations citizens may consider they have beyond their own national borders as active and informed global citizens (ACHCK039)

### Economics and Business

#### The Year 6 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by introducing the concept of opportunity cost and why decisions about the ways resources are allocated to meet needs and wants in their community involve trade-offs. The limited nature of resources means that businesses and consumers make choices. This involves consumers choosing what to purchase and businesses choosing the way they provide goods and services. Students consider the effect of consumer and financial decisions on individuals, the community and the environment. The emphasis in Year 6 is on community or regional issues, with opportunities for concepts to also be considered in national, regional or global contexts where appropriate. The economics and business content at this year level involves two strands: Economics and Business Knowledge and Understanding, and Economics and Business 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.

#### Key questions
- Why are there trade-offs associated with making decisions?
- What are the possible effects of my consumer and financial choices?
- Why do businesses exist and what are the different ways they provide goods and services?

#### Year 6 Achievement Standard
By the end of Year 6, students recognise why choices about the allocation of resources involve trade-offs. They describe the effects of consumer and financial decisions on themselves, others and the environment. Students identify the purpose of business and recognise the different ways that businesses choose to provide goods and services. When researching, students develop questions and gather and sort data and information from different sources to investigate an economic or business issue. They identify the advantages and disadvantages of a proposed response to an issue and apply economics and business knowledge and skills to everyday problems. Students present their findings using appropriate texts and economics and business terms and identify the possible effects of their decisions.

#### Economics and Business Knowledge and Understanding
- How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs (ACHEK009)
- The effect that consumer and financial decisions can have on the individual, the broader community and the environment (ACHEK010)
- The reasons businesses exist and the different ways they provide goods and services (ACHEK011)

#### Economics and Business Skills
- Questioning and research
  - Develop questions to guide an investigation of an economic or business issue or event, and gather data and information from observation, print and online sources (ACHES012)
- Interpretation and analysis
  - Sort data and information into categories (ACHES013)
- Economic reasoning, decision-making and application
  - Identify alternative responses to an issue or event, and consider the advantages and disadvantages of preferring one to others (ACHE014)
- Apply economics and business knowledge and skills in familiar situations (ACHE015)

#### Technologies Foundation comprises two subjects: Design and Technologies and Digital Technologies
The curriculum for each of Design and Technologies and Digital Technologies describes the distinct knowledge, understanding and skills of the subject and, where appropriate, highlights their similarities and complementary learning. This approach allows students to develop a comprehensive understanding of traditional, contemporary and emerging technologies. It also provides the flexibility – especially in the primary years of schooling – for developing integrated teaching programs that focus on both Technologies subjects and other learning areas.

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#### Design and Technologies
In Year 5 and 6 students critically examine technologies – materials, systems, components, tools and equipment – that are used regularly in the home and in local, national, regional or global communities, with consideration of society, ethics and social and environmental sustainability factors. Students consider why and for whom technologies were developed. Students engage with ideas beyond the familiar, exploring how design and technologies and the people working in a range of technologies contexts contribute to society. They seek to explore innovation and establish their own design capabilities.
Students are given new opportunities for clarifying their thinking, creativity, analysis, problem-solving and decision-making. They explore trends and data to imagine what the future will be like and suggest design decisions that contribute positively to their futures. Using a range of technologies including a variety of graphical representation techniques to communicate, students represent objects and ideas in a variety of forms such as thumbprint sketches, models, drawings and storyboards to illustrate the development of designed solutions.

**Year 5 and 6 Achievement Standard**

By the end of Year 6 students describe some competing considerations in the design of products, services and environments taking into account sustainability. They describe how design and technologies contribute to meeting present and future needs. Students explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts. Students create designed solutions for each of the prescribed technologies contexts suitable for identified needs or opportunities. They suggest criteria for success, including sustainability considerations and use these to evaluate their ideas and designed solutions. They combine design ideas and communicate these to audiences using graphical representation techniques and technical terms. Students record project plans including production processes. They select and use appropriate technologies and techniques correctly and safely to produce designed solutions.

**Knowledge and understanding**
- Investigate the role of food preparation in maintaining good health and the importance of food safety and hygiene (ACTDEK020)
- Investigate how and why food and fibre are produced in managed environments (ACTDEK021)
- Investigate how food preparation in maintaining good health and the importance of food safety and hygiene (ACTDEK022)
- Investigate the main components of common digital systems, their basic functions and interactions, and how such digital systems may connect together to form networks to transmit data (ACTDEP025)
- Investigate how forces or energy can control movement, sound or light in a designed product or system (ACTDEP020)
- Investigate the use of food preparation in maintaining good health and the importance of food safety and hygiene (ACTDEP022)
- Investigate how and why food and fibre are produced in managed environments (ACTDEP021)
- Investigate how forces or electrical energy can control movement, sound or light in a designed product or system (ACTDEP020)
- Investigate how and why food and fibre are produced in managed environments (ACTDEP021)
- Investigate the role of food preparation in maintaining good health and the importance of food safety and hygiene (ACTDEP022)
- Investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate the impact of their use (ACTDEP023)

**Processes and production skills**
- Critique needs or opportunities for designing and investigate materials, components, tools, equipment and processes to achieve intended designed solutions (ACTDEP024)
- Generate, develop, communicate and document design ideas and processes for audiences using appropriate technical terms and graphical representation techniques (ACTDEP025)
- Apply safe procedures when using a variety of materials, components, tools, equipment and techniques to make designed solutions (ACTDEP026)
- Negotiate criteria for success that include consideration of sustainability to evaluate design ideas, processes and solutions (ACTDEP027)
- Develop project plans that include consideration of resources when making designed solutions individually and collaboratively (ACTDEP028)
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- Negotiate criteria for success that include consideration of sustainability to evaluate design ideas, processes and solutions (ACTDEP027)
- Develop project plans that include consideration of resources when making designed solutions individually and collaboratively (ACTDEP028)

**The ARTS**

The Arts Foundation to Year 10 comprises five subjects: Dance, Drama, Media Arts, Music, Visual Arts

Each subject focuses on its own practices, terminology and unique ways of looking at the world.

**Dance**

In Dance, students use the body to communicate and express meaning through purposeful movement. Dance practice integrates choreography, performance, and appreciation of and responses to dance and dance making.

**Drama**

In Drama, students explore and depict real and fictional worlds through use of body language, gesture and space to make meaning as performers and audience. They create, rehearse, perform and respond to drama.

**Media Arts**

In Media Arts, students use communications technologies to creatively express, make, and interpret stories about people, ideas and the world around them. They engage their senses, imagination and intellect through media artworks that respond to diverse cultural, social and organisational influences on communications practices today.

**Music**

In Music, students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They create, share and share sounds in time and space and critically analyse music. Music practice is curricula based and focuses on acquiring and using knowledge, understanding and skills about music and musicians.

**Visual Arts**

In Visual Arts, students experience and explore the concepts of artists, artworks, world and audience. Students learn in, through and about visual arts practices, including the fields of art, craft and design. Students develop practical skills and critical thinking which inform their work as artists and audience.

Content descriptions in each Arts subject reflect the interrelated strands of **Making** and **Responding**. **Making** includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions. **Responding** includes exploring, responding to, analysing and interpreting artworks.

**Making and Responding** are intrinsically connected. Together they provide students with knowledge, understanding and skills as artists, performers and audience and develop students’ skills in critical and creative thinking. As students make artworks they actively respond to their developing artwork and the artworks of others; as students respond to artworks they draw on the knowledge, understanding and skills acquired through their experiences in making artworks.

**Viewpoints** - in both making and responding to artworks, students consider a range of viewpoints or perspectives through which artworks can be explored and interpreted. These include the contexts in which the artworks are made by artists and experienced by audiences. The world can be interpreted through different contexts, including social, cultural and historical contexts. Based on this curriculum, key questions are provided as a framework for developing students’ knowledge, understanding and inquiry skills.

**The Arts**

By the end of Year 6, learning in Dance builds on the experience of the previous band. It involves students making and responding to dance independently and collaboratively with their classmates, teachers and communities.

**Drama**

In Years 5 and 6, learning in Drama builds on the experience of the previous band. It involves students making and responding to devised and scripted drama independently, and collaboratively with their classmates.

**Media Arts**

In Years 5 and 6, learning in Media Arts builds on the experience of the previous band. It involves students making and responding to media arts independently, and collaboratively with their classmates, teachers and community.

**Music**

In Years 5 and 6, learning in Music builds on the experience of the previous band. It involves students making and responding to music independently, and collaboratively with their classmates, teachers and community.
<table>
<thead>
<tr>
<th>Years 5 and 6 Achievement Standard</th>
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<th>Years 5 and 6 Achievement Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By the end of Year 6, students explain how the elements of dance, choreographic devices and production elements communicate meaning in dances they make, perform and view. They describe characteristics of dances from different social, historical and cultural contexts that influence their dance making. Students structure movements in dance sequences and use the elements of dance and choreographic devices to make dance/choreographic pieces communicating meaning. They work collaboratively to perform dances for audiences, demonstrating technical and expressive skills.</strong></td>
<td><strong>By the end of Year 6, students explain how dramatic action and meaning is communicated in drama they make, perform and view. They explain how drama from different cultures, times and places influences their own drama making. Students work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, playbuilding and perform devised and scripted drama for audiences.</strong></td>
<td><strong>By the end of Year 6, students explain how points of view, ideas and stories are shaped and portrayed in media artworks they make, share and view. They explain the purposes and audiences for media artworks made in different cultures, times and places. Students work collaboratively using technologies to make media artworks for specific audiences and purposes using story production elements to communicate meaning by comparing media artworks from different cultures, social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artists, to represent different ideas and experience.</strong></td>
<td><strong>By the end of Year 6, students explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform. They describe how their music making is influenced by music and performances from different cultures, times and places. Students use rhythm, pitch and form symbols and terminology to compose and perform music. They perform and play performances in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Years 5 and 6 Content Descriptions</th>
<th>Years 5 and 6 Content Descriptions</th>
<th>Years 5 and 6 Content Descriptions</th>
<th>Years 5 and 6 Achievement Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explore movement and choreographic devices, using the elements of dance to choreograph dances that communicate meaning (ACADRM009)</strong></td>
<td><strong>Develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination (ACADAM010)</strong></td>
<td><strong>Explore movement and choreographic devices, using the elements of dance to choreograph dances that communicate meaning (ACADRM009)</strong></td>
<td><strong>By the end of Year 6, students explain how ideas are represented in artworks they make and view. They describe the influences of artworks and practices from different cultures, times and places on their art making. Students use visual conventions and visual arts practices to express a personal view in their artworks. They describe how the display of artworks enhances meaning for an audience.</strong></td>
</tr>
<tr>
<td><strong>Explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama to develop characters and situations (ACADM035)</strong></td>
<td><strong>Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action (ACADM036)</strong></td>
<td><strong>Pose and perform devised and scripted drama that develops narrative, drives dramatic action and uses dramatic techniques, performance styles and design elements to share community and cultural stories and engage an audience (ACADRM037)</strong></td>
<td><strong>Explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama to develop characters and situations (ACADRM035)</strong></td>
</tr>
<tr>
<td><strong>Rehearse and perform devised and scripted drama that develops narrative, drives dramatic action and uses dramatic techniques, performance styles and design elements to share community and cultural stories and engage an audience (ACADRM037)</strong></td>
<td><strong>Explain how the elements of drama communicate meaning by comparing drama from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander drama (ACADRM038)</strong></td>
<td><strong>Explain how the elements of drama communicate meaning by comparing drama from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander drama (ACADRM038)</strong></td>
<td><strong>By the end of Year 6, students explain how ideas are represented in artworks they make and view. They describe the influences of artworks and practices from different cultures, times and places on their art making. Students use visual conventions and visual arts practices to express a personal view in their artworks. They describe how the display of artworks enhances meaning for an audience.</strong></td>
</tr>
</tbody>
</table>

**Years 5 and 6 Achievement Standard**

**Year 5 and 6 Achievement Standard By the end of Year 6, students investigate developmental changes and transitions. They examine the changing nature of personal and cultural identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how physical activity supports community wellbeing and cultural understanding. Students demonstrate skills to work collaboratively and play fairly. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing. They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and creating movement sequences.**

**Health and Physical Education**

**Health and Physical Education teaches students how to enhance their own and others’ health, safety, wellbeing and physical activity participation in varied and changing contexts. The priority for the Health and Physical Education curriculum is to provide ongoing, developmentally appropriate and explicit learning about health and movement. The Health and Physical Education curriculum draws on its **multidisciplinary evidence base** to ensure that students are provided with learning opportunities to practise, create, apply and evaluate the knowledge, understanding and skills of the learning area. The Health and Physical Education curriculum is informed by a strengths-based approach. Rather than focusing only on potential health risks or a deficit-based model of health, the curriculum has a stronger focus on supporting students to develop the knowledge, understanding and skills they require to make healthy, safe and active choices that will enhance their own and others’ health and wellbeing. The curriculum is organised into two content strands — **Personal, social and community health** and **Movement and physical activity**. Each strand contains content descriptions which are organised under three sub-strands. The strand of **Personal, social and community health** may be addressed in other school programs/curriculums but will be reported on the Health elements of the Achievement Standards by the classroom teacher.**

**Focus areas**

The focus areas provide the breadth of learning across Foundation to Year 10 that must be taught in order for students to acquire and demonstrate the knowledge, understanding and skills described in the achievement standard for each band of learning; alcohol and other drugs (AD), food and nutrition (FN), health benefits of physical activity (HBPA), mental health and wellbeing (MH), relationships and sexuality (RS), safety (S), active play and minor games (AP), challenge and adventure activities (CA), fundamental movement skills (FMS), games and sports (GS), lifelong physical activities (LPA) and rhythmic and expressive movement activities (RE).
**Personal, social and community health**
The focus areas to be addressed in Foundation include, but are not limited to: alcohol and other drugs (AD), food and nutrition (FN), health benefits of physical activity (HBPA), mental health and wellbeing (MH), relationships and sexuality (RS), safety (S),

**Movement and physical activity.**
The focus areas to be addressed in Foundation include, but are not limited to: active play and minor games (APM), challenge and adventure activities (CA), fundamental movement skills (FMS), games and sports (GS), lifelong physical activities (LTPA) and rhythmic and expressive movement activities (RE).

### Being healthy, safe and active
- Explore personal and cultural identities and how they change and adapt to different contexts and situations (ACPPS051)
- Investigate resources and strategies to manage changes and transitions associated with puberty (ACPPS052)
- Investigate community resources and strategies to seek help about health, safety and wellbeing (ACPPS053)
- Plan and practice strategies to promote, health, safety and wellbeing (ACPPS054)

### Communicating and interacting for health and wellbeing
- Practise skills to establish and manage relationships (ACPPS055)
- Examine the influence of emotional responses on behaviour and relationships (ACPPS056)
- Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)

### Contributing to healthy and active communities
- Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)
- Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (ACPPS059)
- Investigate and reflect on how valuing diversity positively influences the wellbeing of the community (ACPPS060)

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### Japanese

<table>
<thead>
<tr>
<th>Languages Other Than English</th>
<th>Beginner Stage</th>
<th>Elementary Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding</td>
<td>Comprehending and composing in the target language</td>
<td>Comprehending and composing in the target language</td>
</tr>
<tr>
<td>Comprehending and composing skills are used to understand language input, to convey information and to express ideas in response to needs and interests.</td>
<td>Comprehending and composing skills are used to understand language input, to convey information and to express ideas in response to needs and interests.</td>
<td>Comprehending and composing skills are used to understand language input, to convey information and to express ideas in response to needs and interests.</td>
</tr>
<tr>
<td>Verbal language and non-verbal language are used in simple, routine exchanges to negotiate meaning.</td>
<td>Language forms, functions, grammar and vocabulary are combined with process skills and strategies to make meaning.</td>
<td>Language forms, functions, grammar and vocabulary are combined with process skills and strategies to make meaning.</td>
</tr>
<tr>
<td>Listening for and locating key words and phrases, and using memorised material helps to make meaning e.g. listening to or reading/viewing a target language text to locate specific items of information, or anticipating the meaning of new words and phrases in spoken or written target language texts.</td>
<td>Manipulating known language helps to make meaning in different contexts.</td>
<td>Manipulating known language helps to make meaning in different contexts.</td>
</tr>
</tbody>
</table>

### Ways of working

**Beginner Stage**
- Students are able to:
  - Identify the purpose or main topic in simple spoken and written texts, using visual and verbal language
  - Respond to familiar statements and questions in simple conversations and discussions, using key words, phrases and memorised material
  - Identify and use non-verbal communication strategies in familiar contexts
  - Construct simple spoken and written texts in familiar contexts
  - Notice and compare aspects of the target language and English and/or other familiar languages
  - Notice and compare aspects of their own cultures and of the target cultures
  - Reflect on and evaluate the suitability of language choices in familiar contexts
  - Reflect on learning to identify new understandings and future applications.

**Elementary Stage**
- Students are able to:
  - Interpret a range of spoken and written texts in different contexts where familiar and some unfamiliar language is used
  - Interpret and respond by manipulating some elements of language to contribute to conversations for different purposes, contexts and audiences
  - Recognise and use appropriate verbal and non-verbal language to support the development of communicative competence
  - Select and apply strategies to adjust verbal and non-verbal language for a variety of purposes, contexts and audiences, and respond appropriately to feedback
  - Construct simple, cohesive spoken and written texts for different contexts, displaying some concept of register
  - Notice and compare similarities and differences between the target language and English and/or other familiar languages
  - Notice and compare their own beliefs, attitudes and practices and those reflected in the target culture
  - Reflect on and evaluate the suitability of language choices for purpose, context and audience
  - Reflect on learning, apply new understandings and identify future applications.
<table>
<thead>
<tr>
<th>between language use and cultural knowledge and behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Investigations into language use and cultural beliefs, attitudes and practices further develop intercultural competence</td>
</tr>
</tbody>
</table>
Year Seven Curriculum Overview

English Year Seven Description.
In Years 7 and 8, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts. Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances.

Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. Literary texts that support and extend students in Years 7 and 8 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics presented in visual form. Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.

Achievement Standard
Receptive modes (listening, reading and viewing)
By the end of Year 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning. Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints. They listen for and explain different perspectives in texts.

Productive modes (speaking, writing and creating)
Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect. Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, accurate spelling and punctuation.

Language
Students bring with them to school a wide range of experiences with language and texts. Students develop skills and dispositions to expand their knowledge of language as well as strategies to assist that growth.

<table>
<thead>
<tr>
<th>Language variation and change</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and content (ACELA1528)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language for interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Understand how accents, styles of speech and idioms express and create personal and social identities (ACELA1529)</td>
</tr>
<tr>
<td>• Understand how language is used to evaluate ideas and how evaluations about a text can be substantiated by reference to the text and other sources (ACELA1782)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Text structure and organisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors (ACELA1531)</td>
</tr>
<tr>
<td>• Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts (ACELA1763)</td>
</tr>
<tr>
<td>• Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses (ACELA1532)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expressing and developing ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information (ACELA1534)</td>
</tr>
<tr>
<td>• Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (ACELA1536)</td>
</tr>
<tr>
<td>• Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance (ACELA1764)</td>
</tr>
<tr>
<td>• Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language (ACELA1537)</td>
</tr>
<tr>
<td>• Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them (ACELA1539)</td>
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</tbody>
</table>

Literature
Students develop their growth and use of language through pleasurable and varied experiences of literature.

<table>
<thead>
<tr>
<th>Language and context</th>
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<tbody>
<tr>
<td>• Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)</td>
</tr>
<tr>
<td>• Responding to literature</td>
</tr>
<tr>
<td>• Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620)</td>
</tr>
<tr>
<td>• Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)</td>
</tr>
<tr>
<td>• Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Examining literature</th>
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</thead>
<tbody>
<tr>
<td>• Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)</td>
</tr>
<tr>
<td>• Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels (ACELT1623)</td>
</tr>
<tr>
<td>• Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625)</td>
</tr>
<tr>
<td>• Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour (ACELT1805)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lexical and grammatical features</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language (ACELA1537)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Texts in context</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Analyse and explain the effect of technological innovations on texts, particularly media texts (ACELY1765)</td>
</tr>
<tr>
<td>• Interpreting, analysing and evaluating</td>
</tr>
<tr>
<td>• Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition (ACELY1719)</td>
</tr>
<tr>
<td>• Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, for example music and sound) to add interest and meaning (ACELY1804)</td>
</tr>
<tr>
<td>• Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing (ACELY1720)</td>
</tr>
<tr>
<td>• Analyse and explain the ways texts structures and language features shape meaning and vary according to audience and purpose (ACELY1721)</td>
</tr>
<tr>
<td>• Use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1722)</td>
</tr>
<tr>
<td>• Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723)</td>
</tr>
<tr>
<td>• Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences (ACELY1724)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Creating texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)</td>
</tr>
<tr>
<td>• Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (ACELY1727)</td>
</tr>
<tr>
<td>• Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728)</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students develop their growth and use of language through the beginnings of a repertoire of activities involving listening, viewing, reading, speaking and writing using texts.</td>
</tr>
</tbody>
</table>

NATIONAL CURRICULUM CONTENT
Mathematics Year Seven Description

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 describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions.
- **Fluency** includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms.
- **Problem Solving** includes formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments.
- **Reasoning** includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays.

Achievement Standard

By the end of Year 7, students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. They solve problems involving percentages and all four operations with fractions and decimals. They compare the cost of items to make financial decisions. Students represent numbers using variables. They connect the laws and properties for numbers to algebra. They interpret simple linear representations and model authentic information. Students describe different views of three-dimensional objects. They represent transformations in the Cartesian plane. They solve simple numerical problems involving angles formed by a transversal crossing two parallel lines. Students identify issues involving the collection of continuous data. They describe the relationship between the median and mean in data displays. Students use fractions, decimals, and percentages, and their equivalences. They express one quantity as a fraction or percentage of another. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution. They assign ordered pairs to given points on the Cartesian plane. Students use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals. They name the types of angles formed by a transversal crossing parallel line. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes. They calculate mean, mode, median and range for data sets. They construct stem-and-leaf plots and dot-plots.

### Number and Algebra

<table>
<thead>
<tr>
<th>Number and place value</th>
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</thead>
<tbody>
<tr>
<td>Investigate index notation and represent whole numbers as products of powers of prime numbers (ACMNA149)</td>
</tr>
<tr>
<td>Investigate and use square roots of perfect square numbers (ACMNA150)</td>
</tr>
<tr>
<td>Apply the associative, commutative and distributive laws to aid mental and written computation (ACMNA151)</td>
</tr>
<tr>
<td>Compare, order, add and subtract integers (ACMNA280)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Real numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare fractions using equivalence. Locate and represent positive and negative fractions and mixed numbers on a number line (ACMNA152)</td>
</tr>
<tr>
<td>Solve problems involving addition and subtraction of fractions, including those with unrelated denominators (ACMNA153)</td>
</tr>
<tr>
<td>Multiply and divide fractions and decimals using efficient written strategies and digital technologies (ACMNA154)</td>
</tr>
<tr>
<td>Multiply and divide fractions and decimals using efficient written strategies and digital technologies (ACMNA154)</td>
</tr>
<tr>
<td>Express one quantity as a fraction of another, with and without the use of digital technologies (ACMNA155)</td>
</tr>
<tr>
<td>Round decimals to a specified number of decimal places (ACMNA156)</td>
</tr>
<tr>
<td>Connect fractions, decimals and percentages and carry out simple conversions (ACMNA157)</td>
</tr>
<tr>
<td>Find percentages of quantities and express one quantity as a percentage of another, with and without digital technologies. (ACMNA158)</td>
</tr>
<tr>
<td>Recognise and solve problems involving simple ratios (ACMNA173)</td>
</tr>
</tbody>
</table>

### Money and financial mathematics

| Investigate and calculate ‘best buys’, with and without digital technologies (ACMNA174) |

### Patterns and algebra

| Introduce the concept of variables as a way of representing numbers using letters (ACMNA175) |
| Create algebraic expressions and evaluate them by substituting a given value for each variable (ACMNA176) |
| Extend and apply the laws and properties of arithmetic to algebraic terms and expressions (ACMNA177) |
| Linear and non-linear relationships |
| Given coordinates, plot points on the Cartesian plane, and find coordinates for a given point (ACMNA178) |
| Solve simple linear equations (ACMNA179) |
| Investigate, interpret and analyse graphs from authentic data (ACMNA180) |

### Measurement and Geometry

<table>
<thead>
<tr>
<th>Using units of measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish the formulas for areas of rectangles, triangles and parallelograms and use these in problem solving (ACMMG159)</td>
</tr>
<tr>
<td>Calculate volumes of rectangular prisms (ACMMG160)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Shape</th>
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<tbody>
<tr>
<td>Draw different views of prisms and solids formed from combinations of prisms (ACMMG161)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location and transformation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe translations, reflections in an axis, and rotations of multiples of 90° on the Cartesian plane using coordinates. Identify line and rotational symmetries (ACMMG181)</td>
</tr>
<tr>
<td>Geometric reasoning</td>
</tr>
<tr>
<td>Identify corresponding, alternate and co-interior angles when two straight lines are crossed by a transversal (ACMMG163)</td>
</tr>
<tr>
<td>Investigate conditions for two lines to be parallel and solve simple numerical problems using reasoning (ACMMG164)</td>
</tr>
<tr>
<td>Demonstrate that the angle sum of a triangle is 180° and use this to find the angle sum of a quadrilateral (ACMMG166)</td>
</tr>
<tr>
<td>Classify triangles according to their side and angle properties and describe quadrilaterals (ACMMG165)</td>
</tr>
</tbody>
</table>

### Statistics and Probability

<table>
<thead>
<tr>
<th>Chance</th>
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</thead>
<tbody>
<tr>
<td>Construct sample spaces for single-step experiments with equally likely outcomes (ACMSP167)</td>
</tr>
<tr>
<td>Assign probabilities to the outcomes of events and determine probabilities for events (ACMSP168)</td>
</tr>
</tbody>
</table>

### Data representation and interpretation

| Identify and investigate issues involving numerical data collected from primary and secondary sources (ACMSP169) |
| Construct and compare a range of data displays including stem-and-leaf plots and dot plots (ACMSP170) |
| Calculate mean, median, mode and range for sets of data. Interpret these statistics in the context of data (ACMSP171) |
| Describe and interpret data displays using median, mean and range (ACMSP172) |
### Science Year Seven Description

**Science Understanding**
- Biological sciences: There are differences within and between groups of organisms; classification helps organise this diversity (ACSSU111)
- Interactions between organisms can be described in terms of food chains and food webs; human activity can affect these interactions (ACSSU112)
- Chemical sciences: Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques (ACSSU113)
- Earth and space sciences: Predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the sun, Earth, and the moon (ACSSU115)
- Some Earth’s resources are renewable, but others are non-renewable (ACSSU116)
- Water is an important resource that cycles through the environment (ACSSU222)
- Physical sciences: Change to an object’s motion is caused by unbalanced forces acting on the object (ACSSU117)
- Earth’s gravity pulls objects towards the centre of the Earth (ACSSU118)

**Science as a Human Endeavour**
- Nature and development of science: Scientific knowledge changes as new evidence becomes available, and some scientific discoveries have significantly changed people’s understanding of the world (ACH1E119)
- Science knowledge can develop through collaboration and connecting ideas across the disciplines of science (ACSSC223)

**Science Inquiry Skills**
- Planning and conducting: Collaboratively and individually plan and conduct a range of investigations, including fieldwork and experiments, ensuring safety and ethical guidelines are followed (ACS1S125)
- In fair tests, measure and control variables, and select equipment to collect data with accuracy appropriate to the task (ACS1S126)
- Processing and analysing data and information: Construct and use a range of representations, including graphs, keys, and models to represent and analyse patterns or relationships, including using digital technologies as appropriate (ACS1S129)
- Summarise data, from students’ own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions (ACS1S130)
- Evaluating: Reflect on the method used to investigate a question or solve a problem, including evaluating the quality of the data collected, and identify improvements to the method (ACS1S131)
- Use scientific knowledge and findings from investigations to evaluate claims (ACS1S132)
- Communicating: Communicate ideas, findings and solutions to problems using scientific language and representations using digital technologies as appropriate (ACS1S133)

### History Year Seven Description

**The Ancient World**

The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60,000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies including Australia, Egypt, Greece, Rome, China and India. The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. 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.

**Key inquiry questions**
- How do we know about the ancient past?
- Why and where did the earliest societies develop?
- What emerged as the defining characteristics of ancient societies?
- What have been the legacies of ancient societies?

**Achievement Standard**

By the end of Year 7, students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways. Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame an historical inquiry. They identify and select a range of sources and locate, compare and use information to answer inquiry questions. They examine sources to explain points of view. When interpreting sources, they identify their origin and purpose. Students develop texts, particularly descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.
Historical Knowledge and Understanding

**Overview**

for the ancient world (Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya) includes the following:

- the theory that people moved out of Africa around 60,000 BC (BCE) and migrated to other parts of the world, including Australia.
- the evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery)
- key features of ancient societies (farming, trade, social classes, religion, rule of law)

The overview content can be used to give students an introduction to the historical period; to make the links to and between the depth studies; and to consolidate understanding through a review of the period.

There are three depth studies for this historical period. For each depth study, there are up to three electives that focus on a particular society, event, movement or development. It is expected that ONE elective will be studied in detail. A depth study elective will constitute approximately 30% of the total teaching time for the year. The content in each depth study elective is designed to allow detailed study of specific aspects of this historical period. As part of a teaching and learning program, depth study content can be integrated with the overview content and/or with other depth study electives.

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**Depth studies (Choices)**

1. Investigating the ancient past
   - How historians and archaeologists investigate history, including excavation and archival research (ACDSEH001)
   - The range of sources that can be used in a historical investigation, including archaeological and written sources (ACDSEH029)
   - The methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists, such as in the analysis of unidentified human remains (ACDSEH030)
   - The nature of the sources for ancient Australia and what they reveal about Australia’s past in the ancient period, such as the use of resources (ACDSEH031)
   - The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples. (ACDSEH148)

2. The Mediterranean world
   - **Greece**
     - The physical features of ancient Greece (such as its mountainous landscape) and how they influenced the civilisation that developed there (ACDSEH003)
     - Roles of key groups in Athenian and/or Spartan society (such as citizens, women, slaves), including the influence of law and religion (ACDSEH035)
     - The significant beliefs, values and practices of the ancient Greeks, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH036)
     - Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, colonisation and war (such as the Peloponnesian and Persian wars) (ACDSEH037)
     - The role of a significant individual in ancient Greek history such as Leonidas or Pericles (ACDSEH130)
   - **Egypt**
     - The physical features of ancient Egypt (such as the River Nile) and how they influenced the civilisation that developed there (ACDSEH002)
     - Roles of key groups in ancient Egyptian society (such as the nobility, bureaucracy, women, slaves), including the influence of law and religion (ACDSEH032)
     - The significant beliefs, values and practices of the ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH033)
     - Contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade, and peace treaties (ACDSEH034)
     - The role of a significant individual in ancient Egyptian history such as Hatshepsut or Rameses II (ACDSEH129)
   - **Rome**
     - The physical features of ancient Rome (such as the River Tiber) and how they influenced the civilisation that developed there (ACDSEH004)
     - Roles of key groups in ancient Roman society (such as patricians, plebeians, women, slaves), including the influence of law and religion (ACDSEH030)
     - The significant beliefs, values and practices of the ancient Romans, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH039)
     - Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Roman empire (including its material remains), and the spread of religious beliefs (ACDSEH040)
     - The role of a significant individual in ancient Rome’s history such as Julius Caesar or Augustus (ACDSEH131)

3. The Asian world
   - **India**
     - The physical features of India (such as fertile river plains) and how they influenced the civilisation that developed there (ACDSEH006)
     - Roles of key groups in Indian society in this period (such as kings, emperors, priests, merchants, peasants), including the influence of law and religion. (ACDSEH044)
     - The significant beliefs, values and practices of Indian society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH045)
     - Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Mauryan Empire (including its material remains), and the spread of philosophies and beliefs (ACDSEH046)
     - The role of a significant individual in Indian history such as Chandragupta Maurya or Ashoka (ACDSEH133)
   - **China**
     - The physical features of China (such as the Yellow River) and how they influenced the civilisation that developed there (ACDSEH005)
     - Roles of key groups in Chinese society in this period (such as kings, emperors, scholars, craftsmen, women), including the influence of law and religion. (ACDSEH041)
     - The significant beliefs, values and practices of Chinese society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH042)
     - Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Han dynasty (including its material remains), and the spread of philosophies and beliefs (ACDSEH043)
     - The role of a significant individual in ancient Chinese history such as Confucius or Qin ShiHuang (ACDSEH132)

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**Historical Skills**

**Chronology, terms and concepts**

- Sequence historical events, developments and periods (ACHHS205)
- Use historical terms and concepts (ACHHS206)

**Historical questions and research**

- Identify a range of questions about the past to inform a historical inquiry (ACHHS207)
- Identify and locate relevant sources, using ICT and other methods (ACHHS208)

**Analysis and use of sources**

- Identify the origin and purpose of primary and secondary sources (ACHHS209)
- Locate, compare, select and use information from a range of sources as evidence (ACHHS210)
- Draw conclusions about the usefulness of sources (ACHHS211)

**Perspectives and interpretations**

- Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS212)

**Explanation and communication**

- Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged (ACHHS213)
- Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS214)
**Geography Year Seven Description**

There are two units of study in the Year 7 curriculum for Geography: *Water in the world* and *Place and liveability*. *Water in the world* focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. *Water in the world* develops students' understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life, that people value the environment in different ways and that the environment has its specific hazards. Water is investigated using studies drawn from Australia, countries of the Asia region, and countries from West Asia and/or North Africa. *Place and liveability* focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. It develops students’ ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe.

**Key inquiry questions**

How do people’s reliance on places and environments influence their perception of them?

What effect does the uneven distribution of resources and services have on the lives of people?

**Achievement Standard**

By the end of Year 7, students describe geographical processes that influence the characteristics of places and how places are perceived and valued differently. They explain interconnections between people, places and environments and describe how they change places and environments. They propose simple explanations for spatial distributions and patterns among phenomena. They describe alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors. Students identify geographically significant questions to frame an inquiry. They locate relevant information from primary and secondary sources to answer inquiry questions. They represent data and the location and distribution of geographical phenomena in a range of graphic forms, including large-scale and small-scale maps that conform to cartographic conventions. They analyse geographical data and other information to propose simple explanations for spatial patterns, trends and relationships and draw conclusions. Students present findings and arguments using relevant geographical terminology and graphic representations in a range of communication forms. They propose action in response to a geographical challenge taking account of environmental, economic and social considerations and describe the expected effects of their proposal.

**Geographical Knowledge and Understanding**

**Unit 1: Water in the world**

- The classification of environmental resources and the forms that water takes as a resource (ACHGK037)
- The ways that flows of water connect places as it moves through the environment and the way this affects places (ACHGK038)
- The quantity and variability of Australia’s water resources compared with those in other continents (ACHGK039)
- The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa (ACHGK040)
- The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region (ACHGK041)
- The causes, impacts and responses to an atmospheric or hydrological hazard (ACHGK042)

**Unit 2: Place and liveability**

- The factors that influence the decisions people make about where to live and their perceptions of the liveability of places (ACHGK043)
- The influence of accessibility to services and facilities on the liveability of places (ACHGK044)
- The influence of environmental quality on the liveability of places (ACHGK045)
- The influence of social connectedness, community identity and perceptions of crime and safety on the liveability of places (ACHGK046)
- The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe (ACHGK047)

**Geographical Inquiry and Skills**

**Observing, questioning and planning**

- Develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts (ACHGS047)

**Collecting, recording, evaluating and representing**

- Collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources (ACHGS048)
- Evaluate sources for their reliability and usefulness and represent data in a range of appropriate forms, for example, climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies (ACHGS049)
- Represent the spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate (ACHGK050)

**Interpreting, analysing and concluding**

- Analyse geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends and infer relationships (ACHGS051)
- Apply geographical concepts to draw conclusions based on the analysis of the data and information collected (ACHGS052)

**Communicating**

- Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate (ACHGS053)

**Reflecting and responding**

- Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS054)

**Technology**

**Essential learning**

**Technology as a human endeavour**

Technology influences and impacts on people, their communities and environments.

- Design and development of products are influenced by societies’ changing needs and wants, and include artefacts, systems, environments and service
- Product design and production decisions are influenced by specifications, constraints and aspects appropriateness including functions, aesthetics, culture, available finances and resources, and sustainability
- Decisions made about the design, development and use of products can impact positively or negatively on people, their communities and environments

**Information, materials and systems (resources)**

The characteristics of resources are matched with tools and techniques to make products to meet design challenges.

- Resources are selected according to their characteristics, to match requirements of design challenges and suit the user
- Techniques and tools are selected to manipulate or process resources to enhance the quality of products and to match design ideas, standards and specifications

**Ways of Working**

- investigate and analyse the purpose, context, specifications and constraints for design ideas
- generate and evaluate design ideas and determine suitability based on purpose, specifications and constraints
- communicate the details of designs showing relative proportion, using labelled drawings, models and/or plans select resources, techniques and tools to make products that meet specifications
- plan and manage production procedures and modify as necessary
- make products to meet specifications by manipulating and processing resources
- identify risks and justify and apply safe practices
- evaluate the suitability of products and processes for the purpose and context, and recommend improvements
- reflect on and identify the impacts of products and processes on people, their communities and environments
- reflect on learning, apply new understandings and identify future applications.
### Year 7

**By the end of Year 7**

**Media**
- Media involves constructing meaning, considering intended audiences and intended purposes, by modifying media languages and technologies to create representations.
  - Still and moving images, sounds and words are applied and modified, using genre conventions, to construct media texts.
  - Media techniques and practices, including editing and publishing, are used to create media texts.
  - Representations in media texts have specific purposes and are modified to maximise audience impact.

**Drama**
- Drama involves modifying dramatic elements and conventions to express ideas, considering intended audiences and intended purposes, through dramatic action based on real or imagined events.
  - Roles and characters can be presented from different perspectives and in different situations, using variations in voice, movement and focus.
  - Purpose and context are considered when modifying mood, time frames, language, place and space, and are used to express ideas.
  - Dramatic action is interpreted, prepared and shaped through scenarios and scripts.

**Visual Art**
- Visual Art involves modifying visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering intended audiences and intended purposes, through images and objects.
  - Blended, controlled and symbolic colour is used to create depth, representation and symbolism.
  - Descriptive and emotive lines are used to create abstraction, proportion and symbolism.
  - Negative space and positive shape are used to create abstraction, non-representation and proportion.
  - Actual, invented and simulated textures are used to create depth, representation and non-representation.

**Dance**
- Dance involves using the human body to express ideas, considering intended audiences and intended purposes, by modifying dance elements in movement sequences.
  - Combinations of locomotor and non-locomotor movements are used to create actions for movement sequences.
  - Directional focus is used to draw attention in space in movement sequences.

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### Ways of Working

- select and develop ideas for arts works, considering intended audiences and intended purposes, and make decisions about arts elements and languages.
- create and shape arts works by modifying arts elements to express purpose and to include influences from their own and other cultures and times.
- modify and polish arts works, using interpretive and technical skills.
- present arts works to informal and formal audiences for intended purposes, using arts techniques, skills and processes.
- identify, apply and justify safe practices.
- respond by analysing and evaluating arts works in social, cultural, historical and spiritual contexts, using arts elements and languages.
- reflect on learning, apply new understandings and identify future applications.

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### Health and Physical Education (HPE)

**By the end of Year 7**

**Physical activity: Fundamental and specialised movement skills, movement concepts, tactics and strategies are elements of physical activity.**
- Modifying techniques and selectively applying movement concepts can enhance physical performance and increase enjoyment in physical activities.
- Refining teamwork, tactics and strategies in a variety of contexts improves movement capacities, and physical performance, and enhances participation in physical activity.
- Regular participation in physical activity can enhance cardio-respiratory endurance, muscular strength and endurance, flexibility, and health and wellbeing.

**Ways of Working**
- identify issues and plan investigations and activities.
- collect, analyse and evaluate information and evidence.
- draw conclusions and make decisions supported by information and evidence.
- propose, justify, implement and monitor plans or actions to promote health and wellbeing, movement capacities and personal development.
- apply movement concepts and make purposeful refinements to movement skills.
- create and perform movement sequences through modifying and combining movement skills and applying movement concepts.
- identify risks and justify and apply safe practices.
- select and demonstrate appropriate personal development skills and strategies in team and group situations.
- reflect on and identify the impact of diverse influences on health and well being, movement capacities and personal development, including the best use of positive influences.

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### Japanese

- Students use their existing understanding of language and culture to identify how languages are inextricably linked to cultures. They develop the skills needed to communicate in the target language, and to build their repertoire of process skills and strategies for acquiring and manipulating the verbal, non-verbal and written features. Students demonstrate evidence of their learning over time in relation to the following assessable elements:
  - knowledge and understanding
  - comprehending texts
  - composing texts
  - intercultural competence
  - reflecting.
**Languages Other Than English**

<table>
<thead>
<tr>
<th>Beginner Stage</th>
<th>Elementary Stage</th>
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<tbody>
<tr>
<td><strong>Knowledge and understanding</strong></td>
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</tr>
<tr>
<td>Comprehending and composing skills are used to understand language input, to convey information and to express ideas in response to needs and interests.</td>
<td>Comprehending and composing skills are used to understand language input, to convey information and express ideas in response to needs and interests.</td>
</tr>
<tr>
<td>- Verbal language and non-verbal language are used in simple, routine exchanges to negotiate meaning.</td>
<td>- Verbal language and non-verbal language are adapted according to purpose, context and audience.</td>
</tr>
<tr>
<td>- Language forms, functions, grammar and vocabulary are combined with process skills and strategies to make meaning.</td>
<td>- Texts, including conversations and narratives, follow patterns and are shaped by conventions that can vary between cultures.</td>
</tr>
<tr>
<td>- Listening for and locating key words and phrases, and using memorised material helps to make meaning e.g. listening to or reading/viewing a target language text to locate specific items of information, or anticipating the meaning of new words and phrases in spoken or written target language texts.</td>
<td>- Familiar language can be used in new contexts to help interpret and convey main ideas and supporting details.</td>
</tr>
<tr>
<td>- Manipulating known language helps to make meaning in different contexts.</td>
<td>- Familiar linguistic features and structures are manipulated to generate original target language texts and to construct simple, cohesive texts for different purposes, contexts and audiences.</td>
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</table>

**Intercultural competence and language awareness**

Intercultural competence and knowledge of languages and cultures allow for exploration of different ways of experiencing and acting in the world.

- Ideas or information may or may not be transferable from one language to another and can provide cultural insights and information.
- Cultural practices in the target language can be compared with those of other cultures and connections noticed between language use and cultural knowledge and behaviour.
- Investigations into language use and cultural beliefs, attitudes and practices further develop intercultural competence.

**Ways of working**

**Beginner Stage**

Students are able to:
- identify the purpose or main topic in simple spoken and written texts, using visual and verbal language.
- respond familiar statements and questions in simple conversations and discussions, using key words, phrases and memorised material.
- identify and use non-verbal communication strategies in familiar contexts.
- construct simple spoken and written texts in familiar contexts.
- notice and compare aspects of the target language and English and/or other familiar languages.
- notice and compare aspects of their own cultures and of the target cultures.
- reflect on and evaluate the suitability of language choices in familiar contexts.
- reflect on learning to identify new understandings and future applications.

**Elementary Stage**

Students are able to:
- interpret a range of spoken and written texts in different contexts where familiar and some unfamiliar language is used.
- interpret and respond by manipulating some elements of language to contribute to conversations for different purposes, contexts and audiences.
- recognise and use appropriate verbal and non-verbal language to support the development of communicative competence.
- select and apply strategies to adjust verbal and non-verbal language for a variety of purposes, contexts and audiences, and respond appropriately to feedback.
- construct simple, cohesive spoken and written texts for different contexts, displaying some concept of register.
- notice and compare similarities and differences between the target language and English and/or other familiar languages.
- notice and compare their own beliefs, attitudes and practices and those reflected in the target culture.
- reflect on and evaluate the suitability of language choices for purpose, context and audience.
- reflect on learning, apply new understandings and identify future applications.