## Language

### 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 social interactions
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).

### Evaluative language
Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462).

### Purpose audience and structures of different types of texts
Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463).

### Text cohesion
Understand how texts are made cohesive through language features, including word associations, synonyms, and antonyms (ACELA1464).

### Punctuation
Recognise that capital letters and commas are used to separate items in lists (ACELY1465).

### Concepts of print and screen
Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466).

### Sentences and clause-level grammar
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).

### Word-level grammar
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).

### Visual language
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).

### Vocabulary
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).

### Phonological and phonemic awareness
Orally manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution in combination with use of letters in reading and writing (ACELA1474).

### Alphabet and phonetic knowledge
Use most letter-sound matches including vowel digraphs, less common long vowel patterns, letter clusters and silent letters when reading and writing words of one or more syllable (ACELA1824).

### Spelling
Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words (ACELA1471).

### Language variation and change
Understand how language varies for purposes and audiences, selecting features and their use varies according to the audience, purpose, context and cultural background (ACELA1460).

### Language for social interactions
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).

### Evaluative language
Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462).

### Purpose audience and structures of different types of texts
Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463).

### Text cohesion
Understand how texts are made cohesive through language features, including word associations, synonyms, and antonyms (ACELA1464).

### Punctuation
Recognise that capital letters and commas are used to separate items in lists (ACELY1465).

### Concepts of print and screen
Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466).

### Sentence structure
Understand that sentences are clauses usually linked by a coordinating conjunction (ACELA1467).

### Word structure
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).

### Visual representation
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).

### Vocabulary
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).

### Phonological awareness
Orally manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution in combination with use of letters in reading and writing (ACELA1474).

### Alphabet knowledge
Use most letter-sound matches including vowel digraphs, less common long vowel patterns, letter clusters and silent letters when reading and writing words of one or more syllable (ACELA1824).

### Spelling
Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words (ACELA1471).

## Literature

### How texts reflect the context of culture and situation in which they are created
Discuss how deceptions of characters in print, sound and images reflect the contexts in which they were created (ACELT1589).

### Personal responses to the ideas, characters and viewpoints in texts
Compare opinions about characters, events and settings in and between texts (ACELT1590).

### Expressing preferences and evaluating texts
Identify aspects of different types of literary texts and explore how language is used to present these features in different ways (ACELA1591).

### Features of literary texts
Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELA1592).

### Language devices in literary texts, including figurative language
Identify, reproduce and experiment with rhyming, sound and word patterns in poems, chants, rhymes and songs (ACELT1593).

### Creating literary texts
Create events and characters from different media that develop key events and characters from literary texts (ACELT1593).

### Experimentation and adaptation
Innovate on familiar texts by experimenting with character, setting or plot (ACELT1833).

## Literacy

### Texts and the contexts in which they are used
Discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665).

### Listening and speaking interactions
Listen for specific purposes and information, including instructions, events and students’ own and others’ ideas in discussions (ACELY1666).

### Listening and speaking interactions
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).

### Oral presentations
Rehearse and deliver short presentations on familiar and new topics (ACELY1867).

### Purpose and audience
Identify the audience of imaginative, informative and persuasive texts (ACELY1668).

### Reading processes
Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonetic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting (ACELY1669).

### Comprehension strategies
Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on 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).

### Editing
Rewrite and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1672).

### Handwriting
Write legibly and with growing fluency using unjoined upper case and lower case letters (ACELY1673).

### Use of software
Construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1674).
# Mathematics

### Proficiency Strands

<table>
<thead>
<tr>
<th>Understanding</th>
<th>Fluency</th>
<th>Problem Solving</th>
<th>Reasoning</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes using generalising from number properties and results of calculations, comparing angles and creating and interpreting variations in the results of data collections and data displays.</td>
<td>Includes readily counting numbers in sequences, 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.</td>
<td>Includes formulating problems from authentic situations, making models and using number sentences that represent problem situations, and matching transformations with their original shape.</td>
<td>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.</td>
<td>The proficiency strands describe the actions in which students can engage when learning and using the content. While not all proficiency strands apply to every content description, they indicate the breadth of mathematical actions that teachers can emphasise.</td>
</tr>
</tbody>
</table>

### NUMBER AND ALGEBRA

<table>
<thead>
<tr>
<th>Number and place value</th>
<th>Fractions and decimals</th>
<th>Money and financial mathematics</th>
<th>Patterns and algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and tens 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).</td>
<td>Recognise and interpret common uses of halves, quarters and eighths of shapes and collections (ACMNA033).</td>
<td>Count and order small collections of Australian coins and notes according to their value (ACMNA034).</td>
<td>Describe patterns with numbers and identify missing elements (ACMNA035). Solve problems by using number sentences for addition or subtraction (ACMNA036).</td>
</tr>
</tbody>
</table>

### MEASUREMENT AND GEOMETRY

<table>
<thead>
<tr>
<th>Using units of measurement</th>
<th>Shape</th>
<th>Location and transformation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units (ACMMG037). 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). Compare masses of objects using balance scales (ACMMG038).</td>
<td>Describe and draw two-dimensional shapes, with and without digital technologies (ACMMG042). Describe the features of three-dimensional objects (ACMMG043).</td>
<td>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).</td>
</tr>
</tbody>
</table>

### STATISTICS AND PROBABILITY

<table>
<thead>
<tr>
<th>Chance</th>
<th>Data representation and interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify practical activities and everyday events that involve chance. Describe outcomes as ‘likely’ or ‘unlikely’ (ACMSP047).</td>
<td>Identify a question of interest based on one categorical variable. Gather data relevant to the question (ACMSP048). Collect, check and classify data (ACMSP049). Create displays of data using lists, table and picture graphs and interpret them (ACMSP050).</td>
</tr>
</tbody>
</table>

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# 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>Living things grow, change and have offspring similar to themselves (ACSSU035).</td>
<td>Different materials can be combined for a particular purpose (ACSSU031).</td>
<td>Earth’s resources are used in a variety of ways (ACSSU035).</td>
<td>A push or a pull affects how an object moves or changes shape (ACSSU033).</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>
</tr>
</thead>
<tbody>
<tr>
<td>Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE034).</td>
<td>People use science in their daily lives, including when caring for their environment and living things (ACSHE035).</td>
</tr>
</tbody>
</table>

### SCIENCE INQUIRY SKILLS

<table>
<thead>
<tr>
<th>Questioning and predicting</th>
<th>Planning and conducting</th>
<th>Processing and analysing data and information</th>
<th>Evaluating</th>
<th>Communicating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pose and respond to questions, and make predictions about familiar objects and events (ACISIS037).</td>
<td>Participate in guided investigations to explore and answer questions (ACISIS038). Use informal measurements to collect and record observations, using digital technologies as appropriate (ACISIS039).</td>
<td>Use a range of methods to sort information, including drawings and provided tables and through discussion, compare observations with predictions (ACISIS040).</td>
<td>Compare observations with those of others (ACISIS041).</td>
<td>Represent and communicate observations and ideas in a variety of ways (ACISIS042).</td>
</tr>
</tbody>
</table>
## Humanities and Social Sciences

### KNOWLEDGE AND UNDERSTANDING

#### History
The history of a significant person, building, site and/or part of the natural environment in the local community and what it reveals about the past (ACHASSK044)
The importance today of a historical site of cultural or spiritual significance in the local area, and why it should be preserved (ACHASSK045)
How changing technology affected people’s lives (at home and in the ways they worked, travelled, communicated and played in the past) (ACHASSK046)

#### Geography
The way the world is represented in geographic divisions and the location of Australia in relation to these divisions (ACHASSK047)
The idea that places are parts of Earth’s surface that have been named by people, and how places can be defined at a variety of scales (ACHASSK048)
The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place (ACHASSK049)
The connections of people in Australia to people in other places in Australia and across the world (ACHASSK050)
The influence of purpose, distance and accessibility on the frequency with which people visit places (ACHASSK051)

#### INQUIRY AND SKILLS

##### Y F-2

- **Questioning**: Pose questions about past and present objects, people, places and events (ACHASSI001, ACHASSI018, ACHASSI034)
- **Researching**: Collect and record information for situations in which people need to understand what is happening (ACHASSI003, ACHASSI036)
- **Analysing**: Use data and information to draw conclusions based on the situation (ACHASSI005, ACHASSI022, ACHASSI038)
- **Evaluating and reflecting**: Draw conclusions based on the situation (ACHASSI006, ACHASSI023, ACHASSI039)
- **Communicating**: Explain ideas, decisions and actions in situations using ideas, terms and symbols that other people can understand (ACHASSI007, ACHASSI024, ACHASSI040)

### The Arts

#### DANCE

- **Exploring ideas and improvising with ways to represent ideas**: Explore, improvise and organise ideas to make dance sequences using the elements of dance (ACADAM001)
- **Developing understanding of practices**: Use fundamental movement skills to develop technical skills when practising dance sequences (ACADAM002)
- **Sharing artworks through performance, presentation or display**: Present dance that communicates ideas to an audience, including dance used by cultural groups in the community (ACADAM003)
- **Responding to and interpreting artworks**: Respond to dance and consider where and why people make dance, starting with dances from Australia including dances of Aboriginal and Torres Strait Islander Peoples (ACADAR004)

#### DRAMA

- **Exploring ideas and elements of drama**: Explore role and dramatic action in dramatic play, improvisation and process drama (ACADRM027)
- **Developing understanding of practices**: Use voice, facial expression, movement and space to imagine and establish role and situation (ACADRM028)
- **Sharing artworks through performance, presentation or display**: Present drama that communicates ideas, including stories from their community, to an audience (ACADRM029)
- **Responding to and interpreting artworks**: 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)

#### MEDIA ARTS

- **Exploring ideas and elements of media arts**: Explore ideas, characters and settings in the community through stories in images, sounds and text (ACAMAM004)
- **Developing understanding of practices**: Use media technologies to capture and edit images, sounds and text for a purpose (ACAMAM055)
- **Sharing artworks through performance, presentation or display**: Create and present media artworks that communicate ideas and stories to an audience (ACAMAM056)
- **Responding to and interpreting artworks**: 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 (ACAMAR0057)

#### MUSIC

- **Exploring ideas and musical ideas**: Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion (ACAMUM080)
- **Developing understanding of practices**: Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community (ACAMUM081)
- **Sharing artworks through performance, presentation or display**: Create compositions and perform music to communicate ideas to an audience (ACAMUM082)
- **Responding to and interpreting artworks**: Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples (ACAMUR083)

#### VISUAL ARTS

- **Exploring ideas and artworks**: Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists (ACAVAM106)
- **Developing understanding of practices**: Use different materials, techniques, technologies and processes to make artworks (ACAVAM107)
- **Sharing artworks through performance, presentation or display**: Create and display artworks to communicate ideas to an audience (ACAVAM108)
- **Responding to and interpreting artworks**: 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)
### Technologies

#### Knowledge and Understanding
- Recognise 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 (ACTDIK002)

#### Processes and Production Skills
- Collect, explore and sort data, and use digital systems to present the data creatively (ACTDIP003)
- 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 (ACTDIP005)
- Create and organise ideas and information using information systems independently and with others, and share these with known people in safe online environments (ACTDIP006)

#### Design and Technologies Y F-2
- 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)
- Explore needs or opportunities for designing, and the technologies needed to realise designed solutions (ACTDEP005)
- Generate, develop and record 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)

### Health and Physical Education

#### Personal, Social and Community Health Y 1-2
- Being healthy, safe and active sub-strand
  - 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)
  - Practice strategies they can use when they feel uncomfortable, unsafe or 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 sub-strand
  - Describe ways to include others to make them feel 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 health and active communities sub-strand
  - 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 Y 1-2
- Moving our body sub-strand
  - Perform fundamental movement skills in a variety of movement sequences and situations (ACPMP025)
  - Create and participate in games with and without equipment (ACPMP027)

- Understanding movement sub-strand
  - 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)

- Learning through movement sub-strand
  - 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 fair play when participating in physical activities (ACPMP032)

### Languages

See [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au) for content in Arabic, Chinese, French, German, Indonesian, Italian, Japanese, Korean, Modern Greek, Spanish, Vietnamese, Hindi, Turkish and the Framework for Aboriginal Languages and Torres Strait Islander Languages