

CELEBRATE WHAT WE HAVE BEEN GIVEN!

English

English Content Descriptions

Language

Text structure and organisation

1. 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)
2. 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)
3. 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

1. Recognise that sentences are key units for expressing ideas (ACELA1435)
2. Recognise that texts are made up of words and groups of words that make meaning (ACELA1434)
3. Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437)
4. Know that spoken sounds and words can be written down using letters of the alphabet and how to **write** some high-frequency sight words and known words (ACELA1758) Know how to use **onset and rime** to spell words (ACELA1438)

Sound and letter knowledge

1. Recognise rhymes, syllables and sounds (phonemes) in spoken words (ACELA1439)
2. Recognise the letters of the alphabet and know there are lower and upper case letters (ACELA1440)

Literature

Literature and context

1. 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

1. Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577)
2. Share feelings and thoughts about the events and characters in texts (ACELT1783)

Examining literature

1. 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)
2. Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579)

Literacy

Interacting with others

1. **Listen** to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)
2. Use interaction skills including listening while others **speak**, using appropriate **voice** levels, articulation and body language, gestures and eye contact (ACELY1784)
3. Deliver short oral presentations to peers (ACELY1647)

Interpreting, analysing, evaluating

1. Identify some differences between imaginative and informative texts (ACELY1648)
2. **Read** predictable texts, practising phrasing and fluency, and monitor meaning using **concepts about print** and emerging contextual, semantic, grammatical and **phonic** knowledge (ACELY1649)

Creating texts

1. **Create** short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)
2. Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (ACELY1652)
3. Produce some lower case and upper case letters using learned letter formations (ACELY1653)

English Achievement Standard

Receptive modes (listening, reading and viewing)

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

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

Productive modes (speaking, writing and creating)

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

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

Mathematics

Mathematics Content Descriptions

Number and Algebra

Number and place value

1. 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)
2. Connect **number** names, numerals and quantities, including zero, initially up to 10 and then beyond (ACMNA002)
3. Subitise small collections of objects (ACMNA003)
4. Compare, order and make correspondences between collections, initially to 20, and explain reasoning (ACMNA289)

Patterns and algebra

1. Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings (ACMNA005)

Measurement and Geometry

Using units of measurement

1. Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language (ACMMG006)
2. Compare and order the duration of events using the everyday language of time (ACMMG007)
3. Connect days of the week to familiar events and actions (ACMMG008)

Shape

1. Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment (ACMMG009)

Data representation and interpretation

1. Answer yes/no questions to collect information (ACMSP011)

Mathematics Achievement Standard

CELEBRATE WHAT WE HAVE BEEN GIVEN!

By the end of the Foundation year, students make connections between number names, numerals and quantities up to 10. They **compare** objects using mass, length and capacity. Students connect events and the days of the week. They **explain** the order and duration of events. They use appropriate language to **describe** location. Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information.

Science

Science Content Descriptions

Science Understanding

Biological sciences

1. Living things have basic needs, including food and water (ACSSU002)

Science as a Human Endeavour

Nature and development of science

1. Science involves exploring and observing the world using the **senses** (ACSHE013)

Science Inquiry Skills

Questioning and predicting

1. Respond to questions about familiar objects and events (AC SIS014)

Processing and analysing data and information

1. Engage in discussions about observations and use methods such as drawing to represent ideas (AC SIS233)

Communicating

1. Share observations and ideas (AC SIS012)

Science 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.

Students share observations of familiar objects and events.

Geography

Geography Content Descriptions

Geographical Knowledge and Understanding

1. The reasons why some places are special to people, and how they can be looked after (ACHGK004)

Reflecting and responding

1. Reflect on their learning to suggest ways that they can look after a familiar **place** (ACHGS006)

Geography 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.

History

History Content Descriptions

Historical Knowledge and Understanding

Personal and Family Histories

1. How they, their family and friends commemorate past events that are important to them (ACHHK003)

Analysis and use of sources

1. Explore a range of sources about the past (ACHHS018)

History 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.

Health and Physical Education

Health and Physical Education Content Descriptions

Personal, social and community health

Being healthy, safe and active

1. Name parts of the body and **describe** how their body is growing and changing (ACPPS002)

Health and Physical Education 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.

Religious Education

Prep Year Achievement Standard

By the end of Prep, **students communicate clearly their ideas, feelings and thoughts about God, the goodness of God's creation and God's plan that people help each other to live safely and happily together, for the good of all. They identify connections between some Old Testament stories and their personal experience, including the experience of the goodness of creation.** They listen and respond to stories of and about Jesus in the Gospels **that tell of Jesus' life as a Jew, his mother Mary, his friends and family; of Jesus praying and teaching others to pray; and of his suffering, death and resurrection.** They recognise Jesus' teachings about love, compassion and forgiveness that challenged people about the way they were living. They relate examples of people having the freedom to choose between good and bad, right and wrong.

Students understand that prayer helps believers to follow the teachings of Jesus; to live according to God's plan. **They recognise ways in which believers pray either alone or with others, using word, music, action, silence, images, symbols and nature, and participate with respect in a variety of these prayer experiences, including meditative prayer, the Sign of the Cross, and Amen. They describe ways in which believers pray together during special celebrations and rituals that mark important times in the life of believers and in the Church year.**

Prep Year Content Description

SACRED TEXTS

Old Testament

Religious Knowledge and Deep Understanding

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1. Christians [venerate](#) the Bible as a sacred book in many ways, including proclamation in prayer celebrations and meditative reflection in personal prayer.

Religious Knowledge and Deep Understanding

1. Familiarity with characters, events and messages from some key [Old Testament](#) stories

Skills

1. Listen and respond to [Old Testament](#) stories
2. Share feelings and thoughts about the events, characters and messages in some familiar [Old Testament](#) stories.
3. Make links between some familiar [Old Testament](#) stories and their own experiences by sharing characters, events and messages that may be similar to or different from their own experiences.

STOT2

Christian Spiritual Writings and Wisdom

Religious Knowledge and Deep Understanding

1. The writer of the first creation story in the [Old Testament](#) (Genesis 1:1-2:4a) repeatedly uses the statement "And God saw that it was good" to emphasise God's special relationship with all of creation.

Skills

1. Share feelings and thoughts about the goodness of God's creation from their own experience.

STCW1

BELIEFS

Trinity: God, Jesus the Christ, Spirit

Religious Knowledge and Deep Understanding

1. There is one God, the source of truth and love, who is creator of all. God's presence is revealed in the goodness of creation.

Skills

1. Listen and respond to the two creation stories in Genesis (Genesis 1:1-2:4a and Genesis 2:4b-9; 15-25).
2. Make links between God and the natural world.
3. Share their ideas about God and creation.

BETR1

Religious Knowledge and Deep Understanding

1. Christians believe that Jesus suffered, died and rose again.

Skills

1. Listen and respond to the Easter story in the Gospels, including Mark 16:1-8.
2. Share feelings and thoughts about the events, characters and messages in the Easter story.

BETR2

World Religions

Religious Knowledge and Deep Understanding

1. Jesus was a Jew.
2. Investigate and report what Jewish families were like in the time of Jesus.

BEWR1

CHURCH

Liturgy and Sacraments

Religious Knowledge and Deep Understanding

1. The Church has important ways of praying together through celebrations and rituals, marking special times in the life of believers (e.g. Baptism, [Eucharist](#)) and in the Church year (the liturgical seasons).

Skills

1. Identify celebrations and rituals that mark special times in the life of the Church community (e.g. Baptism, [Eucharist](#), Reconciliation, Christmas, Easter) and in the Church year (e.g. Lent, Holy Week, Easter, Pentecost, Ordinary Time, Advent and Christmas).
2. Describe some ways in which members of the Church pray together during special celebrations and rituals (e.g. word, action, silence, music and symbol, patterns/repetition, special colours).
3. Make connections between Church rituals and special times in the lives of believers (e.g. Baptism and welcome; reconciliation and forgiveness).

CHLS1

People of God

Religious Knowledge and Deep Understanding

1. The Church building is a sacred place. Believers gather in the Church to pray, to be together and to celebrate various rituals (e.g. Baptism, [Eucharist](#), Marriage).

Skills

1. Identify features of the Church building that mark it as a sacred place (e.g. religious art, artefacts, icons and symbols, sacred objects, special clothes, parish name, etiquette).
2. Describe some ways in which believers gather in the Church to pray, to be together and to celebrate various rituals.

CHPG1

Prayer and Spirituality

Religious Knowledge and Deep Understanding

1. Jesus prayed regularly and taught others how to pray. Prayer involves both talking and listening to God, either alone or with others. Believers pray with the help of word, music, action, silence, images, symbols and nature.

Skills

1. Identify some occasions when believers pray alone (personal prayer) and pray with others (communal prayer).
2. Participate with respect in a variety of prayer experiences (e.g. prayer circles, school prayer, thank you prayers).

CLPS1

Religious Knowledge and Deep Understanding

1. Meditative prayer uses silence and stillness to assist believers to listen and talk to God. There is a range of practices (including being silent and still, and lighting a candle) that helps believers prepare the body and the mind for meditative prayer and engage in the 'work of meditation'.

Skills

1. Participate respectfully in meditative prayer.
2. Identify and use practices that assist them to prepare for and engage in meditative prayer.

CLPS2