



	Achievement Standard	Teaching and Learning	Assessment
English	<p>Receptive modes (listening, reading and viewing)</p> <p>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.</p>	<p>Explore:</p> <ul style="list-style-type: none"> Demonstration of whole body listening Asking relevant questions Sharing opinions of likes and dislikes 	
	<p>Productive modes (speaking, writing and creating)</p> <p>Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.</p> <p>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, and orally blend and segment sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.</p>	<p>Inquire into:</p> <ul style="list-style-type: none"> Tuning into being a good listener and a good speaker. Sorting out how to form a relevant question to find out further information 	<p>Show and Share</p> <p>Purpose of assessment: Collection of Work: Use appropriate interaction skills. Listening and responding to a variety of imaginative and informative texts.</p>



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 and make simple inferences.

Number and place value -

- Compare, order and make correspondences between collections, initially to 20, and explain reasoning
- Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond
- Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point
- Subitise small collections of objects
- Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings

Measurement -

- Compare and order duration of events using everyday language of time
- Connect days of the week to familiar events and actions
- Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language

Location and Transformation –

- Describe position and movement

Investigating numbers in the environment (monitored and observed)

Purpose of assessment: Students identify numbers in the environment, quantify collections, represent quantities to 10 and compare numbers.

Matching numerals to quantities (monitored and observed)

Purpose of assessment: Students match numerals to quantities. Use of a variety of resources.

Investigating patterns in the environment (monitored and observed)

Purpose of assessment: Students identify patterns in the environment and create sensory patterns.

Grouping familiar objects (assessed)

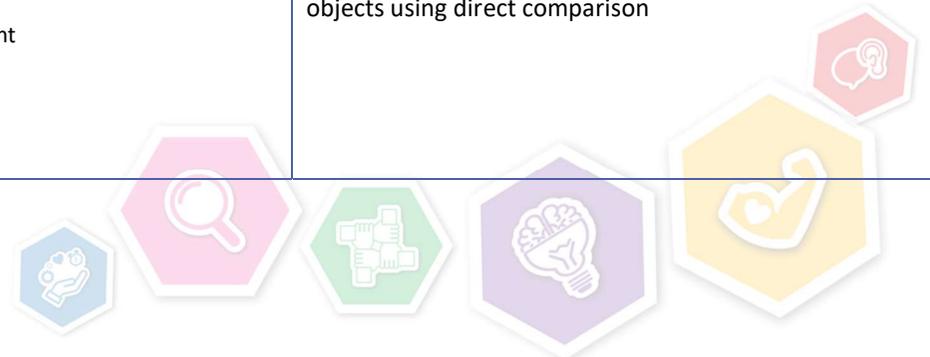
Purpose of assessment: Students group familiar objects based on common characteristics

Ordering of events (monitored and observed)

Purpose of assessment: Students compare and order events using the everyday language of time

Investigating the size of objects (monitored and observed)

Purpose of assessment: Students compare the size of objects using direct comparison



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Science</p>	<p>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.</p> <p>Students share and reflect on observations, and ask and respond to questions about familiar objects and events.</p>	<p>Inquiry:</p> <ul style="list-style-type: none"> ● Explore what living things need to survive in different environments (home and bushland). ● Going further to understand that these needs can be met in different ways. ● Make conclusions that without our basic needs met living things cannot survive. 	<p>An Inquiry: How the environment effects them and living things</p> <p>Purpose of the Assessment: Students share and reflect on observations by recognising the basic needs of living things.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">HASS</p>	<p>By the end of Foundation Year, students identify important events in their own lives and recognise why some places are special to people. They describe the features of familiar places and recognise that places can be represented on maps and models. They identify how they, their families and friends know about their past and commemorate events that are important to them.</p> <p>Students respond to questions about their own past and places they belong to. They sequence familiar events in order. They observe the familiar features of places and represent these features and their location on pictorial maps and models. They reflect on their learning to suggest ways they can care for a familiar place. Students relate stories about their past and share and compare observations about familiar places.</p>	<p>Investigate:</p> <ul style="list-style-type: none"> ● Tuning in to ‘who’ is in your family and some of the significant events in our own lives ● Finding out who can help us to remember these events and how they have been recorded ● Taking action through selection of an artefact that can be shared with classmates in a ‘show and share’ activity; describing its significance to their own life through an oral retell ● Make conclusions from asking and answering questions in-group discussions and in inquiry time. 	<p>An Inquiry: My family history: A collection of work.</p> <p>Assessment: Inquiry question: What is my history and how do I know?</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">HPE</p>	<p>By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and demonstrate how to move and play safely. They describe how their body responds to movement.</p> <p>Students use personal and social skills when working with 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.</p>	<p>Explore:</p> <ul style="list-style-type: none"> ● Developing the two-handed catch, underarm throw and dynamic balance techniques. ● Identify and develop the attributes of a good partner. ● Test and trial solutions to solve movement challenges. 	<p>Explore:</p> <p>Purpose of the Assessment: Students develop their fundamental movement skills while completing beanbag activities and challenges within groups of varying sizes.</p>



The ARTS	<p>By the end of Year 2, students describe artworks they make and those to which they respond. They consider where and why people make artworks.</p> <p>Students use the elements and processes of arts subjects to make and share artworks that represent ideas.</p>	<p>Explore:</p> <ul style="list-style-type: none"> Tuning into musical comparatives and exploring the contrasting elements of loud/quiet, fast/slow. The fundamental element of beat within music will be identified and performed. Students will use lullaby songs to develop their in-tune singing voices. 	<p>Purpose of the Assessment: Sing known song and perform the beat. Identify and describe the difference between rock bands, orchestras and choral groups. In-tune singing performance.</p>
Technology	<p>By the end of Year 2, students describe the purpose of familiar products, services and environments and how they meet a range of present needs. They list the features of technologies that influence design decisions and identify how digital systems are used.</p> <p>Students identify needs, opportunities or problems and describe them. They collect, sort and display familiar data from a range of sources and recognise patterns in data. Students record design ideas using techniques including labelled drawings, lists and sequenced instructions. They design solutions to simple problems using a sequence of steps and decisions. With guidance, students produce designed solutions for each of the prescribed technologies contexts. Students evaluate their ideas, information and solutions on the basis of personal preferences and provided criteria including care for the environment. They safely create solutions and communicate ideas and information face-to-face and online.</p>	<p>Explore:</p> <ul style="list-style-type: none"> Students will explore basic programming through directional language and the use of an interactive robotic mouse. They will investigate how a sequence of instructions can be developed to program the robotic mouse to reach a desired location and compare this sequence of steps to the use of software in digital devices. 	<p>Introduced and monitored, not assessed at this juncture.</p>

