Achievement Standard	Teaching and Learning	Assessment
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 that texts serve different purposes and that this affects how they are organised. They describe characters, settings and events in different types of literature. Students read aloud, with developing fluency. They read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of the relationship between 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 and interaction skills. **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 on familiar topics. When writing, students provide details about ideas or events, and details about the participants in those events. They accurately spell high-frequency words and words with regular spelling patterns. They use capital letters and full stops and form all upper- and lower-case letters correctly.	**How does a Story Work?** **Explore:** - Exploring characters in stories including their feelings and emotions. - Reading texts with some unfamiliar vocabulary and supporting images. - Recalling key ideas and identifying that texts serve different purposes. - Stating preferences for which text is better and stating their evidence for why based on whether the text meets it's purpose. *E.g. What makes a better story? What features does a better story have?* **Investigate:** - Investigate the purpose of imaginative texts and their organisation. - Look at making connections to personal experiences when discussing characters and events in picture books. - Recall key ideas from picture books including language, events and setting. - Create a text with emerging text structure and details about ideas or events from texts they have read. - Sort out how to write sentences with punctuation. - Use encoding skills to spell words with regular patterns and write high frequency words - Investigate how to draw pictures that match parts of their written retell. - Express opinions on texts including the characters and events within them.	**Reading Comprehension** **Purpose of assessment:** To demonstrate reading accuracy, fluency and comprehension of character development. **Written Retell** **Purpose of assessment:** Learners will understand the purpose of imaginative texts and comprehend a familiar text to create a retell with writing and images Learners will make connections to an event in a text and their personal experiences.

English

| Math | 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, draw simple data displays and make simple inferences. | **Number and place value** -

- Investigate and describe number patterns formed by skip-counting and patterns with objects
- Count collections to 100 by partitioning numbers using place value
- 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
- Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line
- Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts

Measurement -

- Describe duration using months, weeks, days and hours
- Measure and compare the lengths and capacities of pairs of objects using uniform informal units

Chance

- Identify outcomes of familiar events involving chance and describe them using everyday language such as 'will happen', 'won't happen' or 'might happen'

Data Representation and Interpretation –

- Choose simple questions and gather responses and make simple inferences
- Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays | **Understanding Teen Numbers (assessed)**

Purpose of assessment: To recognise, model, write and order numbers to 20, locate numbers on a number line and partition numbers using place value.

Representing and solving addition (monitored and observed)

Purpose of assessment: Students carry out simple addition problems using a range of strategies.

Measuring length using informal units (monitored and observed)

Purpose of assessment: Students order objects based on lengths and capacities using informal units.

Classifying Outcomes (assessed)

Purpose of Assessment: To classify outcomes of simple, familiar events

Investigating Data Representation (observed)

Purpose of Assessment: To use simple strategies to reason and solve a data inquiry question |

Science	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 describe changes in their local environment and how different places meet the needs of living things. Students respond to questions, make predictions, and participate in guided investigations of everyday phenomena. They follow instructions to record and sort their observations and share them with others.	**Inquiry: How do living things survive?** - Tune into various types of habitats and the animals that belong to that environment. - Respond to and ask questions about the animal they are investigating. - Make conclusions about the reasons animals vary in appearance according to their needs. - Make conclusions about how that environment meets their needs. - Predict how an environmental change could impact an animal.	**Living things live in different places** **Purpose of the assessment:** Students will describe how different places meet the needs of living things.
HASS	By the end of Year 1, students identify and describe important dates and changes in their own lives. They explain how some aspects of daily life have changed over recent time while others have remained the same. They identify and describe the features of places and their location at a local scale and identify changes to the features of places. They recognise that people describe the features of places differently and describe how places can be cared for. Students respond to questions about the recent past and familiar and unfamiliar places by collecting and interpreting information and data from observations and from sources provided. They sequence personal and family events in order and represent the location of different places and their features on labelled maps. They reflect on their learning to suggest ways they can care for places. They share stories about the past, and present observations and findings using everyday terms to denote the passing of time and to describe direction and location.	**Inquiry Questions:** *How do we describe the sequence of time?* *How has my family and daily life changed or remained the same over time?* *How can we show that the present is different from or similar to the past?* **Investigate:** - Tuning in to identify items that have changed over time and identify their characteristics that have remained the same. - Finding out important changes in their daily life and sequencing on a timeline. - Going further to collect and interpret information gathered from a range of sources:- grandparents, parents, videos, internet, texts. - Make conclusions about changes that may occur in the future.	**My Changing Life** **Purpose of the Assessment:** To identify, describe and sequence personal and family events and describe continuities and changes in aspects of daily life over time.

HPE	By the end of Year 2, students describe changes that occur, as they grow older. They recognise how strengths and achievements contribute to identities. They identify how emotional responses impact on others' feelings. They examine messages related to health decisions and describe how to 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 a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.	**Explore:** • Learners develop aim using underarm rolls and throws, chest passes to hit targets at a 3m distance. • Perform movement sequences (including pat bouncing a ball) to solve movement challenges. • Demonstrate positive interactions with others and apply strategies to keep themselves safe. • Manoeuvre a scooter board along different pathways and through a range of obstacles. • work collaboratively with partners to solve team-based scooter board challenges.	**Physical Education: They see me Rolling - Practical** **Purpose of the Assessment:** **Part A:** Scooter Board Challenges **Part B:** Team Challenges and Working with Others **Part C:** Throwing and Catching Skills
		Explore: • Some things you like, you're good at and things you've learnt to do. • Your personal identity including jobs that you do and words you would use to describe yourself. • Compare how your identity, strengths and achievements are different from your peers. • Compare your achievements in the past to your achievements now. This includes things you've learnt to do independently as you've grown up. •	**Health: Strengths and Achievements** **Purpose of Assessment:** Describe how their own strengths and achievements contribute to their personal identity and how their tasks/achievements have changed as they have gotten older.
The Arts	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. Students use the elements and processes of arts subjects to make and share artworks that represent ideas.	**Explore and investigate:** • Finding out how to perform a steady beat with known repertoire, on their body and with small-untuned percussion instruments. • The concept of rhythm will be introduced and performed in contrast to a beat • Learn songs with a limited range and develop their ability to sing in tune, matching pitch correctly and extending their vocal range.	**The Arts: Music- *To be assessed in Term 2*** **Purpose of Assessment:** Sing known song and perform the beat, Identify and describe the difference between rock bands, orchestras and choral groups and in-tune singing performance.

| **Technologies** | 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.

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. | **Explore and investigate:**

- Explore everyday digital systems and the purposes that they have.
- Identify hardware and software components of digital systems and the relationship between them.
- Design a basic maze and develop an algorithm (sequence of steps) using directional language to accurately solve the maze.
- Program a robotic device (Bee-Bot) to navigate the maze for them. | **Technologies: STEAM- *To be assessed in Term 2***

Purpose of Assessment: Students develop a program that sees a Bee-Bot successfully navigate a maze they designed from the start to the finish. |