

GENERAL CAPABILITIES & CROSS CURRICULUM PRIORITIES										
GENERAL CAPABILITIES	Literacy	Numeracy	ICT Capability	Critical and Creative Thinking	Ethical Understanding	Personal and Social Capability	Intercultural Understanding	General capabilities are represented within and across the learning areas to different degrees.		
CCP	Aboriginal and Torres Strait Islander histories & cultures		Asia & Australia's engagement with Asia		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.			
ENGLISH										
LANGUAGE	Language variation & 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	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	Language for interaction Understand that there are different ways of asking for information, making offers and giving commands	Evaluative language Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions	Purpose audience & structure Understand that the purposes that texts serve shape their structure in predictable ways	Text cohesion Understand patterns of repetition and contrast in simple text	Punctuation 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	Concepts of print & screen 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	Sentences & clause level grammar Identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is involved?' and the surrounding circumstances	
	Word level grammar Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details like when, where and how (adverbs)	Visual language Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning	Vocabulary Understand 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	Phonological awareness Manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words	Phonological awareness Segment consonant blends or clusters into separate phonemes at the beginnings and ends of one syllable words	Alphabet & phonic knowledge Use short vowels, common long vowels, consonant blends when writing, and blend these to read one-syllable words	Alphabet & phonic knowledge Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound	Spelling Understand how to spell one and two syllable words with common letter patterns	Spelling Use visual memory to read and write high-frequency words Spelling Recognise and know how to use simple grammatical morphemes to create word families	
LITERATURE	Literature & context Discuss how authors create characters using language and images	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	Evaluating texts Express preferences for specific texts and authors and listen to the opinions of others	Features of literary texts Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts	Language devices Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme	Creating literary texts Recreate texts imaginatively using drawing, writing, performance and digital forms of communication	Experimentation & adaptation Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary	Text in context Respond to texts drawn from a range of cultures and experiences	Listening & speaking Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions	Listening & speaking Use interaction skills including turn-taking, recognising the contribution of others, speaking clearly and using appropriate volume and pace
	Oral presentations Make short presentations using some introduced text structures and language, for example opening statements	Purpose & audience Describe some differences between imaginative, informative and persuasive texts	Reading processes Read decodable and predictable texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading		Comprehension strategies 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		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		Editing Reread students' own texts and discuss possible changes to improve meaning, spelling and punctuation	Handwriting Write using unjoined lower case and upper case letters
MATHEMATICS										
PROFICIENCY STRANDS	Understanding Involves 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.		<i>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.</i>			
NUMBER & ALGEBRA	Number and 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	Count collections to 100 by partitioning numbers using place value		Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts		Fractions and Decimals Recognise and describe one-half as one of two equal parts of a whole	Money and Financial Mathematics Recognise, describe and order Australian coins according to their value	Patterns and Algebra Investigate and describe number patterns formed by skip counting and patterns with objects	
MEASUREMENT & GEOMETRY	Using units of Measurement Measure and compare the lengths and capacities of pairs of objects using uniform informal units	Tell time to the half-hour Describe duration using months, weeks, days and hours	Shape Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features	Location and Transformation Give and follow directions to familiar locations	STATISTICS & PROBABILITY	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		
SCIENCE										
SCIENCE UNDERSTANDING	Biological Sciences Living things have a variety of external features Living things live in different places where their needs are met		Chemical Sciences Everyday materials can be physically changed in a variety of ways	Earth and Space Sciences Observable changes occur in the sky and landscape	Physical Sciences Light and sound are produced by a range of sources and can be sensed	SCIENCE AS A HUMAN ENDEAVOUR (Yrs 1-2)	Nature and Development of Science Science involves observing, asking questions about, and describing changes in, objects and events	Use and Influences of Science People use science in their daily lives, including when caring for their environment and living things		
SCIENCE INQUIRY SKILLS (Yrs 1-2)	Questioning and Predicting Pose and respond to questions, and make predictions about familiar objects and events		Planning and Conducting Participate in guided investigations to explore and answer questions Use informal measurements to collect and record observations, using digital technologies as appropriate		Processing and Analysing Data and Information Use a range of methods to sort information, including drawings and provided tables through discussion, compare observations with predictions		Evaluating Compare observations with those of others	Communicating Represent and communicate observations and ideas in a variety of ways		
HUMANITIES and SOCIAL SCIENCES										
HASS Skills (Yrs 1-2)	Questioning & Research Reflect on current understanding of a topic (e.g. think-pair-share, brainstorm) Pose questions about the familiar and unfamiliar Locate information from a variety of provided sources (e.g. books, television, people, images, plans, internet)				Evaluating Sort and record selected information and/or data (e.g. use graphic organisers, take keywords) Draw conclusions based on information and/or data displayed in pictures, texts and maps (e.g. form categories, make generalisations based on patterns)		Participate in decision-making processes (e.g. engage in group discussions, make shared decisions, share views)			
	Analysing Identify relevant information Process information and/or data collected (e.g. sequence information or events, categorise information, combine information from different sources)				Communicating & Reflecting Explore points of view (e.g. understand that stories can be told from different perspectives) Represent collected information and/or data in to different formats (e.g. tables, maps, plans) Present findings in a range of communication forms, using relevant terms (e.g. written, oral, digital, role-play, graphic)		Develop texts, including narratives, that describes an event or place		Reflect on learning and respond to findings (e.g. discussing what they have learned)	
HASS KNOWLEDGE & UNDERSTANDING	Key concepts: sources, continuity & change, significance Differences in family sizes, structures and roles today (e.g. work outside the home, domestic chores, child care), and how these have changed or remained the same over time				HISTORY: Present and past family life How the present, past and future are signified by terms indicating time (e.g. 'a long time ago'; 'then and now'; 'now and then'; 'old and new'; 'tomorrow') as well as by dates and changes that may have personal significance (e.g. birthdays, holidays, celebrations, seasons)		The differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods (e.g. family traditions, leisure time, communications) and how daily lives have changed			
	Key concepts: place, space, environment The location of the equator and the northern and southern hemispheres, including the poles				GEOGRAPHY: Places have distinctive features The natural, managed and constructed features of places, their location on a pictorial map, how they may change over time (e.g. erosion, revegetated areas, planted crops, new buildings) and how they can be cared for		How weather (e.g. rainfall, temperature, sunshine, wind) and seasons vary between places, and the terms used to describe them		The activities (e.g. retailing, recreational, farming, manufacturing, medical, policing, educational, religious) that take place in the local community which create its distinctive features	

THE ARTS																								
DANCE		DRAMA			MEDIA ARTS			MUSIC		VISUAL ARTS														
MAKING Ideas	Improvisation of ideas to create simple dance sequences			<ul style="list-style-type: none"> Use of dramatic action to sequence events to communicate an idea or message Improvisation skills (contributing to the progression of action) to develop dramatic action 			<ul style="list-style-type: none"> Exploration and experimentation of images, sounds and text, considering how these communicate ideas and tell stories Use of familiar signs and symbols, including logos and icons, used in different contexts (e.g. technology icons used on a variety of devices) 			<ul style="list-style-type: none"> Improvisation with sounds, simple pitch and rhythm patterns to communicate music ideas Use of symbols, notation and movement to record and communicate music ideas 		<ul style="list-style-type: none"> Exploration of, and experimentation with, the visual elements of shape, colour, line and texture Exploration of, and experimentation with, a variety of materials, techniques and technologies when creating artworks 												
MAKING Skills	Exploration of, and experimentation with, three (3) elements of dance <ul style="list-style-type: none"> Body: <ul style="list-style-type: none"> body awareness (awareness of body in space in relation to objects) body zones (whole body movements, moving different parts of the body) body bases (feet, knees) Space: <ul style="list-style-type: none"> levels (medium, low) direction (forward, backward) personal space and general space dimensions (big, small) shape (straight, curved, angular) Time: <ul style="list-style-type: none"> tempo (fast, slow) Locomotor (walking, skipping, running) and non-locomotor (twisting, bending, turning, swaying) movements to develop body control, strength and coordination Safe dance practices, including respecting others in the dance space			Exploration and experimentation of the three (3) elements of drama: <ul style="list-style-type: none"> voice (loud, soft, varying loud and soft) movement (big, small, use of facial expressions) role (fictional character) to create drama Use of known stories and personal experiences to create drama with simple objects and available technologies			Exploration and experimentation with the codes (elements) and conventions of media: <ul style="list-style-type: none"> technical (capturing, selecting and arranging images) audio (selecting and capturing sounds to create a mood or feeling; loudness and softness; music to create mood or feeling) written (adding text) to produce media work 			Development of aural skills by exploring the elements of music, including: <ul style="list-style-type: none"> rhythm (difference between beat and rhythm; terminology and notation (graphic and conventional) I, -, Z) tempo (getting faster, getting slower) pitch (explore a limited pitch set) dynamics (use terminology and symbols for loud (forte, f) and soft (piano, p)) form (echo patterns, call and response) timbre (sounds produced on instruments and sound sources) 		Development of artistic skills through experimentation with: <ul style="list-style-type: none"> shape (familiar shapes; simple 2D shapes; geometric shapes) colour (primary colours, secondary colours; mixing primary colours to create secondary colours) line (curved, straight, wavy, zigzag, broken, jagged, dashed) space (background, foreground) texture (familiar objects; changes in texture; transfer of texture) to create artworks Exploration of, and experimentation with, a variety of techniques, such as drawing, collage, colour mixing and printmaking												
MAKING Performance/ Production	<ul style="list-style-type: none"> Performance of planned and improvised dance sequences that express feelings, ideas and experiences to an audience Performance skills (looking out into the audience) when sharing dance with peers 			<ul style="list-style-type: none"> Performance of planned and spontaneous drama that expresses feelings, moods, ideas and experiences to an audience Performance skills (performing towards the audience, raising chin for good eye lines) when sharing drama with peers 			Production of media by the selection and editing of sound, text and images, into a sequence that communicates an idea to an audience			<ul style="list-style-type: none"> Performance of own and others' music through singing and playing instruments Performance skills (singing in tune, moving and playing classroom instruments with correct timing) 		<ul style="list-style-type: none"> Creation of original artworks to display using the artistic elements and techniques that communicates an idea to a specific audience 												
RESPONDING	<ul style="list-style-type: none"> Audience behaviour (being attentive, responding appropriately) to dance and observing the dance elements used Different types of dance and when these dances are used Personal responses, expressing ideas and feelings about dances they view and make 			<ul style="list-style-type: none"> Audience behaviour (paying attention to the development of a story) when viewing drama Different places where drama is performed Personal responses expressing ideas and feelings to key moments in drama they view and make 			<ul style="list-style-type: none"> Different media works that convey messages (advertisements on television, billboards, digital and print) Personal responses, expressing ideas and feelings about the media works they view and produce 			<ul style="list-style-type: none"> Audience behaviour (being quiet during a performance; clapping after a performance) Types of music and where it is performed Personal responses expressing ideas and feelings about the music they listen to and make 		<ul style="list-style-type: none"> Types of art and where it is displayed Expression of feelings and ideas about artworks they view and make 												
TECHNOLOGIES																								
TECHNOLOGIES PROCESSES AND PRODUCTION SKILLS		Investigating & defining		Designing			Producing & implementing		Evaluating		Collaborating & managing													
		Explore opportunities for design		Develop and communicate design ideas through describing, drawing, modelling and/or a sequence of written or spoken steps			Use given components and equipment to safely make solutions		Use personal preferences to evaluate the success of design processes		Works with others, or independently, to safely create and share a sequence of steps for making a solution													
DESIGN & TECHNOLOGIES																								
KNOWLEDGE & UNDERSTANDING			Technologies & society			Engineering principles and systems			Food and fibre production		Materials and technologies specialisations													
			People produce familiar products and services to meet personal and community needs			Ways products can be moved using technology			Plants and animals used for production have basic needs, such as food/nutrients, water, space, protection		Characteristics and behaviours of individual materials used in products													
DIGITAL TECHNOLOGIES																								
KNOWLEDGE & UNDERSTANDING		Digital systems		Representation of data		PROCESSES & PRODUCTION SKILLS		Collecting, managing and analysing data		Digital implementation														
		Digital systems (hardware and software) are used in everyday life and have specific features		Data can have patterns and can be represented as pictures, symbols and diagrams				Present data of any kind using a variety of digital tools		Use data to solve a simple task/problem														
										Share and publish information with known people in an online environment, modelling strategies to stay safe online														
HEALTH & PHYSICAL EDUCATION																								
PERSONAL, SOCIAL AND COMMUNITY HEALTH					Being healthy, safe and active				Communicating and interacting for health and wellbeing		Contributing to healthy and active communities													
					Personal strengths and how these change over time		The strengths of others and how they contribute to positive outcomes, such as games and physical activities		Ways in which the body changes as individuals grow older		Strategies to use when help is needed, such as: <ul style="list-style-type: none"> dialling 000 in an emergency reading basic safety signs accessing a safety house or a trusted network asking a trusted adult 		The benefits of healthy eating and regular physical activity on health and wellbeing		Appreciation and encouragement of the behaviour of others through the use of: <ul style="list-style-type: none"> manners positive language praise 		Positive ways to react to their own emotions in different situations, such as: <ul style="list-style-type: none"> walking away seeking help remaining calm 		Ways health messages are communicated on: <ul style="list-style-type: none"> television posters radio 		Actions that support a safe classroom, such as: <ul style="list-style-type: none"> moving around safely sharing appropriately following class rules 		Physical activities that can take place in natural and built settings in the local community	
MOVEMENT & PHYSICAL ACTIVITY					Moving our body				Understanding movement		Learning through movement													
					Body management skills: <ul style="list-style-type: none"> side roll (pencil) 		Locomotor skills: <ul style="list-style-type: none"> jump (one foot) dodge skip 		Object control skills: <ul style="list-style-type: none"> underarm throw ball bounce 		Fundamental movement skills involving the control of objects in simple games: <ul style="list-style-type: none"> kick catch bounce 		Physical changes to the body when exercising, such as: <ul style="list-style-type: none"> raised heart rate increased breathing rate 		Ways to maintain a balanced position while performing various skills, such as throwing or running		Strategies that will assist with involving everyone in games		Cooperation skills in partner and group work during physical activity practices		Simple rules and fair play in partner, group activities and minor games		Alternative ways in which tasks can be performed when solving movement challenges	