

BOONDALL STATE SCHOOL YEAR 1: YEAR LEVEL PLAN

ENGLISH	7 hours/week	Year Level Description	<p>The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed. In Year 1, students communicate with peers, teachers, known adults and students from other classes.</p> <p>Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts designed to entertain and inform. These encompass traditional oral texts including Aboriginal stories, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, dramatic performances and texts used by students as models for constructing their own texts.</p> <p>The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia. Literary texts that support and extend Year 1 students as independent readers involve straightforward sequences of events and everyday happenings with recognisably realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest and topics being studied in other areas of the curriculum. These include decodable and predictable texts which present a small range of language features, including simple and compound sentences, some unfamiliar vocabulary, a small number of high-frequency words and words that need to be decoded phonically, as well as illustrations and diagrams that support the printed text. Students create a variety of imaginative, informative and persuasive texts including recounts, procedures, performances, literary retellings and poetry.</p>			
		Title	Boondall English Unit 1 (adapted from C2C units 1 and 2) Animals, Animals, Everywhere!	Boondall English Unit 2 (adapted from C2C units 4 and 6) Let's Use Our Imagination!	Boondall English Unit 3 (adapted from C2C unit 1 and 5) Where in the World is Year 1?	Boondall English Unit 4 (adapted from C2C units 3 and 6) I want to be a P P P P Pirate!
		Unit Description	Characters in Stories Character's Feelings Character Descriptions	Imaginative Texts Create a New Character Procedures	Narratives Structure of Narrative Cultural Retell	Procedural Texts Poetry Persuasive Text
			Students respond to imaginative stories making connections between personal experiences and the text. Students listen to, read, view and interpret spoken, written and multimodal literary texts to identify some features of characters in these texts and to create character descriptions.	Students listen to, read, view and interpret texts with animal characters to explore how they reflect human qualities. Students create an animal character to be included in a literary text, and discuss their choices in an interview. Students listen to, read and view a variety of poems to explore sound patterns and features of plot, character and setting. Students recite a poem to the class.	Students listen to, read and view a range of written picture books, including stories from Aboriginal cultures and Torres Strait Islander cultures and stories from different cultures. They retell events of a familiar story using text structure and repetition. They write, present and read a retelling of their favourite story to an audience of peers.	Students listen to, read, view and interpret traditional and digital multimodal texts to explore the language features and text structures of procedural texts in imaginative and informative contexts. They create a digital multimodal procedure from a literary context. Students explore a series of picture books with persuasive features and create a digital multimodal innovation of an imaginative text that includes persuasion.
			Student responses to summative assessment tasks provides evidence of their learning and represents their achievements over reporting period. The assessment tasks should include a range and balance of assessments to make valid judgments about whether the student has met the achievement standard.			
		Assessment Purpose Statement	<p>A Informative response – written and oral Students comprehend and respond to imaginative texts (picture books) by identifying the character's feelings how they connect to themselves.</p> <p>B Informative response – written Students create a character description using writing and images.</p>	<p>A Informative response – oral Students create a new character for a familiar story and discuss choices in an interview.</p> <p>B Multimodal Presentation Students create a procedure, combining and connecting written, visual and spoken elements.</p> <p>C Reading Comprehension Children complete a Captain Stanislaw reading and comprehension task</p>	<p>A Narrative Structure Students recognise the structure of a narrative by identifying the orientation, complication, resolution and ending of a story in written form</p> <p>B Multimodal presentation Students create and present a retelling of a traditional or cultural story.</p>	<p>A Poetry Recitation Students perform a recitation or reading of a poem for a familiar audience.</p> <p>B Comprehension Students read, view or listen to a poem, identifying language features and vocabulary used in poetry and recognising literal and implied meaning.</p> <p>C Reading Comprehension Children complete a Pam and Lily reading and comprehension task</p>
Assessment Conventions	<p>Text type - imaginative Technique - extended response Mode - written, oral Conditions - individual, open book, stimulus print material, scaffolded example, letter planning sheet, drafting in lesson time, conferencing and feedback provided by teacher, prior notice of assessment</p>	<p>Text type - imaginative and informative Technique - extended response, test Mode - written, oral, multimodal Conditions - individual and pairs, access to text and other resources, brainstorming during class, scaffolded examples, drafting in lesson time, conferencing and feedback provided by teacher, stimulus print material, prior notice of assessment</p>	<p>Text type - imaginative Technique - extended response Mode - written, oral, multimodal Conditions - individual, open book, stimulus print material, scaffolded example, letter planning sheet, drafting in lesson time, conferencing and feedback provided by teacher, prior notice of assessment,</p>	<p>Text type - imaginative Technique - extended response, test Mode - written, oral Conditions - individual, stimulus print material, prior notice of assessment, test conditions for comprehensions</p>		

	Aspect of Achievement Standard	<p>Receptive modes (listening, reading and viewing)</p> <p>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.</p> <p>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.</p> <p>They listen to others when taking part in conversations, using appropriate language features and interaction skills.</p> <p>Productive modes (speaking, writing and creating)</p> <p>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.</p> <p>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.</p> <p>When writing, students provide details about ideas or events, and details about the participants in those events.</p> <p>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.</p> <p>Taught Assessed</p>	<p>Receptive modes (listening, reading and viewing)</p> <p>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.</p> <p>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. 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<p>General capabilities and cross-curriculum priorities</p> <p>Key</p>	<p>Opportunities to engage with:</p>  <p>General capabilities</p> <ul style="list-style-type: none">  Literacy  Numeracy  Information and Communication Technology (ICT) Capability 	<p>Opportunities to engage with:</p>  <p>General capabilities</p> <ul style="list-style-type: none">  Personal and Social Capability  Ethical Understanding  Intercultural Understanding  Critical and Creative thinking 	<p>Opportunities to engage with:</p>  <p>Cross-curriculum priorities</p> <ul style="list-style-type: none">  Aboriginal and Torres Strait Islander Histories and Cultures  Asia and Australia's Engagement with Asia  Sustainability 	<p>Opportunities to engage with:</p> 	

Language	Semester 1		Semester 2		
	BSS Unit 1	BSS Unit 2	BSS Unit 3	BSS Unit 4	
Language variation and 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 (ACELA1443)				✓	
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 (ACELA1444)	✓	✓	✓	✓	
Understand that there are different ways of asking for information, making offers and giving commands (ACELA1446)		✓		✓	
Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787)	✓	✓	✓	✓	
Text structure and organisation					
Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447)	✓	✓	✓	✓	
Understand patterns of repetition and contrast in simple texts (ACELA1448)	✓	✓	✓	✓	
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 (ACELA1449)		✓	✓	✓	
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 (ACELA1450)		✓	✓	✓	
Expressing and developing ideas					
Identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is involved?' and the surrounding circumstances (ACELA1451)	✓	✓	✓	✓	
Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452)	✓	✓	✓	✓	
Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)	✓	✓	✓	✓	
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 (ACELA1454)		✓	✓	✓	
Phonic and word knowledge					
Manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (ACELA1457)	✓	✓	✓	✓	
Use short vowels, common long vowels, consonant digraphs and consonant blends when writing, and blend these to read single syllable words (ACELA1458)	✓	✓	✓	✓	
Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound (ACELA1459)	✓	✓	✓	✓	
Understand how to spell one and two syllable words with common letter patterns (ACELA1778)	✓	✓	✓	✓	
Recognise and know how to use simple grammatical morphemes to create word families (ACELA1455)	✓	✓	✓	✓	
Use visual memory to read and write high-frequency words (ACELA1821)	✓	✓	✓	✓	
Segment consonant blends or clusters into separate phonemes at the beginnings and ends of one syllable words (ACELA1822)	✓	✓	✓	✓	
Literature					
		Semester 1		Semester 2	
		BSS Unit 1	BSS Unit 2	BSS Unit 3	BSS Unit 4
Literature and context					
Discuss how authors create characters using language and images (ACELT1581)	✓	✓	✓	✓	
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 (ACELT1582)	✓	✓	✓	✓	
Express preferences for specific texts and authors and listen to the opinions of others (ACELT1583)		✓	✓		
Examining literature					
Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584)	✓	✓	✓	✓	
Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585)				✓	
Creating literature					
Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)		✓	✓	✓	
Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary (ACELT1832)		✓		✓	

Content descriptions for Year 1 English
Review for balance and coverage of content descriptions

Literacy	Semester 1		Semester 2	
	BSS Unit 1	BSS Unit 2	BSS Unit 3	BSS Unit 4
Texts in context				
Respond to texts drawn from a range of cultures and experiences (ACELY1655)		✓	✓	✓
Interacting with others				
Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)	✓	✓	✓	✓
Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788)	✓	✓	✓	✓
Make short presentations using some introduced text structures and language, for example opening statements (ACELY1657)	✓	✓	✓	✓
Interpreting, analysing, evaluating				
Describe some differences between imaginative informative and persuasive texts (ACELY1658)	✓	✓	✓	✓
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 re-reading (ACELY1659)	✓	✓	✓	✓
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 (ACELY1660)	✓	✓	✓	✓
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 (ACELY1661)	✓	✓	✓	✓
Re-read student's own texts and discuss possible changes to improve meaning, spelling and punctuation (ACELY1662)	✓		✓	
Write using unjoined lower case and upper case letters (ACELY1663)	✓	✓	✓	✓
Construct texts that incorporate supporting images using software including word processing programs (ACELY1664)	✓	✓	✓	✓

MATHEMATICS	5 hours/week	Year Level Description	<p>The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.</p> <p>At this year level:</p> <ul style="list-style-type: none"> • understanding includes connecting names, numerals and quantities, and partitioning numbers in various ways • fluency includes readily counting number in sequences forwards and backwards, locating numbers on a line and naming the days of the week • problem-solving includes using materials to model authentic problems, giving and receiving directions to unfamiliar places, using familiar counting sequences to solve unfamiliar problems and discussing the reasonableness of the answer • reasoning includes explaining direct and indirect comparisons of length using uniform informal units, justifying representations of data and explaining patterns that have been created. 			
		Unit description	C2C Unit 1	C2C Unit 2	C2C Unit 3	C2C Unit 4
		<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — count numbers, represent the ones counting sequence to and from 100 from any starting point, represent and record the twos counting sequence, represent and order 'teen' numbers, show standard partitioning of teen numbers, flexibly partition teen numbers, describe teen numbers referring to the ten and ones, describe growth patterns, represent two-digit numbers, represent, record and solve simple addition and subtraction problems, investigate parts and whole of quantities, investigate subtraction, explore commutativity. • Using units of measurement — sequence days of the week and months of the year, investigate the features and function of calendars, record significant events, compare time durations • Using units of measurement – investigate length, compare lengths using direct comparisons of length, make in direct comparisons of length, measure lengths using informal units • Chance — describe the outcomes of familiar events; identify the chance of events occurring, predict outcomes of familiar events. • Data representation and interpretation — ask a suitable question for gathering data, gather, record and represent data; 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value —represent and record counting sequences, partition two-digit numbers, represent and record the tens number sequence, investigate quantities and equality, represent two-digit numbers, standard partitioning of two-digit numbers, model double facts, identify and describe addition and subtraction situations, apply addition strategies, solve subtraction problems, connect addition and subtraction, represent, record and solve simple addition problems. • Location and transformation - give and follow directions; direction and movement; explore and describe location, investigate and describe position, interpret directions. • Money and financial mathematics — explore features of Australian coins; recognise, describe, and order Australian coins according to their value. • Shape - investigate the features of two-dimensional shapes and three-dimensional objects, and describe two-dimensional shapes • Fractions and Decimals - investigate wholes and halves, partition to make equal parts. • Patterns and Algebra - investigate and describe repeating and growing patterns, connect counting sequences to growing patterns, represent the tens number sequence, represent and record counting sequences, describe number patterns. • Using Units of Measurement – describe the duration of an hour, explore and tell time to the hour 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — recall, represent and, count collections; position and locate numbers on linear representations; represent and record two-digit numbers; identify digit values; flexibly partition two-digit numbers; partition numbers into more than two parts; adding single and two-digit numbers; represent, record and solve simple addition and subtraction problems. • Patterns and algebra — recall the ones, twos and tens counting sequences, identify number patterns, represent the fives number sequence; • Using units of measurement —explore capacity, measure capacity using uniform informal units, order objects based on capacity • Using Units of measurement - describe duration in time, tell time to the half hour, represent times on digital and analogue clocks • Money and financial mathematics recognise, describe and order Australian coins according to their value. • Shape - identify and describe familiar two-dimensional shapes, describe geometric features of three-dimensional objects. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — count collections beyond 100; describe patterns created by skip counting; skip count in 1s, 2s, 5s and 10s; identify missing elements; identify standard place value partitions of two-digit numbers; record numerals and number names for two-digit numbers; position and locate two-digit numbers on a number line; partition a number into more than two parts; explain how the order of parts does not affect the total; identify compatible numbers to 10; use compatible numbers to ten to add, describe addition and subtraction processes; use addition facts to solve problems; subtract a multiple of ten from a two-digit number; identify unknown parts in addition and subtraction; solve addition and subtraction problems mental strategies for addition and subtraction problems; recall addition and subtraction number facts. • Fractions and decimals — identify one half, explore doubling and halving – not just shapes; investigate wholes and halves, partition to make equal parts • Patterns and Algebra - describe and represent growing patterns, apply a pattern rule to continue a growing pattern, describe patterns resulting from addition and subtraction, represent addition and subtraction number patterns. • Chance - identify the chance of events occurring, predict outcomes of familiar events. • Data Representation and interpretation - ask suitable questions to collect data, collect and represent data. • Location and Transformation – explore and describe location, use maps for directions, interpret directions 	
<p>Student responses to summative assessment tasks contribute to their assessment folio. It provides evidence of their learning and represents their achievements over reporting period. The assessment folio should include a range and balance of assessments to make valid judgments about whether the student has met the achievement standard.</p>						

	<p>Understanding teen numbers <i>Written</i> Students recognise, model, write and order numbers to 20.</p> <p>Classifying outcomes <i>Short answer questions</i> Students classify outcomes of simple familiar events.</p> <p>Investigating data representation / Making inferences from collected data <i>Short answer questions</i> Students draw and describe data displays and make simple inferences.</p> <p>Representing and Solving Addition <i>Short answer questions</i> Pool problems/ addition questions using different representations</p> <p>Measuring using informal units <i>Practical / short answer</i> Students measure and order objects based on length using informal units.</p>	<p>Patterns and Algebra <i>Short answer</i> Students continue repeating patterns, growing patterns, represent the tens pattern, and continue counting patterns</p> <p>Describing two-dimensional shapes and name three-dimensional objects <i>Short answer questions</i> Students describe two-dimensional shapes and name three-dimensional objects.</p> <p>Investigating the use of language in directions <i>Short answer questions</i> Students use simple strategies to follow directions on a map. Students give and follow directions to familiar locations.</p> <p>Recognising Australian coins <i>Short answer questions</i> Students recognise Australian coins according to their value and features.</p> <p>Measuring Time Durations <i>Short answer questions</i> Students recognise time durations, tell time to o'clock</p>	<p>Investigating Number <i>Short Answer questions</i> Students represent 2 digit numbers in a variety of ways. Students complete simple addition and subtraction problems</p> <p>Measuring using informal units <i>Practical</i> Students measure and order objects based on capacity using informal units.</p> <p>Understanding number sequences <i>Short answer questions</i> Students describe number sequences resulting from skip counting by 2s, 5s and 10s. Count to and from 100, locate numbers on a number line.</p> <p>Explaining duration and telling time <i>Short answer questions</i> Students explain time duration, use a calendar and tell time to the half hour.</p> <p>Describe three – dimensional objects <i>Short answer questions</i> Students describe the features of three-dimensional shapes</p>	<p>Identifying one half <i>Short answer questions</i> Students identify representations of one half.</p> <p>Classifying Outcomes <i>Short answer questions</i> Students classify outcomes of simple familiar events</p> <p>Adding and subtracting counting strategies <i>Short answer questions</i> Students carry out simple addition and subtraction.</p> <p>Investigating data representation / Making inferences from collected data <i>Short answer questions</i> Students collect data by asking questions, draw and describe data displays and make simple inferences.</p> <p>Investigating the use of language in directions <i>Short answer questions</i> Students use simple strategies to follow directions on a map. Students give and follow directions to familiar locations.</p>
	<p>Text – calculating, data displays, mathematical explanations Techniques – test Mode – written, oral, visual Conditions – independent, under supervision, set time frame, resources provided,</p>	<p>Text – calculating, data displays, mathematical explanations Techniques – test Mode – written, oral, visual Conditions – independent, under supervision, set time frame, resources provided,</p>	<p>Text – calculating, data displays, mathematical explanations Techniques – test Mode – written, oral, visual Conditions – independent, under supervision, set time frame, resources provided,</p>	<p>Text – calculating, data displays, mathematical explanations Techniques – test Mode – written, oral, visual Conditions – independent, under supervision, set time frame, resources provided,</p>
	<p>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.</p> <p>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.</p> <p>Taught Assessed</p>	<p>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.</p> <p>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.</p> <p>Taught Assessed</p>	<p>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.</p> <p>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.</p> <p>Taught Assessed</p>	<p>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.</p> <p>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.</p> <p>Taught Assessed</p>

All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the Australian Curriculum Achievement Standard in the relevant subject.						
Moderation	Consistency of teacher judgments Teachers use moderation to support consistency of teacher judgments and comparability of reported results against the relevant achievement standards.					
General capabilities and cross-curriculum priorities	Opportunities to engage with: 	Opportunities to engage with: 	Opportunities to engage with: 	Opportunities to engage with: 		
Key	General capabilities  Literacy  Numeracy  Information and Communication Technology (ICT) Capability  Personal and Social Capability  Ethical Understanding  Intercultural Understanding  Critical and Creative thinking		Cross-curriculum priorities  Aboriginal and Torres Strait Islander Histories and Cultures  Asia and Australia's Engagement with Asia  Sustainability			
Content descriptions for Year One Mathematics Review for balance and coverage of content descriptions	Number and Algebra		Semester 1		Semester 2	
			Unit 1	Unit 2	Unit 3	Unit 4
	Number place and 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 (ACMNA012)		✓	✓	✓	✓
	Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line (ACMNA013)		✓	✓	✓	✓
	Count collections to 100 by partitioning numbers using place value (ACMNA014)		✓	✓	✓	✓
	Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts (ACMNA015)		✓	✓	✓	✓
	Fractions and decimals					
	Recognise and describe one-half as one of two equal parts of a whole (ACMNA016)			✓		✓
	Money and financial mathematics					
	Recognise, describe and order Australian coins according to their value (ACMNA017)			✓	✓	
	Patterns and algebra					
	Investigate and describe number patterns formed by skip counting and patterns with objects (ACMNA018)		✓	✓	✓	✓
	Measurement and Geometry		Semester 1		Semester 2	
			Unit 1	Unit 2	Unit 3	Unit 4
	Using units of measurement					
	Measure and compare the lengths and capacities of pairs of objects using uniform informal units (ACMMG019)		✓		✓	
	Tell time to the half-hour (ACMMG020)			✓	✓	
	Describe duration using months, weeks, days and hours (ACMMG021)		✓	✓	✓	
	Shape					
	Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features (ACMMG022)			✓	✓	
	Location and transformation					
	Give and follow directions to familiar locations (ACMMG023)			✓	✓	
Statistics and Probability		Semester 1		Semester 2		
		Unit 1	Unit 2	Unit 3	Unit 4	
Chance						
Identify outcomes of familiar events involving chance and describe them using everyday language such as 'will happen', 'won't happen' or 'might happen'. (ACMSP024)		✓			✓	
Data representation and interpretation						
Choose simple questions and gather responses (ACMSP262)		✓			✓	
Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays (ACMSP263)		✓			✓	

SCIENCE	1 hour/week	Year Level Description	<p>The science inquiry skills and science as a human endeavour strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the achievement standard and also to the content of the science understanding strand for the relevant year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching and learning programs are decisions to be made by the teacher.</p> <p>Incorporating the key ideas of science From Foundation to Year 2, students learn that observations can be organised to reveal patterns, and that these patterns can be used to make predictions about phenomena. In Year 1, students infer simple cause-and-effect relationships from their observations and experiences, and begin to link events and phenomena with observable effects and to ask questions. They observe changes that can be large or small and happen quickly or slowly. They explore the properties of familiar objects and phenomena, identifying similarities and differences. Students begin to value counting as a means of comparing observations, and are introduced to ways of organising their observations.</p>			
		Unit description	C2C Unit 1	C2C Unit 2	C2C Unit 4	C2C Unit 3
			BIOLOGY Living adventure	CHEMICAL Material madness	PHYSICAL Exploring light and sound	EARTH and SPACE Changes around me
			Students make links between external features of living things and the environments in which they live. They consider how the needs of living things are met in a variety of habitats. They compare differences between healthy and unhealthy habitats, and suggest how changes to habitats can affect how the needs of living things are met. Students understand that science helps people care for environments and living things and they use science knowledge to recommend changes to improve habitats and care for the environment. They share observations using scientific and everyday language.	Students explore how everyday materials can be physically changed in a variety of ways according to their properties. They describe the actions used to physically change materials to make objects for different purposes, understanding that science involves asking questions about and describing changes to objects that are used in their everyday lives. Students respond to questions, make predictions and participate in guided investigations exploring the effects of making physical changes to materials and objects. They use a range of methods to sort information and collect and record observations, comparing them with the observations of others. They modify a material for a given purpose, test their modifications and compare their observations with predictions.	Students explore sources of light and sound. They manipulate materials to observe how light and sound are produced, and how changes can be made to light and sound effects. They examine how light and sound are useful in everyday life. They respond to and ask questions. They make predictions and share observations, comparing their observations with predictions and with each other. They sort observations and represent and communicate their understandings in a variety of ways.	Students describe the observable features of a variety of landscapes and skies. They consider changes in the sky and landscape and the impact of these changes on themselves and other living things. Students represent observable features and share ideas with others about changes in the sky and landscapes and how they affect everyday life.
		Assessment	<p>Student responses to summative assessment tasks contribute to their assessment folio. It provides evidence of their learning and represents their achievements over reporting period. The assessment folio should include a range and balance of assessments to make valid judgments about whether the student has met the achievement standard.</p>			
Assessment Conventions	<p>Describing a habitat <i>Short-answer questions</i> Students describe changes in their local environment and how different places meet the needs of living things. To respond to questions, make predictions and share their observations with others.</p> <p>Text - explanation Techniques – test, extended response Mode – written/oral Conditions – independent, under supervision, use visuals</p>	<p>Making a Hat/Costume <i>Supervised assessment</i> Students describe the effects of physical changes made to a material to make a hat/costume to suit their new book character. Students make a prediction, participate in a guided investigation and record and share observations.</p> <p>Text - procedure Techniques – investigation/inquiry Mode - written/oral Conditions - individual, class time, under supervision</p>	<p>Investigating light and sound <i>Experimental investigation</i> Students participate in a guided investigation designing a toy that makes sound and describe the effects of interacting with it. They sort objects according to criteria and share observations with others.</p> <p>Text - procedure Techniques – investigation/inquiry Mode – written/oral Conditions – individual, class time, under supervision</p>	<p>Exploring sky and land <i>Multimodal presentation</i> Students describe objects and events that they encounter in their everyday lives. They describe changes in their local environment. They respond to questions and sort and share observations.</p> <p>Text - explanation Techniques – test, extended response Mode – written/oral, Conditions – independent, under supervision, use visuals</p>		
Aspect of Achievement Standard	<p>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.</p> <p>Taught Assessed</p>	<p>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.</p> <p>Taught Assessed</p>	<p>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.</p> <p>Taught Assessed</p>	<p>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.</p> <p>Taught Assessed</p>		

All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the Australian Curriculum Achievement Standard in the relevant subject.										
Moderation		Consistency of teacher judgments Teachers use moderation to support consistency of teacher judgments and comparability of reported results against the relevant achievement standards.								
General capabilities and cross-curriculum priorities		Opportunities to engage with: 	Opportunities to engage with: 	Opportunities to engage with: 						
Key		General capabilities Literacy Numeracy Information and Communication Technology (ICT) Capability Personal and Social Capability Ethical Understanding Intercultural Understanding Critical and Creative thinking	Cross-curriculum priorities Aboriginal and Torres Strait Islander Histories and Cultures Asia and Australia's Engagement with Asia Sustainability							
Content descriptions for Year One Science Review for balance and coverage of content descriptions										
					Science Understanding		Semester 1		Semester 2	
							Unit 1	Unit 2	Unit 4	Unit 3
					Biological sciences					
					Living things have a variety of external features (ACSSU017)		✓			
					Living things live in different places where their needs are met (ACSSU211)		✓			
					Chemical sciences					
					Everyday materials can be physically changed in a variety of ways (ACSSU018)			✓		
					Earth and space sciences					
					Observable changes occur in the sky and landscape (ACSSU019)					✓
					Physical sciences					
					Light and sound are produced by a range of sources and can be sensed (ACSSU020)				✓	
					Science as a Human Endeavour		Semester 1		Semester 2	
							Unit 1	Unit 2	Unit 3	Unit 4
					Nature and development of science					
					Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE021)		✓	✓	✓	✓
					Use and influence of science					
					People use science in their daily lives, including when caring for their environment and living things (ACSHE022)		✓	✓	✓	✓
					Science Inquiry Skills		Semester 1		Semester 2	
							Unit 1	Unit 2	Unit 3	Unit 4
					Questioning and predicting					
					Pose and respond to questions, and make predictions about familiar objects and events (ACSIS024)		✓	✓	✓	✓
					Planning and conducting					
					Participate in guided investigations to explore and answer questions (ACSIS025)			✓	✓	✓
Use informal measurements to collect and record observations, using digital technologies as appropriate (ACSIS026)		✓	✓	✓	✓					
Processing and analysing data and information										
Use a range of methods to sort information, including drawings and provided tables and through discussion, compare observations with predictions (ACSIS027)		✓	✓	✓	✓					
Evaluating										
Compare observations with those of others (ACSIS213)		✓	✓	✓	✓					
Communicating										
Represent and communicate observations and ideas in a variety of ways (ACSIS029)		✓	✓	✓	✓					

Year Level Description	<p>How my world is different from the past and can change in the future The Year 1 curriculum provides a study of the recent past, the present and the near future within the context of the student's own world. Students are given opportunities to explore how changes occur over time in relation to themselves, their own families, and the places they and others belong to. They examine their daily family life and how it is the same as and different to previous generations. They investigate their place and other places, their natural, managed and constructed features, and the activities located in them. They explore daily and seasonal weather patterns and how different groups describe them. They anticipate near future events such as personal milestones and seasons. The idea of active citizenship is introduced as students explore family roles and responsibilities and ways people care for places. The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including significance; continuity and change; place and space; roles, rights and responsibilities; and perspectives and action. These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context. The content at this year level is organised into two strands: knowledge and understanding, and inquiry and skills. The knowledge and understanding strand draws from two sub-strands: history and geography. These strands (knowledge and understanding, and inquiry and skills) are interrelated and have been developed to be taught in an integrated way, which may include integrating with content from the sub-strands and from other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.</p> <p>Inquiry Questions A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas.</p> <ul style="list-style-type: none"> • How has family life and the place we live in changed over time? • What events, activities and places do I care about? Why? 	
Unit Description	<p align="center">C2C Unit 1</p> <p>My changing life</p> <p>Inquiry questions: <i>How has my family and daily life changed over time?</i></p> <p>Students:</p> <ul style="list-style-type: none"> • explore family structures and the roles of family members over time • recognise events that happened in the past may be memorable or have personal significance • identify and describe important dates and changes in their own lives • compare aspects of their daily lives to aspects of daily life for people in their family in the past to identify similarities and differences • respond to questions about the recent past • sequence and describe events of personal significance using terms to describe the passing of time • examine sources, such as images, objects and family stories, that have personal significance • share stories about the past. 	<p align="center">C2C Unit 2</p> <p>My changing world</p> <p>Inquiry questions: <i>What are the features of my local places and how have they changed?</i></p> <p>Students:</p> <ul style="list-style-type: none"> • draw on studies at the personal and local scale, including familiar places, for example, the school, local park and local shops • recognise that the features of places can be natural, managed or constructed • identify and describe the natural, constructed and managed features of places • examine the ways different groups of people, including Aboriginal peoples and Torres Strait Islander peoples, describe the weather and seasons of places • represent local places using pictorial maps and describe local places using the language of direction and location • respond to questions to find out about the features of places, the activities that occur in places and the care of places • collect and record geographical data and information, such as observations and interviews to investigate a local place • reflect on learning to respond to questions about how features of places can be cared for. • Mulbeam Park Excursion
<p>Student responses to summative assessment tasks contribute to their assessment folio. It provides evidence of their learning and represents their achievements over reporting period. The assessment folio should include a range and balance of assessments to make valid judgments about whether the student has met the achievement standard.</p>		
Assessment	<p>Assessment task To identify, describe and sequence personal and family events and describe continuities and changes in aspects of daily life over time. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • identify and describe important changes in their own lives • sequence personal changes and family events in order • compare aspects of daily life in the recent past to the present • respond to questions about the recent past and present • use everyday terms denoting the passing of time • relate a story about the past. 	<p>Assessment task To investigate a local place to identify and describe its features, the activities that occur there, how the place changes and ways to care for it. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • describe the features of familiar places and identify changes to the features of places • recognise that people describe the features of places differently • respond to questions about places • collect and interpret data and information from observations and sources provided • represent the location of different places and their features on labelled maps and describe direction and location • reflect on their learning to suggest ways to care for places.
Assessment Conventions	<p>Text – timeline/recount Technique – extended response Mode - written/oral Conditions – individual, independent, visuals, over time</p>	<p>Text – field report Technique – investigation, interview Mode – written/oral Conditions – individual, independent, over time,</p>
Aspect of Achievement Standard	<p>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.</p>	<p>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.</p>

	<p>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.</p> <p>Assessed</p>	<p>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.</p> <p>Assessed</p>	
All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the Australian Curriculum Achievement Standard in the relevant subject.			
Moderation	<p>Consistency of teacher judgments</p> <p>Teachers use moderation to support consistency of teacher judgments and comparability of reported results against the relevant achievement standards.</p>		
General capabilities and cross-curriculum priorities	<p>Opportunities to engage with:</p>	<p>Opportunities to engage with:</p>	
Key	<p>General capabilities</p> <ul style="list-style-type: none"> Literacy Numeracy Information and Communication Technology (ICT) Capability Personal and Social Capability Ethical Understanding Intercultural Understanding Critical and Creative thinking 	<p>Cross-curriculum priorities</p> <ul style="list-style-type: none"> Aboriginal and Torres Strait Islander Histories and Cultures Asia and Australia's Engagement with Asia Sustainability 	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Content descriptions for Year One Humanities and Social Sciences</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Review for balance and coverage of content descriptions</p>	<p>Knowledge and Understanding</p>		
	Unit		
		C2C Unit 1	C2C Unit 2
	<p>How my world is different from the past and can change in the future</p>		
	Differences in family structures and roles today, and how these have changed or remained the same over time (ACHASSK028)	✓	
	How the present, past and future are signified by terms indicating time, as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons (ACHASSK029)	✓	
	Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods (ACHASSK030)	✓	
	The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHASSK031)		✓
	The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them (ACHASSK032)		✓
	Activities in the local place and reasons for their location (ACHASSK033)		✓
	<p>Inquiry and Skills</p>		
	Unit		
		C2C Unit 1	C2C Unit 2
	<p>Questioning</p>		
	Pose questions about past and present objects, people, places and events (ACHASSI018)	✓	✓
	<p>Researching</p>		
	Collect data and information from observations and identify information and data from sources provided (ACHASSI019)	✓	✓
	Sort and record information and data, including location, in tables and on plans and labelled maps (ACHASSI020)	✓	✓
	Sequence familiar objects and events (ACHASSI021)	✓	
	<p>Analysing</p>		
Explore a point of view (ACHASSI022)	✓	✓	
Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI023)	✓	✓	
Interpret data and information displayed in pictures and texts and on maps (ACHASSI024)	✓	✓	
<p>Evaluating and reflecting</p>			
Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (ACHASSI025)	✓	✓	
Reflect on learning to propose how to care for places and sites that are important or significant (ACHASSI026)		✓	
<p>Communicating</p>			
Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location (ACHASSI027)	✓	✓	

THE ARTS	0.5 hour/ week	Band Description	<p>In Foundation to Year 2, learning in The Arts builds on the Early Years Learning Framework. Students are engaged through purposeful and creative play in structured activities, fostering a strong sense of wellbeing and developing their connection with and contribution to the world. In the Foundation Year, students undertake The Arts appropriate for their level of development.</p> <p>They explore the arts and learn how artworks can represent the world and that they can make artworks to represent their ideas about the world. They share their artworks with peers and experience being an audience to respond to others' art making.</p> <p>As they experience the arts, students draw on artworks from a range of cultures, times and locations. They explore the arts of Aboriginal and Torres Strait Islander Peoples and of the Asia region and learn that they are used for different purposes. While the arts in the local community should be the initial focus for learning, students are also aware of and interested in the arts from more distant locations and the curriculum provides opportunities to build on this curiosity.</p> <p>As they make and respond to artworks, students explore meaning and interpretation, forms and processes, and social and cultural contexts of the arts. They make early evaluations of artworks expressing what they like and why.</p> <p>Students learn about safe practices in the arts through making and responding safely in the different arts subjects.</p> <p>They experience the role of artist and they respond to feedback in their art making. As an audience, they learn to focus their attention on artworks presented and to respond to artworks appropriately. In Foundation to Year 2, students learn to be an audience for different arts experiences within the classroom.</p> <p>In Visual Arts, students:</p> <ul style="list-style-type: none"> become aware of visual conventions and learn to notice visual detail explore how and why artworks are created and ways to use and apply visual conventions, such as line, shape, colour and texture learn how their ideas or subject matter can be developed through different forms, styles, techniques, materials and technologies learn about how and why artists, craftspeople and designers present their ideas through different visual representations, practices, processes and viewpoints. 	<p>In Foundation to Year 2, learning in The Arts builds on the Early Years Learning Framework. Students are engaged through purposeful and creative play in structured activities, fostering a strong sense of wellbeing and developing their connection with and contribution to the world. In the Foundation Year, students undertake The Arts appropriate for their level of development.</p> <p>They explore the arts and learn how artworks can represent the world and that they can make artworks to represent their ideas about the world. They share their artworks with peers and experience being an audience to respond to others' art making.</p> <p>As they experience the arts, students draw on artworks from a range of cultures, times and locations. They explore the arts of Aboriginal and Torres Strait Islander Peoples and of the Asia region and learn that they are used for different purposes. While the arts in the local community should be the initial focus for learning, students are also aware of and interested in the arts from more distant locations and the curriculum provides opportunities to build on this curiosity.</p> <p>As they make and respond to artworks, students explore meaning and interpretation, forms and processes, and social and cultural contexts of the arts. They make early evaluations of artworks expressing what they like and why.</p> <p>Students learn about safe practices in the arts through making and responding safely in the different arts subjects.</p> <p>They experience the role of artist and they respond to feedback in their art making. As an audience, they learn to focus their attention on artworks presented and to respond to artworks appropriately. In Foundation to Year 2, students learn to be an audience for different arts experiences within the classroom.</p> <p>In Media Arts, students:</p> <ul style="list-style-type: none"> become aware of structure, intent, character and settings in ideas and stories explore ideas and learn about composition, sound and technologies to construct stories learn how their ideas can be communicated through selecting and organising the elements of media arts.
		Unit Description	<p style="text-align: center;">C2C Visual Arts</p> <p>Unit 2 – Up, Down and all Around</p> <p>In this unit, students explore methods of abstraction and imaginative processes to communicate experiences, observations and personal connection to places.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore the visual language of expressive landscape depiction in artworks by a range of artists, including Aboriginal peoples, Torres Strait Islander peoples and Asian artists and use this to develop their own artworks experiment with visual conventions (printmaking, mixed media, collage, and drawing) to create expressive observational artworks about places display artworks and share ideas about emotive visual language choices they made in their artworks describe and interpret artists' personal connection to place. 	<p style="text-align: center;">C2C Media Arts</p> <p>Unit 5 – What Can You Hear?</p> <p>In this unit students explore the existence and impact of sound as a representation of settings and characters in the community.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore soundscapes through capturing audio from their community and using media technologies to communicate ideas about where and why sounds can be heard experiment with audio recording and image capture to draw attention to sounds in the community present soundscapes which may present alternate interpretations, e.g. matching game; sounds with different images describe and discuss sound effects and audio in media artworks of other students and artists, starting with media from Australia, including media artworks of Aboriginal peoples and Torres Strait Islander peoples.
		Assessment	<p>Assessment Task</p> <p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> describe artworks they make and view, and where and why artworks are made and presented make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes. 	<p>Assessment Task</p> <p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> communicate about media artworks they make and view, and where and why media artworks are made make and share media artworks using story principles, composition, sound and technologies.
		Assessment Conventions	<p>Text - critique</p> <p>Techniques – practical collection, response</p> <p>Mode – visual, written/oral</p> <p>Conditions – over time, under supervision, resources provided, stimulus materials</p>	<p>Text – animation</p> <p>Techniques - practical, written response,</p> <p>Mode - visual, auditory, written/oral</p> <p>Conditions - over time, under supervision, independent, resources provided</p>
		Aspect of Achievement Standard	<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>Assessed</p>	<p>By the end of Year 2, students communicate about media artworks they make and view, and where and why media artworks are made.</p> <p>Students make and share media artworks using story principles, composition, sound and technologies.</p> <p>Taught</p> <p>Assessed</p>
		<p>All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the Australian Curriculum Achievement Standard in the relevant subject.</p>		

	Moderation	Consistency of teacher judgments Teachers use moderation to support consistency of teacher judgments and comparability of reported results against the relevant achievement standards.	
General capabilities and cross-curriculum priorities	Opportunities to engage with: 		Opportunities to engage with:
	Key	General capabilities Literacy Numeracy Information and Communication Technology (ICT) Capability Personal and Social Capability Ethical Understanding Intercultural Understanding Critical and Creative thinking	Cross-curriculum priorities Aboriginal and Torres Strait Islander Histories and Cultures Asia and Australia's Engagement with Asia Sustainability
Content descriptions for Years Prep to 2 ARTS Review for balance and coverage of Content Descriptions and Concepts in each unit	Years Prep to 2 Content Descriptions VISUAL ARTS		C2C Unit 2
	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)		✓
	Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107)		✓
	Create and display artworks to communicate ideas to an audience (ACAVAM108)		✓
	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)		✓
	Years Prep to 2 Content Descriptions MEDIA ARTS		C2C Unit 5
	Explore ideas, characters and settings in the community through stories in images, sounds and text (ACAMAM054)		✓
	Use media technology to capture and edit images, sounds and text for a purpose (ACAMAM055)		✓
	Create and present media artworks that communicate ideas and stories to an audience (ACAMAM056)		✓
	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 (ACAMAR057)		✓
<i>Content Descriptions in each Arts subject focus on similar concepts and skills that across the bands, present a developmental sequence of knowledge, understanding and skills. The concepts for each subject are derived from the Content Descriptions and Achievement Standards, and are supported by The Arts viewpoints of contexts, knowledge, evaluations and judgments.</i>			