Achievement on a page: Year 1 – Learning area achievement standards

English

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 correctly form all upper- and lower-case letters.

Mathematics

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.

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.

Health and Physical Education – Years 1-2

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.

Humanities and Social Sciences

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.

The Arts – Foundation to Year 2

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.

Technologies – Foundation to Year 2

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.

Achievement on a page: Year 1 – Subject specific achievement standards are provided as an option

Humanities and Social Sciences

History
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.

Students sequence personal and family events in order, using everyday terms about the passing of time. They respond to questions about the past using sources provided. Students relate stories about life in the past, using a range of texts.

Geography
By the end of Year 1, students identify and describe the natural, managed and constructed features of places at a local scale and identify where features of places are located. They recognise that people describe the features of places differently. Students identify changes in features and describe how to care for places.

Students respond to questions about familiar and unfamiliar places by locating and interpreting information from sources provided. They represent the location of different places and their features on labelled maps and present findings in a range of texts and use everyday language to describe direction and location. They reflect on their learning to suggest ways that places can be cared for.

The Arts – Foundation to Year 2

Dance
By the end of Year 2, students describe the effect of the elements in dance they make, perform and view and where and why people dance.

Students use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. Students demonstrate safe practice.

Drama
By the end of Year 2, students describe what happens in drama they make, perform and view. They identify some elements in drama and describe where and why there is drama.

Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation.

Media Arts
By the end of Year 2, students communicate about media artworks they make and view, and where and why media artworks are made.

Students make and share media artworks using story principles, composition, sound and technologies.

Music
By the end of Year 2, students communicate about the music they listen to, make and perform and where and why people make music.

Students improvise, compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play.

Visual Arts
By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented.

Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.

Technologies – Foundation to Year 2

Design and Technologies
By the end of Year 2, students describe the purpose of familiar products, services and environments and how they meet the needs of users and affect others and environments. They identify the features and uses of technologies for each of the prescribed technologies contexts.

With guidance, students create designed solutions for each of the prescribed technologies contexts. They describe given needs or opportunities. Students create and evaluate their ideas and designed solutions based on personal preferences. They communicate design ideas for their designed products, services and environments using modelling and simple drawings. Following sequenced steps, students demonstrate safe use of tools and equipment when producing designed solutions.

Digital Technologies
By the end of Year 2, students identify how common digital systems (hardware and software) are used to meet specific purposes. They use digital systems to represent simple patterns in data in different ways.

Students design solutions to simple problems using a sequence of steps and decisions. They collect familiar data and display them to convey meaning. They create and organise ideas and information using information systems, and share information in safe online environments.