



# Australian Curriculum Achievement Standards

Across Foundation to Year 10, achievement standards indicate the quality of learning students should typically demonstrate by the end of the year. An achievement standard describes the quality of learning (the extent of knowledge, the depth of understanding and the sophistication of skills) that would indicate the student is well placed to commence the learning required at the next level of achievement.

| ENGLISH   | MATHEMATICS  |
|---|--|
| <p><b>Receptive modes (listening, reading and viewing)</b><br/>By the end of the Prep year,</p> <ul style="list-style-type: none"> <li>Students use predicting and questioning strategies to make meaning from texts.</li> <li>They recall one or two events from texts with familiar topics.</li> <li>They understand that there are different types of texts and that these can have similar characteristics.</li> <li>They identify connections between texts and their personal experience.</li> <li>They read short, predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters.</li> <li>They identify the letters of the English alphabet and use the sounds represented by most letters.</li> <li>They listen to and use appropriate language features to respond to others in a familiar environment.</li> <li>They listen for rhyme, letter patterns and sounds in words.</li> </ul> <p><b>Productive modes (speaking, writing and creating)</b></p> <ul style="list-style-type: none"> <li>Students understand that their texts can reflect their own experiences.</li> <li>They identify and describe likes and dislikes about familiar texts, objects, characters and events.</li> <li>In informal group and whole class settings, students communicate clearly.</li> <li>They retell events and experiences with peers and known adults.</li> <li>They identify and use rhyme, letter patterns and sounds in words.</li> <li>When writing, students use familiar words and phrases and images to convey ideas.</li> <li>Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops.</li> <li>They correctly form known upper- and lower-case letters.</li> </ul> | <p>By the end of the Prep year,</p> <ul style="list-style-type: none"> <li>Students make connections between number names, numerals and quantities up to 10.</li> <li>They compare objects using mass, length and capacity.</li> <li>Students connect events and the days of the week.</li> <li>They explain the order and duration of events.</li> <li>They use appropriate language to describe location.</li> <li>Students count to and from 20 and order small collections.</li> <li>They group objects based on common characteristics and sort shapes and objects.</li> <li>Students answer simple questions to collect information.</li> </ul> <p><b>GEOGRAPHY</b></p> <p>By the end of the Prep year, students:</p> <ul style="list-style-type: none"> <li>Describe the features of familiar places</li> <li>Recognize why some places are special to people</li> <li>Recognize that places can be represented on maps and a globe and why places are important to people</li> <li>Observe the familiar features of places and represent these features and their location on pictorial maps and models</li> <li>Share observations in a range of texts</li> <li>Use everyday language to describe direction and location</li> <li>Reflect on their learning to suggest ways they can care for a familiar place</li> </ul> |
| <b>SCIENCE</b>  | <b>HISTORY</b>   |
| <p>By the end of the Prep year,</p> <ul style="list-style-type: none"> <li>Students describe the properties and behaviour of familiar objects.</li> <li>They suggest how the environment affects them and other living things.</li> <li>Students share observations of familiar objects and events.</li> </ul>  | <p>By the end of the Prep year,</p> <ul style="list-style-type: none"> <li>Students identify similarities and differences between families.</li> <li>They recognise how important family events are commemorated.</li> <li>Students sequence familiar events in order.</li> <li>They pose questions about their past.</li> <li>Students relate a story about their past using a range of texts.</li> </ul>   |