



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>Receptive modes (listening, reading and viewing)</p> <p>By the end of Year 1,</p> <ul style="list-style-type: none"> Students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify the language features, images and vocabulary used to describe characters and events. Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of 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. They listen for and reproduce letter patterns and letter clusters. <p>Productive modes (speaking, writing and creating)</p> <ul style="list-style-type: none"> 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 of a few connected sentences on familiar and learned topics. When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper- and lower-case letters. 	<p>By the end of Year 1,</p> <ul style="list-style-type: none"> 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 and draw simple data displays.
	<p style="text-align: center;">GEOGRAPHY</p> <p>By the end of Year 1, students:</p> <ul style="list-style-type: none"> Identify and describe the natural, managed and constructed features of places at a local scale Recognize that people describe the features of places differently Identify where features of places are located Recognise that spaces can be arranged for different purposes Identify changes in features Describe how to care for places Respond to questions about familiar and unfamiliar places by collecting, recording and sorting information from sources provided Represent the location of different places and their features on pictorial maps Present findings in a range of texts Use everyday language to describe direction and location Reflect on their learning to suggest ways that places can be cared for
SCIENCE	HISTORY
<p>By the end of Year 1,</p> <ul style="list-style-type: none"> Students describe objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects. They identify a range of habitats. They describe changes to things in their local environment and suggest how science helps people care for environments. Students make predictions, and investigate everyday phenomena. They follow instructions to record and sort their observations and share their observations with others. 	<p>By the end of Year 1,</p> <ul style="list-style-type: none"> Students explain how some aspects of daily life have changed over recent time while others have remained the same. They describe personal and family events that have significance. Students sequence events in order, using everyday terms about the passing of time. They pose questions about the past and examine sources (physical and visual) to suggest answers to these questions. Students relate stories about life in the past, using a range of texts.