

Content for Year 1 - Learning area content descriptions

English							
LANGUAGE	<p><b>Language variation and change</b></p> <p>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)</p>	<p><b>Language for social interactions</b></p> <p>Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (ACELA1444)</p> <p>Understand that there are different ways of asking for information, making offers and giving commands (ACELA1446)</p>	<p><b>Evaluative language</b></p> <p>Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787)</p>	<p><b>Purpose audience and structures of different types of texts</b></p> <p>Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447)</p>	<p><b>Text cohesion</b></p> <p>Understand patterns of repetition and contrast in simple texts (ACELA1448)</p>	<p><b>Punctuation</b></p> <p>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)</p>	<p><b>Concepts of print and screen</b></p> <p>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)</p>
	<p><b>Sentences and clause-level grammar</b></p> <p>Identify the parts of a simple sentence that represent 'What is happening?', 'What state is being described?', 'Who or what is involved?' and the surrounding circumstances (ACELA1451)</p>	<p><b>Word-level grammar</b></p> <p>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)</p>	<p><b>Visual language</b></p> <p>Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)</p>	<p><b>Vocabulary</b> 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)</p>	<p><b>Phonological and phonemic awareness</b></p> <p>Segment consonant blends or clusters into separate phonemes at the beginnings and ends of one syllable words (ACELA1822)</p> <p>Manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (ACELA1457)</p>	<p><b>Alphabet and phonic knowledge</b></p> <p>Use short vowels, common long vowels, consonant blends when writing, and blend these to read one-syllable words (ACELA1458)</p> <p>Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound (ACELA1459)</p>	<p><b>Spelling</b></p> <p>Understand how to spell one and two syllable words with common letter patterns (ACELA1778)</p> <p>Use visual memory to read and write high-frequency words (ACELA1821)</p> <p>Recognise and know how to use simple grammatical morphemes to create word families (ACELA1455)</p>
LITERATURE	<p><b>How texts reflect the context of culture and situation in which they are created</b></p> <p>Discuss how authors create characters using language and images (ACELT1581)</p>	<p><b>Personal responses to the ideas, characters and viewpoints in texts</b></p> <p>Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)</p>	<p><b>Expressing preferences and evaluating texts</b></p> <p>Express preferences for specific texts and authors and listen to the opinions of others (ACELT1583)</p>	<p><b>Features of literary texts</b></p> <p>Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584)</p>	<p><b>Language devices in literary texts, including figurative language</b></p> <p>Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585)</p>	<p><b>Creating literary texts</b></p> <p>Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELA1586)</p>	<p><b>Experimentation and adaptation</b></p> <p>Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary (ACELT1832)</p>
LITERACY	<p><b>Texts and the contexts in which they are used</b></p> <p>Respond to texts drawn from a range of cultures and experiences (ACELY1655)</p>	<p><b>Listening and speaking interactions</b></p> <p>Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)</p>	<p><b>Listening and speaking interactions</b></p> <p>Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788)</p>	<p><b>Oral presentations</b></p> <p>Make short presentations using some introduced text structures and language, for example opening statements (ACELY1657)</p>	<p><b>Purpose and audience</b></p> <p>Describe some differences between imaginative informative and persuasive texts (ACELY1658)</p>	<p><b>Reading processes</b></p> <p>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)</p>	<p><b>Comprehension strategies</b></p> <p>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)</p>
	<p><b>Creating texts</b></p> <p>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)</p>	<p><b>Editing</b></p> <p>Re-read student's own texts and discuss possible changes to improve meaning, spelling and punctuation (ACELY1662)</p>	<p><b>Handwriting</b></p> <p>Write using unjoined lower case and upper case letters (ACELY1663)</p>	<p><b>Use of software</b></p> <p>Construct texts that incorporate supporting images using software including word processing programs (ACELY1664)</p>			

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Mathematics					
Proficiency Strands	Understanding	Fluency	Problem Solving	Reasoning	
	Includes connecting names, numerals and quantities, and partitioning numbers in various ways	Includes readily counting number in sequences forwards and backwards, locating numbers on a line and naming the days of the week	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	Includes explaining direct and indirect comparisons of length using uniform informal units, justifying representations of data and explaining patterns that have been created	<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>
<b>NUMBER AND ALGEBRA</b>	<b>Number and place value</b> 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)			<b>Fractions and decimals</b> Recognise and describe one-half as one of two equal parts of a whole. (ACMNA016)	<b>Money and financial mathematics</b> Recognise, describe and order Australian coins according to their value (ACMNA017)
<b>MEASUREMENT AND GEOMETRY</b>	<b>Using units of measurement</b> 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)		<b>Shape</b> Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features (ACMMG022)	<b>Location and transformation</b> Give and follow directions to familiar locations (ACMMG023)	
<b>STATISTICS AND PROBABILITY</b>	<b>Chance</b> Identify outcomes of familiar events involving chance and describe them using everyday language such as 'will happen', 'won't happen' or 'might happen' (ACMSP024)		<b>Data representation and interpretation</b> Choose simple questions and gather responses and make simple inferences (ACMSP262) Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays (ACMSP263)		
Science					
<b>SCIENCE UNDERSTANDING Y 1-2</b>	<b>Biological sciences</b> Living things have a variety of external features (ACSSU017) Living things live in different places where their needs are met (ACSSU211)		<b>Chemical sciences</b> Everyday materials can be physically changed in a variety of ways (ACSSU018)	<b>Earth and space sciences</b> Observable changes occur in the sky and landscape (ACSSU019)	<b>Physical sciences</b> Light and sound are produced by a range of sources and can be sensed (ACSSU020)
<b>SCIENCE AS A HUMAN ENDEAVOUR Y 1-2</b>	<b>Nature and development of science</b> Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE021)			<b>Use and influence of science</b> People use science in their daily lives, including when caring for their environment and living things (ACSHE022)	
<b>SCIENCE INQUIRY SKILLS Y 1-2</b>	<b>Questioning and predicting</b> Pose and respond to questions, and make predictions about familiar objects and events (AC SIS024)	<b>Planning and conducting</b> Participate in guided investigations to explore and answer questions (AC SIS025) Use informal measurements to collect and record observations, using digital technologies as appropriate (AC SIS026)		<b>Processing and analysing data and information</b> Use a range of methods to sort information, including drawings and provided tables and through discussion, compare observations with predictions (AC SIS027)	<b>Evaluating</b> Compare observations with those of others (AC SIS213)
				<b>Communicating</b> Represent and communicate observations and ideas in a variety of ways (AC SIS029)	
Humanities and Social Sciences					
<b>KNOWLEDGE AND UNDERSTANDING</b>	<b>History</b> 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)			<b>Geography</b> 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)	
<b>INQUIRY AND SKILLS Y F-2</b>	<b>Questioning</b> Pose questions about past and present objects, people, places and events (ACHASSI001, ACHASSI018, ACHASSI034)	<b>Researching</b> Collect data and information from observations and identify information and data from sources provided (ACHASSI002, ACHASSI019, ACHASSI035) Sort and record information and data, including location, in tables and on plans and labelled maps (ACHASSI003, ACHASSI020, ACHASSI036) Sequence familiar objects and events (ACHASSI004, ACHASSI021, ACHASSI037)	<b>Analysing</b> Explore a point of view (ACHASSI005, ACHASSI022, ACHASSI038) Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI006, ACHASSI023, ACHASSI039) Interpret data and information displayed in pictures and texts and on maps maps (ACHASSI007, ACHASSI024, ACHASSI040)	<b>Evaluating and reflecting</b> Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (ACHASSI008, ACHASSI025, ACHASSI041) Reflect on learning to propose how to care for places and sites that are important or significant (ACHASSI009, ACHASSI026, ACHASSI042)	<b>Communicating</b> 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 (ACHASSI010, ACHASSI027, ACHASSI043)

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The Arts					
	DANCE Y 1-2	DRAMA Y 1-2	MEDIA ARTS Y 1-2	MUSIC Y 1-2	VISUAL ARTS Y 1-2
<i>Exploring ideas and improvising with ways to represent ideas</i>	Explore, improvise and organise ideas to make dance sequences using the elements of dance (ACADAM001)	Explore role and dramatic action in dramatic play, improvisation and process drama (ACADRM027)	Explore ideas, characters and settings in the community through stories in images, sounds and text (ACAMAM054)	Develop aural skills by exploring and imitating the sounds, pitch and rhythm patterns using voice, movement and body percussion (ACAMUM080)	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)
<i>Developing understanding of practices</i>	Use fundamental movement skills to develop technical skills when practising dance sequences (ACADAM002)	Use voice, facial expression, movement and space to imagine and establish role and situation (ACADRM028)	Use media technologies to capture and edit images, sounds and text for a purpose (ACAMAM055)	Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community (ACAMUM081)	Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107)
<i>Sharing artworks through performance, presentation or display</i>	Present dance that communicates ideas to an audience, including dance used by cultural groups in the community (ACADAM003)	Present drama that communicates ideas, including stories from their community, to an audience (ACADRM029)	Create and present media artworks that communicate ideas and stories to an audience (ACAMAM056)	Create compositions and perform music to communicate ideas to an audience (ACAMUM082)	Create and display artworks to communicate ideas to an audience (ACAVAM108)
<i>Responding to and interpreting artworks</i>	Respond to dance and consider where and why people dance, starting with dances from Australia including dances of Aboriginal and Torres Strait Islander Peoples (ACADAR004)	Respond to drama and consider where and why people make drama, starting with Australian drama including drama of Aboriginal and Torres Strait Islander Peoples (ACADRR030)	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)	Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples (ACAMUR083)	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)

Technologies		
	DIGITAL TECHNOLOGIES Y F-2	DESIGN AND TECHNOLOGIES Y F-2
<b>KNOWLEDGE AND UNDERSTANDING</b>	Recognise and explore digital systems (hardware and software components) for a purpose (ACTDIK001) Recognise and explore patterns in data and represent data as pictures, symbols and diagrams (ACTDIK002)	Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs (ACTDEK001) Explore how technologies use forces to create movement in products (ACTDEK002) Explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating (ACTDEK003) Explore the characteristics and properties of materials and components that are used to produce designed solutions (ACTDEK004)
<b>PROCESSES AND PRODUCTION SKILLS</b>	Collect, explore and sort data, and use digital systems to present the data creatively (ACTDIP003) Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems (ACTDIP004) Explore how people safely use common information systems to meet information, communication and recreation needs (ACTDIP005) Create and organise ideas and information using information systems independently and with others, and share these with known people in safe online environments (ACTDIP006)	Explore needs or opportunities for designing, and the technologies needed to realise designed solutions (ACTDEP005) Generate, develop and record design ideas through describing, drawing and modelling (ACTDEP006) Use materials, components, tools, equipment and techniques to safely make designed solutions (ACTDEP007) Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment (ACTDEP008) Sequence steps for making designed solutions and working collaboratively (ACTDEP009)

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Health and Physical Education			
<p><b>PERSONAL, SOCIAL AND COMMUNITY HEALTH</b> Y 1-2</p>	<p><b>Being healthy, safe and active sub-strand</b> Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015) Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these (ACPPS016) Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017) Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)</p>	<p><b>Communicating and interacting for health and wellbeing sub-strand</b> Describe ways to include others to make them feel they belong (ACPPS019) Identify and practise emotional responses that account for own and others' feelings (ACPPS020) Examine health messages and how they relate to health decisions and behaviours (ACPPS021)</p>	<p><b>Contributing to health and active communities sub-strand</b> Explore actions that help make the classroom a healthy, safe and active place (ACPPS022) Identify and explore natural and built environments in the local community where physical activity can take place (ACPPS023) Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected (ACPPS024)</p>
<p><b>MOVEMENT AND PHYSICAL ACTIVITY</b> Y 1-2</p>	<p><b>Moving our body sub-strand</b> Perform fundamental movement skills in a variety of movement sequences and situations (ACPMP025) Create and participate in games with and without equipment (ACPMP027)</p>	<p><b>Understanding movement sub-strand</b> Discuss the body's reactions to participating in physical activities (ACPMP028) Incorporate elements of effort, space, time, objects and people in performing simple movement sequences (ACPMP029)</p>	<p><b>Learning through movement sub-strand</b> Use strategies to work in group situations when participating in physical activities (ACPMP030) Propose a range of alternatives and test their effectiveness when solving movement challenges (ACPMP031) Identify rules and fair play when participating in physical activities (ACPMP032)</p>
Languages			
	<p>See <a href="http://www.australiancurriculum.edu.au">www.australiancurriculum.edu.au</a> for content in Arabic, Chinese, French, German, Indonesian, Italian, Japanese, Korean, Modern Greek, Spanish, Vietnamese, Hindi, Turkish and the Framework for Aboriginal Languages and Torres Strait Islander Languages</p>		