



School Curriculum  
and Standards  
Authority



**Year 1**

Curriculum Content

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# INTRODUCTION

Curriculum is the knowledge, understanding, skills, values and attitudes that students are expected to be taught, regardless of where they live or their background. Curriculum in each year is mandated and is what teachers use to develop their teaching and learning programs and from where assessment is drawn.

Parents are encouraged to contact teachers if they have questions about the curriculum in any one year.

## YEAR 1 CURRICULUM CONTENT

The *Western Australian Curriculum and Assessment Outline*:

- sets out the knowledge, understanding, skills, values and attitudes that students are expected to acquire, and guidelines for the assessment of student achievement
- is mandated for all Western Australian students
- provides comprehensive information that schools can use to plan student learning programs, assess student progress and report to parents.

The *Outline* for Year 1 includes:

- guiding principles of teaching, learning and assessment
- the Year 1 English, Mathematics, Health and Physical Education, History, Humanities and Social Sciences, Languages, Science, Technologies, and The Arts content, including the general capabilities and cross-curriculum priorities
- the Year 1 English, Mathematics, Health and Physical Education, History, Humanities and Social Sciences, Languages, Science, Technologies, and The Arts achievement standards
- student diversity materials.

## LEARNING AREAS AND SUBJECTS

Learning areas and subjects	Implementation timeline
<b>English</b>	2015
<b>Health and Physical Education</b>	2017
<b>Humanities and Social Sciences</b>	2017
<b>Languages</b>	2018
<b>Mathematics</b>	2015
<b>Science</b>	2015
<b>Technologies (Design and Digital)</b>	2018
<b>The Arts (Dance, Drama, Media Arts, Music, Visual Arts)</b>	2018

The Languages curriculum is written on the basis that all students will study one language from Years 3 to 8. Schools are encouraged to provide a language/s program from Pre-primary to Year 10.

The Technologies curriculum is written on the basis that all students will study both Technologies subjects (Design and Technologies and Digital Technologies) in Year 1. Within Design and Technologies (Engineering principles and systems; Food and fibre production; Food specialisations; Materials and technologies specialisations), students have the opportunity to study at least one of the contexts.

The Arts curriculum is written on the basis that all students will study at least two Arts subjects in Year 1. It is a requirement that students study a performance subject (Dance, Drama or Music) and a visual subject (Visual Arts or Media Arts).



# ENGLISH

## YEAR LEVEL DESCRIPTION

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.

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.

The range of literary texts for Pre-primary 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.

## CONTENT DESCRIPTIONS

### LANGUAGE

#### **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

#### **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

- Understand that there are different ways of asking for information, making offers and giving commands
- Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions

### **Text structure and organisation**

- Understand that the purposes texts serve shape their structure in predictable ways
- Understand patterns of repetition and contrast in simple texts
- 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
- 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

### **Expressing and developing ideas**

- Identify the parts of a simple sentence that represent ‘What’s happening?’, ‘What state is being described?’, ‘Who or what is involved?’ and the surrounding circumstances
- 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)
- Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning
- 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

### **Phonics and word knowledge**

- Manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words
- Use short vowels, common long vowels, consonant digraphs and consonant blends when writing, and blend these to read single syllable words
- Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound
- Understand how to spell one and two syllable words with common letter patterns
- Recognise and know how to use simple grammatical morphemes to create word families
- Use visual memory to read and write high-frequency words
- Segment consonant blends or clusters into separate phonemes at the beginnings and ends of one syllable words

## **LITERATURE**

### **Literature and context**

- Discuss how authors create characters using language and images

### **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



- Express preferences for specific texts and authors and listen to the opinions of others

#### **Examining literature**

- Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts
- Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns, including alliteration and rhyme

#### **Creating literature**

- Recreate texts imaginatively using drawing, writing, performance and digital forms of communication
- Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary

### **LITERACY**

#### **Texts in context**

- Respond to texts drawn from a range of cultures and experiences

#### **Interacting with others**

- Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions
- Use interaction skills, including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace
- Make short presentations using some introduced text structures and language, for example opening statements

#### **Interpreting, analysing, evaluating**

- Describe some differences between imaginative informative and persuasive texts
- 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 rereading
- 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

#### **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
- Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation
- Write using unjoined lower case and upper case letters
- Construct texts that incorporate supporting images using software, including word processing programs

# HEALTH AND PHYSICAL EDUCATION

## YEAR LEVEL DESCRIPTION

In Year 1, the content builds on the learning from Pre-primary and supports students to better understand their personal identities and how these change over time. Students learn about physical changes to the body as they grow and why it is important to eat a healthy diet and participate in regular physical activity. They develop strategies to keep healthy and safe, and skills to enhance their interactions with others. Opportunities are given to explore health messages in the media and how they influence choices and behaviours.

Students focus on continuing to develop fundamental movement skills to use space more effectively and explore ways to select, transfer and apply simple movement skills. They learn about changes to the body when exercising, and work cooperatively to learn new skills and solve movement challenges through games and physical activities.

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

## CONTENT DESCRIPTIONS

### PERSONAL, SOCIAL AND COMMUNITY HEALTH

#### **Being healthy, safe and active**

- Personal strengths and how these change over time
- The strengths of others and how they contribute to positive outcomes, such as games and physical activities
- Ways in which the body changes as individuals grow older
- Strategies to use when help is needed, such as:
  - dialling 000 in an emergency
  - reading basic safety signs
  - accessing to a safety house or a trusted network
  - asking a trusted adult
- The benefits of healthy eating and regular physical activity on health and wellbeing

#### **Communicating and interacting for health and wellbeing**

- Appreciation and encouragement of the behaviour of others through the use of:
  - manners
  - positive language
  - praise
- Positive ways to react to their own emotions in different situations, such as:
  - walking away
  - seeking help
  - remaining calm
- Ways health messages are communicated on:

- television
- posters
- radio

#### **Contributing to healthy and active communities**

- Actions that support a safe classroom, such as:
  - moving around safely
  - sharing appropriately
  - following class rules
- Physical activities that can take place in natural and built settings in the local community

### **MOVEMENT AND PHYSICAL ACTIVITY**

#### **Moving our body**

- Body management skills:
  - side roll (pencil)
- Locomotor skills:
  - jump (one foot)
  - dodge
  - skip
- Object control skills:
  - underarm throw
  - ball bounce
- Fundamental movement skills involving the control of objects in simple games:
  - kick
  - catch
  - bounce

#### **Understanding movement**

- Physical changes to the body when exercising, such as:
  - raised heart rate
  - increased breathing rate
- Ways to maintain a balanced position while performing various skills, such as throwing or running

#### **Learning through movement**

- Strategies that will assist with involving everyone in games
- Cooperation skills in partner and group work during physical activity practices
- Alternative ways in which tasks can be performed when solving movement challenges
- Simple rules and fair play in partner, group activities and minor games

# HUMANITIES AND SOCIAL SCIENCES

## YEAR LEVEL DESCRIPTION

In Year 1, Humanities and Social Sciences consists of Geography and History.

Students have the opportunity to investigate different ways of collecting information and/or data through sources such as books, people and photos. They learn how narratives can be used to communicate and represent their changing understandings in multiple ways.

In the early years, students have the opportunity to develop an appreciation for both natural and constructed environments as they understand how places are cared for and consider who should provide this care. Their understanding of place is further developed through investigating maps as a visual representation of Earth, as they begin to locate geographical divisions.

The concept of continuity and change is extended through exploring how family life has changed or remained the same over time, and how the present is similar to, or different from, the past. The understanding of time as a sequence is developed in the context of the present, past and future.

Civics and Citizenship does not commence until Year 3. The *Early Years Learning Framework* provides opportunities for students to engage in civics and citizenship concepts, such as developing a sense of community; an awareness of diversity; and an understanding of responsibility, respect and fairness.

Economics and Business does not commence until Year 5. The *Early Years Learning Framework* provides opportunities for students to engage in economics and business concepts, such as exploring natural and processed materials, and consumer decisions.

## CONTENT DESCRIPTIONS

### GEOGRAPHY

#### KNOWLEDGE AND UNDERSTANDING

##### **Places have distinctive features**

- The location of the equator and the northern and southern hemispheres, including the poles
- The natural, managed and features of places, their location on a pictorial map, how they may change over time (e.g. erosion, revegetated areas, planted crops, new buildings) and how they can be cared for
- How weather (e.g. rainfall, temperature, sunshine, wind) and seasons vary between places, and the terms used to describe them
- The activities (e.g. retailing, recreational, farming, manufacturing, medical, policing, educational, religious) that take place in the local community which create its distinctive features

## HISTORY

### KNOWLEDGE AND UNDERSTANDING

#### Present and past family life

- Differences in family sizes, structures and roles today (e.g. work outside the home, domestic chores, child care), and how these have changed or remained the same over time
- How the present, past and future are signified by terms indicating time (e.g. 'a long time ago', 'then and now', 'now and then', 'old and new', 'tomorrow') as well as by dates and changes that may have personal significance (e.g. birthdays, holidays, celebrations, seasons)
- The differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods (e.g. family traditions, leisure time, communications) and how daily lives have changed

### HUMANITIES AND SOCIAL SCIENCES SKILLS

#### KNOWLEDGE AND UNDERSTANDING

- Reflect on current understanding of a topic (e.g. think-pair-share, brainstorm)
- Pose questions about the familiar and unfamiliar
- Locate information from a variety of provided sources (e.g. books, television, people, images, plans, internet)
- Sort and record selected information and/or data (e.g. use graphic organisers, take key words)

#### Analysing

- Identify relevant information
- Process information and/or data collected (e.g. sequence information or events, categorise information, combine information from different sources)
- Explore points of view (e.g. understand that stories can be told from different perspectives)
- Represent collected information and/or data in to different formats (e.g. tables, maps, plans)

#### Evaluating

- Draw conclusions based on information and/or data displayed in pictures, texts and maps (e.g. form categories, make generalisations based on patterns)
- Participate in decision-making processes (e.g. engage in group discussions, make shared decisions, share views)

#### Communicating and reflecting

- Present findings in a range of communication forms, using relevant terms (e.g. written, oral, digital, role-play, graphic)
- Develop texts, including narratives, that describes an event or place
- Reflect on learning and respond to findings (e.g. discussing what they have learned)

# LANGUAGES

The Languages curriculum is written on the basis that all students will study one language from Years 3 to 8. Schools are encouraged to provide a language/s program from Pre-primary to Year 10.

## CHINESE: SECOND LANGUAGE

### YEAR LEVEL DESCRIPTION

Year 1 Chinese: Second Language builds on the skills, knowledge and understanding required by students to communicate in the Chinese language and focuses on extending their oral communication skills. Typically, the students' only exposure to and experience of the Chinese language and culture is from their school learning environment.

Students communicate in Chinese, interacting orally with their teacher and peers to talk about themselves, the members of their family, their favourite things and their pets. They recognise and copy high-frequency characters through guided group activities. Students locate key words and factual information in simple oral texts related to their personal worlds. They also locate and convey information about their personal worlds in written texts using pictures, familiar words and simple statements. Students engage with simple Chinese songs, poems and rhymes and respond by creating and performing their own simple Chinese songs, poems and rhymes. Students participate in the shared reading and retelling of well-known Chinese stories.

Students become familiar with the systems of the Chinese language, recognising how the tones can change the meaning of words. They match *Pinyin* to known Chinese characters and recognise that *Pinyin* also has tones. They notice and use context-related vocabulary and recognise some first elements of grammar to generate language for a range of purposeful interactions.

In Year 1 students recognise that Australia is a multilingual society with speakers of many different community languages, including Chinese and that Chinese and English borrow words and expressions from each other. They know that language is used differently in different situations and between different people. They identify differences and similarities between their own and others' languages and cultures.

Students learn Chinese in the early years through rich language **input**. Regular opportunities to revisit, recycle and review, and continuous feedback, response and encouragement assist students in the language learning process.

## CONTENT DESCRIPTIONS

### COMMUNICATING

#### Socialising

- Interact orally with the teacher and peers, using learnt sounds, formulaic phrases and verbal and non-verbal responses to talk about themselves, the members of their family, their favourite things and their pets, for example, 你家有几个/口人? ;我家有四个/口人, 我有爸爸、妈妈和哥哥; 我喜欢蓝色;我有一只狗
- Express gratitude and apologies, for example, 不用谢/不客气; 谢谢;对不起;没关系
- Interact with simple written texts, recognising and copying high-frequency characters relating to members of their family, their favourite things and their pets, for example, 妈妈、爸爸、哥哥、妹妹;我爱我的猫

#### Informing

- Locate key words and information in simple texts such as video clips, games and songs and convey information in simple scaffolded models of spoken and visual texts related to their personal worlds
- Locate factual information about their personal worlds in written texts and convey information using pictures, labels, captions, familiar words, characters and modelled language

#### Creating

- Engage orally with simple Chinese songs, poems and rhymes, reproducing rhythm and sound patterns and respond by creating their own simple Chinese songs, poems and rhymes to convey ideas related to their personal worlds
- Participate in the shared reading and retelling of imaginative short written texts for well-known Chinese stories such as *Tadpoles Looking For Their Mama* 《小蝌蚪找妈妈》, or *Pony Crossed the River* 《小马过河》 and respond to the texts by captioning or labelling images and copying characters

#### Translating

- Match characters to the meanings and sounds of familiar words, noticing that meanings are similar or different in English or other known languages

#### Reflecting

- Notice ways of talking in Chinese that appear different to their own ways and aspects of Chinese culture that are different when speaking in Chinese such as behaviour, voice or body language

### UNDERSTANDING

#### Systems of language

- Recognise that *Pinyin* has tones and reproduce the four tones, but not always with accuracy
- Associate *Pinyin* with relevant characters taught
- Recognise how the tones can change the meaning of words, for example, 妈 mā and 马 mǎ
- Recognise that each Chinese character has meaning, for example, 鱼 (fish), 鸟 (bird), 姐 (elder sister)
- Copy or trace characters with attention to stroke order and direction

- Notice the formation 上下、左右、内外、独体字 and spacing of characters such as 朋 and 月
- Notice and use context-related vocabulary and begin to use some first elements of grammar to generate simple spoken and written texts for a range of purposes, including:
  - recognising nouns for pets and animals, for example, 狗、猫、蛇、鸟
  - describing things using adjectives, for example, 黄色、棕色、小、大、长、只、红色的 小鸟
  - expressing likes and dislikes, for example, 你 喜 欢 吃 什 么…? ; 你 喜 欢 吃…吗? 我喜欢吃…;我不喜欢吃…
- Understand that language is organised as ‘text’ and that different types of texts have different features

#### **Language variation and change**

- Recognise that Chinese speakers use language differently in different situations such as when socialising with peers and friends or at home with the family

#### **Role of language and culture**

- Recognise that Australia is a multilingual society with speakers of many different world and community languages, including Chinese
- Recognise that Chinese and English borrow words and expressions from each other, for example, *typhoon*, *tai chi*, *bok choy*



## FRENCH: SECOND LANGUAGE

### YEAR LEVEL DESCRIPTION

Year 1 French: Second Language builds on the skills, knowledge and understanding required by students to communicate in the French language developed in Pre-primary and focuses on extending their oral communication skills. Typically, the students' only exposure to and experience of the French language and culture is from their school learning environment.

Students communicate in French, interacting with their teacher and peers to share information about themselves, their age and where they live, and to talk about their favourite things. They participate in guided group activities, using simple repetitive language to support understanding and to convey meaning or to respond to teacher talk and instruction in French. Students locate key words and information in simple texts and convey factual information about their personal worlds using pictures, familiar words and simple statements. They participate in listening to and viewing a range of short imaginative texts and in shared performance of short imaginative texts.

Students become familiar with the systems of the French language, recognising and reproducing the sounds and rhythms of spoken French and become familiar with the French alphabet, noticing similarities and differences to English. They notice and use context-related vocabulary and recognise some first elements of grammar to generate language for a range of purposeful interactions.

In Year 1 students recognise that Australia is a multilingual society with speakers of many different languages, including French and that French and English borrow words and expressions from each other. They know that language is used differently in different situations and between different people. They identify differences and similarities between their own and others' languages and cultures.

Students learn French in the early years through rich language input. Regular opportunities to revisit, recycle and review, and continuous feedback, response and encouragement assist students in the language learning process.

### CONTENT DESCRIPTIONS

#### COMMUNICATING

##### **Socialising**

- Interact with the teacher and peers, using simple modelled language and gestures, to share information about themselves, their age and where they live and to talk about their favourite things, for example, *Moi, j'ai six ans; Où habites-tu ? J'habite à Perth/à la campagne/en banlieue/en ville; J'aime le sport; Moi, je préfère le fromage; Tu as un stylo ? Oui, j'ai un stylo*
- Participate in guided group activities, using simple repetitive language in songs, rhymes, games, gestures and pictures to support understanding and to convey meaning

- Respond to teacher talk and instruction, for example, *Monsieur, s'il vous plaît ?; Je ne comprends pas; Donne-moi le crayon; Voilà/voici...merci*

### Informing

- Locate key words and information in simple spoken and written texts such as charts, lists, labels and captions, rhymes and songs related to their personal worlds
- Convey factual information about their personal worlds using pictures, labels, captions, familiar words and simple statements

### Creating

- Participate in listening to and viewing a range of short, imaginative texts and responding through action, dance, singing, drawing and collaborative retelling
- Participate in the shared performance of songs, rhymes, stories and the presentation of action stories using verbal and non-verbal forms of expression and modelled language

### Translating

- Share with others simple French expressions, sounds and gestures, name familiar objects and use French and/or English to conduct simple conversations

### Reflecting

- Notice ways of talking in French that appear different to their own ways and become aware of how voice, behaviour and body language may change when speaking French

## UNDERSTANDING

### Systems of language

- Recognise and reproduce the sounds and rhythms of spoken French, noticing similarities and differences to English
- Become familiar with the French alphabet, noticing similarities and differences to English, for example, *double-v, i-grec* and the possible confusion between *g* and *j*
- Notice and use context-related vocabulary and some first elements of grammar to generate language for a range of purposes, including:
  - becoming aware of the French subject-verb-object structure, for example, *J'aime le basket; Tu as un frère*
  - becoming aware of grammatical gender, noticing and using masculine or feminine forms of nouns and adjectives, for example, *le chien, la maison, le petit garçon, la petite fille, le copain, la copine*
  - using appropriate pronouns to identify people, for example, *Je m'appelle Anne, et toi, tu t'appelles comment ? C'est elle ?*
  - recognising and using some prepositions in simple sentence structures, for example, *C'est devant la maison ; Je suis sous la chaise*
  - developing number knowledge for numbers 0-31
  - responding to simple imperative verb forms, for example, *Viens ici !; Écoutez bien !*
  - developing understanding of singular forms of common verbs in the present tense, for example, *Je suis Paul* and some forms of irregular verbs such as *aller, venir* and *faire*
  - noticing and using simple questions and statements, for example, *Qu'est-ce que c'est ?; Qui est-ce ? Tu t'appelles comment ?; C'est un poisson; Je préfère les fraises*
- Understand that language is organised as 'text' and that different types of texts have different features

### Language variation and change

- Recognise that French speakers use language differently in different situations such as when socialising with peers and friends or at home with the family, for example, *Un bisou, Papa ! Je t'aime, ma puce !*

**Role of language and culture**

- Recognise that Australia is a multilingual society with speakers of many different languages, including French and that French and English borrow words and expressions from each other

## GERMAN: SECOND LANGUAGE

### YEAR LEVEL DESCRIPTION

Year 1 German: Second Language builds on the skills, knowledge and understanding required by students to communicate in the German language developed in Pre-primary and focuses on extending their oral communication skills. Typically, the students' only exposure to and experience of the German language and culture is from their school learning environment.

Students communicate in German, interacting with their teacher and peers to share information about themselves, their age and where they live, and to talk about their favourite things. They participate in guided group activities, using simple repetitive language to support understanding and to convey meaning or to respond to teacher talk and instruction in German. Students locate key words and information in simple texts and convey factual information about their personal worlds using pictures, familiar words and simple statements. They participate in listening to and viewing a range of short imaginative texts and in shared performance of short imaginative texts.

Students become familiar with the systems of the German language, recognising and reproducing the sounds and rhythms of spoken German, developing familiarity with the German alphabet and sound-letter correspondence. They notice and use context-related vocabulary and recognise some first elements of grammar to generate language for a range of purposeful interactions.

In Year 1 students recognise that Australia is a multilingual society with speakers of many different languages, including German and that German and English borrow words and expressions from each other. They know that language is used differently in different situations and between different people. They identify differences and similarities between their own and others' languages and cultures.

Students learn German in the early years through rich language input. Regular opportunities to revisit, recycle and review, and continuous feedback, response and encouragement assist students in the language learning process.

### CONTENT DESCRIPTIONS

#### COMMUNICATING

##### Socialising

- Interact with the teacher and peers, using simple modelled language and gestures, to share information about themselves, their age and where they live and to talk about their favourite things, for example, *Ich bin fünf; Wie alt bist du?; Ich wohne in Perth; Ich mag ... (nicht); ich mag Äpfel; Ich habe eine Katze; Mein Lieblingstier ist... Hast Du einen Bleistift?; Ich habe einen Bleistift*
- Participate in guided group activities, using simple repetitive language in songs and rhymes such as *1, 2, Polizei*, games, gestures and pictures to support understanding and to convey meaning

- Respond to teacher talk and instruction, for example, *Entschuldigung!*; *Bitte*; *Hebt/Heb die Hand*; *Sprecht/Sprich lauter/leiser*

### **Informing**

- Locate key words and information in simple spoken and written texts such as charts, lists, labels and captions, rhymes and songs, related to their personal worlds
- Convey factual information about their personal worlds using pictures, labels, captions, familiar words and simple statements

### **Creating**

- Participate in listening to and viewing a range of short, imaginative texts and responding through action, dance, singing, drawing and collaborative retelling
- Participate in the shared performance of songs, rhymes, stories and the presentation of action stories using verbal and non-verbal forms of expression and modelled language

### **Translating**

- Share with others simple German expressions, sounds and gestures, name familiar objects and use German and/or English to conduct simple conversations

### **Reflecting**

- Notice ways of talking in German that appear different to their own ways and how voice, behaviour and body language may change when speaking German

## **UNDERSTANDING**

### **Systems of language**

- Recognise and reproduce the sounds and rhythms of spoken German, developing familiarity with the German alphabet and sound-letter correspondence, for example, through singing *das Alphabetlied* or playing games such as *Ich sehe was, was du nicht siehst*
- Notice and use context-related vocabulary and some first elements of grammar to generate language for a range of purposes, including:
  - noticing that German has multiple words for 'the' and 'a/an'
  - using the possessive adjectives *mein/e* and *dein/e* or a form of *haben* and an indefinite article to express a relationship to an object, for example, *Das ist mein Bleistift*
  - gaining awareness of terms referring to quantities of people and things, including cardinal numbers 0-20 and *mehr* and *weniger*
  - understanding and using some question words and the intended/related answer in limited contexts, including *was* (an object), *wer* (a person), *wie* (manner) and *wie viele* (quantity)
  - using simple modelled questions and statements
  - negating verbs and adjectives using *nicht*
- Understand that language is organised as 'text' and that different types of texts have different features

### **Language variation and change**

- Recognise that German speakers use language differently in different situations such as when socialising with peers and friends, at home with the family, for example, *Ein Kuss, Papa! Ich liebe dich, mein Schatz!*

### **Role of language and culture**

- Recognise that Australia is a multilingual society with speakers of many different languages, including German and that German and English borrow words and expressions from each other

## INDONESIAN: SECOND LANGUAGE

### YEAR LEVEL DESCRIPTION

Year 1 Indonesian: Second Language builds on the skills, knowledge and understanding required by students to communicate in the Indonesian language developed in Pre-primary and focuses on extending their oral communication skills. Typically, the students' only exposure to and experience of the Indonesian language and culture is from their school learning environment.

Students communicate in Indonesian, interacting with the teacher and peers to share information about themselves, their age and where they live, and to talk about their favourite things. They participate in guided group activities, using simple repetitive language to support understanding and to convey meaning or to respond to teacher talk and instruction in Indonesian. Students locate key words and information in simple texts and convey factual information about their personal worlds using pictures, familiar words and simple statements. They participate in listening to and viewing a range of short imaginative texts and in shared performance of short imaginative texts.

Students become familiar with the systems of the Indonesian language, recognising and reproducing the sound of the vowels and the letters of spoken Indonesian and recognising that Indonesian is written using the Roman alphabet. They notice and use context-related vocabulary and recognise some first elements of grammar to generate language for a range of purposes.

In Year 1 students recognise that Australia is a multilingual society with speakers of many different languages, including Indonesian and that Indonesian and English borrow words and expressions from each other. They know that language is used differently in different situations and between different people. They identify differences and similarities between their own and others' languages and cultures.

Students learn Indonesian in the early years through rich language input. Regular opportunities to revisit, recycle and review, and continuous feedback, response and encouragement assist students in the language learning process.

### CONTENT DESCRIPTIONS

#### COMMUNICATING

##### **Socialising**

- Interact with the teacher and peers, using simple modelled language and gestures, to share information about themselves such as their age and where they live and to talk about their favourite things, for example, *Berapa umur kamu? Umur saya ...; Saya tinggal di Perth; Saya suka kucing hitam; Saya tidak suka anjing*
- Participate in guided group activities, using simple repetitive language in songs, rhymes, games, gestures and pictures to support understanding and to convey meaning

- Respond to teacher talk and instruction, for example, saying the date and responding to the calling of the class roll

### **Informing**

- Locate key words and information in simple spoken and written texts such as charts, lists, labels and captions, rhymes and songs related to their personal worlds
- Convey factual information about their personal worlds using pictures, labels, captions, familiar words and simple statements

### **Creating**

- Participate in listening to and viewing a range of short imaginative texts and respond through action, dance, singing, drawing and collaborative retelling
- Participate in the shared performance of songs, rhymes, stories and the presentation of action stories using verbal and non-verbal forms of expression and modelled language

### **Translating**

- Share with others simple Indonesian expressions, sounds and gestures, name familiar objects and use Indonesian and/or English to conduct simple conversations

### **Reflecting**

- Notice ways of talking in Indonesian that appear different to their own ways and how voice, behaviour and body language may change when speaking Indonesian

## **UNDERSTANDING**

### **Systems of language**

- Recognise and reproduce the sound of the vowels and the letters of spoken Indonesian and recognise that Indonesian is written using the Roman alphabet
- Notice and use context-related vocabulary and some first elements of grammar to generate language for a range of purposes, including:
  - identifying people using pronouns, for example, *Ibu* and *Pak* and using concrete nouns for objects, for example, *buku*, *tas*, *pintu*, *anjing*, *kucing*
  - using imperatives to tell others to do something, for example, *Duduklah*; *Lipat tangan*; *Tepuk tangan*
  - referring to numbers of things using cardinal numbers, for example, *nol-sepuluh*, *puluh*, *belas*
  - negating verbs using *tidak*
  - understanding different question words and the anticipated answer, for example, *Siapa?*; *Apa?*; *Berapa?*; *Di mana?*
  - describing the colour and size, of an animal or thing using noun–adjective phrases, for example, *bola merah*, *anjing besar*, *kucing kecil*, *saya pendek*
- Understand that language is organised as ‘text’ and that different types of texts have different features

### **Language variation and change**

- Recognise that Indonesian speakers use language differently in different situations such as when socialising with peers and friends, or at home with the family

### **Role of language and culture**

- Recognise that Australia is a multilingual society with speakers of many different languages, including Indonesian and that Indonesian and English borrow words and expressions from each other



## ITALIAN: SECOND LANGUAGE

### YEAR LEVEL DESCRIPTION

Year 1 Italian: Second Language builds on the skills, knowledge and understanding required by students to communicate in the Italian language developed in Pre-primary and focuses on extending their oral communication skills. Typically, the students' only exposure to and experience of the Italian language and culture is from their school learning environment.

Students communicate in Italian, interacting with their teacher and peers to share information about themselves, their age and where they live, and to talk about their favourite things. They participate in guided group activities, using simple repetitive language to support understanding and to convey meaning or to respond to teacher talk and instruction in Italian. Students locate key words and information in simple texts and convey factual information about their personal worlds using pictures, familiar words and simple statements. They participate in listening to and viewing a range of short imaginative texts and in shared performance of short imaginative texts.

Students become familiar with the systems of the Italian language, recognising and reproducing the sounds and intonation patterns of the Italian language noticing similarities and differences with English and pronounce the Italian alphabet - in particular the vowel sounds *a, e, i, o, u* and the rolled *r*. They notice and use context-related vocabulary and recognise some first elements of grammar such as grammatical gender and formulaic structures with *ho* and *sono*, to generate language for a range of purposeful interactions.

In Year 1 students recognise that Australia is a multilingual society with speakers of many different community languages, including Italian and that Italian and English borrow words and expressions from each other. They know that language is used differently in different situations and between different people. They identify differences and similarities between their own and others' languages and cultures.

Students learn Italian in the early years through rich language input. Regular opportunities to revisit, recycle and review, and continuous feedback, response and encouragement assist students in the language learning process.

### CONTENT DESCRIPTIONS

#### COMMUNICATING

##### **Socialising**

- Interact with the teacher and peers, using simple modelled language and gestures to share information about themselves, their age and where they live and to talk about their favourite things, for example, *Io ho sei anni; Io ho gli occhi verdi e i capelli rossi; Sono italiano, e tu? Sono australiana; Da dove vieni? Vengo da Torino; Abito a Subiaco; Hai una matita? Sì, ho una matita; Ti piace il gelato? Sì, molto; Preferisco la pizza; Gioco a football*

- Participate in guided group activities, using simple repetitive language in songs, rhymes, games such as *tombola*, songs such as *canzone alfabeto italiano*, gestures and pictures to support understanding and to convey meaning
- Respond to teacher talk and instruction, for example, *In cerchio!*; *Insieme*; *Qui*; *Attenzione!*; *Non parlare/ parlate!*; *Silenzio!*; *Alza/Alzate la mano!*

#### **Informing**

- Locate key words and information in simple spoken and written texts such as charts, lists, labels and captions, rhymes and songs related to their personal worlds
- Convey factual information about their personal worlds using pictures, labels, captions, familiar words and simple statements

#### **Creating**

- Participate in listening to and viewing a range of short, imaginative texts and responding through action, dance, singing, drawing and collaborative retelling
- Participate in the shared performance of songs, rhymes, stories and the presentation of action stories using verbal and non-verbal forms of expression and modelled language

#### **Translating**

- Share with others simple Italian expressions, sounds and gestures, name familiar objects and use Italian and/or English to conduct simple conversations

#### **Reflecting**

- Notice ways of talking in Italian that appear different to their own ways and become aware of how voice, behaviour and body language may change when speaking Italian

### **UNDERSTANDING**

#### **Systems of language**

- Recognise and reproduce the sounds and intonation patterns of the Italian language noticing similarities and differences with English
- Pronounce the Italian alphabet - in particular the vowel sounds *a, e, i, o, u*, the rolled *r*, the *c* as in *ciao* and the *ch* as in *chi*
- Notice and use context-related vocabulary and some first elements of grammar to generate language for a range of purposes, including:
  - noticing definite and indefinite articles with nouns, for example, *la matita, il libro, il quaderno; una maestra, uno studente; i ragazzi, le ragazze*
  - noticing that Italian words end mostly with vowels to mark gender and number, for example, *fratello, sorella, libro, libri*
  - observing that some words which do not end with a vowel are the same in English, for example, *computer, robot, yogurt, sport*
  - identifying people using pronouns, for example, *io, tu*
  - noticing the use of formulaic structures with *ho* and *sono* when giving personal information about state or identity, for example, *Ho due fratelli; Sono basso; Ho sei anni; Ho gli occhi verdi; Sono alto*
  - understanding and responding to imperatives, for example, *Vieni qui!; Fate attenzione!*
  - learning the structure of simple statements and questions based on models, for example, *Io ho sei anni; Io abito a Subiaco; È Marco? No, è Stefano*
  - developing number knowledge for numbers 0-31

- Understand that language is organised as ‘text’ and different types of texts have different features

#### **Language variation and change**

- Recognise that Italian speakers use language differently in different situations such as when socialising with peers and friends or at home with the family, for example, *Un bacio, papà!; Ti voglio bene, tesoro!*

#### **Role of language and culture**

- Recognise that Australia is a multilingual society with speakers of many different worlds and community languages, including Italian and that Italian and English borrow words and expressions from each other such as *opera, pasta, spaghetti, computer*

## JAPANESE: SECOND LANGUAGE

### YEAR LEVEL DESCRIPTION

Year 1 Japanese: Second Language builds on the skills, knowledge and understanding required by students to communicate in the Japanese language developed in Pre-primary and focuses on extending their oral communication skills. Typically, the students' only exposure to and experience of the Japanese language and culture is from their school learning environment.

Students communicate in Japanese, interacting with the teacher and peers in Japanese to share information about themselves and to talk about their favourite things. They participate in guided group activities, using simple and repetitive language in songs, rhymes and games. They respond to teacher talk and instruction in Japanese and use formulaic expressions to express support and respect for others during class activities. Students locate key words and simple *kanji* or *hiragana* in texts such as charts, lists, rhymes and songs that relate to their personal worlds. They engage with the shared reading and viewing of Japanese texts and use simple language to describe and respond to the characters in these texts. They participate in shared performance of short imaginative texts re-enacting and retelling stories in Japanese using modelled language.

Students become familiar with the systems of the Japanese language, beginning to recognise the sequence of *hiragana* from *a* to *n* and to trace some *hiragana* characters. They build on their understanding of stroke order and that individual *kanji* represent meaning as well as sounds.

In Year 1 students start to explore Japanese words that are used in English and notice how their behaviour and body language may change when they are speaking in Japanese.

Students learn Japanese in the early years through rich language input. Regular opportunities to revisit, recycle and review, and continuous feedback, response and encouragement assist students in the language learning process.

### CONTENT DESCRIPTIONS

#### COMMUNICATING

##### Socialising

- Interact with the teacher and peers, using simple modelled language and gestures, to share information about themselves and to talk about their favourite things, for example, *ちいさい 目 です; ねずみ です; ちいさい です; かわいい です; はいいろ です; すいか です; おいしい です; いちご が すきです; へび が すきじゃないです*
- Express praise, support and respect for others, using formulaic expressions such as *おめでとう、がんばって、じょうず*
- Participate in guided group activities, using simple repetitive language in songs, rhymes, games such as *じゃんけんぽん*, transactions, gestures and pictures, to support understanding and to convey meaning

- Respond to teacher talk and instruction, for example, Tia さん は いません ; はい、います ; おやすみです ; おくれて すみません

#### Informing

- Locate key words, simple *kanji* or *hiragana* and information in simple spoken and written texts such as charts, lists, anime, rhymes and songs related to their personal worlds ちいさい です ; ももたろう は つよい です
- Convey factual information about their personal worlds using pictures, labels, captions, familiar words and simple statements, for example, ぼく の えんぴつ です ; いぬ が すき です

#### Creating

- Participate in listening to and viewing a range of short, imaginative texts and respond through action, dance, singing, drawing, collaborative retelling and responding to prompt questions, for example, だれ ですか ; ちいさい ですか ; おおきい ですか ; かわいい ですか
- Use simple language structures and supporting drawings or actions to describe and respond to imaginary characters or experiences, for example, おに は こわい ! ; いっすんぼうし は ちいさい です ; ももたろう は つよい です
- Re-enact or retell simple stories or interactions with puppets, props, actions or gestures, using modelled language, for example, おむすびころりん

#### Translating

- Identify key words in children's stories or songs and provide English translations or explanations of meaning, for example, むかしむかし ; おわり
- Find examples of Japanese words used in English and explain what they mean, for example, *sushi*, *karate*, *origami*

#### Reflecting

- Notice ways of talking in Japanese that appear different to their own ways and notice how voice, behaviour and body language may change when speaking Japanese

### UNDERSTANDING

#### Systems of language

- Recognise and reproduce the sounds and rhythms of spoken Japanese
- Learn how sounds are produced and represented in the three different scripts
- Recognise, trace and copy some *hiragana*
- Recognise that *kanji* and *hiragana* have stroke order, for example, using *tai chi* to demonstrate stroke order
- Understand that each individual *kanji* represents meaning as well as sounds, for example, 月 Moon, 一月 January
- Recognise sequence of *hiragana* あ to ん, for example, through singing a hiragana rap song
- Notice and use context-related vocabulary and some first elements of grammar to generate language for a range of purposes, including:
  - understanding basic word order in simple sentences, for example, *noun* が すき です ; りんご が すき です ; adjective + noun です ; おおきい いぬ です
  - referring to numbers of things using cardinal numbers 0–10, for example, 一、二、三
  - recognising that numbers 4, 7 and 9 have more than one reading

- learning to describe the colour, size and shape of things, for example, みどり です; おおきい です; まる/しかく/ほし です
- recognising and responding to a request using verb ください, for example, すわってください
- Understand that language is organised as 'text' and that different types of texts have different features

#### **Language variation and change**

- Understand that in Japanese, as in English and other languages, there are different ways of greeting, addressing and interacting with people, and that particular interactions can vary between cultural contexts, for example, the use of titles in Japanese ~さん/~せんせい compared with the informal use of names in Australian English

#### **Role of language and culture**

- Recognise that Australia is a multilingual society with speakers of many different languages, including Japanese, and that Japanese and English borrow words and expressions from each other and from other languages, for example, *sushi*, *origami*, *anime* and *manga*

# MATHEMATICS

## YEAR LEVEL DESCRIPTION

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.

At this year level:

- **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.

## CONTENT DESCRIPTIONS

### NUMBER AND ALGEBRA

#### Number and place 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
- Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line
- Count collections to 100 by partitioning numbers using place value
- Represent and solve simple addition and subtraction problems using a range of strategies, including counting on, partitioning and rearranging parts

#### Fractions and decimals

- Recognise and describe one-half as one of two equal parts of a whole

#### Money and financial mathematics

- Recognise, describe and order Australian coins according to their value

#### Patterns and algebra

- Investigate and describe number patterns formed by skip counting and patterns with objects

## MEASUREMENT AND GEOMETRY

### Using units of measurements

- Measure and compare the lengths and capacities of pairs of objects using uniform informal units
- Tell time to the half-hour
- Describe duration using months, weeks, days and hours

### Shape

- Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features

### Location and transformation

- Give and follow directions to familiar locations

## STATISTICS AND PROBABILITY

### Chance

- Identify outcomes of familiar events involving chance and describe them using everyday language, such as 'will happen', 'won't happen' or 'might happen'

### Data representation and interpretation

- Choose simple questions and gather responses and make simple references
- Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays



# SCIENCE

## YEAR LEVEL DESCRIPTION

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.

### **Incorporating the key ideas of science**

From Pre-primary 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.

## CONTENT DESCRIPTIONS

### SCIENCE UNDERSTANDING

#### **Biological Sciences**

- Living things have a variety of external features
- Living things live in different places where their needs are met

#### **Chemical Sciences**

- Everyday materials can be physically changed in a variety of ways

#### **Earth and Space Sciences**

- Observable changes occur in the sky and landscape

#### **Physical Sciences**

- Light and sound are produced by a range of sources and can be sensed

### SCIENCE AS A HUMAN ENDEAVOUR

#### **Nature and development of science**

- Science involves observing asking questions about, and describing changes in, objects and events

**Use and influence of science**

- People use science in their daily lives, including when caring for their environment and living things

**SCIENCE INQUIRY SKILLS****Questioning and predicting**

- Pose and respond to questions, and make predictions about familiar objects and events

**Planning and conducting**

- Participate in guided investigations to explore and answer questions
- Use informal measurements in the collection and recording of observations, with the assistance of digital technologies as appropriate

**Processing and analysing data and information**

- Use a range of methods to sort information, including drawings and provided tables through discussion, compare observations with predictions

**Evaluating**

- Compare observations with those of others

**Communicating**

- Represent and communicate observations and ideas in a variety of ways

## TECHNOLOGIES

The Technologies curriculum is written on the basis that all students will study both Technologies subjects (Design and Technologies and Digital Technologies) in Year 1. Within Design and Technologies (Engineering principles and systems; Food and fibre production; Food specialisations; Materials and technologies specialisations), students have the opportunity to study at least one of the contexts.

### DESIGN AND TECHNOLOGIES

#### YEAR LEVEL DESCRIPTION

Learning in Design and Technologies builds on the dispositions developed in the early years. Learning focuses on practical and applied knowledge and understanding of process and production skills.

In Year 1, students have opportunities to create solutions in one of the following technologies contexts: Engineering principles and systems; Food and fibre production (includes Food specialisations in this year); and Materials and technologies specialisations. Students investigate the process of designing and producing products and services.

Students have opportunities to explore and question the use of technologies including components and equipment, their purpose and how they meet personal and social needs within known settings. They develop an understanding of how communities and local circumstances influence design and technologies decisions. Students appraise designed solutions using questions such as 'How does it work?', 'What purpose does it meet?', 'Who will use it?', 'What do I like about it?' or 'How can it be improved?'

Students begin to consider the impact of design decisions and the use of technologies on others in their local community. They have opportunities to reflect on their participation in a design process. With support, students develop new strategies, and engage in different ways of evaluating and judging products and services based on personal preferences. Students are encouraged to make informed choices and to accept challenges, take risks and manage change when unexpected outcomes occur.

Using a range of techniques, including a variety of graphical representations to communicate, students draw, model and explain design ideas; label drawings; draw products and simple environments; and verbalise design ideas.

#### CONTENT DESCRIPTIONS

##### KNOWLEDGE AND UNDERSTANDING

##### Technologies and society

- People produce familiar products and services to meet personal and community needs

In Year 1, students have opportunities to create solutions in **one** of the following technologies contexts.

### **Technologies contexts**

#### *Engineering principles and systems*

- Ways products can be moved using technology

#### *Food and fibre production*

- Plants and animals used for production have basic needs, such as food/nutrients, water, space, protection

#### *Materials and technologies specialisations*

- Characteristics and behaviours of individual materials used in products

## **PROCESSES AND PRODUCTION SKILLS**

### **Creating solutions by:**

#### ***Investigating and defining***

- Explore opportunities for design

#### ***Designing***

- Develop and communicate design ideas through describing, drawing, modelling and/or a sequence of written or spoken steps

#### ***Producing and implementing***

- Use given components and equipment to safely make solutions

#### ***Evaluating***

- Use personal preferences to evaluate the success of design processes

#### ***Collaborating and managing***

- Works with others, or independently, to safely create and share a sequence of steps for making a solution

## **DIGITAL TECHNOLOGIES**

### **YEAR LEVEL DESCRIPTION**

Learning in Digital Technologies builds on the dispositions developed in the early years. Learning focuses on expanding on foundational skills in computational thinking and, with developing confidence, students engage in personal experiences using digital systems.

In Year 1, students have opportunities to create a range of solutions through guided learning.

Students learn about common digital systems and patterns that exist within data they collect, and how they may include pictures, symbols and diagrams. They explore ways to organise and manipulate data, including numerical, text, image, audio and video data, to create meaning and present the **data** using simple digital systems.

Students explore problems to identify the most important information. Students learn to explain algorithms as a sequence of steps for carrying out instructions.

Students explore how information systems meet information and recreational needs. They develop an understanding of online environments and the need for safety considerations.

## CONTENT DESCRIPTIONS

### KNOWLEDGE AND UNDERSTANDING

#### **Digital systems**

- Digital systems (hardware and software) are used in everyday life and have specific features

#### **Representation of data**

- Data can have patterns and can be represented as pictures, symbols and diagrams

### PROCESSES AND PRODUCTION SKILLS

#### **Collecting, managing and analysing data**

- Present data of any kind using a variety of digital tools

#### **Digital implementation**

- Use data to solve a simple task/problem
- Share and publish information known by people in an online environment, modelling strategies to stay safe online

#### **Creating solutions by:**

##### ***Investigating and defining***

- Explore opportunities for design

##### ***Designing***

- Develop and communicate design ideas through describing, drawing, modelling and/or a sequence of written or spoken steps

##### ***Producing and implementing***

- Use given components and equipment to safely make solutions

##### ***Evaluating***

- Use personal preferences to evaluate the success of design processes

##### ***Collaborating and managing***

- Works with others, or independently, to safely create and share a sequence of steps for making a solution

## THE ARTS

The Arts curriculum is written on the basis that all students will study at least two Arts subjects in Year 1. It is a requirement that students study a performance subject (Dance, Drama or Music) and a visual subject (Visual Arts or Media Arts).

### DANCE

#### YEAR LEVEL DESCRIPTION

In Year 1, learning in Dance builds on the dispositions developed in the early years.

Students use their natural curiosity to explore improvised movement responding to a variety of stimuli. Students continue to develop control and coordination of locomotor and non-locomotor movements and begin to experiment with three of the elements of dance (body, space and time) to create simple dance sequences in a supportive, safe environment.

They have the opportunity to perform dance expressing ideas through movement to an audience. As an audience, students make simple observations of dances they view and make, exploring what they like and why.

Students discover different types of dance and when these are performed.

#### CONTENT DESCRIPTION

##### MAKING

###### Ideas

- Exploration and improvisation of movement ideas to create simple dance sequences

###### Skills

- Exploration of, and experimentation with, three (3) elements of dance
  - Body:
    - o body awareness (awareness of body in space in relation to objects)
    - o body zones (whole body movements, moving different parts of the body)
    - o body bases (feet, knees)
  - Space:
    - o levels (medium, low)
    - o direction (forward, backward)
    - o personal space and general space
    - o dimensions (big, small)
    - o shape (straight, curved, angular)
  - Time:
    - o tempo (fast, slow)

to create dance sequences

- Locomotor (walking, skipping, running) and non-locomotor (twisting, bending, turning, swaying) movements to develop body control, coordination and strength
- Safe dance practices, including respecting others in the dance space

#### **Performance**

- Performance of planned and improvised dance sequences that express feelings, ideas and experiences to an audience
- Performance skills (facing and looking out into the audience) when presenting dance

### **RESPONDING**

- Audience behaviour (being attentive, responding appropriately) to dance
- Different types of dance and when these dances are used
- Personal responses, expressing ideas and feelings about dances they view and make

## **DRAMA**

### **YEAR LEVEL DESCRIPTION**

In Year 1, learning in Drama builds on the dispositions of learning developed in the early years.

Students explore personal experiences to create drama and develop improvisation skills. They are introduced to the element of role and continue to experiment with voice and movement to create their drama.

Students experience the roles of performers and audience members, learning performance skills and audience behaviour. They have the opportunity to explore the different places where drama is performed.

As they make and respond to drama, students explore the key moments in drama they view and make.

### **CONTENT DESCRIPTION**

#### **MAKING**

##### **Ideas**

- Use of dramatic action to sequence events to communicate an idea or message

##### **Skills**

- Exploration and experimentation of three (3) elements of drama:
  - voice (loud, soft, varying loud and soft)
  - movement (big, small, use of facial expressions)

- role (fictional character)  
to create drama
- Use of known stories and personal experiences to create drama with simple objects and available technologies
- Improvisation skills (contributing to the progression of action) to develop dramatic action

#### **Performance**

- Performance of planned and spontaneous drama that expresses feelings, moods, ideas and experiences to an audience
- Performance skills (performing towards the audience, raising chin for good eye lines) when sharing drama with peers

### **RESPONDING**

- Audience behaviour (paying attention to the development of a story) when viewing drama
- Different places where drama is performed
- Personal responses expressing ideas and feelings to key moments in drama they view and make

## **MEDIA ARTS**

### **YEAR LEVEL DESCRIPTION**

In Year 1, learning in Media Arts builds on the dispositions developed in the early years.

Students experiment with familiar signs and symbols, used in different contexts, to communicate an idea or story.

They explore and experiment with technical codes and conventions, and are introduced to audio and written codes to produce media work to share with others.

As students make and respond to media work, they express ideas and feelings about media work they view and produce.

### **CONTENT DESCRIPTION**

#### **MAKING**

##### **Ideas**

- Exploration and experimentation of images, sounds and text to communicate ideas and tell stories
- Use of familiar signs and symbols, including logos and icons, used in different contexts

##### **Skills**

- Exploration and experimentation with the codes and conventions of media:



- technical (capturing, selecting and arranging images)
  - symbolic (objects, colour)
  - audio (selecting and capturing sounds to create a mood or feeling; loudness and softness)
  - written (adding text)
- to produce media work

#### **Production**

- Production of media through the selection and editing of sound, text and images, to communicate an idea or story to an audience

### **RESPONDING**

- Different media work that convey messages (advertisements on television, billboards, digital and print)
- Personal responses, expressing ideas and feelings about the media work they view and produce

## **MUSIC**

### **YEAR LEVEL DESCRIPTION**

In Year 1, learning in Music builds on the dispositions developed in the early years.

Students continue to develop aural skills through exploring the elements of rhythm, tempo, pitch, dynamics, form and timbre. They improvise with sounds and simple rhythm and pitch patterns to create music ideas. They record and share music ideas using symbols, notation and movement.

Students experience music as performers and audience members, learning to sing and play instruments in tune and in time, and responding to changes in tempo and dynamics.

As they make and respond to music, students have the opportunity to explore places and occasions where music is performed, and express ideas and feelings about the music they listen to and make.

### **CONTENT DESCRIPTION**

#### **MAKING**

##### **Ideas**

- Improvisation with sounds, simple pitch and rhythm patterns to create music ideas
- Use of symbols, notation, movement and relevant technology to explore and communicate music ideas

##### **Skills**

- Development and consolidation of aural skills by exploring the elements of music, including:

- rhythm (difference between beat and rhythm; terminology and notation: graphic and standard I, □, Z)
- tempo (getting faster, getting slower)
- pitch (explore a limited pitch set)
- dynamics (use terminology for loud (*forte*, *f*) and soft (*piano*, *p*))
- form (echo patterns, call and response)
- timbre (recognition of familiar sounds produced by instruments, voice and sound sources) to create music

### Performance

- Practise of their own and others' music to perform for an audience
- Development of performance skills (singing in tune, moving and playing classroom instruments with correct timing)

## RESPONDING

- Audience behaviour (being quiet during a performance; clapping after a performance)
- Places and occasions where different types of music are experienced and performed
- Personal responses expressing ideas and feelings about the music they listen to and make

## VISUAL ARTS

### YEAR LEVEL DESCRIPTION

In Year 1, learning in Visual Arts builds on the dispositions developed in the early years.

Students explore specific ideas as an inspiration to create original artwork. They continue to explore materials and are introduced to the visual element of space, while continuing to develop skills in shape, colour, line and texture. Students experiment with a variety of media, materials and techniques when creating artwork.

Students present artwork that communicate ideas to specific audiences.

As they make and respond to artwork, students express feelings and ideas about artwork they view and make.

### CONTENT DESCRIPTION

## MAKING

### Ideas

- Exploration of, and experimentation with, the visual elements of shape, colour, line, space and texture

- Exploration of different materials, media and/or technologies when creating artwork

#### **Skills**

- Development of artistic skills through experimentation with:
  - shape (geometric shapes)
  - colour (mixing primary colours to create secondary colours)
  - line (broken, jagged, dashed)
  - space (background, foreground)
  - texture (changes in texture; transfer of texture)
 to create artwork
- Exploration of techniques and art processes, such as mixed media, colour mixing or drawing

#### **Production**

- Use of visual art elements and techniques, to create 2D and 3D artwork, that communicates an idea to an audience
- Display of artwork

### **RESPONDING**

- Appreciation of different types of artwork and where and how it is displayed
- Personal opinions, feelings and ideas about artwork they view and make