| **Knowledge and understanding** | | | | | | |
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| **English** | **Mathematics** | **Science** | **Humanities and Social Sciences** | **Design and Technologies**  ***(By the end of Year 2)*** | **Digital Technologies**  ***(By the end of Year 2)*** | **Health and Physical Education** |
| Explore how language is used differently at home and school depending on the relationships between people (ACELA1428) | Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point (ACMNA001) | Living things have basic needs, including food and water (ACSSU002) | The reasons why some places are special to people, and how they can be looked after (ACHASSK017) | Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs (ACTDEK001) | Recognise and explore patterns in data and represent data as pictures, symbols and diagrams (ACTDIK002) | Identify and describe emotional responses people may experience in different situations (ACPPS005) |
| Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430) | Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (ACMNA002) |  |  |  |  |  |
|  | Subitise small collections of objects (ACMNA003) |  |  |  |  |  |
|  | Compare, order and make correspondences between collections, initially to 20, and explain reasoning (ACMNA289) |  |  |  |  |  |

| **Competencies and skills** | | | | | |
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| **English** | **Mathematics** | **Science** | **Humanities and Social Sciences** | **Design and Technologies**  ***(By the end of Year 2)*** | **Digital Technologies**  ***(By the end of Year 2)*** |
| Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786) | Represent practical situations to model addition and sharing (ACMNA004) | Engage in discussions about observations and represent ideas (ACSIS233) | Explore a point of view (ACHASSI005) | Explore how technologies use forces to create movement in products (ACTDEK002) | Collect, explore and sort data, and use digital systems to present the data creatively (ACTDIP003) |
| Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650) |  | Share observations and ideas (ACSIS012) | Interpret data and information displayed in pictures and texts and on maps (ACHASSI007) | Explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating (ACTDEK003) |  |
|  |  |  | Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (ACHASSI008) | Explore the characteristics and properties of materials and components that are used to produce designed solutions (ACTDEK004) |  |
|  |  |  | 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) | Use materials, components, tools, equipment and techniques to safely make designed solutions (ACTDEP007) |  |

| **Responsibility and enterprise** | | | | | |
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| **Mathematics** | **Science** | **Humanities and Social Sciences** | **Design and Technologies**  ***(By the end of Year 2)*** | **Digital Technologies**  ***(By the end of Year 2)*** | **Health and Physical Education** |
| Answer yes/no questions to collect information and make simple inferences (ACMSP011) | Pose and respond to questions about familiar objects and events (ACSIS014) | Pose questions about past and present objects, people, places and events (ACHASSI001) | Explore needs or opportunities for designing, and the technologies needed to realise designed solutions (ACTDEP005) | Explore how people safely use common information systems to meet information, communication and recreation needs (ACTDIP005) | Identify personal strengths (ACPPS001) |
|  | Participate in guided investigations and make observations using the senses (ACSIS011) | Collect data and information from observations and identify information and data from sources provided (ACHASSI002) | Generate, develop and record design ideas through describing, drawing and modelling (ACTDEP006) | Create and organise ideas and information using information systems independently and with others, and share these with known people in safe online environments (ACTDIP006) | Identify actions that promote health, safety and wellbeing (ACPPS006) |
|  |  | Reflect on learning to propose how to care for places and sites that are important or significant (ACHASSI009) | 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) |  |  |

| **Knowledge and understanding**  *Typically by the end of Foundation Year, students:* | | | |
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| **Numeracy** | **Information and Communication Technology (ICT) Capability** | **Personal and Social Capability** | **Ethical Understanding** |
| connect and order number names, numerals and groups of objects using numbers up to two digits | understand that messages are recorded, viewed or sent in computer-mediated communications for others to receive | identify a range of emotions and describe situations that may evoke these emotions | identify ethical concepts arising in familiar contexts, such as good and bad behaviours |
| recognise the different value of coins and notes in the Australian monetary system | identify how they use ICT in multiple ways on multiple devices | identify their likes and dislikes, needs and wants, and explore what influences these | describe familiar situations that involve ethical concepts |
| identify quantities such as more, less and the same in everyday comparisons |  |  | identify examples from stories and experiences that show ways people make decisions about their actions |
| recognise that a whole object can be divided into equal parts |  |  |  |
| recognise that some events might or might not happen |  |  |  |

| **Competencies and skills**  *Typically by the end of Foundation Year, students:* | | | | | | |
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| **Literacy** | **Numeracy** | **Information and Communication Technology (ICT) Capability** | **Critical and Creative Thinking** | **Personal and Social Capability** | **Ethical Understanding** | **Intercultural Understanding** |
| navigate, read and view simple texts with familiar vocabulary and supportive illustrations | solve everyday addition and share stories | explain how located data or information was used | identify and describe familiar information and ideas during a discussion or investigation | identify positive ways to initiate, join and interrupt conversations with adults and peers | identify and describe the influence of factors such as wants and needs on people’s actions | identify examples of the acceptance and inclusion of others in given situations |
| listen and respond to brief questions and one- and two-step instructions; listen for information in simple spoken texts and respond to audio texts and texts read aloud | describe and continue patterns |  | gather similar information or depictions from given sources | listen to others’ ideas, and recognise that others may see things differently from them |  |  |
| interpret simple texts using comprehension strategies | recognise how to ask and answer simple data questions and interpret data in drawings or picture graphs |  | identify the thinking used to solve problems in given situations |  |  |  |
| compose short learning area texts, with support, to record and report ideas and events |  |  |  |  |  |  |
| use short pair, group and class conversations and discussions as learning tools to explore learning area topics and to prepare for creating texts |  |  |  |  |  |  |
| plan and deliver short presentations related to learning area topics |  |  |  |  |  |  |
| use knowledge of some basic differences between imaginative and informative texts to select and use texts and compose simple learning area texts with teacher support |  |  |  |  |  |  |
| use speaking, visual elements (including drawing) and beginning writing to express likes and dislikes |  |  |  |  |  |  |
| use familiar vocabulary contexts related to everyday experiences, personal interests and topics taught at school and used in other contexts |  |  |  |  |  |  |
| recognise the different meanings of words and images in imaginative and informative texts |  |  |  |  |  |  |

| **Responsibility and enterprise**  *Typically by the end of Foundation Year, students:* | | | | |
| --- | --- | --- | --- | --- |
| **Information and Communication Technology (ICT) Capability** | **Critical and Creative Thinking** | **Personal and Social Capability** | **Ethical Understanding** | **Intercultural Understanding** |
| recognise ownership over their own digital work | pose factual and exploratory questions based on personal interests and experiences | attempt tasks independently and identify when and from whom help can be sought | identify links between emotions and behaviours | share ideas about self and belonging with peers |
| follow class rules about using digital information | use imagination to view or create things in new ways and connect two things that seem different | identify situations that feel safe or unsafe, approaching new situations with confidence | identify values that are important to them | express their opinions and listen to the opinions of others in given situations |
| follow class rules when sharing personal information with known audiences and demonstrate an awareness of applying social protocols when using ICT to communicate | suggest alternative and creative ways to approach a given situation or task | acknowledge that people hold many points of view | share examples of rights and responsibilities in given situations | imagine and describe their own feelings if they were put in someone else’s place |
| use ICT to identify where information is located | predict what might happen in a given situation and when putting ideas into action | describe ways they can help at home and school | express their own point of view and listen to the views of others |  |
| use ICT to follow or contribute to a simple plan for a solution | connect information from one setting to another | share experiences of cooperation in play and group activities |  |  |
| use ICT as a creative tool to generate simple solutions, modifications or data representations for personal or school purposes | share their thinking about possible courses of action | identify options when making decisions to meet their needs and the needs of others |  |  |
| use purposefully selected ICT tools safely to view information shared by trusted adults | check whether they are satisfied with the outcome of tasks or actions | identify ways to take responsibility for familiar tasks at home and school |  |  |