Australian Curriculum Achievement Standards on a page — Year 1

English – Year 1

Receptive modes (listening, reading and viewing)

By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify that texts serve different purposes and that this affects how they are organised. They describe characters, settings and events in different types of literature.

Students read aloud, with developing fluency. They read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of the relationship between sounds and letters, high- frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features and interaction skills.

Productive modes (speaking, writing and creating)

Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.

They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations on familiar topics. When writing, students provide details about ideas or events, and details about the participants in those events. They accurately spell high-frequency words and words with regular spelling patterns. They use capital letters and full stops and correctly form all upper- and lower-case letters.

Mathematics – Year 1

By the end of Year 1, students describe number sequences resulting from skip counting by 2s, 5s and 10s. They identify representations of one half. They recognise Australian coins according to their value. Students explain time durations. They describe two-dimensional shapes and three- dimensional objects. Students describe data displays.

Students count to and from 100 and locate numbers on a number line. They carry out simple additions and subtractions using counting strategies. They partition numbers using place value. They continue simple patterns involving numbers and objects. Students order objects based on lengths and capacities using informal units. They tell time to the half-hour. They use the language of direction to move from place to place. Students classify outcomes of simple familiar events. They collect data by asking questions, draw simple data displays and make simple inferences.

Science – Year 1

By the end of Year 1, students describe objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects. They describe changes in their local environment and how different places meet the needs of living things.

Students respond to questions, make predictions, and participate in guided investigations of everyday phenomena. They follow instructions to record and sort their observations and share them with others.

Humanities and Social Sciences – Year 1

By the end of Year 1, students identify and describe important dates and changes in their own lives. They explain how some aspects of daily life have changed over recent time while others have remained the same. They identify and describe the features of places and their location at a local scale and identify changes to the features of places. They recognise that people describe the features of places differently and describe how places can be cared for.

Students respond to questions about the recent past and familiar and unfamiliar places by collecting and interpreting information and data from observations and from sources provided. They sequence personal and family events in order and represent the location of different places and their features on labelled maps. They reflect on their learning to suggest ways they can care for places. They share stories about the past and present observations and findings using everyday terms to denote the passing of time and to describe direction and location.

Geography / History Achievement Standard

Achievement Standards for banded learning areas may be compressed or delivery over time (for example over six semesters from Prep to 2 or four semesters from Year 1 to 2)

Health and Physical Education – Years 1 and 2

By the end of Year 2, students describe changes that occur as they grow older. They recognise how strengths and achievements contribute to identities. They identify how emotional responses impact on others' feelings. They examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities.

Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.

Technologies – Prep to Year 2

By the end of Year 2, students describe the purpose of familiar products, services and environments and how they meet a range of present needs. They list the features of technologies that influence design decisions and identify how digital systems are used.

Students identify needs, opportunities or problems and describe them. They collect, sort and display familiar data from a range of sources and recognise patterns in data. Students record design ideas using techniques including labelled drawings, lists and sequenced instructions. They design solutions to simple problems using a sequence of steps and decisions. With guidance, students produce designed solutions for each of the prescribed technologies contexts. Students evaluate their ideas, information and solutions on the basis of personal preferences and provided criteria including care for the environment. They safely create solutions and communicate ideas and information face-to-face and online.

Design & Technologies / Digital Technologies Achievement Standard.

The Arts – Prep to Year 2

By the end of Year 2, students describe artworks they make and those to which they respond. They consider where and why people make artworks.

Students use the elements and processes of arts subjects to make and share artworks that represent ideas.

Visual Arts / Media Arts / Music / Dance / Drama Achievement Standard

Languages – FOR EXAMPLE: French - Prep to Year 2

By the end of Year 2, students interact with teachers and each other through action- related talk and play. They exchange greetings such as *Bonjour! Comment ça va? Très bien, merci* and respond to question cues with single words or set phrases such as *Qu'est-ce que c'est? Un éléphant. Tu veux un croissant? Non, merci.* They choose between options when responding to questions such as *Tu veux le rouge ou le bleu?* They make meaning using visual, non-verbal and contextual cues such as intonation, gestures and facial expressions. They mimic French pronunciation, approximating vowel sounds and consonant combinations with some accuracy. They identify key words in spoken texts, such as names of people, places or objects. They use modelled examples and formulaic language to convey factual information at word and simple sentence level, such as making statements about themselves, their class and home environment, the weather or date. They write simple texts such as lists, labels, captions and descriptions. Students use some pronouns, prepositions and simple present tense forms of regular verbs.

Students identify ways in which spoken French sounds different to English and know that it uses the same alphabet when written. They identify words that are written the same in both languages but pronounced differently. They know that French is the language used in France and also in many other regions of the world. They know that language is used differently in different situations and between different people. They identify differences and similarities between their own and other's languages and cultures.

Arabic / Chinese / German / Hindi / Indonesian / Italian / Japanese / Korean / Modern Greek / Spanish / Turkish / Vietnamese Achievement Standards

Queensland Government