

Content for Foundation - Learning area content descriptions

English							
LANGUAGE	<p>Language variation and change</p> <p>Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426)</p>	<p>Language for social interactions</p> <p>Explore how language is used differently at home and school depending on the relationships between people (ACELA1428)</p>	<p>Evaluative language</p> <p>Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)</p>	<p>Purpose audience and structures of different types of texts</p> <p>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)</p>	<p>Text cohesion</p> <p>Understand that some language in written texts is unlike everyday spoken language (ACELA1431)</p>	<p>Punctuation</p> <p>Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (ACELA1432)</p>	<p>Concepts of print and screen</p> <p>Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality (ACELA1433)</p>
	<p>Sentences and clause-level grammar</p> <p>Recognise that sentences are key units for expressing ideas (ACELA1435)</p>	<p>Word-level grammar</p> <p>Recognise that texts are made up of words and groups of words that make meaning (ACELA1434)</p>	<p>Visual language</p> <p>Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786)</p>	<p>Vocabulary Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437)</p>	<p>Phonological and phonemic awareness</p> <p>Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (ACELA1439)</p> <p>Segment sentences into individual words and orally blend and segment onset and rime in single syllable spoken words, and isolate, blend and manipulate phonemes in single syllable words (ACELA1819)</p>	<p>Alphabet and phonic knowledge</p> <p>Recognise and name all upper and lower case letters (graphemes) and know the most common sound that each letter represents (ACELA1440)</p> <p>Write consonant-vowel-consonant (CVC) words by representing some sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words (ACELA1820)</p>	<p>Spelling</p> <p>Understand how to use knowledge of letters and sounds including onset and rime to spell words (ACELA1438)</p> <p>Know how to read and write some high-frequency words and other familiar words (ACELA1817)</p> <p>Understand that words are units of meaning and can be made of more than one meaningful part (ACELA1818)</p>
LITERATURE	<p>How texts reflect the context of culture and situation in which they are created</p> <p>Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)</p>	<p>Personal responses to the ideas, characters and viewpoints in texts</p> <p>Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577)</p>	<p>Expressing preferences and evaluating texts</p> <p>Share feelings and thoughts about the events and characters in texts (ACELT1783)</p>	<p>Features of literary texts</p> <p>Identify some features of texts including events and characters and retell events from a text (ACELT1578)</p> <p>Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785)</p>	<p>Language devices in literary texts, including figurative language</p> <p>Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579)</p>	<p>Creating literary texts</p> <p>Retell familiar literary texts through performance, use of illustrations and images (ACELT1580)</p>	<p>Experimentation and adaptation</p> <p>Innovate on familiar texts through play (ACELT1831)</p>
LITERACY	<p>Texts and the contexts in which they are used</p> <p>Identify some familiar texts and the contexts in which they are used (ACELY1645)</p>	<p>Listening and speaking interactions</p> <p>Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)</p>	<p>Listening and speaking interactions</p> <p>Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)</p>	<p>Oral presentations</p> <p>Deliver short oral presentations to peers (ACELY1647)</p>	<p>Purpose and audience</p> <p>Identify some differences between imaginative and informative texts (ACELY1648)</p>	<p>Reading processes</p> <p>Read decodable and predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649)</p>	<p>Comprehension strategies</p> <p>Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)</p>
	<p>Creating texts</p> <p>Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)</p>	<p>Editing</p> <p>Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (ACELY1652)</p>	<p>Handwriting</p> <p>Produce some lower case and upper case letters using learned letter formations (ACELY1653)</p>	<p>Use of software</p> <p>Construct texts using software including word processing (ACELY1654)</p>			

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Mathematics					
Proficiency Strands	Understanding	Fluency	Problem Solving	Reasoning	<i>The proficiency strands describe the actions in which students can engage when learning and using the content. While not all proficiency strands apply to every content description, they indicate the breadth of mathematical actions that teachers can emphasise.</i>
NUMBER AND ALGEBRA	Number and place value 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) 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) Represent practical situations to model addition and sharing (ACMNA004)			Patterns and algebra Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings (ACMNA005)	
MEASUREMENT AND GEOMETRY	Using units of measurement Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language (ACMMG006) Compare and order duration of events using everyday language of time (ACMMG007) Connect days of the week to familiar events and actions (ACMMG008)		Shape Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment (ACMMG009)	Location and transformation Describe position and movement (ACMMG010)	
STATISTICS AND PROBABILITY	Data representation and interpretation Answer yes/no questions to collect information and make simple inferences (ACMSP011)				
Science					
SCIENCE UNDERSTANDING	Biological sciences Living things have basic needs, including food and water (ACSSU002)	Chemical sciences Objects are made of materials that have observable properties (ACSSU003)	Earth and space sciences Daily and seasonal changes in our environment affect everyday life (ACSSU004)	Physical sciences The way objects move depends on a variety of factors, including their size and shape (ACSSU005)	
SCIENCE AS A HUMAN ENDEAVOUR	Nature and development of science Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE013)				
SCIENCE INQUIRY SKILLS	Questioning and predicting Pose and respond to questions about familiar objects and events (ACSIS014)	Planning and conducting Participate in guided investigations and make observations using the senses (ACSIS011)	Processing and analysing data and information Engage in discussions about observations and represent ideas (ACSIS233)	Communicating Share observations and ideas (ACSIS012)	
Humanities and Social Sciences					
KNOWLEDGE AND UNDERSTANDING	History Who the people in their family are, where they were born and raised and how they are related to each other (ACHASSK011) How they, their family and friends commemorate past events that are important to them (ACHASSK012) How the stories of families and the past can be communicated, for example, through photographs, artefacts, books, oral histories, digital media and museums (ACHASSK013)		Geography The representation of the location of places and their features on simple maps and models (ACHASSK014) The places people live in and belong to, their familiar features and why they are important to people (ACHASSK015) The Aboriginal or Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander Peoples (ACHASSK016) The reasons why some places are special to people, and how they can be looked after (ACHASSK017)		
INQUIRY AND SKILLS Y F-2	Questioning Pose questions about past and present objects, people, places and events (ACHASSI001, ACHASSI018, ACHASSI034)	Researching Collect data and information from observations and identify information and data from sources provided (ACHASSI002, ACHASSI019, ACHASSI035) Sort and record information and data, including location, in tables and on plans and labelled maps (ACHASSI003, ACHASSI020, ACHASSI036) Sequence familiar objects and events (ACHASSI004, ACHASSI021, ACHASSI037)	Analysing Explore a point of view (ACHASSI005, ACHASSI022, ACHASSI038) Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI006, ACHASSI023, ACHASSI039) Interpret data and information displayed in pictures and texts and on maps maps (ACHASSI007, ACHASSI024, ACHASSI040)	Evaluating and reflecting Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (ACHASSI008, ACHASSI025, ACHASSI041) Reflect on learning to propose how to care for places and sites that are important or significant (ACHASSI009, ACHASSI026, ACHASSI042)	Communicating Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location (ACHASSI010, ACHASSI027, ACHASSI043)

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The Arts					
	DANCE Y F-2	DRAMA Y F-2	MEDIA ARTS Y F-2	MUSIC Y F-2	VISUAL ARTS Y F-2
<i>Exploring ideas and improvising with ways to represent ideas</i>	Explore, improvise and organise ideas to make dance sequences using the elements of dance (ACADAM001)	Explore role and dramatic action in dramatic play, improvisation and process drama (ACADRM027)	Explore ideas, characters and settings in the community through stories in images, sounds and text (ACAMAM054)	Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion (ACAMUM080)	Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists (ACAVAM106)
<i>Developing understanding of practices</i>	Use fundamental movement skills to develop technical skills when practising dance sequences (ACADAM002)	Use voice, facial expression, movement and space to imagine and establish role and situation (ACADRM028)	Use media technologies to capture and edit images, sounds and text for a purpose (ACAMAM055)	Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community (ACAMUM081)	Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107)
<i>Sharing artworks through performance, presentation or display</i>	Present dance that communicates ideas to an audience, including dance used by cultural groups in the community (ACADAM003)	Present drama that communicates ideas, including stories from their community, to an audience (ACADRM029)	Create and present media artworks that communicate ideas and stories to an audience (ACAMAM056)	Create compositions and perform music to communicate ideas to an audience (ACAMUM082)	Create and display artworks to communicate ideas to an audience (ACAVAM108)
<i>Responding to and interpreting artworks</i>	Respond to dance and consider where and why people dance, starting with dances from Australia including dances of Aboriginal and Torres Strait Islander Peoples (ACADAR004)	Respond to drama and consider where and why people make drama, starting with Australian drama including drama of Aboriginal and Torres Strait Islander Peoples (ACADRR030)	Respond to media artworks and consider where and why people make media artworks, starting with media from Australia including media artworks of Aboriginal and Torres Strait Islander Peoples (ACAMAR057)	Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples (ACAMUR083)	Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR109)

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

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Health and Physical Education			
PERSONAL, SOCIAL AND COMMUNITY HEALTH	Being healthy, safe and active sub-strand Identify personal strengths (ACPPS001) Name parts of the body and describe how their body is growing and changing (ACPPS002) Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy (ACPPS003)	Communicating and interacting for health and wellbeing sub-strand Practise personal and social skills to interact positively with others (ACPPS004) Identify and describe emotional responses people may experience in different situations (ACPPS005)	Contributing to health and active communities sub-strand Identify actions that promote health, safety and wellbeing (ACPPS006) Participate in play that promotes engagement with outdoor settings and the natural environment (ACPPS007)
	Moving our body sub-strand Practise fundamental movement skills and movement sequences using different body parts (ACPMP008) Participate in games with and without equipment (ACPMP009)	Understanding movement sub-strand Explore how regular physical activity keeps individuals healthy and well (ACPMP010) Identify and describe how their body moves in relation to effort, space, time, objects and people (ACPMP011)	Learning through movement sub-strand Cooperate with others when participating in physical activities (ACPMP012) Test possible solutions to movement challenges through trial and error (ACPMP013) Follow rules when participating in physical activities (ACPMP014)

Languages	
	See www.australiancurriculum.edu.au for content in Arabic, Chinese, French, German, Indonesian, Italian, Japanese, Korean, Modern Greek, Spanish, Vietnamese, Hindi, Turkish and the Framework for Aboriginal Languages and Torres Strait Islander Languages