Kingston Heath
PRIMARY SCHOOL

Play, Learn and Grow... Together!

INFORMATION BOOKLET - 2017

LEVEL 1 – PREP – FOUNDATION

INTERNATIONAL BACCALAUREATE (IB) - PRIMARY YEARS PROGRAM (PYP)

WHAT DO WE WANT TO LEARN?   **The written curriculum**

HOW BEST CAN WE LEARN IT?   **The taught curriculum**

HOW WILL WE KNOW WHAT WE HAVE LEARNED?   **The assessed curriculum**

LEARNER PROFILE

Inquirers –   We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable –   We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers –   We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators –   We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled –   We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded –   We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and are willing to grow from the experience.

Caring –   We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference to the lives of others and in the world around us.

Courageous -   We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced –   We understand the importance of balancing different aspects of our lives – intellectual, physical and emotional – to achieve a well-being for ourselves and others. We recognize our interdependence with other people and the world in which we live.

Reflective –   We thoughtfully consider the world and our own ideas and experiences. We work to understand our strengths and weaknesses in order to support our learning and personal development.

'WE' is the community of learners – students, staff and community.

CONCEPTS

FORM   What is it like?

FUNCTION   How does it work?

CAUSATION   Why is it like it is?

CHANGE   How is it changing?

CONNECTION   How is it connected to other things?

PERSECTIVE   What are the points of view?

RESPONSIBILITY   What is our responsibility?

REFLECTION   How do we know?

Kingston Heath Primary School

Programme of Inquiry - Level 1

Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the Planet
An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.	*An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.*	*An inquiry into ways in which we discover and express ideas, feelings, nature, culture, beliefs and values, the ways in which we reflect on, extend and enjoy our creativity, our appreciation of the aesthetic.*	*An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.*	*An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations, societal decision-making; economic activities and their impact on humankind and the environment.*	*An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolutions.*
Central Idea: We have relationships in our lives	**Central Idea:** All families are different	**Central Idea:** Stories make us think	**Central Idea:** There are cycles in nature	**Central Idea:** Everyone has a role in the community	**Central Idea:** We need things for our survival
Lines of inquiry: • Different types of relationships. • Social skills and expressing emotions • Dealing with conflict	**Lines of inquiry:** • Family structures • Families history • Similarities and differences	**Lines of inquiry:** • How to construct a story • What stories convey • Feelings and emotions that stories evoke	**Lines of inquiry:** • There are daily cycles • There are seasonal cycles • There are yearly cycles	**Lines of Inquiry:** • My role in the community • Roles of community members • Emergency services keep us safe	**Lines of Inquiry:** • Food comes from different sources • Water is everywhere • Healthy people exercise • Shelter protects us
Core Concepts: • Form • Reflection	**Core Concepts:** • Change	**Core Concepts:** • Function • Perspective	**Core Concepts:** • Causation	**Core Concepts:** • Responsibility	**Core Concepts:** • Connection

CURIOSITY AND POWERFUL LEARNING

Kingston Heath Primary School has formed a three year collaboration with Monash University and McRel to implement the Curiosity and Powerful Learning program, which is designed for school communities wanting to engage in a rigorous school improvement process focusing on improvement at a classroom, leadership and system level. The program will become sustainable. The big ideas of Curiosity and Powerful Learning are: teaching for curiosity and learning skills, inside out working, intrinsic motivation, the journey to excellence as a universal school improvement platform, how and when to employ leadership frameworks during the school improvement process, the importance of narrative across the classroom, school and system.

Four Whole School Theories of Action

These theories of action support teaching for curiosity and achievement – they are fundamental in every school and for all teaching practice.

Prioritise High Expectations & Authentic Relationships

If schools and teachers prioritise high expectations and authentic relationships, *then* curiosity will flourish.

Emphasise Enquiry Focused Teaching

If enquiry is a defining characteristic of a school's culture, *then* the level of student achievement and curiosity will increase.

Adopt Consistent Teaching Protocols

If we adopt consistent teaching protocols, *then* student behaviour, engagement, learning and curiosity will be enhanced.

Adopt Consistent Learning Protocols

If we adopt consistent learning protocols in all classes, *then* all students will experience an enhanced capacity to learn, and to develop skills, confidence and curiosity.

Six Theories of Action for the Teacher

These theories of action are about teaching. They form the core teaching protocols for the whole school.

Harness Learning Intentions, Narrative & Pace

If we harness learning intentions, narrative and pace so students are more secure about their learning, and more willing to take risks, *then* achievement and understanding will increase and curiosity will be enhanced.

Set Challenging Learning Tasks

If learning tasks are purposeful, clearly defined, differentiated and challenging, *then* all students will experience powerful, progressive and precise learning.

Frame Higher Order Questions

If we systematically employ higher order questioning, *then* levels of student understanding will deepen and levels of achievement will increase.

Connect Feedback to Data

If we connect feedback to data about student actions and performance, *then* behaviour will be more positive, progress will accelerate, and curiosity will be enhanced.

Commit to Assessment for Learning

If we commit to peer assessment, and assessment for learning, *then* student engagement, learning and achievement will accelerate.

Implement Cooperative Groups

If we implement cooperative group structures and techniques to mediate between whole class instruction and students carrying out tasks, *then* the academic performance of the whole class will increase.

The Victorian Curriculum Standards

Critical and Creative Thinking

From Foundation to Level 2, the curriculum focuses on developing the knowledge, skills and understanding to express reasoning and to problem solve and learn more effectively. Students become familiar with key vocabulary and simple strategies to structure and improve thinking. Students develop an understanding that thinking can be made explicit.

Critical and Creative Thinking Content Descriptions

Questions and Possibilities

1. Identify, describe and use different kinds of question stems to gather information and ideas
2. Consider personal reactions to situations or problems and how these reactions may influence thinking
3. Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities

Reasoning

1. Examine words that show reasons and words that show conclusions
2. Compare and contrast information and ideas in own and others reasoning
3. Consider how reasons and examples are used to support a point of view and illustrate meaning

Meta-Cognition

1. Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self
2. Explore some learning strategies, including planning, repetition, rewording, memorisation and use of mnemonics
3. Investigate ways to problem-solve, using egocentric and experiential language

Critical and Creative Thinking Achievement Standard

By the end of Level 2, students use and give examples of different kinds of questions. Students generate ideas that are new to them and make choices after considering personal preferences.

Students identify words that indicate components of a point of view. They use reasons and examples for different purposes.

Students express and describe thinking activity. They practice some learning strategies. Students demonstrate and articulate some problem-solving approaches.

DANCE

In Foundation, students explore dance and learn about how they can dance. They share their dance with peers and experience dance as audiences.

The starting point for Dance learning is 'everyday movements'. Students learn about dancing safely and become aware of their bodies' movement capabilities. They explore movement possibilities using space, time, dynamics and relationships. As audience, they observe how other dancers communicate through movement.

Students are introduced to dances found in their local community and on screen.

Dance Content Descriptions

Explore and Express Ideas

1. Use fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore safe movement possibilities and dance ideas

Dance Practices

1. Use choreographic devices to organise movement ideas and create dance sequences

Present and Perform

1. Use simple technical and expressive skills when presenting dance that communicates ideas to an audience

Respond and Interpret

1. Respond to dance, expressing what they enjoy and why

Dance Achievement Standard

By the end of Foundation, students make and perform dance sequences and demonstrate safe dance practice.

Students describe what happens in dance they make, perform and view.

Design and Technologies

In Foundation to Level 2 students explore and investigate technologies, including their purpose and how they meet personal and social needs within local settings. Students develop an understanding of how society and environmental sustainability factors influence design and technologies decisions. They begin to consider the impact of their decisions and of technologies on others and the environment.

Design and Technologies Content DescriptionsTechnologies and Society

1. Identify how people create familiar designed solutions and consider sustainability to meet personal and local community needs

Technologies Contexts

Engineering principles and systems

1. Explore how technologies use forces to create movement in designed solutions

Food and fibre production

Explore how plants and animals are grown for food, clothing and shelter

Food specialisations

Explore how food is selected and prepared for healthy eating

Materials and technologies specialisations

Explore the characteristics and properties of materials and components that are used to create designed solutions

Creating Designed Solutions

Investigating

Explore needs or opportunities for designing, and the technologies needed to realise designed solutions

Generating

   Visualise, generate, and communicate design ideas through describing, drawing and modelling

Producing

   Use materials, components, tools, equipment and techniques to produce designed solutions safely

Evaluating

   Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment

Planning and managing

   Sequence steps for making designed solutions Design and Technologies Achievement Standard

By the end of Level 2, students describe the purpose of familiar designed solutions and how they meet the needs of users and affect others and environments. They identify the features and uses of some technologies for each of the prescribed technologies contexts.

With guidance, students create designed solutions for each of the prescribed technologies contexts. They describe given needs or opportunities. Students create and evaluate their ideas and designed solutions based on personal preferences. They communicate design ideas for their designed solutions, using modelling and simple drawings. Following sequenced steps, students demonstrate safe use of tools and equipment when producing designed solutions.

Digital Technologies Level Description

In Foundation to Level 2, students are introduced to common digital systems and patterns that exist within data they collect. Students organise, manipulate and present this data, including numerical, categorical, text, image, audio and video data, in creative ways to create meaning.

Students use the concept of abstraction when defining problems, to identify the most important information.

Digital Technologies Content Descriptions

Digital Systems

   1. Identify and explore digital systems (hardware and software components) for a purpose

Data and Information

   1. Recognise and explore patterns in data and represent data as pictures, symbols and diagrams
   2. Collect, explore and sort data, and use digital systems to present the data creatively
   3. Independently and with others create and organise ideas and information using information systems, and share these with known people in safe online environments (VCDTDI016)

Creating Digital Solutions

   1. Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems
   2. Explore how people safely use common information systems to meet information, communication and recreation needs

Digital Technologies Achievement Standard

By the end of Level 2, students identify how common digital systems are used to meet specific purposes.

Students use digital systems to represent simple patterns in data in different ways and collect familiar data and display them to convey meaning.

Students design solutions to simple problems using a sequence of steps and decisions. They create and organise ideas and information using information systems and share these in safe online environments.

Drama Level Description
In Foundation, students explore drama and learn about how they can make drama to communicate ideas and stories. They share their drama with peers and experience drama as audiences. Students are introduced to processes that assist them to make drama about real and imagined situations. They learn that drama involves pretending that what is happening in the drama is real. Drama in the local community is the focus for learning. Students talk about their observations of drama they see in their community, on television and film and online. Students learn about safety in dramatic play and in interaction with others.

Drama Content Descriptions
Explore and Express Ideas
Explore ideas for characters and situations through dramatic play

Drama Practices
Use voice, facial expression, movement and space to imagine and improvise characters and situations

Present and Perform
Present drama that communicates ideas and stories

Respond and Interpret
Respond to drama, expressing what they enjoy and why

Drama Achievement Standard
By the end of Foundation, students make and perform drama that communicates ideas and stories.

Students discuss characters and situations in drama they make, perform and view.

English Level Description
In the Foundation level, 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 and view spoken, written and multimodal texts in which the primary purpose is to entertain, as well as some texts designed to inform. These include traditional oral texts, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, multimodal texts and dramatic performances. They participate in shared reading, viewing and storytelling using a range of literary texts, and recognise the entertaining nature of literature.

Literary texts that support and extend Foundation students as beginner readers include predictable texts that range from caption books to books with one or more sentences per page. These texts involve straightforward sequences of events and everyday happenings with recognisable, realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest; a small range of language features, including simple and compound sentences; mostly familiar vocabulary, known high- frequency words and single-syllable words that can be decoded phonically, and illustrations that strongly support the printed text.

Students create a range of imaginative, informative and persuasive texts including pictorial representations, short statements, performances, recounts and poetry.

English Content Descriptions - Reading and Viewing
Language
Text structure and organisation
1. Understand that texts can take many forms, and that imaginative and informative texts have different purposes
2. Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, including directionality

Expressing and developing ideas
1. Recognise that sentences are key units for expressing ideas
2. Recognise that texts are made up of words and groups of words that make meaning
3. Explore the different contribution of words and images to meaning in stories and informative texts

Phonics and word knowledge
1. Recognise all upper- and lower-case letters and the most common sound that each letter represents
2. Blend sounds associated with letters when reading consonant-vowel-consonant words

Literature
Literature and context
1. Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences

Examining literature
1. Recognise some different types of literary texts and identify some characteristic features of literary texts
2. Identify some features of texts including events and characters and retell events from a text

Literacy
Texts in context
1. Identify some familiar texts and the contexts in which they are used

Interpreting, analysing, evaluating
1. Read texts with familiar structures and features, practising phrasing and fluency, and monitor meaning using concepts about print and emerging phonic, semantic, contextual and grammatical knowledge
2. Use comprehension strategies to understand and discuss texts listened to, viewed or read independently
3. Identify some differences between imaginative and informative texts

Writing

Language

Text structure and organisation

1. Understand that some language in written texts is unlike everyday spoken language
2. Understand that punctuation is a feature of written text different from letters and recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences

Phonics and word knowledge

1. Understand that spoken sounds and words can be written and know how to write some high-frequency words and other familiar words including their name
2. Know how to use onset and rime to spell words where sounds map more directly onto letters

Literature

Creating literature

1. Retell familiar literary texts through performance, use of illustrations and images

Literacy

Creating texts

1. Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge
2. Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops)
3. Understand that sounds in English are represented by upper- and lower-case letters that can be written using learned letter formation patterns for each case
4. Construct texts using software including word processing programs

Speaking and Listening

Language

Language variation and change

1. Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community

Language for interaction

1. Explore how language is used differently at home and school depending on the relationships between people
2. Understand that language can be used to explore ways of expressing needs, likes and dislikes

Expressing and developing ideas

1. Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school

Phonics and word knowledge

1. Identify rhyming words, alliteration patterns, syllables and some sounds (phonemes) in spoken words
2. Blend and segment onset and rime in single syllable spoken words and isolate, blend and segment phonemes in single syllable words (first consonant sound, last consonant sound, middle vowel sound)

Literature
Responding to literature

1. Respond to texts, identifying favourite stories, authors and illustrators
2. Share feelings and thoughts about the events and characters in texts

Examining literature

1. Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures

Creating literature

1. Modify familiar texts Literacy

Interacting with others

1. Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak
2. Deliver short oral presentations to peers, using appropriate voice levels, articulation, body language, gestures and eye contact

English Achievement Standard

Reading and Viewing

By the end of the Foundation level, students use questioning and monitoring strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience. They read short predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print, and sound and letters. They identify all the letters of the English alphabet in both upper- and lower-case, and know and can use the sounds represented by most letters.

Writing

When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form all upper- and lower-case letters.

Speaking and Listening

Students listen to and use appropriate interaction skills to respond to others in a familiar environment. They can identify rhyme, letter patterns and sounds in words. Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events. In informal group and whole-class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words.

Ethical Capability Level Description

From Foundation to Level 2, the curriculum focuses on developing the knowledge, skills and understandings to approach ethical problems and evaluate outcomes. Students develop a vocabulary to engage with ethical problems and an understanding that personal feelings can affect decision-making and actions.

Ethical Capability Content Descriptions
Understanding Concepts
1. Explore the meaning of right and wrong, good and bad, as concepts concerned with the outcomes of acts

Decision Making and Actions
1. Explore the type of acts often considered right and those often considered wrong and the reasons why they are considered so
2. Explore the effects that personal feelings can have on how people behave in situations where ethical issues are involved

Ethical Capability Achievement Standard

By the end of Level 2, students identify and describe ethical concepts using illustrative examples from familiar situations and a basic vocabulary about ethical problems and their outcomes.

Students identify and explain acts and situations that have ethical dimensions, using illustrative examples. They explain that personal feelings may influence the way people behave in situations where ethical issues are involved.

Geography Level Description

From Foundation to Level 2, the curriculum develops the concept of place through a study of what places are like over time and how they are defined. The emphasis in F-2 is on the places in which students live, but they also start to investigate other places of similar size that are familiar to them or that they are curious about.

Geography Content Descriptions
Geographical Concepts and Skills
Place, space and interconnection
1. Identify and describe the features of places at a local scale and how they change, recognising that people describe the features of places differently
2. Describe and explain where places and activities are located
3. Identify how people are connected to different places

Data and information
1. Collect and record geographical data and information from the field and other sources
2. Represent data and the location of places and their features by constructing tables, plans and labelled maps
3. Interpret data and information to draw conclusions and describe the direction and location of places, using terms such as north, south, opposite, near, far

Geographical Knowledge
Places and our connections to them
1. Representation of the location of places and their features on maps and models, including a globe, and the location of the major geographical divisions of the world in relation to Australia
2. Definition of places as parts of the Earth's surface that have been given meaning by people, and how places can be defined at a variety of scales
3. Connections of people in Australia to other places in Australia and across the world
4. Aboriginal and Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander peoples, and the ways in which they maintain special connections to particular Country/Place

5. Weather and seasons and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander peoples, describe them
6. Natural, managed and constructed features of places, their location and how they change
7. Reasons why some places are special and some places are important to people and how they can be looked after
8. Activities in the local place and reasons for their location, and the influence of purpose, distance and accessibility on the frequency with which people visit places

Geography Achievement Standard

By the end of Level 2, students define place and identify and describe features of places and changes in these, at a local scale. They identify how people are connected to different places and explain the value of places to people. They describe different ways that places can be cared for. They collect and record geographical data and information. They represent data and information in tables, plans and labelled maps and interpret it to draw conclusions.

They describe and explain location and distance using geographical terms, and describe the location of the major geographical divisions of the world.

 Health and Physical Education Level Description

The Foundation Level curriculum provides the basis for developing the knowledge, understanding and skills students need to lead healthy, safe and active lives. The content provides opportunities for students to learn about their strengths and describes simple actions they can take to keep themselves and their classmates healthy and safe.

Health and Physical Education Content Descriptions

Personal, Social and Community Health

Being healthy, safe and active

1. Identify personal strengths
2. Name parts of the body and describe how their body is growing and changing
3. Identify people and actions that help keep themselves safe and healthy

Communicating and interacting for health and wellbeing

1. Practise personal and social skills to interact with others
2. Identify and describe emotional responses people may experience in different situations

Contributing to healthy and active communities

1. Identify actions that promote health, safety and wellbeing
2. Participate in play that promotes engagement with outdoor settings including aquatic and the natural environment

Movement and Physical Activity

Moving the body

1. Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli in indoor, outdoor and aquatic settings
2. Participate in games with and without equipment

Understanding movement

1. Explore how regular physical activity keeps individuals healthy and well
2. Identify and describe how their body moves in relation to effort, space, time, objects and people

Learning through movement

1. Cooperate with others when participating in physical activities
2. Use trial and error to test solutions to movement challenges
3. Follow rules when participating in physical activities

Health and Physical Education Achievement Standard

By the end of Foundation Level, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and how to move and play safely. They describe how their body responds to movement. Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices to keep themselves safe and healthy in different situations and activities. They perform fundamental movement skills and solve movement challenges.

History Level Description

Personal and Community Histories

In Foundation to Level 2, students study personal, family and local history. Students learn about their own history and that of their family, including stories from different cultures and other parts of the world. As participants in their own history, students develop their knowledge and understanding of how the past is different from the present.

History Content Descriptions - Historical Concepts and Skills

Chronology

1. Sequence significant events about personal and family history to create a chronological narrative

Historical sources as evidence

1. Identify the content features of primary sources when describing the significance of people, places or events
2. Identify perspectives about changes to daily life from people in the past or present

Continuity and change

1. Identify examples of continuity and change in family life and in the local area by comparing past and present

Historical significance

1. Identify the significance of a person and/or place in the local community

Historical Knowledge

Personal histories

1. Who the people in their family are, describe where they were born and raised and how they are related to each other and how their stories are communicated and shared
2. Differences in family structures of families and the role of family groups today, and what they have in common and how these have changed or remained the same over time
3. How the present, past and future are signified by terms indicating and describing time
4. Differences and similarities between students' daily lives and perspectives of life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications

Community histories

1. How they, their family, friends and communities commemorate past events that are important to them
2. The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past
3. The significance today of an historical site of cultural or spiritual importance
4. The effect of changing technology on people's lives and their perspectives on the significance of that change

History Achievement Standard

By the end of Level 2, students explain aspects of daily life to identify how some aspects have changed over time, while others have remained the same. They describe personal and family life, a person, a site, or an event of significance in the local community. Students use sources (physical, visual, oral) including the perspectives of others (parents, grandparents) to describe changes to daily life and the significance of people, places or events. They compare objects from the past and present. Students create a narrative about the past using terms and a range of sources.

Intercultural Capability Level Description

From Foundation to Level 2, the curriculum focus is on developing the knowledge, skills and understandings to enable students to learn about cultures in their immediate world. For students at Foundation to level 2, learning typically focuses on their immediate family, home, school and friends. This includes cultural practices relevant to their lived experiences such as choice of food, clothing or housing, cultural celebrations and language. The curriculum provides the opportunity for students to begin to explore similarities and difference in cultural practices. They begin to understand the concept of cultural diversity.

Intercultural Capability Content Descriptions
Cultural Practices

1. Identify what is familiar and what is different in the ways culturally diverse individuals and families live
2. Describe their experiences of intercultural encounters in which they have been involved

Cultural Diversity

1. Identify and discuss cultural diversity in the school and/or community
2. Imagine and explain what their responses might be if they were placed in a different cultural situation or setting

Intercultural Capability Achievement Standard

By the end of Level 2, students begin to distinguish what is familiar and different in the ways culturally diverse individuals and families live. They describe their experiences of intercultural encounters, and identify cultural diversity in their school and/or community. Students explain how they might respond in different cultural situations.

Italian: F–10 Sequence Level Description

Students focus on the sounds of the alphabet, in particular the vowel sounds, and 'c' (*ciao*) and 'ch' (*Chi?*), and on intonation patterns and the use of accents. Students are also introduced to nouns and pronouns. They learn simple sentence structure using subject–verb–object order as well as how to form questions. They explore the idea of masculine and feminine.

Italian: F–10 Sequence Content Descriptions

Communicating

Socialising

1. Interact with the teacher and peers to greet, to introduce themselves, and to name and describe favourite things, friends, family members and special talents, through action-related talk and play
2. Participate in shared action with peers and teacher, contributing ideas through key words, images, movement and song
3. Participate in real or simulated transactions using simple language and gestures in activities and games involving buying and selling
4. Participate in classroom routines, games, instructions and shared activities

Informing

1. Locate specific items of information in texts using early literacy skills
2. Give factual information about known people, everyday objects, family celebrations and personal experiences

Creating

1. Participate in shared reading/viewing of short imaginative texts and respond by drawing, miming, performing and other forms of expression
2. Create stories and perform imaginary experiences

Translating

1. Share with others what they can express in Italian, and explain how meanings are similar or different
2. Create a personal or shared record of 'interesting' words in Italian

Reflecting

1. Begin noticing what is 'new' or 'interesting' in Italian language and culture and recognising similarities and differences between Italian and Australian cultural practices and related language use
2. Identify and describe aspects of self in relation to others

Understanding

Systems of language

1. Reproduce the sounds of the Italian language
2. Notice and use some aspects of the Italian language system, including gender forms, simple sentence structures and the placement of adjectives
3. Understand that language is organised as texts

Language variation and change

1. Recognise that different words are used in Italian to address and greet different people according to relationship, setting and time of the day
2. Recognise that Italian and English borrow words from each other
3. Understand that Italian is one of many community languages spoken in Australia including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages

Role of language and culture

1. Notice and reflect (mainly in English) on different cultural practices and the specific ways of using language in different cultures

Italian: F–10 Sequence Achievement Standard

By the end of Level 2, students use Italian to communicate with their teacher and peers through action-related talk and play. They demonstrate comprehension by responding both verbally and non-verbally. They imitate without always comprehending. They respond to familiar games and routines such as questions about self and family (for example, *Come ti chiami? Dove abiti?*), and choose among options, for example, in response to questions such as *Vuoi il gelato o la caramella?* They produce learnt sounds and formulaic expressions (for example, *È bello! Non mi piace*), or partial phrases, often providing only part of the required response in Italian or using a key word to convey a whole idea. They experiment with and approximate Italian pronunciation, for example, producing vowel sounds and 'c' and 'ch' pronunciation with some accuracy. They differentiate between statements and questions according to intonation. They rely on extensive paralinguistic and contextual support such as pictures, gestures and props. They write descriptions, lists, labels and captions, using familiar words and phrases selected from modelled language, for example, rearranging sentence patterns such as *Ho sei anni. Sono bravo. Il gelato è buono.*

Students recognise that Italian is the national language of Italy. They understand that the Italian alphabet has 21 letters. They are aware that simple sentences follow a pattern, and that nouns require an article and are gendered either masculine or feminine. They understand that there are different ways of addressing friends, family and teachers/other adults. They begin to notice patterns in Italian words and phrases and make comparisons between Italian and English. They are aware of word borrowings and recognise that Italian words and expressions are often used in various English-speaking contexts. They make observations about similarities and differences in the cultural practices of Italians and Australians. They understand that they have their own language(s) and culture(s), and that they are also learners of Italian language and culture.

Mathematics Level Description

In Foundation level, students play with objects and draw pictures to develop links between their immediate environment, everyday language and mathematical activity. Students classify and sort objects into sets and form simple correspondences between them. They decide when two sets are of equal size, or one is smaller or bigger than another.

Mathematics Content Descriptions
Number and Algebra
Number and place value

1. Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point
2. Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond
3. Subitise small collections of objects
4. Compare, order and make correspondences between collections, initially to 20, and explain reasoning
5. Represent practical situations to model addition and subtraction
6. Represent practical situations to model sharing

Money and financial mathematics

1. Represent simple, everyday financial situations involving money

Patterns and algebra

1. Sort and classify familiar objects and explain the basis for these classifications, and copy, continue and create patterns with objects and drawings
2. Follow a short sequence of instructions

Measurement and Geometry
Using units of measurement

1. Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language
2. Compare and order the duration of events using the everyday language of time
3. Connect days of the week to familiar events and actions

Shape

1. Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment

Location and transformation

1. Describe position and movement

Statistics and Probability
Data representation and interpretation

1. Answer yes/no questions to collect information
2. Organise answers to yes/no questions into simple data displays using objects and drawings
3. Interpret simple data displays about yes/no questions

Mathematics Achievement Standard

Number and Algebra

Students connect number names and numerals with sets of up to 20 elements, estimate the size of these sets, and use counting strategies to solve problems that involve comparing, combining and separating these sets. They match individual objects with counting sequences up to and back from 20. Students order the first 10 elements of a set. They represent, continue and create simple patterns.

Measurement and Geometry

Students identify measurement attributes in practical situations and compare lengths, masses and capacities of familiar objects. They order events, explain their duration, and match days of the week to familiar events. Students identify simple shapes in their environment and sort shapes by their common and distinctive features. They use simple statements and gestures to describe location.

Statistics and Probability

Students sort familiar categorical data into sets and use these to answer yes/no questions and make simple true/false statements about the data.

Media Arts Level Description

In Foundation, students explore media arts and learn how media artworks represent the world in which they live. Students make media artworks with their peers, and experience media artworks as audiences. Students become aware of character and settings as they explore ideas and construct stories. They learn about the elements of media arts such as composition and sound, and experience media arts from a range of cultures, times and locations. Students experience the role of artist in their media arts making, and as an audience, learn to respond to media artworks they view.

Media Arts Content Descriptions

Explore and Represent Ideas
1.   Explore ideas characters and settings in images, sounds and multi-modal texts

Media Arts Practices
1.   Use media technologies to capture and edit images, sounds and text

Present and Perform
1.   Present media artworks that communicate ideas

Respond and Interpret
1.   Respond to media artworks by describing ideas, characters, settings and stories

Media Arts Achievement Standard

By end of Foundation, students describe the media art works they make and view.

Music Level Description

In Foundation level, students explore music. They experiment with diverse sounds and discover how they can be effectively combined. They share their music with peers and experience a range of music as audiences. Students learn to listen and respond to music, becoming aware of the elements of beat, rhythm, pitch, dynamics and tempo as they sing, play, improvise and move to music. **Music Content Descriptions**

Explore and Express Ideas

1. Explore sound and silence and ways of using their voices, movement and instruments to express ideas

Music Practices

1. Sing and play instruments to create and practise chants, songs and rhymes including those used by cultural groups in the local community

Present and Perform

1. Rehearse and perform songs and short instrumental pieces which they have learnt and composed

Respond and Interpret

1. Respond to music, expressing what they enjoy and why

Music Achievement Standard

By the end of Foundation, students sing and play instruments to communicate their experiences and ideas. They explore contrasting sounds and improvise with them. Students match pitch when singing. They understand and respond to the beat and simple rhythm patterns. Students describe the music to which they listen, identifying what they enjoy and why.

Personal and Social Capability Level Description

In Foundation, this curriculum focuses on enabling students to interact and play constructively with others and to establish friendships with peers. Students develop a vocabulary to describe the emotions they experience when interacting with others. Students begin to develop an understanding that individuals are unique but also have characteristics in common. The curriculum provides opportunity for students to begin establishing and naming the skills required to work in groups.

Personal and Social Capability Content Descriptions

Self-Awareness and Management

Recognition and expression of emotions

1. Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations

Development of resilience

1. Identify their likes and dislikes, needs and wants, abilities and strengths
2. Recognise that problems or challenges are a normal part of life and that there are actions that can be undertaken to manage problems

Social Awareness and Management

Relationships and diversity

1. Identify a range of groups to which they, their family and members of their class belong
2. Practise the skills required to include others and make friends with peers, teachers and other adults

Collaboration

1. Name and practise basic skills required to work collaboratively with peers

2. Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict

Personal and Social Capability Achievement Standard

By the end of Foundation Level, students identify and express a range of emotions in their interactions with others. They recognise personal qualities and achievements by describing activities they enjoy at school and home, noting their strengths. They recognise that attempting new and challenging tasks are an important part of their development. Students identify different types of relationships. They begin to identify and practise basic skills for including and working with others in groups.

Science Level Description

In Foundation to Level 2, the curriculum focus is on awareness of self and the local world. Students 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 observe patterns of growth and change in the world around them, including weather and living things. **Science Content Descriptions**

Science Understanding

Science as a human endeavour

1. People use science in their daily lives

Biological sciences

1. Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met
2. Living things grow, change and have offspring similar to themselves

Chemical sciences

1. Objects are made of materials that have observable properties
2. Everyday materials can be physically changed or combined with other materials in a variety of ways for particular purposes

Earth and space sciences

1. Observable changes occur in the sky and landscape; daily and seasonal changes affect everyday life
2. Earth's resources are used in a variety of ways

Physical sciences

1. The way objects move depends on a variety of factors including their size and shape: a push or a pull affects how an object moves or changes shape
2. Light and sound are produced by a range of sources and can be sensed

Science Inquiry Skills

Questioning and predicting

1. Respond to and pose questions, and make predictions about familiar objects and events

Planning and conducting

1. Participate in guided investigations, including making observations using the senses, to explore and answer questions

Recording and processing

1. Use informal measurements in the collection and recording of observations

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2. Use a range of methods, including drawings and provided tables, to sort information

Analysing and evaluating

1. Compare observations and predictions with those of others

Communicating

1. Represent and communicate observations and ideas about changes in objects and events in a variety of ways

Science Achievement Standard

By the end of Level 2, students describe examples of how people use science in their daily lives. They identify and describe examples of the external features and basic needs of living things. They describe how different places meet the needs of living things. They describe the properties, behaviour, uses and the effects of interacting with familiar materials and objects. They discuss how light and sound can be produced and sensed. They identify and describe the changes to objects, materials, resources, living things and things in their local environment. They suggest how the environment affects them and other living things.

Students pose and respond to questions about familiar objects and events and predict outcomes of investigations. They use their senses to explore the world around them and record informal measurements to make and compare observations. They record, sort and represent their observations and communicate their ideas to others.

Visual Arts Level Description

In Foundation, students explore visual arts. They make and share their artworks with peers and experience visual arts as audiences. Students become aware of whom artists, craftspeople and designers are, and that they express their ideas through different art forms and visual expressions. As they make and respond to visual artworks, students identify art forms in different social and cultural contexts. They make artworks as an artist and view them as an audience.

Visual Arts Content Descriptions

Explore and Express Ideas

1. Explore ideas, experiences, observations and imagination to create visual artworks

Visual Arts Practices

1. Experiment with different materials and techniques to make artworks

Present and Perform

1. Create and display artworks

Respond and Interpret

1. Respond to visual artworks and consider where and why people make visual artworks

Visual Arts Achievement Standard

By the end of Foundation, students make artworks using different materials and techniques that express their ideas, observations and imagination.

Students identify and describe the subject matter and ideas in artworks they make and view.