



Australian
CURRICULUM
Review

PRIMARY CURRICULUM VIEW

ALL LEARNING AREAS

Foundation year

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FOUNDATION YEAR LEVEL – ALL LEARNING AREAS

This document provides the Foundation year achievement standards and content descriptions for the eight learning areas. The content descriptions are organised by strands and sub-strands (where appropriate).

Key

	Strand
	<i>Sub-strand</i>

English

Achievement standard
<p>By the end of the Foundation year, students listen and respond to others, sharing thoughts, asking questions and following instructions. They listen to familiar texts and recall events and key ideas. They use vocabulary, background knowledge and predicting and questioning strategies to understand content. They use words and phrases acquired from learning and texts. They listen for and identify rhyme, letter patterns and sounds (phonemes) in words and can orally segment one- and two-syllable words. They present short, spoken texts to express likes, dislikes and experiences, and to demonstrate learning.</p> <p>They read imaginative and informative texts that may be decodable and/or predictable, drawing on their developing knowledge of concepts of print, sounds and letters (phonemes and graphemes) and decoding and self-monitoring strategies. They name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters. They read high-frequency words and orally blend and segment regular one-syllable words with taught grapheme–phoneme correspondences. They understand that there are different types of texts that have particular features and they can identify features of familiar texts and describe some connections between print and visual elements in these texts. They make connections between texts and their personal experience when reading, viewing and comprehending.</p> <p>They use writing and multimodal elements to create texts that retell events or information, state their thoughts and feelings or innovate on a text, using familiar vocabulary. Their writing shows evidence of letter and sound (grapheme and phoneme) knowledge, and (grammatical) knowledge of simple sentences, capital letters and full stops. They write using unjoined upper-case and lower-case letters.</p>
Language
<i>English as a language that varies and changes</i>
understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (AC9EFL01)
<i>Language for interacting with others</i>
explore how language is used differently at home and school depending on the relationships between people (AC9EFL02)
understand that language can be used to express needs, likes and dislikes (AC9EFL03)
<i>Text structure and organisation</i>
understand that texts can take many forms and have different purposes (AC9EFL04)
understand that some language in written texts is unlike everyday spoken language (AC9EFL05)
understand how conventions of print and screen are used to access texts (AC9EFL06)

<i>Language for expressing and developing ideas</i>
understand that sentences are key units for expressing ideas (AC9EFL07)
understand that sentences are made up of groups of words that work together in particular ways to make meaning (AC9EFL08)
explore the contribution of images and words to meaning in stories and informative texts (AC9EFL09)
understand that different vocabulary is used in different contexts, such as everyday conversation, imaginative play, areas of interest and learning areas (AC9EFL10)
understand that punctuation is a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters and punctuation marks signal the beginning and end of sentences (AC9EFL11)
<i>Phonics and word knowledge</i>
recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness) (AC9EFL12)
segment sentences into individual words; orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness) (AC9EFL13)
recognise and name all upper- and lower-case letters (graphemes) and know the most common sound that each letter represents (AC9EFL14)
write consonant–vowel–consonant (CVC) words by representing some sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words (AC9EFL15)
understand how to use knowledge of letters and sounds to spell words (AC9EFL16)
read and write some high-frequency words and other familiar words (AC9EFL17)
understand that words are units of meaning and can be made of more than one meaningful part (AC9EFL18)
Literature
<i>Appreciating literature and contexts</i>
respond to stories and poems, sharing ideas about how texts may reflect experiences that are similar or different to their own, in texts created by First Nations Australian and non–First Nations Australian authors and illustrators and those from around the world (AC9EFLE01)
respond to stories and share feelings and thoughts about their events and characters (AC9EFLE02)
<i>Engaging with and responding to literature</i>
explore stories from a range of cultures and identify characters and characteristic features, including events, beginnings and endings (AC9EFLE03)
<i>Examining literature</i>
replicate and explore the rhythms and sound patterns of different types of literary texts such as poems, rhymes and songs (AC9EFLE04)
<i>Creating literature</i>
retell and innovate on familiar literary texts through play, performance, images or writing (AC9EFLE05)

Literacy
<i>Texts in context</i>
identify some familiar texts and the contexts in which they are used (AC9EFLY01)
<i>Interacting with others</i>
interact with peers and familiar adults in informal and structured classroom situations by listening while others speak and using skills including voice levels, articulation, body language and facial expression (AC9EFLY02)
<i>Analysing, interpreting and evaluating</i>
identify some differences between imaginative and informative texts (AC9EFLY03)
read texts which may be decodable and/or predictable using developing phonic knowledge, practising phrasing and fluency, and monitoring meaning using concepts about print and emerging contextual, semantic, grammatical knowledge (AC9EFLY04)
use comprehension strategies to understand and discuss texts listened to, viewed or read independently (AC9EFLY05)
<i>Creating texts</i>
create a range of short written and/or multimodal texts to record and to report ideas and events (AC9EFLY06)
create and deliver short spoken texts to report ideas and events to peers, using appropriate voice levels and articulation (AC9EFLY07)
edit texts collaboratively for meaning, spelling, capital letters and full stops (AC9EFLY08)
form most lower-case and upper-case letters using learned letter formations (AC9EFLY09)

Mathematics

Achievement standard
<p>By the end of Foundation year, students can use subitising and counting strategies to demonstrate that numbers represent a quantity and have an order. They compare and match the size of collections to at least 20 for a purpose. Students make and describe connections between number names, numerals and position in the sequence of numbers. They identify numbers represented in different ways and demonstrate that numbers can be partitioned using two or more partitions or can be combined to make numbers up to 10. Students model practical situations that involve equal sharing, adding to, and taking away from a collection to 10. They describe, continue and create repeating patterns using a variety of mediums.</p> <p>Students distinguish between the attributes of mass, capacity and length when comparing objects, using appropriate direct comparison strategies. They directly compare the duration of events by starting events at the same time. Students identify, describe and sort familiar shapes and objects and explain their reasoning using everyday language. They describe position and respond to instructions to move themselves or objects to other locations within a familiar space and use everyday language to describe their movements in relation to other objects.</p> <p>Students collect, sort, compare and quantify objects and images in response to given questions in familiar contexts. They discuss the outcomes of familiar activities and chance events.</p>
Number
connect numbers (including zero) to their representative quantities, numerals, number names and position in the sequence, initially up to 10 and then beyond (AC9MFN01)
instantly recognise and name the number of objects within collections of up to five items without counting (subitise). Quantify and compare collections of at least 10 objects by recognising and naming the partitions using part-part-whole relationships (AC9MFN02)
establish understanding of the language and processes of counting to quantify, compare, order and make correspondences between collections, initially to 20, and explain reasoning (AC9MFN03)
model practical situations and solve problems involving addition and subtraction with physical and virtual materials, using counting or subitising strategies to determine the total or the number of objects remaining (AC9MFN04)
model practical situations and solve problems that involve equal sharing, through role play and games using physical and virtual materials (AC9MFN05)
Algebra
describe, copy, continue and create repeating patterns using different elements including movement, sounds, colours, objects, shapes, and numbers (AC9MFA01)
Measurement
explore and identify attributes of objects and events including length, capacity, mass and duration. Use direct comparisons and everyday language to compare pairs of objects and events, using these attributes and communicating reasoning (AC9MFM01)
connect days of the week and times of day (morning, lunchtime, afternoon, evening) to familiar events and actions (AC9MFM02)

Space
sort, name and make familiar shapes and objects. Recognise and describe familiar shapes and objects within the environment using everyday language (AC9MFSP01)
describe position and movement of self and objects in relation to other objects and locations within a familiar space (AC9MFSP02)
Statistics
collect, record, sort and compare data represented by objects and images in response to investigative questions relating to familiar contexts (AC9MFST01)
Probability
discuss and explore the outcomes of games and familiar events involving chance (AC9MFP01)

Science

Achievement standard
<p>By the end of Foundation students group plants and animals based on external features. They identify factors that affect the movement of objects. They describe the observable properties of materials that make up objects. They describe how scientists investigate the world around them.</p> <p>Students pose questions and state predictions. They engage in explorations safely. With guidance, they make and represent observations and identify patterns. They reflect on their explorations by comparing their observations with their predictions. They share observations and ideas with others.</p>
Science understanding
<i>Biological sciences</i>
explore external features of plants and animals and ways they can be grouped based on these features (AC9SFU01)
<i>Physical sciences</i>
explore how objects move and how factors including their size, shape and material, affect their motion (AC9SFU02)
<i>Chemical sciences</i>
explore how objects can be composed of different materials, and describe observable properties of those materials (AC9SFU03)
Science as a human endeavour
<i>Nature and development of science</i>
explore how scientists use observation and questioning to learn about the natural world (AC9SFH01)
Science inquiry
<i>Questioning and predicting</i>
pose questions and make predictions based on experiences (AC9SFI01)
<i>Planning and conducting</i>
engage in explorations safely and make observations using their senses (AC9SFI02)
<i>Processing, modelling and analysing</i>
represent observations in provided templates and identify patterns with guidance (AC9SFI03)
<i>Evaluating</i>
compare observations with predictions (AC9SFI04)
<i>Communicating</i>
share observations and ideas with others (AC9SFI05)

Humanities and Social Sciences (HASS)

Achievement standard
<p>By the end of Foundation Year, students identify significant events in their own lives, how some significant events are commemorated/celebrated, and how stories of the past show evidence of continuity and change. They identify the features of familiar places and why some places are special to people.</p> <p>Students pose questions and use observations of places and provided sources to recognise continuity and change and the features of places. They sequence events on pictorial timelines and recognise how locations are represented. Students share observations, points of view and stories about their past and significant events, as well as about familiar places and ways they can care for them.</p>
Knowledge and understanding
<i>History</i>
Who the people in their family are, where they were born and raised, and how they are related (AC9HSFK01)
How they, their family and friends celebrate and/or commemorate past events that have significance for them (AC9HSFK02)
How the stories of their families and the past show continuity and change (AC9HSFK03)
<i>Geography</i>
The familiar features of places people belong to, and why some places are special and how they can be looked after (AC9HSFK04)
The importance of Country/Place to First Nations Australians and the First Nations Australians' Country/Place on which the school is located (AC9HSFK05)
Skills
<i>Questioning and researching</i>
pose questions about familiar objects, people, places and events (AC9HSFS01)
sort and record information and data, including the representation of time with pictorial timelines and the recognition of locations on pictorial maps or models (AC9HSFS02)
<i>Interpreting, analysing and evaluating data and information</i>
Interpret, discuss and share points of view on information and data related to significant events and special places (AC9HSFS03)
<i>Concluding and decision-making</i>
draw conclusions in response to questions and evidence (AC9HSFS04)
<i>Communicating</i>
present stories, information and findings in oral, graphic or written forms using terms to denote the passing of time and to describe location (AC9HSFS05)

Health and Physical Education

Achievement standard
By the end of Foundation, students describe characteristics of themselves and how they belong to different groups. They interact positively with others in a range of situations by selecting and using personal and social skills. Students propose actions to be healthy, safe and physically active. They apply fundamental movement skills to manipulate objects and spaces in a range of movement situations.
Personal, social and community health
<i>Identities and change</i>
investigate who they are and the groups to which they belong (AC9HPFP01)
<i>Interacting with others</i>
express needs, feelings, ideas and interests with others to negotiate shared understandings and outcomes (AC9HPFP02)
<i>Making healthy, safe and active choices.</i>
explore and practise a range of actions to help them stay healthy, safe and active (AC9HPFP03)
Movement and physical activity
<i>Moving our body</i>
explore and practise fundamental movement skills in a variety of game and play situations (AC9HPFM01)
<i>Understanding movement</i>
experiment with different ways of moving their body safely and manipulating objects and space (AC9HPFM02)
<i>Learning through movement</i>
investigate the benefits of being physically active by participating in a range of activities in different settings, including natural and outdoor settings (AC9HPFM03)

Technologies – Design and Technologies

Achievement standard – Design and Technologies
By the end of Foundation, students explore familiar products, services and environments. They use materials and equipment to safely make a solution for a school-selected context.
Achievement standard – learning area
By the end of Foundation students identify familiar products, services and environments and develop familiarity with and show confidence in using digital systems. They use materials and equipment to safely make a solution for a school-selected context and show how digital systems can be used to solve problems. Students use objects, pictures and symbols to represent data. They identify if data is personal and owned by them.
Knowledge and understanding
<i>Technologies and society</i>
explore how local products, services and environments are designed by people (AC9TDEFK01)
Processes and production skills
<i>Generating and designing</i>
generate ideas and manipulate materials and equipment to safely make a solution for a purpose (AC9TDEFP01)

Technologies – Digital Technologies

Achievement standard – Digital Technologies
By the end of Foundation students develop familiarity with digital systems and display confidence when using digital systems. They show how digital systems can be used safely to solve problems. Students represent data using objects, pictures and symbols and identify examples of data that is owned by them.
Achievement standard – learning area
By the end of Foundation students identify familiar products, services and environments and develop familiarity with and show confidence in using digital systems. They use materials and equipment to safely make a solution for a school-selected context and show how digital systems can be used to solve problems. Students use objects, pictures and symbols to represent data. They identify if data is personal and owned by them.
Knowledge and understanding
<i>Digital systems</i>
recognise and explore digital systems (hardware and software) and how they can be used to solve simple problems (AC9TDIFK01)
<i>Data representation</i>
represent data as objects, pictures and symbols (AC9TDIFK02)
Processes and production skills
<i>Considering privacy and security</i>
identify some data that are personal and owned by them (AC9TDIFP01)

The Arts – all subjects (Dance, Drama, Media Arts, Music and Visual Arts)

Achievement standard – learning area
By the end of the Foundation year, students use play, imagination, arts knowledge and skills to create and share arts works in different forms. They describe their observations, ideas and feelings about arts works and experiences they encounter at school, home or in the community.
Exploring and connecting
explore the ways the arts communicate ideas and meanings for people and communities (AC9AAAFE01)
Developing skills, practice and ideas
use play, imagination, arts knowledge and skills to discover possibilities and develop ideas (AC9AAAFP01)
Creating
create arts works that communicate ideas (AC9AA AFC01)
Sharing and communicating
share their arts works and ideas about arts and cultural experiences with audiences (AC9AAAFS01)

Languages – Chinese

Achievement standard
By the end of the Foundation year, students use play and imagination to interact and create Chinese texts, with support. They mimic the sounds of Chinese and explore Chinese characters. They identify that Chinese and English look and sound different. Students recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity
No strand or sub-strand specified in Foundation year level
with support, recognise and communicate meaning in Chinese (AC9LCF01)
explore, with support, language features of Chinese noticing similarities and differences between Chinese and English (AC9LCF02)
explore connections between language and culture (AC9LCF03)

Languages – French

Achievement standard
By the end of the Foundation year, students use play and imagination to interact and create French texts, with support. They identify that French and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity.
No strand or sub-strand specified in Foundation year level
with support, recognise and communicate meaning in French (AC9LFF01)
explore, with support, language features of French noticing similarities and differences between French and English (AC9LFF02)
explore connections between language and culture (AC9LFF03)

Languages – Italian

Achievement standard
By the end of the Foundation year, with support, students use play and imagination to interact and create Italian texts. They identify that Italian and English look and sound different. Students recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity.
No strand or sub-strand specified in Foundation year level
with support, recognise and communicate meaning in Italian (AC9LITF01)
explore, with support, language features of Italian noticing similarities and differences between Italian and English (AC9LITF02)
explore connections between language and culture (AC9LITF03)

Languages – Japanese

Achievement standard
By the end of the Foundation year, students use play and imagination to respond to and create Japanese texts. They identify that Japanese and English have different systems of language. They mimic Japanese pronunciation, intonation and rhythm. Students recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity.
No strand or sub-strand specified in Foundation year level
with support, recognise and communicate meaning in Japanese (AC9LJF01)
explore, with support, language features of Japanese noticing similarities and differences between Japanese and English (AC9LJF02)
explore connections between language and culture (AC9LJF03)