PRIMARY CURRICULUM VIEW

ALL LEARNING AREAS

Years 1–2

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PRIMARY CURRICULUM VIEW – AUSTRALIAN CURRICULUM: ALL LEARNING AREAS YEARS 1–2

This document provides the Years 1-2 achievement standards and content descriptions for the eight learning areas. The content descriptions are organised by strands and sub-strands (where appropriate).

Key

	Strand
	Sub-strand

English Year 1

Achievement standard
By the end of Year 1, students listen to texts and ask questions to understand ideas in those texts. They participate in spoken interactions with peers and known adults, taking turns, sharing ideas and responding to the comments of others. They use vocabulary, background knowledge, and predicting and questioning strategies to make connections to personal experiences and learned content. They can manipulate speech sounds (phonemes) to generate words. They present short, spoken and multimodal texts on familiar topics to a known audience.
They read texts that may be decodable and/or predictable with some unfamiliar vocabulary and some varied sentence patterns, with developing fluency. When reading, they use knowledge of letter and sound relationships (grapheme and phoneme), taught high-frequency words and sentence boundary punctuation to make meaning. They understand key ideas and literal and inferred meaning in texts they read and view. They understand that imaginative, informative and persuasive texts communicate ideas and information using different text structures and language. They adjust reading and comprehension strategies when needed.
They write and create informative and persuasive texts and innovate on imaginative texts on familiar topics, using familiar vocabulary and multimodal elements. They use simple sentences, correct sentence boundary punctuation and capital letters for proper nouns. They spell high-frequency words and words with regular spelling patterns. They write words using unjoined upper-case and lower-case letters.

Language
English as a language that varies and changes
understand that people use different systems of communication to cater to different needs and purposes, and that people may use sign, augmentative and alternative communication systems to communicate with others (AC9E1L01)
Language for interacting with others
understand that language varies and is used in combination with other means of communication, for example facial expressions and gestures, to interact with others (AC9E1L02)
understand that there are different ways of asking for information, making offers and giving commands (AC9E1L03)
explore different ways of expressing emotions, including verbal and visual communication, body language, signing and facial expressions (AC9E1L04

Text structure and organisation
understand that imaginative, informative and persuasive texts have different purposes which shape their structure in predictable ways (AC9E1L05)
understand patterns of repetition and contrast in texts (AC9E1L06)
understand how different types of print and screen texts are organised using features such as page numbers, tables of content, headings and titles, navigation buttons, links, images and icons (AC9E1L07)
Language for expressing and developing ideas
understand and identify the parts of a simple sentence (AC9E1L08)
understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (AC9E1L09)
understand that imaginative, informative and persuasive texts may use different types of images to contribute to meaning (AC9E1L10)
understand that different vocabulary is appropriate in different contexts, including use of formal and informal terms of address (AC9E1L11)
understand that written language uses different types of punctuation; understand that question marks and exclamation marks signal sentences that make statements, ask questions, express emotion or give commands; use capital letters for proper nouns (AC9E1L12)
Phonics and word knowledge
segment consonant blends or clusters into separate phonemes (sounds) at the beginnings and ends of words (phonological awareness) (AC9E1L13)
orally manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (phonological awareness) (AC9E1L14)
use short vowels, common long vowels, consonant blends and diagraphs to write words, and blend these to read one-syllable words (AC9E1L15)
understand that a letter can represent more than one sound and that a syllable must contain a vowel sound (AC9E1L16)
understand how to spell one- and two-syllable words with common letter patterns (AC9E1L17)
read and write high-frequency words (AC9E1L18)
recognise and know how to use grammatical morphemes to create word families (AC9E1L19)
Literature
Appreciating literature and contexts
investigate how language and images are used to create characters, settings and events in texts created by First Nations Australian and non–First Nations Australian authors and illustrators, and those from around the world (AC9E1LE01)
Engaging with and responding to literature
discuss characters, settings and events in a range of literary texts and share responses by making connections with students' own experiences (AC9E1LE02)
Examining literature

discuss the different ways characters, settings and events are represented in different types of literature, from a range of cultures and perspectives (AC9E1LE03)
listen to, recite, perform and discuss different types of literary texts (poems, rhymes, songs, stories) identifying sound patterns including alliteration and rhyme (AC9E1LE04)

Creating literature
retell or innovate on a familiar story using the ideas, language features, characters, vocabulary and/or structure of the familiar text, through role play, writing, drawing or digital applications (AC9E1LE05)

Literacy

Texts in context
discuss how similar ideas or information are presented in texts drawn from a range of contexts (AC9E1LY01)

Interacting with others
use interaction skills including turn-taking, speaking clearly, listening to and responding to the contributions of others, and contributing ideas and questions (AC9E1LY02)

Analysing, interpreting and evaluating
describe some differences between imaginative, informative and persuasive texts (AC9E1LY03)
read texts which may be decodable and/or predictable using developing phonic knowledge, using phrasing and fluency, and monitoring meaning using contextual, semantic and grammatical knowledge and emerging text processing strategies (AC9E1LY04)
use comprehension strategies when listening, viewing and reading to build literal and inferred meaning about key events, ideas and information in texts by drawing on growing knowledge of context, text structures and language features (AC9E1LY05)

Creating texts
create short imaginative, informative and persuasive written and/or multimodal texts to show emerging use of appropriate text structure, sentence level grammar, word choice, spelling and punctuation (AC9E1LY06)
create and deliver short oral and/or multimodal presentations structuring ideas (opening statement, middle and concluding statement), using language features and appropriate volume and pace (AC9E1LY07)
re-read their own texts and discuss possible changes to improve meaning, spelling and punctuation (AC9E1LY08)
write using unjoined lower-case and upper-case letters (AC9E1LY09)

English Year 2

Achievement standard
By the end of Year 2, students participate in discussions about topics, sharing personal responses, initiating and responding to comments, asking for clarification or details and extending on others' ideas. They explain and discuss their responses to a range of texts they have heard or viewed. They identify and discuss the purpose of texts and compare texts on similar topics. They listen for and manipulate sound combinations and produce rhythmic sound patterns. They present organised spoken and multimodal texts that may be imaginative, informative or persuasive.
They read less predictable texts with varied sentence structures, unfamiliar vocabulary and multimodal features. They read fluently, monitoring meaning and self-correcting, using knowledge of phonics, syntax, punctuation, semantics and context. They identify and understand inferred meaning, main ideas and supporting detail and can make connections between texts they read and view by comparing content.
They write and create using identifiable text structures and language features innovating on imaginative, informative and persuasive texts. They introduce and develop ideas by building on sentences and using simple and compound sentences, and punctuation. They use everyday and technical vocabulary appropriate to purpose. They accurately spell words with regular spelling patterns and words with silent letters and long vowel patterns. They write words using consistently legible unjoined upper-case and lower-case letters.

Language
English as a language that varies and changes
understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (AC9E2L01)
Language for interacting with others
understand that language varies when people take on different roles in social interactions and that interpersonal communication varies according to context (AC9E2L02)
identify that language can be used for appreciating texts and the qualities of people and things (AC9E2L03)
Text structure and organisation
understand that the purpose of imaginative, informative and persuasive texts is achieved through a range of identifiable text structures and the language features used (AC9E2L04)
understand how texts are made cohesive through language and grammatical features including word associations and personal and possessive pronouns (AC9E2L05)
understand how to use chapters, indexes, glossaries, menus, drop menus, links and live connections to navigate print and screen texts to access information (AC9E2L06)
Language for expressing and developing ideas
understand that connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (AC9E2L07)
understand that there are different types of nouns and these may be expanded into noun groups using articles and adjectives, and different types of verbs that can be extended into verb groups (AC9E2L08)
understand that images add to, contradict or multiply the meanings of a text (AC9E2L09)

understand the use of vocabulary about familiar and new topics; experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (AC9E2L10)
recognise that capital letters signal proper nouns and commas are used to separate items in lists (AC9E2L11)

Phonics and word knowledge
orally manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read and write words (AC9E2L12)
use phoneme–grapheme (sound–letter) matches, including vowel digraphs, less common long vowel patterns, consonant clusters and silent letters when reading and writing words of one or more syllables, including compound words (AC9E2L13)
understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one- and two-syllable words (AC9E2L14)
use knowledge of letter patterns and morphemes to read and write high frequency words and words whose spelling is not predictable from their sounds (AC9E2L15)
build morphemic word families using knowledge of prefixes and suffixes (AC9E2L16)

Literature
Appreciating literature and contexts
investigate how depictions of characters in print, sound and images reflect the contexts in which they were created by First Nations Australian and non–First Nations Australian authors and illustrators, and those from around the world (AC9E2LE01)
Engaging with and responding to literature
discuss and share personal responses to characters, settings, events and language features in different literary texts (AC9E2LE02)
Examining literature
discuss the characters and settings of literary texts from a range of cultures and perspectives and explore how language is used to present these text features (AC9E2LE03)
identify, discuss and reproduce rhythmic sound, repetition and patterns in different types of literary texts from a range of cultures (AC9E2LE04)
Creating literature
create or innovate on familiar literary texts by experimenting with characters and/or setting and events and language features through drawing, writing, performance and digital applications (AC9E2LE05)

Literacy
Texts in context
discuss different texts on a similar topic, comparing similarities and differences in purpose and language choices (AC9E2LY01)
Interacting with others
use interaction skills when engaging with topics, listening to others and extending own ideas, expressing and responding to opinions, making statements, and receiving and giving instructions (AC9E2LY02)

Analysing, interpreting and evaluating
identify the purpose and audience of imaginative, informative and persuasive texts (AC9E2LY03)
read less predictable texts with phrasing and fluency using phonic, contextual, semantic and grammatical knowledge and text processing strategies, for example monitoring meaning, predicting, re-reading and self-correcting (AC9E2LY04)
use comprehension strategies when listening, viewing and reading to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features, and print and multimodal text structures (AC9E2LY05)
Creating texts
create short imaginative, informative and persuasive texts, to use growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the purpose and audience (AC9E2LY06)
create, rehearse and deliver short oral and/or multimodal presentations on familiar and new topics for a range of purposes, audiences and contexts, speaking clearly and varying tone, volume and pace appropriately (AC9E2LY07)
read and edit texts to improve meaning, text structure, spelling and punctuation (AC9E2LY08)
write legibly and with growing fluency using unjoined upper-case and lower-case letters (AC9E2LY09)

Mathematics Year 1

Achievement standard
By the end of Year 1, students connect number names, numerals and quantities. They describe how numbers can be partitioned in different ways and use multiple representations of these numbers. Students demonstrate that numbers are composed in groups of tens and ones and into other number groupings. Students identify the 0–9 repeating sequence in and between the decades and can skip count from different starting points. They partition collections into groups and use skip counting and other quantifying strategies to quantify the number of objects in collections to at least 100. They use materials, including money, and a variety of strategies to model situations and solve everyday problems involving addition, subtraction, equal sharing and grouping. Students identify, describe and create repeating patterns using shapes, objects and number patterns formed by skip counting from different starting points.
They compare and order objects based on their attributes of length, mass and capacity, and events based on their duration. Students make direct and indirect comparison of lengths, masses, capacities and durations and explain their strategies. They measure the length of shapes and objects using uniform informal units. Students sort and classify shapes and objects using obvious features. They use directions to move objects within a familiar space.
Students collect and record data, create one-to-one displays and compare and discuss the data using total frequencies. They can list and describe the outcomes of familiar chance events using everyday language.

Number
recognise, read, write and order natural numbers to at least 100 and represent them using physical and virtual materials (including Australian coins and notes), number lines and charts (AC9M1N01)
recognise that two-digit numbers are composed of groups of tens and ones and can be partitioned into other number groupings (AC9M1N02)
quantify larger sets of objects, to at least 100, by partitioning collections into groups to facilitate more efficient counting. Continue the count, using knowledge place value and skip-counting, recognising that the last number said in the count represents the total quantity of objects, (AC9M1N03)
model situations (including money transactions) and solve problems involving one-digit and two-digit addition and subtraction using physical or virtual materials, diagrams and a range of strategies (AC9M1N04)
model situations and solve problems that involve equal sharing and grouping using physical or virtual materials (including money) and diagrams, counting or subitising to find the number in each share or the combined total of the groups (AC9M1N05)

Algebra
recognise, describe, continue and create growing number patterns formed by skip-counting, initially by twos, fives and tens starting from zero (AC9M1A01)
recognise, describe, continue and create repeating pattern sequences with numbers and objects, identifying the unit of repeat, including recognising the 0-9 repeating sequence within and between the decades (AC9M1A02)

Measurement
measure and compare objects and events using familiar attributes including length, mass, capacity and duration and order objects and events using direct and indirect comparisons, communicating reasoning for strategies (AC9M1M01)
recognise that units need to be uniform and used end to end for consistency when measuring. Explore informal ways to measure, compare and communicate the length of objects using informal units (AC9M1M02)
compare sequences and cycles of events and describe their duration using familiar units of time including years, months, weeks, days and hours (AC9M1M03)

Space
recognise, compare and classify familiar shapes and objects in the environment, using obvious features. Identify the similarities and differences between them (AC9M1SP01)
give and follow directions to move people and objects to different locations (AC9M1SP02)

Statistics
explore various types of investigative questions used to collect data. Discuss the type of data they produce and the sorts of decisions that could be made) (AC9M1ST01)
acquire data and record in various ways (objects, images, drawings, lists, tally marks and symbols) using digital tools where appropriate (AC9M1ST02)
represent collected categorical data using one-to-one displays (including pictographs and tally charts) using digital tools where appropriate. Quantify and compare the data using total frequencies and discuss the findings (AC9M1ST03)

Probability
identify outcomes of familiar events involving chance and describe them using everyday language such as 'will happen', 'won't happen' or 'might happen' (AC9M1P01)

Mathematics Year 2

Achievement standard
By the end of Year 2, students apply knowledge of place value to group, partition, rearrange and rename two-digit and three-digit numbers in terms of their parts and regroup partitioned numbers to enable more efficient computation. They formulate situations, including financial contexts and solve practical problems involving addition and subtraction, using number sentences and efficient strategies. Students represent practical situations involving multiplication and division using equal groups, arrays, repeated addition and subtraction and solve practical problems using physical and virtual materials. They identify part-whole relationships and interpret common uses of halves and quarters of shapes, objects and collections applied in practical contexts. Students estimate the size of large collections applying their knowledge of place value. They describe and continue patterns formed by increasing or decreasing additively by a fixed amount and connect patterns represented in different contexts.
Students use consistent informal units repeatedly to compare different measurements of shapes and objects. They explain the effects of one-step transformations and compare shapes and objects describing features and properties using spatial terms. Students identify relative positions, locate things on two-dimensional representations and move within a space by giving and following directions and pathways.
They use a range of methods, including digital tools, to collect and record categorical data, representing and interpreting the data in response to investigative questions. Students describe and order the likelihood of outcomes for everyday events and explain their reasoning.

Number
recognise, read, write and order natural numbers to at least 1000 and represent them using physical or virtual materials, number lines and charts, recognising the place value of each digit (AC9M2N01)
group, partition, rearrange and rename numbers up to 1000 according to their place value and into other number groupings. Explain the role of a zero digit in place value notation (AC9M2N02)
estimate the quantity of objects in large sets using knowledge of the size of numbers to make and justify reasonable estimates (AC9M2N03)
model situations (including money transactions) and solve problems involving addition and subtraction of two-digit numbers using part-whole reasoning, number sentences, physical or virtual materials, diagrams and efficient strategies. Explain the results in terms of the situation (AC9M2N04)
model situations (including money transactions) and solve problems involving multiplication and division, representing the situation as repeated addition, equal groups and arrays. Use a range of efficient strategies to find a solution. Explain the results in terms of the situation (AC9M2N05)
recognise and describe one-half as one of two equal parts of a whole. Connect halves, quarters and eighths through repeated halving and interpret common uses of halves, quarters and eighths of shapes and collections (AC9M2N06)

Algebra
recognise, identify, describe, and continue additive patterns that increase or decrease by fixed amounts and identify missing elements in the pattern (AC9M2A01)
recognise and connect number patterns from one context to a pattern of the same form in another context (AC9M2A02)

Measurement
select attributes and appropriate uniform informal units to measure, compare and order objects and events based on length, capacity, mass and duration, using units without gaps or overlaps and smaller units for accuracy when necessary (AC9M2M01)
use a calendar to identify the date and determine the number of days in each month and the total number of days in a year (AC9M2M02)
recognise and tell time to the hour, half hour and quarter-hour (AC9M2M03)
identify and describe measures of turn (quarter, half, three-quarters and full turns) in everyday situations (AC9M2M04)

Space
recognise, compare and classify regular and irregular shapes and objects describing features and properties using spatial terms (including parallel sides) (AC9M2SP01)
locate positions and identify relative positions of key features of a familiar space represented in two-dimensions. Move positions following directions and pathways (AC9M2SP02)
recognise and explain the effect of one-step transformations (including translation, reflection and rotation) on shapes using dynamic geometric software where appropriate (AC9M2SP03)

Statistics
identify a question of interest involving one categorical variable. Gather data relevant to the question and use the variation in data to reason and respond to these questions (AC9M2ST01)
acquire categorical data sets through surveys, observation or experiment using digital tools to assist where appropriate. Sort into relevant categories and display data for summary using lists and tables (AC9M2ST02)
create different graphical representations of data sets using software to assist where appropriate. Compare the different representations, identify and describe common and distinctive features (AC9M2ST03}

Probability
identify practical activities and everyday events that involve chance. Describe outcomes in terms of their relative likelihood and recognise that while a chance event may occur, it may also not occur and there is no way of knowing which will be the case in advance (AC9M2P01)

Science Year 1

Achievement standard
By the end of Year 1 students describe where plants and animals live and how they meet their needs. They recognise patterns of change in their environment and describe how these affect their everyday life. They explain how to change the motion and shape of objects. They describe how scientists make predictions and they identify science in their daily life.
Students pose questions and make predictions to explore observations. They follow safe procedures to make and record observations. They sort and order data and information using provided templates and with guidance, represent patterns. They compare observations with predictions and identify further questions. They use provided scaffolds to communicate observations, findings and ideas.

Science understanding
Biological sciences
explore the basic needs of plants and animals, including air, water, food and shelter and how the place they live meets those needs (AC9S1U01)
Earth and space sciences
explore daily and seasonal changes in the environment and how these changes affect everyday life (AC9S1U02)
Physical sciences
explore pushes and pulls in terms of strength and direction and the effect of these forces on objects' motion and shape (AC9S1U03)

Science as a human endeavour*
Nature and development of science
explore how scientists use patterns to make predictions and apply their understanding creatively to develop new ideas or propose solutions (AC9S2H01)
Use and influence of science
explore how people use science in their daily lives (AC9S2H02)

Science inquiry**
Questioning and predicting
pose questions and make predictions to explore observed simple patterns or relationships (AC9S2I01)
Planning and conducting
suggest and follow safe procedures to investigate questions and test predictions (AC9S2I02)
make and record observations, including informal measurements, using digital technologies as appropriate (AC9S2I03)
Processing, modelling and analysing
sort and order data and information and represent patterns, including with provided tables and visual or physical models (AC9S2I04)

| *Evaluating* |
| compare observations with predictions and others' observations, consider if investigations are fair and identify further questions (AC9S2I05) |
| *Communicating* |
| communicate observations, findings and ideas through multimodal texts (AC9S2I06) |

* The s*cience as a human endeavour* strand is the same in Year 1 and Year 2.

** The *science inquiry* strand is the same in Year 1 and Year 2.

Science Year 2

Achievement standard
By the end of Year 2 students identify common characteristics of living things, including life cycles. They describe how sound energy can be observed and explain how to produce a variety of sounds. They describe ways materials can be physically changed without changing their composition. They explain why creativity is important in science and describe ways people use science in their daily lives.
Students pose questions and make predictions to explore observed patterns or relationships. They suggest steps to be followed in an investigation, and independently follow safe procedures safely to make and record observations. They sort and order data and information using provided scaffolds and represent patterns in data. They compare their observations with those of others, consider the fairness of the investigation with guidance and identify further questions. They communicate observations, findings and ideas through multimodal texts.

Science understanding
Biological sciences
explore the differences between living and non-living things and the life cycles of plants and animals (AC9S2U01)
Physical sciences
explore how vibrating objects make sounds, how sound energy causes objects to vibrate, and how to produce a variety of sounds (AC9S2U02)
Chemical sciences
explore how everyday materials can be physically changed without changing their material composition, including by bending, twisting, stretching and being broken into smaller pieces (AC9S2U03)

Science as a human endeavour*
Nature and development of science
explore how scientists use patterns to make predictions and apply their understanding creatively to develop new ideas or propose solutions (AC9S2H01)
Use and influence of science
explore how people use science in their daily lives (AC9S2H02)

Science inquiry**
Questioning and predicting
pose questions and make predictions to explore observed simple patterns or relationships (AC9S2I01)
Planning and conducting
suggest and follow safe procedures to investigate questions and test predictions (AC9S2I02)
make and record observations, including informal measurements, using digital technologies as appropriate (AC9S2I03)
Processing, modelling and analysing
sort and order data and information and represent patterns, including with provided tables and visual or physical models (AC9S2I04)

Evaluating
compare observations with predictions and others' observations, consider if investigations are fair and identify further questions (AC9S2I05)
Communicating
communicate observations, findings and ideas through multimodal texts (AC9S2I06)

* The *Science as a human endeavour* strand is the same in Year 1 and Year 2.

** The *Science inquiry* strand is the same in Year 1 and Year 2.

Humanities and Social Sciences (HASS) Year 1

Achievement standard
By the end of Year 1, students identify continuity and change in family structures, roles and significant aspects of daily life. They identify the features and uses of local places, how people describe them, the ways they change and how they can be cared for.
Students pose questions and interpret information and data from observations and from provided sources to recognise continuity and change, significance, the features of places, how places change and how they are described. They sequence events on unscaled timelines and represent the location of places and their features on labelled maps. Students share points of view on aspects of the past and how people can care for places. They present findings in texts, using language to describe the passing of time, direction and location.

Knowledge and understanding
History
Differences in family structures and roles today, and how these demonstrate continuity and change over time (AC9HS1K01)
Continuity and change between significant aspects of daily lives and life during their parents' and grandparents' childhoods, including education, work and play (AC9HS1K02)
Geography
The natural, managed and constructed features of places, their location, how they change and how they can be cared for (AC9HS1K03)
The weather and seasons of places and the ways in which different cultural groups, particularly groups within First Nations People of Australia and the First Nations People of the Torres Strait, describe them (AC9HS1K04)
Activities in the local place and reasons for their location (AC9HS1K05)

Skills***
Questioning and researching
pose questions about past and present objects, people, places and events that explore continuity and change, significance, place and space, and interconnection (AC9HS2S01)
collect information and data from observations and identify information and data from sources provided (AC9HS2S02)
sort and record information and data, including the representation of the location of places and their features in tables and on plans, models and labelled maps (AC9HS2S03)
sequence familiar objects and events, including on unscaled timelines, using appropriate terms indicating time and change (AC9HS2S04)
Interpreting, analysing and evaluating data and information
interpret information and data from observations and sources provided, including the comparison of objects from the past and present, to identify evidence related to the questions posed (AC9HS2S05)
explore points of view related to objects, people, places and events (AC9HS2S06)

Concluding and decision-making
draw conclusions based on the evidence developed to answer the questions posed (AC9HS2S07)
propose how to care for places and sites that are important and/or significant to people (AC9HS2S08)
Communicating
present narratives, information and findings in oral, graphic and written forms using terms to denote the passing of time and to describe direction and location (AC9HS2S09)

*** The *Skills* strand is the same in Year 1 and Year 2.

Humanities and Social Sciences (HASS) Year 2

Achievement standard
By the end of Year 2, students describe significance and continuity and change related to the history of a person, place and/or building, why people should be remembered and/or places/buildings preserved. They recognise that the world is divided into geographic divisions and that places can be represented at different scales. They describe the causes of change in technology and how this and other factors effect peoples' interconnection with people and places.
Students pose questions and locate information and data from observations and from sources provided to identify continuity and change and significance related to local history, as well as the features of, and interconnections with, places. They compare objects from the past and present, sequence familiar objects and events on unscaled timelines and sort and record data in tables, plans and on labelled maps. They identify a point of view, draw conclusions and suggest ways to care for places or buildings. Students communicate findings in a range of texts, using appropriate terms to describe the passing of time, direction and location.

Knowledge and understanding

History
The history of a local person, place and/or building that has historical, cultural or spiritual significance and its importance today (AC9HS2K01)
How changing technology affected people's lives at home and in the ways they travelled and communicated in the past (AC9HS2K02)

Geography
The way the world is represented spatially in geographic divisions and the location of Australia in relation to these divisions (AC9HS2K03)
The idea that places are parts of Earth's surface that have been named by people, and how places can be defined at a variety of scales (AC9HS2K04)
The interconnection of First Nations People of Australia to a local Country/Place (AC9HS2K05)
The influence of purpose, distance and accessibility on the frequency with which people visit places (AC9HS2K06)

Skills***

Questioning and researching
pose questions about past and present objects, people, places and events that explore continuity and change, significance, place and space, and interconnection (AC9HS2S01)
collect information and data from observations and identify information and data from sources provided (AC9HS2S02)
sort and record information and data, including the representation of the location of places and their features in tables and on plans, models and labelled maps (AC9HS2S03)
sequence familiar objects and events, including on unscaled timelines, using appropriate terms indicating time and change (AC9HS2S04)

Interpreting, analysing and evaluating data and information
interpret information and data from observations and sources provided, including the comparison of objects from the past and present, to identify evidence related to the questions posed (AC9HS2S05)
explore points of view related to objects, people, places and events (AC9HS2S06)
Concluding and decision-making
draw conclusions based on the evidence developed to answer the questions posed (AC9HS2S07)
propose how to care for places and sites that are important and/or significant to people (AC9HS2S08)
Communicating
present narratives, information and findings in oral, graphic and written forms using terms to denote the passing of time and to describe direction and location (AC9HS2S09)

**The *Skills* strand is the same in Year 1 and Year 2.

Technologies – Design and Technologies Years 1–2

Achievement standard – Design and Technologies
By the end of Year 2 students identify the purpose of familiar products, services and environments. For each of the two prescribed technologies contexts they explore the features and uses of technologies and create designed solutions. Students evaluate their ideas based on their personal preferences. They communicate design ideas using models and simple drawings and follow sequenced steps to safely produce designed solutions.

Achievement standard – Technologies area
By the end of Year 2 students describe the purpose of familiar products, services and environments and use basic computational thinking to create simple digital solutions to known problems or opportunities. For each of the two prescribed technologies contexts they identify the features and uses of technologies and create designed solutions. They evaluate their ideas, based on their personal preferences. Students communicate design ideas using models and simple drawings, describe and represent algorithms that involve repetition and decisions, and follow sequenced steps to safely produce designed solutions. They identify examples of personal data that may be stored online.

Knowledge and understanding
Technologies and society
identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs (AC9TDE2K01)
Technologies contexts
By the end of Year 2 students will have had the opportunity to create designed solutions at least once in each of the two combined technologies contexts.
Technologies contexts – Engineering principles and systems; Materials and technologies specialisations
explore how technologies including materials affect movement in products (AC9TDE2K02)
Technologies contexts – Food and fibre production; Food specialisations
explore how plants and animals are grown for food, clothing and shelter (AC9TDE2K03)
explore how food can be selected and prepared for healthy eating (AC9TDE2K04)

Processes and production skills
Generating and designing
generate, develop and record design ideas through describing, drawing or modelling (AC9TDE2P01)
Producing and implementing
use materials, components, tools, equipment and techniques to safely make designed solutions (AC9TDE2P02
Evaluating
evaluate the success of design ideas and solutions based on personal preferences and including care for the natural environment (AC9TDE2P03)
Collaborating and managing
sequence steps for making designed solutions (AC9TDE2P04)

Technologies – Digital Technologies Years 1–2

Achievement standard – Digital Technologies
By the end of Year 2 students use basic computational thinking to create simple solutions to known problems or opportunities. They identify digital systems and their components, exploring their purpose. Students represent data using symbols, numbers and words. They identify examples of personal data that may be stored online. Students describe and represent algorithms that involve repetition and decisions.

Achievement standard – Technologies
By the end of Year 2 students describe the purpose of familiar products, services and environments and use basic computational thinking to create simple digital solutions to known problems or opportunities. For each of the two prescribed technologies contexts they identify the features and uses of technologies and create designed solutions. They evaluate their ideas, based on their personal preferences. Students communicate design ideas using models and simple drawings, describe and represent algorithms that involve repetition and decisions, and follow sequenced steps to safely produce designed solutions. They identify examples of personal data that may be stored online.

Knowledge and understanding
Digital systems
identify and explore digital systems and their components for a purpose (AC9TDI2K01)
Data representation
represent data as pictures, symbols, numbers and words (AC9TDI2K02)

Processes and production skills
Investigating and defining
investigate simple problems for known users that can be solved with digital systems (AC9TDI2P01)
Generating and designing
follow and describe algorithms involving a sequence of steps, branching (decisions) and iteration (repetition) (AC9TDI2P02)
Producing and implementing
See (AC9TDI2P02).
Evaluating
discuss how existing digital systems satisfy known user needs (AC9TDI2P03)
Collaborating and managing
create and locate content and communicate with others using common tools and their basic functionality (AC9TDI2P04)
share information with known people following agreed behaviours, supervised by trusted adults (AC9TDI2P05)
Considering privacy and security
access their school account with a recorded username and password to access their own information (AC9TDI2P06)
discuss that some websites and apps store their personal data online (AC9TDI2P07)

Health and Physical Education (HPE) Years 1–2

Achievement standard
By the end of Year 2, students explain how personal qualities contribute to identities. They describe how their emotional responses can affect their own and others' feelings. They identify and describe factors that help develop respectful relationships. They explain how to keep themselves healthy, safe and physically active. They apply a range of fundamental movement skills in a variety of movement situations and explain how they move safely and effectively. They describe factors that make physical activity enjoyable.

Personal, social and community health
Identities and change
describe their personal qualities and those of others and how they can contribute to developing identities (AC9HP2P01)
Interacting with others
explore and identify ways to develop respectful relationships (AC9HP2P02)
identify and practise emotional responses that account for own and others' feelings (AC9HP2P03)
Making healthy, safe and active choices.
describe and demonstrate protective behaviours and help-seeking strategies they can use to help them stay safe (AC9HP2P04)
identify health messages to describe and apply actions that help keep them healthy, safe and active (AC9HP2P05)

Movement and physical activity
Moving our body
practise fundamental movement skills and apply them in a variety of movement situations (AC9HP2M01)
Understanding movement
investigate different ways of moving their body, and manipulating objects and space, and draw conclusions about their effectiveness (AC9HP2M02)
Learning through movement
participate in a range of physical activities, including in natural and outdoor settings, to identify factors and settings that make involvement enjoyable (AC9HP2M03)
use strategies to work collaboratively when participating in physical activities (AC9HP2M04)

The Arts – Dance Years 1–2

Achievement standard – Dance
By the end of Year 2, students identify where they encounter dance and describe where, how or why people dance.
Students demonstrate fundamental movement skills and safe dance practice. They use the elements of dance to structure dance sequences that express ideas and feelings, and share their work in informal settings.
Achievement standard – learning area
By the end of Year 2, students share ideas about arts works they have experienced or created. They talk about where and why people make arts works.
Students create their own arts works in different forms to communicate their ideas. They share their arts works with audiences in informal contexts.
Exploring and connecting
explore and identify where, why and how people experience dance (AC9ADA2E01)
identify how First Nations Australians use cultural expressions to communicate connection to and responsibility for Country/Place (AC9ADA2E02)
Developing skills, practice and ideas
trial options and practise ways to move safely and expressively using fundamental movements (AC9ADA2P01)
Creating
imagine, improvise and organise ideas to structure dance sequences (AC9ADA2C01)
Sharing and communicating
share dance sequences that communicate ideas in informal settings (AC9ADA2S01)

The Arts – Drama Years 1–2

Achievement standard – Drama
By the end of Year 2 students describe ideas about drama they experience and make. They identify and describe where and why people make and experience drama.
Students pretend and imagine as they create roles and situations. They present their drama through improvisations and dramatic play.

Achievement standard – learning area
By the end of Year 2, students share ideas about arts works they have experienced or created. They talk about where and why people make arts works.
Students create their own arts works in different forms to communicate their ideas. They share their arts works with audiences in informal contexts.

Exploring and connecting
explore and identify where, why and how people experience drama (AC9ADR2E01)
identify how First Nations Australians use cultural expressions to communicate connection to and responsibility for Country/Place (AC9ADR2E02)

Developing skills, practice and ideas
use the elements of drama and imagination in dramatic play (AC9ADR2P01)

Creating
create and co-create fictional situations based on imagination or experience (AC9ADR2C01)

Sharing and communicating
share informal improvised drama with peers and educators (AC9ADR2S01)

The Arts – Media Arts Years 1–2

Achievement standard – Media Arts
By the end of Year 2, students share ideas about media arts and identify where and why media arts are made and consumed.
Students use media languages and technologies to make media arts works. They share their work with audiences using responsible media practice.
Achievement standard – learning area
By the end of Year 2, students share ideas about arts works they have experienced or created. They talk about where and why people make arts works.
Students create their own arts works in different forms to communicate their ideas. They share their arts works with audiences in informal contexts.
Exploring and connecting
identify and describe the media arts that are experienced in daily life (AC9AMA2E01)
identify ways First Nations Australians use cultural expressions to communicate connection to and responsibility for Country/Place (AC9AMA2E02)
Developing skills, practice and ideas
experiment with ways to use media arts technologies to create, capture and combine images, sounds or text (AC9AMA2P01)
Creating
use media technologies to combine images, sounds and text to create media arts works for an audience (AC9AMA2C01)
Sharing and communicating
share media arts works with audiences (AC9AMA2S01)

The Arts – Music Years 1–2

Achievement standard – Music
By the end of Year 2 students share ideas about music they have experienced or performed. They describe where and why people make music.
Students experiment with ways of manipulating sounds. They compose music that communicates ideas, meanings and feelings. They sing and play music they have learnt and composed.

Achievement standard – learning area
By the end of Year 2, students share ideas about arts works they have experienced or created. They talk about where and why people make arts works.
Students create their own arts works in different forms to communicate their ideas. They share their arts works with audiences in informal contexts.

Exploring and connecting
identify and describe where, how and why people make music part of their lives (AC9AMU2E01)
identify how First Nations Australians use cultural expressions to communicate connection to and responsibility for Country/Place (AC9AMU2E02)

Developing skills, practice and ideas
trial options for using voices and instruments for specific purposes and develop listening skills (AC9AMU2P01)

Creating
experiment with ways to interpret the elements of music and create music that communicates ideas (AC9AMU2C01)

Sharing and communicating
sing and play music for audiences in informal settings (AC9AMU2S01)

The Arts – Visual Arts Years 1 – 2

Achievement standard – Visual Arts
By the end of Year 2, students describe where and why people make artworks and identify how ideas and meanings can be communicated in artworks.
Students experiment with visual arts materials and processes. They create artworks that communicate ideas and share their work with audiences in informal contexts.
Achievement standard – learning area
By the end of Year 2, students share ideas about arts works they have experienced or created. They talk about where and why people make arts works.
Students create their own arts works in different forms to communicate their ideas. They share their arts works with audiences in informal contexts.
Exploring and connecting
explore and discuss why, where and how people make visual arts works (AC9AVA2E01)
identify ways First Nations Australians use cultural expressions to communicate connection to and responsibility for Country/Place (AC9AVA2E02)
Developing skills, practice and ideas
experiment and play with a range of visual arts processes, visual conventions, materials and techniques (AC9AVA2P01)
Creating
use visual arts processes, visual conventions, materials and techniques to create visual arts works to build and communicate ideas and/or reference experiences (AC9AVA2C01)
Sharing and communicating
share and display visual arts works to engage an audience of peers and educators (AC9AVA2S01)

Languages – Chinese Years 1–2

Achievement standard
By the end of Year 2, students use modelled Chinese to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions. They reproduce the sounds of basic Chinese with attention to intonation and pronunciation. They recognise the tonal nature of Chinese and know that characters are formed by strokes. They differentiate between the Pinyin and characters associated with familiar objects in their immediate environment. They recognise the use of tone marks in Pinyin. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words, learnt characters and modelled language to create text.
Students understand that Chinese has rules for non-verbal communication, conventions for use, pronunciation and writing and identify its distinctive systems of writing and speaking. They give examples of similarities and differences between some features of Chinese and English. Students understand that the language is connected with culture and identity and notice how this is reflected in their own language, culture and identity.

Communicating meaning in the language
Interacting in the language
recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions (AC9LC2C01)
participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues (AC9LC2C02)
Mediating meaning in and between languages
locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases. (AC9LC2C03)
notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines (AC9LC2C04)
Creating text in the language
use learnt words, Pinyin and characters, familiar phrases and modelled language to create spoken, written and multimodal texts (AC9LC2C05)

Understanding language and culture
Understanding systems of language
recognise Pinyin represents the sounds of Chinese and imitate tones, pronunciation, rhythms and gestures (AC9LC2U01)
recognise that Chinese characters are used to construct meaning in texts (AC9LC2U02)
notice that Chinese has features that may be similar to or different from English (AC9LC2U03)
Understanding the interrelationship of language and culture
notice that people use language in ways that reflect cultural practices and behaviours (AC9LC2U04)

Languages – French Years 1–2

Achievement standard
By the end of Year 2, students use French to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions. They know and use basic French sound patterns, intonation, rhythm and simple formulaic expressions. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create text.
Students understand that French has rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of French and English. They understand that language is connected with culture and identity, and notice how this is reflected in their own language, culture and identity.

Communicating meaning in the language
Interacting in the language
recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions (AC9LF2C01)
participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues (AC9LF2C02)
Mediating meaning in and between languages
locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases. (AC9LF2C03)
notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines (AC9LF2C04)
Creating text in the language
use words, familiar phrases and modelled language to create spoken, written and multimodal texts (AC9LF2C05)

Understanding language and culture
Understanding systems of language
recognise and imitate the sounds and rhythms of French (AC9LF2U01)
recognise that the Roman alphabet is used to construct meaning in texts in French (AC9LF2U02)
notice that French has features that may be similar to or different from English (AC9LF2U03)
Understanding the interrelationship of language and culture
notice that people use language in ways that reflect cultural practices and behaviours (AC9LF2U04)

Languages – Italian Years 1–2

Achievement standard
By the end of Year 2, students use Italian to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions. They know and use basic Italian sound patterns, intonation, rhythm and simple formulaic expressions. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create text.
Students understand that Italian has rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Italian and English. They understand that language is connected with culture, and notice how this is reflected in their own language, culture and identity.

Communicating meaning in the language
Interacting in the language
recognise and respond to modelled classroom-related greetings, instructions and routines, and personal introductions (AC9LIT2C01)
participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues (AC9LIT2C02)
Mediating meaning in and between languages
locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases (AC9LIT2C03)
notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines (AC9LIT2C04)
Creating text in the language
use words, familiar phrases and modelled language to create spoken, written and multimodal texts (AC9LIT2C05)

Understanding language and culture
Understanding systems of language
recognise and imitate the sounds and rhythms of Italian (AC9LIT2U01)
recognise that the Roman alphabet is used to construct meaning in texts in Italian (AC9LIT2U02)
notice that Italian has features that may be similar to or different from English (AC9LIT2U03)
Understanding the interrelationship of language and culture
notice that people use language in ways that reflect cultural practices and behaviours (AC9LIT2U04)

Languages – Japanese Years 1–2

Achievement standard
By the end of Year 2, students use Japanese formulaic expressions and appropriate gestures to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions. They mimic Japanese pronunciation, intonation and rhythm, and understand that hiragana represents the basic units of Japanese sound. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They recognise and copy single kanji, hiragana symbols and some familiar hiragana words and use modelled language to create text. Students identify the three different scripts in Japanese, hiragana, kanji and katakana. They understand that Japanese has rules for nonverbal communication, pronunciation and writing. They identify patterns in Japanese words and phrases and give examples of similarities and differences between some features of Japanese and English. They understand that language is connected with culture and notice how this is reflected in their own language, culture and identity.
Communicating meaning in the language
Interacting in the language
recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions (AC9LJ2C01)
participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues (AC9LJ2C02)
Mediating meaning in and between languages
locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases (AC9LJ2C03)
notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines (AC9LJ2C04)
Creating text in the language
with support, copy hiragana script, familiar phrases and use modelled language to create spoken, written and multimodal texts (AC9LJ2C05)
Understanding language and culture
Understanding systems of language
recognise and imitate the sounds and rhythms of Japanese and learn how sounds are produced and represented in different scripts (AC9LJ2U01)
recognise that three different scripts are used to construct meaning in Japanese texts and copy some hiragana and high frequency kanji (AC9LJ2U02)
notice that Japanese has features that may be similar to or different from English (AC9LJ2U03)
Understanding the interrelationship of language and culture
notice that people use language in ways that reflect cultural practices and behaviours (AC9LJ2U04)