

Pre Primary Achievement Standards



Religion	<p>At Standard, students explore the similarities and differences created by God in people, their families and their friends. Students identify from Bible stories that Jesus belonged to a community and related closely with his family and friends within that community. They retell Bible stories about Jesus and how he used words and actions to teach people how to relate in loving and forgiving ways with God and one another.</p> <p>Students represent information about the Church as a religious community, guided by the Holy Spirit to follow the life and teachings of Jesus. They provide examples of how the Church community develops a relationship with God through prayer, the celebration of Mass and other liturgies such as Christmas and Easter.</p>
English	<p>Reading and Viewing Children listen to, read, view and comprehend a range of texts. They actively construct meaning by making personal connections to characters, events and settings. They make predictions, respond to and pose questions when discussing texts and identify some differences between imaginative and informative texts. They engage with texts for personal reasons, including for enjoyment and to demonstrate reading behaviours. They identify some language features of familiar texts, such as typical beginnings, endings or characters. They name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs) and manipulate sounds in single-syllable words. They associate most common sounds with letters to read words, including consonant–vowel–consonant words and some high-frequency words to make meaning.</p> <p>Writing and Creating Children retell stories, report information and state their thoughts, feelings and key ideas about real or imagined events. Children create short written and multimodal texts using words and images where appropriate and understand that their texts can reflect their own experiences. They begin to transfer and use words and phrases that have been taught or explored in texts. Their writing shows evidence of beginning writing behaviours, such as directionality. They experiment with capital letters and full stops. They use letter and sound knowledge to spell most consonant–vowel–consonant words.</p> <p>Speaking and Listening Children actively listen to texts, interact with others and create short spoken texts, including retelling stories. They share thoughts and opinions, likes and dislikes, and retell events or key ideas with peers and adults. They listen for and use language features, including vocabulary and phrases from learning experiences and texts. They listen for and identify rhymes, sound patterns and sounds (phonemes) in words. They orally blend and segment phonemes in single-syllable words. They transfer information learned across multiple contexts to demonstrate features of speaking and listening; for example, using topic-specific vocabulary during activities and play.</p>
Mathematics	<p>Number and Algebra At Standard, students count to and from 20 and order small collections. They make connections between number names, numerals and quantities up to 10.</p> <p>Measurement and Geometry Students compare objects using mass, length and capacity. They explain the order and duration of events. Students connect events and the days of the week. They group objects based on common characteristics and sort shapes and objects. Students use appropriate language to describe location.</p> <p>Statistics and Probability Students answer simple questions to collect information and make simple inferences.</p>

Science	<p>Science Understanding At Standard, students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things.</p> <p>Science as a Human Endeavour Students share and reflect on observations.</p> <p>Science Inquiry Skills Students ask and respond to questions about familiar objects and events.</p>
Humanities and Social Sciences	<p>At Standard, students pose and respond to questions, and recognise that there are a variety of sources from which information can be collected. They use simple categories to organise information and sequence familiar events. Students explore points of view, represent information in different ways and begin to draw simple conclusions. They share observations and ideas when participating in the decision-making process. Students develop simple oral texts, and reflect on what they have learnt using language, gesture and other non-verbal modes.</p> <p>Students recognise that countries, such as Australia, and familiar places are represented on a globe or a map. They describe the features of places that are familiar to them. Students identify the interconnections that people have with familiar places and recognise why some places are special and need to be looked after. They identify similarities between families and suggest ways that families communicate and commemorate significant stories and events from the past.</p>
The Arts-Music	<p>At Standard, students improvise and share simple music ideas through singing, playing, moving and drawing, with some inconsistencies. They recognise beat, copy some modelled rhythms and identify some changes in tempo. Students recognise high, low and direction of pitch and, with some accuracy, sing simple pitch patterns across a narrow range of notes. They recognise loud and soft and repeated musical patterns. Students identify familiar classroom instruments.</p> <p>Students listen and respond to familiar music with mostly appropriate movements, drawings or descriptions. They associate music with familiar places and occasions.</p>
The Arts-Visual Arts	<p>At Standard, students apply their ideas, skills and techniques to making artwork. They express simple ideas, using some visual art elements, and explore materials to express developing ideas about a given theme. Students consider shape, line, colour and texture when producing artwork. They create artwork exploring some tactile techniques.</p> <p>Students identify some appropriate places in their personal environment for artwork to be displayed. They respond to artwork by giving personal opinions.</p>
Design and Technologies	<p>At Standard, students identify people that produce familiar objects within the community and some simple stages of the production process. In Engineering principles and systems, students move objects in a range of ways and observe their reactions. In Food and fibre production, students connect plant and animal products to their use as food, clothing and/or shelter. In Materials and technologies specialisations, students explore and select materials to use for construction, considering the materials' characteristics.</p> <p>With all Design and Technology contexts, students explore needs for designing simple solutions. They generate and record design ideas through describing, drawing, modelling and/or a sequence of written or spoken steps. Students safely use given components and equipment, to make simple solutions and evaluate their success using personal preferences.</p>

Digital Technologies	<p>At Standard, students label digital systems (hardware and software) and where they are used. They represent data using pictures, symbols and patterns. Students follow safety strategies while they collect and use information from an online source.</p> <p>In Digital Technologies, students explore needs for designing simple solutions. They generate and record design ideas through describing, drawing, modelling and/or a sequence of written or spoken steps. Students safely use given components and equipment, to make simple solutions and evaluate their success using personal preferences.</p>
Health Education	<p>Children identify unsafe situations and ways they can be healthy and safe, such as identifying trusted people in their community. They demonstrate personal and social skills to interact respectfully with others. Children identify protective behaviours and help-seeking strategies to keep themselves safe. They identify simple actions that promote health, safety and wellbeing in familiar contexts. Children identify different emotions that people experience in response to certain situations and use appropriate language and actions to communicate their own feelings.</p>
Physical Education	<p>Children perform fundamental movement skills, including body management, locomotor and object control skills. They identify ways that being active can make them healthy and well. Children cooperate with other members of the group in structured movement activities and follow simple rules.</p>
Auslan (Languages)	<p>By the end of Year 2, students interact with teachers and each other to talk about themselves, their families, friends and immediate environment. They follow instructions to complete action-based activities such as signing games or transactional activities, using repeated constructions, gestures and affective non-manual features (NMFs). They interact in familiar classroom routines by responding to requests, such as DS:line-up PLEASE, LOOK-AT_{me} PRO1. Students ask and respond to simple questions and distinguish between statements and questions. They express likes, dislikes and feelings using lexical signs and affective NMFs. They recognise and produce fingerspelled names for roll call and games and produce modelled signs, phrases and sentence patterns in familiar contexts. They use culturally appropriate protocols, such as maintaining eye contact and responding to and gaining attention by waving or tapping a shoulder or table. They identify specific information in signed texts, such as the properties of colour, number, size or shape, and describe people and objects, for example, PRO3 5-YEARS-OLD, PRO1 HAVE 2 BROTHER, or THAT BALL BIG. Students demonstrate simple procedures using known signs, gestures, objects and list buoys. They recount and sequence shared events using familiar signs and visual prompts. They view short imaginative and expressive texts such as stories and nursery rhymes, demonstrating understanding through drawing, gesture, modelled signs or English. They use fixed handshapes in creative ways, for example to create amusing sequences of signs to enact movements, and portray characteristics through the use of constructed action. They identify similarities and differences in ways they interact when communicating in English and in Auslan.</p> <p>Students know that Auslan is a language in its own right, different from mime and gestures used in spoken languages. They know that eye contact is necessary for effective communication and that meaning is communicated visually through the use of whole signs, gestures or fingerspelling. They identify and categorise signs according to handshape and they recognise major types of path movements. They know that some signs link to the appearance of a referent, for example PEN, HOUSE, and that some words, such as proper nouns, are borrowed from English by fingerspelling and mouthing. They know that locations of signs can be modified to change meaning, for example when pointing to people. They recognise the importance of facial expression, eye gaze and other NMFs in a visual-gestural language and culture and know that sign order is flexible in Auslan.</p>