

Year 1 Achievement Standards



Religion	At Standard, students explore the work of God who created all people to grow, learn and change in unique ways. They recall how all people created by God undergo physical, intellectual, social, emotional, and spiritual changes. Students retell Bible stories about Jesus and how he grew and learnt from his family and the wider community to which he belonged. Students identify the Church as a religious community that believes in Jesus and follows his life and teachings. They identify how people are guided by the Holy Spirit to become members of the Church community and actively participate. Students provide examples of how the Church community relate with God through prayer, the celebration of the Mass and other liturgies. They identify how the Church community honours the Bible as the Word of God and uses the Bible at Mass to discover God's love.
English	Speaking and Listening Children recognise how they interact with others for different purposes. They listen to and create short spoken texts to communicate what they know, understand or have experienced. They share ideas, retell or adapt stories, recount or report on events or experiences, and express opinions using some information gained from learnt topics, topics of interest or texts. They sequence ideas and use language features, including topic-specific vocabulary and words that represent parts of speech, such as nouns, verbs, adjectives and adverbs. Reading and Viewing Children actively listen to, read, view and comprehend a range of texts. They monitor meaning and make connections between characters, settings and events, and to personal experiences. They recall key ideas and recognise literal and implied meaning in texts. They recognise the text structures of narrative and informative texts, and the associated language and visual features. They blend short vowels, common long vowels, consonants and digraphs to read one- and two-syllable words. They use knowledge of common letter patterns to read an increasing number of high-frequency words. They use sentence boundary punctuation to read with developing phrasing and fluency. Writing and Creating Children create short oral, written and/or multimodal texts to show understanding of the connection between writing, speech and images, including retells or adaptations of stories with events and characters. They report information and express opinions about personal experiences. They create a range of texts that may include informative, imaginative or persuasive texts and include information from learnt topics, topics of interest or texts. They write simple sentences with sentence boundary punctuation and capital letters for proper nouns, using topic-specific vocabulary. They spell most one- and two-syllable words with common letter patterns, and accurately apply an increasing number of taught high-frequency words to their created text.
Mathematics	Number and Algebra At Standard, students count to and from 100 and locate numbers on a number line. They partition numbers using place value. Students carry out simple additions and subtractions using counting strategies. They identify representations of one half. Students recognise Australian coins according to their value. They continue simple patterns involving numbers and objects. Students describe number sequences resulting from skip counting by 2s, 5s and 10s. Measurement and Geometry Students order objects based on lengths and capacities using informal units. They tell time to the half hour and explain time durations. Students describe two-dimensional shapes and three-dimensional objects. They use the language of direction to move from place to place.

	Statistics and Probability Students classify outcomes of simple familiar events. They collect data by asking questions, draw simple data displays and make simple inferences. Students describe data displays.
Science	Science Understanding At Standard, students describe objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects. They describe the external features of living things and how different places meet the needs of living things. Students describe changes in their local environment. Science as a Human Endeavour Students share how people use science in their daily lives, including when caring for the environment and living things. Science Inquiry Skills Students respond to questions, make predictions, and participate in guided investigations of everyday phenomena. They follow instructions to record and sort their observations and share them with others.
Humanities and Social Sciences	At Standard, students pose questions, locate, sort and record collected information and/or data from provided sources. They identify and process relevant information and/or data by categorising, sequencing events and exploring points of view. Students use different formats to represent their information, and draw simple conclusions. They participate in decision-making processes by contributing to group discussions. Students share their findings in a range of ways, and develop simple texts, using some relevant terms. They reflect on what they have learnt using oral and/or written forms. Students describe how spaces are used in their local community. They categorise the natural, managed and constructed features of places. Students describe how the features of places can be cared for and changed over time. They describe the weather and seasons for selected places, and locate the equator and the northern and southern hemispheres. Students describe how families have changed or remained the same over time. They describe how daily lives change over generations, and consider the personal significance of events in the present, past and future.
The Arts-Music	At Standard, students recognise beat and identify, copy and improvise short four beat rhythm patterns, and pitch patterns, across a familiar note range, with some inconsistencies. They recognise and use actions to represent wide pitch differences and pitch direction, and sing in tune using a narrow range of notes. Students use stick or graphic notation, occasionally making an error. They recognise obvious dynamics and some changes in dynamics. Students sing, move and play classroom instruments to known audiences. Students listen and respond to music, usually identifying familiar instruments or sound sources. Students associate instruments with particular music ideas and usually recognise that music relates to a particular place or occasion. They express a personal response to music, using everyday language.
The Arts-Visual Arts	At Standard, students apply their ideas, skills and techniques to making artwork. They share simple ideas with a specific audience, using some visual art elements, materials, techniques and technologies. When producing artwork, students use shape, line, colour and texture, and explore the use of space. They create artwork, exploring and experimenting with simple techniques. Students identify some appropriate places in their personal environment to display different types of artwork. They respond to artwork by expressing their own feelings or ideas.

Design and Technologies	At Standard, students identify people that produce familiar products and services and recall some simple stages of the production process. In Engineering principles and systems, students use technology to move objects and observe the reactions. In Food and fibre production, students identify plants and animals used for production and their basic needs. In Materials and technologies specialisations, students observe, explore and select materials to use for construction based on materials' characteristics and behaviours. With all Design and Technology contexts, students explore opportunities when designing products or solutions. They develop and communicate design ideas through describing, drawing, modelling and/or a sequence of written or spoken steps. Students use given components and equipment and work safely to make solutions. They develop personal preferences to evaluate the success of design processes. Students work independently, or with others, to safely create and share sequenced steps for solutions.
Digital Technologies	At Standard, students identify specific features of digital systems (hardware and software) and where they are used in everyday life. They represent data using pictures, symbols and diagrams. Students follow strategies to stay safe online while they select and use a variety of digital tools to present information in an online environment. In Digital Technologies, students explore opportunities when designing products or solutions. They develop and communicate design ideas through describing, drawing, modelling and/or a sequence of written or spoken steps. Students use given components and equipment and work safely to make solutions. They develop personal preferences to evaluate the success of design processes. Students work independently, or with others, to safely create and share sequenced steps for solutions.
Health Education	Children identify what constitutes an emergency or unsafe situation and apply a range of appropriate strategies to access help, in order to keep healthy and safe. While interacting with others, they provide a suitable response to encourage positive behaviour which could include using culturally appropriate manners, positive language or praise. Children explain the benefits of healthy eating and physical activity on health and wellbeing and identify actions that keep people safe and healthy.
Physical Education	Children perform fundamental movement skills, including body management, locomotor and object control skills. They apply these skills when they participate in simple games or physical activities. Children provide a simple description of the body's reactions when they are physically active. They follow rules, participate cooperatively and demonstrate fair play in simple games and physical activities.

Auslan (Languages)	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. 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.
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