

ENGLISH

Achievement Standard

Receptive modes (listening, reading and viewing)

By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.

They read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters and decoding and self-monitoring strategies. They recognise the letters of the English alphabet, in upper and lower case and know and use the most common sounds represented by most letters. They read high-frequency words and blend sounds orally to read consonant-vowel-consonant words. They use appropriate interaction skills to listen and respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.

Productive modes (speaking, writing and creating)

Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.

In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, and orally blend and segment sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.

Semester One Assessments

Students will retell a familiar story by recalling one or two events in order. They will identify upper- and lower-case letters and their most common sound. Students will identify, use and understand concepts of print (front cover, back cover; beginning, middle, end of a story, top to bottom, left to right, letter, word, sentence). They will use beginning writing behaviours and experiment with writing simple sentences.

SCIENCE

Achievement Standard

By the end of the Foundation year, students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things.

Students share and reflect on observations, and ask and respond to questions about familiar objects and events.

Semester One Assessment

Students will describe what living things need and how changes in the environment affect them.

OVERVIEW

Foundation Year (Prep) - Semester One

Together we build the future

MATHEMATICS

Achievement Standard

By the end of the Foundation year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location.

Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information and make simple inferences.

Semester One Assessments

Students will match number names, numerals and quantities up to 10. They will name, identify and sort familiar two-dimensional shapes. Students will compare objects to decide which is longer, heavier or holds more.

HASS

Achievement Standard

By the end of Foundation Year, students identify important events in their own lives and recognise why some places are special to people. They identify how they, their families and friends know about their past and commemorate events that are important to them. Students respond to questions about their own past and places they belong to. They sequence familiar events in order. Students relate stories about their past and share and compare observations about familiar places.

Semester One Assessment

Students will sequence familiar personal events in time order. They will identify important events that are remembered and celebrated, as well as objects and the important events they represent.

DESIGN & TECHNOLOGIES

Achievement Standard

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

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

Semester One Assessments

This will not be assessed in Semester One.

VISUAL ARTS

Achievement Standard

By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented. Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.

Semester One Assessment

Students will create various artworks using a range of materials and techniques.

SPECIALIST LESSONS

Health, PE, Music and Digital Technologies are taught and assessed by specialist teachers. Students will also explore the use of digital technologies in the classroom across the key learning areas.