

2013

FISK STREET PRIMARY

CURRICULUM DOCUMENT

Early Years Reporting Overview



MATHEMATICS Reception – Year 2

The early years (5–8 years of age) lay the foundation for learning mathematics. Students at this level:

- learn the language of mathematics,
- access mathematical ideas
- develop a sense of number
- develop a sense of order,
- develop a sense of sequence
- develop a sense of pattern
- understand quantities
- understand representations
- learn about attributes of objects
- learn about attributes of collections
- learn about attributes of position
- learn about attributes of movement
- learn about attributes of direction
- develop an awareness of the collection, presentation and variation of data
- develop the capacity to make predictions about chance events
- develop a foundation for algebraic, statistical and multiplicative thinking,
- pose basic mathematical questions about their world
- identify simple strategies to investigate solutions,
- strengthen reasoning to solve personally meaningful problems

By the end of Junior Primary, students must satisfactorily achieve the following outcomes at the following stages:

RECEPTION	YEAR ONE	YEAR TWO
<ul style="list-style-type: none"> • make the connections between number names, numerals and quantities up to 10 • compare and sort shapes and objects • make connections between events and the days of the week 	<ul style="list-style-type: none"> • recognise and communicate number sequences • solve simple addition and subtraction problems, • familiar with Australian coins • describe a representation of a half • collect data from questions to draw and describe simple data displays. • compare lengths • describe two-dimensional shapes and three-dimensional objects • communicate time duration • follow simple directions. 	<ul style="list-style-type: none"> • recognise and communicate number sequences involving twos threes and fives • familiar with collections up to 1000 • recognise the connection between addition and subtraction • describe patterns with numbers • represent problems involving addition and subtraction by number sentences • understand the value of collections of Australian coins • collect information and create data displays and interpret the information • describe outcomes for everyday events • compare and order different shapes and objects using informal units • use calendars to identify dates and seasons • draw two-dimensional shapes • describe one-step transformations.

ENGLISH Reception – Year 2

Foundation – Year 2

Students bring with them to school a wide range of experiences with language and texts. These experiences are included in the curriculum as valid ways of communicating and as rich resources for further learning about language, literature and literacy. From Foundation to Year 2, students:

- engage with purposeful listening, reading, viewing, speaking and writing activities for different purposes and contexts
- develops skills and disposition to expand their knowledge of language as well as strategies to assist that growth
- engage in pleasurable and varied experiences of literature
- begin participating in a repertoire of activities involving listening, viewing, reading, speaking and writing.

By the end of Junior Primary, students must satisfactorily achieve the following outcomes at the following stages:

RECEPTION	YEAR ONE	YEAR TWO
<ul style="list-style-type: none"> • listen to, read and view a range of spoken, written and multimodal texts from familiar contexts • interpret and provide relevant explanations of characters and main events in imaginative texts, and key ideas and visual features in short informative texts, • make connections to personal experience • demonstrate understanding by retelling orally one or two ideas and events from short texts listened to or viewed • accurately identify the letters of the English alphabet • know the sounds represented by most letters • read short, predictable texts aloud with some fluency and accuracy, drawing support from their developing sound and letter knowledge • effectively use predicting and questioning strategies to make meaning from texts • write one or more simple sentences to retell events and experiences for a known audience • writing is connected appropriately to illustrations and images produced as part of the text • link two or more ideas or events in written and spoken texts • use and understand familiar vocabulary, predictable text structures and common visual patterns • produce short texts showing understanding of concepts about print including letters, words and sentences • use left to right directionality, return sweep and spaces between words • handwrite most lower case and some upper case letters • use some capital letters and full stops • writing shows some evidence of the use of sound–letter knowledge • communicate clearly and purposefully • engage in pair, group and class discussions • participate actively in group tasks 	<ul style="list-style-type: none"> • listen to, read and view a range of spoken, written and multimodal texts, • recognising the different purposes of these texts • use knowledge of text structure, letters, words, sentences and directionality to read different kinds of short texts • retell the main ideas in texts in logical sequence • understand literal and some inferred meanings in imaginative and informative texts • accurately recall some key ideas • display sustained interest in longer texts listened to and viewed • know the sounds represented by all letters, and the purpose of capital letters and full stops. • read short, predictable imaginative and informative texts aloud with some fluency and intonation • use sentence boundary punctuation appropriately to support meaning • create short imaginative, informative and persuasive spoken and written texts for a limited range of purposes • include several related ideas on familiar topics • use visual features to support meaning • include beginnings and endings to indicate sequence • select vocabulary to enhance meaning • use relevant vocabulary related to the topic and content of texts to discuss ideas and to share responses • use capital letters and full stops appropriately • accurately spell many words with regular spelling patterns and a growing number of irregularly spelled words • use different interaction conventions including asking questions and making comments • adjusting communication to suit their audience and purpose • interact in pair, group and class discussions • make short presentations of a few connected sentences on familiar and learned topics 	<ul style="list-style-type: none"> • listen to, read and view a range of spoken, written and multimodal texts, • recall details and some main ideas and key facts • begin to compare the content and purposes of different texts on similar topics • locate literal information in written texts • refer to features of language and images to make inferences about characters’ actions and motivations • discuss possible meanings in narratives • predict likely future events • sustain interest in characters and events in imaginative text • seek books by favourite authors • give reasons for personal preferences • relate information, ideas and events in texts to their own lives and to other texts • locate information on a variety of topics in texts with some complex language, ideas, images and vocabulary • read, monitoring meaning and self-correcting using context, prior knowledge, grammar and phonic knowledge • create imaginative, informative and persuasive written, spoken and multimodal texts for different purposes and audiences • draw on their own experiences, their imagination and ideas they have learned • create texts that appropriately include writing and images to support the meaning of the text • organise texts in predictable ways using a small range of text and sentence structures • use common punctuation accurately, including sentence boundary punctuation • use sound-letter correspondence to help spell words correctly in their writing • use everyday language and topic-specific vocabulary to discuss ideas about areas of interest with peers • engage effectively in group and class discussions • ask questions to clarify and extend others’ ideas • express their opinions on topics of interest, providing some supporting evidence for their points of view • discuss how to interact appropriately with audiences in the classroom and other familiar contexts.

SCIENCE Reception – Year 2

Young children have an intrinsic curiosity about their immediate world. The early years (5–8 years of age) lay the foundation for scientific learning. The curriculum focus is on awareness of self and the local world.

Students at this level:

- ask questions leading to speculation
- test ideas
- explore through purposeful play as a central feature of their investigations
- explorations are precursors to more structured inquiry in later years
- use the senses to observe and gather information, describing, making comparisons, sorting and classifying
- create an order that is meaningful
- observe and explore changes that vary in their rate and magnitude
- begin to describe relationships in the world around them
- question ideas about the world
- are encouraged to develop explanatory ideas and test them through further exploration

By the end of Junior Primary, students must satisfactorily achieve the following outcomes at the following stages:

RECEPTION	YEAR ONE	YEAR TWO
<ul style="list-style-type: none"> • make observations of familiar objects and materials • explore properties and behaviour • suggest how the environment affects them and other living things 	<ul style="list-style-type: none"> • describe objects and events that they encounter in their everyday lives • describe the effects of interacting with materials and objects • describe changes to things in their local environment • share their observations with others 	<ul style="list-style-type: none"> • pose questions about their experiences, • record and represent their observations • communicate their ideas to others • describe changes to objects, materials and living things • identify that certain materials have different uses, • identify that resources from the Earth are required by living things • describe examples of where science is used in people’s daily lives

HISTORY Reception – Year 2

The curriculum focus in the early years is awareness of family history and community heritage. Students at this level experiment, practice and play to:

- use their interest in people and how things work to make sense of their world
- learn about their own social context of family, friends and school, and the significance of the past
- engage with the remains of the past
- develop a concept of time as present, past and future
- through role play use their imagination to speculate about the lives of others in the past

By the end of Junior Primary, students must satisfactorily achieve the following outcomes at the following stages:

RECEPTION	YEAR ONE	YEAR TWO
<ul style="list-style-type: none"> • identify similarities and differences between families. • recognise how important family events are commemorated • sequence familiar events in order • pose questions about their past • relate a story about their past using a range of texts 	<ul style="list-style-type: none"> • explain how some aspects of daily life have changed over recent time while others have remained the same • describe personal and family events that have significance • sequence events in order, using everyday terms about the passing of time • pose questions about the past • examine sources (physical and visual) to suggest answers to these questions • relate stories about life in the past, using a range of texts. 	<ul style="list-style-type: none"> • analyse aspects of daily life to identify how some have changed over recent time while others have remained the same • describe a person, site or event of significance in the local community • sequence events in order, using a range of terms related to time • pose questions about the past • use sources provided (physical, visual, oral) to answer these questions • compare objects from the past and present • develop a narrative about the past using a range of texts

THE ARTS Reception – Year 2

Students develop their understanding of the part played by arts works and artists in everyday life within immediate and local social and community contexts through participation in the art forms of Drama, Dance, Music, Media and Visual Arts. Students at this level:

- explore ways in which groups and cultures are connected within these contexts
- talk and think about arts and cultures from other times and places and how these have connected individuals and local and global communities
- spontaneously express and communicate their feelings and ideas about the past, present and future through the images and forms they create
- identify a range of concepts
- explore new arts skills
- experiment with a range of traditional and emerging techniques and technologies
- begin to understand how these can be used to explore ideas and generate solutions to problems within each arts form
- develop a strong sense of purpose by performing/presenting with others and in teams
- explore relationships between arts works and audiences/viewers within each of the arts forms
- engage in arts experiences and performances/presentations as audiences/viewers/users in a range of contexts for different purposes
- gain understanding of the arts and use the variety of communication and thinking modes in each of the arts forms

By the end of Junior Primary, students must satisfactorily achieve the following outcomes at the following stages:

RECEPTION	YEAR ONE	YEAR TWO
<p>Drama</p> <ul style="list-style-type: none"> • Learn and use some of the elements of drama • Explore and learn about role, relationships and narrative • Engage in dramatic play, role-play, improvisation and process drama • Explore and depict stories involving causes and consequences • Experiment with objects, puppets and images • Engage in informal and spontaneous performance to audiences • Use simple props and costumes • Reflect on their work • Respond to theatre <p>Music</p> <ul style="list-style-type: none"> • Learn about and participate in the role of composer, performer and audience member • Explore and experiment with voice, instruments and sound • create their own music • Sing, play instruments and find sound sources • Move to a range of music • Develop a repertoire of chants, songs, rhythms and melodies • Invent and explore ways of recording musical thinking through symbols • Use music terminology • Listen and respond to a range of musical works • Develop their aural skills • Learn to respond and comment on own music making and that of others. <p>Visual Arts</p> <ul style="list-style-type: none"> • make and respond to visual art works • use a range of equipment, materials, media and technologies to make art, craft and design works • communicate their ideas, feelings and observations of personal and community experiences • begin to develop skills and to learn about processes • look at artworks and talk about what they see • begin to use the language of visual arts (shade, colour, tone, design, composition) • recognise different purposes and contexts of art • discriminate and engage as audiences • understand that works of art, artists and designers have a place in their communities • understand that specific works of art tell narratives about people and about their own and other cultures 		

DESIGN & TECHNOLOGY Reception – Year 2

In this stage of the early years students learn through critiquing, designing and making. Students learn to:

- develop understandings about people, diversity and the technological world
- question by assessing their own and others' products, processes and systems
- recognise and use different ways of thinking, planning and preparing that are helpful in achieving and presenting their designs
- learn that by designing it is possible to effect change
- use different strategies, including using a range of technologies, for successfully reflecting on, communicating and expressing to others their design ideas and thinking
- develop confidence in their capacity to use materials and equipment to make products, processes and systems
- reflect on how they work
- analyse and explain the uses and potential of equipment and materials
- recognise that a range of resources can be used to accomplish their ideas and to (re)shape their world
- analyse the importance of organisation and safety rules, in order to use resources well
- consider the personal and social responsibilities involved when working with others

By the end of Junior Primary, students must satisfactorily achieve the following outcomes at the following stages:

RECEPTION	YEAR ONE	YEAR TWO
<ul style="list-style-type: none">• Make judgments about the significance of different characteristics of products, processes and systems made by themselves and others• Demonstrate an initial variety of design practices and recognises design as a tool for change• Share a variety of ways of communicating their design ideas and thinking• Act confidently through using materials and equipment to make products, processes and systems• Explore current and alternative uses of materials and equipment in creating products, processes and systems• Understand the importance of simple organisation and safety issues in terms of their consciousness of people and fairness		

HEALTH & PHYSICAL EDUCATION Reception – Year 2

In this stage of the early years, students learn through physical activity and participation, personal and social development as well as exploring the health of individuals and communities. Students learn to:

- explore movement patterns and refine coordinated actions,
- develop self-awareness and skills that facilitate ongoing participation in physical activity
- investigate a range of movement options
- participate regularly in energetic physical activity to enhance their physical vitality and assist the process of healthy growth, development and learning
- recognise differences and similarities between themselves and others as they share with
- contribute to, the different groups in their expanding world
- conceptualise identity through understanding the changes that occur in themselves and others through growth
- develop an understanding of what is required to live together
- communicate with others both personally and virtually
- share feelings and ideas
- experience relationships and make friends
- conceptualise that there are many dimensions to health
- appreciate what it means to be healthy
- understand that health involves an interdependence between the individual and communities
- identify safe and unsafe situations in homes, school, work and community environments
- explore rules and behaviours
- develop skills to help themselves and others to remain safe and healthy
- collect, organise and use information about the types of food that comprise a healthy diet and identify skills for safe handling and preparation of food

By the end of Junior Primary, students must satisfactorily achieve the following outcomes at the following stages:

RECEPTION	YEAR ONE	YEAR TWO
<ul style="list-style-type: none"> • Demonstrate self-awareness and confidence in coordination and control of movement skills for widening involvement in physical activities in different settings • Achieve or seek to achieve health-related fitness through exploring a range of developmentally appropriate physical activities, which contributes to greater self-awareness • Demonstrate a sense of self-worth and respect for others in social and working contexts • describes similarities and differences between themselves and others • Recognise diversity in growth patterns • name body parts • raise questions about new responsibilities and achievements that occur as they change and grow • Develop a range of capacities in social and working contexts • demonstrating skills of developing and maintaining effective relationships • Describe what it means to be healthy and the role of others in the community in supporting the health of its members • Understand and demonstrate behaviours and strategies that promote their health and safety and that of others • Communicate understanding about foods they can eat to enhance their health and practises good hygiene when handling food 		

LANGUAGES OTHER THAN ENGLISH (LOTE)

Reception – Year 2

In this stage of the early years, students learn through communication, understanding language and understanding culture. Students learn to:

- listen and respond to words, phrases and texts to recognise meaning
- learn about the language by identifying patterns and connections within and between language systems
- engage in action-related talk to share meaning
- learn to use the language in the context of everyday experience and routines
- view, read and interact with multimodal texts to recognise and make meaning
- learn about the language by identifying patterns and connections within and between language systems
- develop writing skills, moving from tracing or copying to self-constructed writing of key words or phrases to share meaning
- interact with each other using language to understand that meaningful language learning and use develops through questioning and recognising patterns and relationships in language
- appreciate that diversity exists between language systems
- analyse specific cultural practices and values,
- relate learning to their own experience
- develop self-awareness and a sense of self-worth and potential
- appreciate the diversity of cultures to which people belong

By the end of Junior Primary, students must satisfactorily achieve the following outcomes at the following stages:

RECEPTION	YEAR ONE	YEAR TWO
<ul style="list-style-type: none"> • Make connections between words and phrases and their meanings in spoken texts • Use words and phrases to identify or name objects, in social interaction and action-related talk • Make connections between words and phrases and their meanings in written texts • Share meaning by selecting words and phrases to create a text • Recognise key features of the language system, and connections between languages • Identify specific cultural practices and values in communities • recognise patterns across cultures in relation to own experience • Make connections between phrases and their meanings • respond to instructions, questions and requests • Express own ideas • respond appropriately in group activities and in social contexts • Make connections by identifying key information and ideas in texts and sharing with others • Share meaning by completing and creating written texts • Apply conventions of spoken and written forms of the language in own communication • Recognise the personal and shared value of cultural knowledge and identity • Recognise the significance of practices and patterns across cultures 		