**Year 1**

**Science**

**Achievement Standards related to this unit**

**By the end of Year 1 students**

* identify how living things meet their needs in the places they live.
* identify daily and seasonal changes and describe ways these changes affect their everyday life.
* describe situations where they use science in their daily lives and identify examples of people making scientific predictions.
* pose questions to explore observations and make predictions based on experiences.
* follow safe procedures to make and record observations.
* use provided tables and organisers to sort and order data and information and, with guidance, represent patterns.
* with guidance, they compare observations with predictions and identify further questions.
* use everyday vocabulary to communicate observations, findings and ideas.

**Science Content Descriptors + elaborations**

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| **Strand: Science understanding** | **Year 1** |
| **Sub-strand: Biological sciences** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs AC9S1U01 | * identifying the places where plants and animals live, including in our homes, local areas such as ponds, national parks, gardens
* identifying what they do to look after pets or plants at home and grouping these activities
* identifying and comparing the needs of a variety of plants and animals, including humans, based on their own experiences
* creating dioramas of a place a plant or animal lives, and identifying the features that enable it to meet its needs
* recognising how First Nations Australians care for living things
* exploring why caring for plants and animals is important
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| **Sub-strand: Earth and space sciences** |
| describe daily and seasonal changes in the environment and explore how these changes affect everyday life AC9S1U02 | * making and recording observations of phenomena such as changes to weather, seasonal changes to plants such as colour or dropping of leaves, and growth of flowers or fruit
* noticing how daily weather indicators and seasonal patterns help us to make plans for activities in our daily lives
* investigating how seasonal changes affect plants and animals, including animals that hibernate and migrate
* investigating how changes in the weather affect plants and animals, including humans
* recognising the extensive knowledges of daily and seasonal changes in weather patterns and landscape held by First Nations Australians
* exploring how First Nations Australians’ concepts of time and weather patterns explain how things happen in the world around them
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| **Strand: Science as a human endeavour** | **Year 1** |
| **Sub-strand: Use and influence of science** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| describe how people use science in their daily lives, including using patterns to make scientific predictions AC9S1H01  | * learning from farmers, bush care volunteers, gardeners or nursery owners about how they observe the needs of plants, and how they have designed or managed habitats to meet those needs
* identifying ways that science knowledge is used in the care of the local environment and suggesting ways local gardens or parks could better meet the needs of native animals
* learning from local ecologists or wildlife carers about native animals’ needs and how they observe animal behaviour to design supports for them to meet those needs, such as building frog and insect hotels and nesting boxes or recycling materials to provide habitat
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| **Strand: Science inquiry**  | **Year 1** |
| **Sub-strand: Questioning and predicting** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| pose questions to explore observed simple patterns and relationships and make predictions based on experiences AC9S1I01 | * posing questions about how animals meet their needs in particular places, such as: ‘Where does it shelter? Where does it get water from?’
* making predictions about plant needs, such as: ‘I think a plant will die if it doesn’t get enough water’
* making predictions about types of animals and plants they might observe in a particular place, such as a garden or pond or national park
* making predictions about patterns of observable phenomena such as seasonal changes of plants or changes in temperatures across the seasons
 |
| **Sub-strand: Planning and conducting**  |
| suggest and follow safe procedures to investigate questions and test predictions AC9S1I02 | * suggesting ways to conduct investigations safely, including being sun safe, using age-appropriate equipment such as plastic goggles and aprons, or following teacher instructions promptly
* exploring different ways of investigating science questions through guided discussion
 |
| make and record observations, including informal measurements, using digital tools as appropriate AC9S1I03 | * exploring what an observation is, and different ways to make observations through guided discussion
* counting and using informal measurements such as cups, handspans, walking paces, blocks, pencil lengths or lengths of string
* making suggestions about types of measurements that may be made during an investigation, including using blocks to measure plant growth recording observations through text, drawing, counts, informal measurements, digital photography or video
 |
| **Sub-strand: Processing, modelling and analysing** |
| sort and order data and information and represent patterns, including with provided tables and visual or physical models AC9S1I04 | * using pictographs featuring drawings or digital photographs and tables of measurements to document patterns of growth of plants
* using drawings or digital photographs to document changes in weather over a series of days or weeks
* ordering images of seasonal changes across the year
* using graphic organisers to sort data into groups, such as plants and animals, or objects around the home that need a push or pull force to work
 |
| **Sub-strand: Evaluating** |
| compare observations with predictions and others’ observations, consider if investigations are fair and identify further questions with guidance AC9S1I05 | * comparing observations with those of others, such as how many birds each group counted in the playground or how much each group’s seedling has grown in a week
* exploring if making weather observations at different times of day makes a difference and considering how they could compare weather across each day more fairly
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| **Sub-strand: Communicating** |
| write and create texts to communicate observations, findings and ideas, using everyday and scientific vocabulary AC9S1I06 | * exploring the difference between everyday and scientific vocabulary when describing objects or events
* creating models of the place a plant or animal lives using recycled objects, modelling clay, toys or drawings
* representing seasonal changes of plants using sequential drawings, calendars or digital photographs
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**Humanities and Social Sciences (HASS) Geography**

**HASS Achievement Standards related to this unit**

By the end of Year 1, students

* identify the location and nature of the natural, managed and constructed features of local places, the ways places change, and how they can be cared for by people.
* develop questions and collect, sort and record information and data from observations and provided sources.
* interpret information and discuss perspectives.
* draw conclusions and make proposals.
* share narratives and observations about people, places and the past, drawing on sources and incorporating subject-specific terms.

**HASS Content Descriptors + elaborations**

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| **Strand: Knowledge and understanding** |
| **Sub-strand: Geography** |
| the natural, managed and constructed features of local places, and their locationAC9HS1K03 | * identifying natural features (for example, hills, rivers, native vegetation and weather), managed features (for example, farms, parks and gardens) and constructed features (for example, roads and buildings) and locating them on a map
* listening to and viewing Dreaming and Creation stories of First Nations Australians that identify the natural features of a place
* describing the daily and seasonal weather of their place using simple terms such as “rainy”, “hot”, “cold”, “windy” and “cloudy”, and comparing it with the weather of other places that they know or are aware of; for example, “It was windy at the beach but not at my house”, “It is colder on the mountain”, “It is rainy in the winter”, “It is hot in the summer”
 |
| how places change and how they can be cared for by different groups including First Nations Australians AC9HS1K04 | * observing changes in natural, managed and constructed features in their place; for example, recent erosion, revegetated areas, planted crops or new buildings
* describing how local places change due to changing weather and seasons, and how we can care for places because of those changes; for example, not walking in muddy areas during wet weather, and watering plants in dry weather
* describing local features that people look after, finding out why and how these features need to be cared for, and who provides this care; for example, bushland, wetlands, a park or a heritage building
* investigating examples of how First Nations Australians manage and care for places
 |
| **Strand: Skills** | **Year 1** |
| **Sub-strand: Questioning and researching** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| develop questions about objects, people, places and events in the past and present AC9HS1S01 | * posing questions with the stems “where”, “what”, “how” and “why” about natural places when provided with everyday objects and other sources, such as photos, found objects, maps and observation sketches
 |
| collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or models AC9HS1S02 | * gathering evidence of features in a local place; for example, using observations, online aerial photographs and sketches, and noting how they change, such as by comparing current observations of a place with photographs of it taken in the past, or recording observations of weather and seasons
* developing a pictorial table to categorise information; for example, features with places, places with the work done there
* recording data about the locations of places and their features on maps and/or plans; for example, labelling the location of local natural spaces on a map of the local area, using a provided plan of their classroom and labelling its activity spaces
 |
| **Sub-strand: Interpreting, analysing and evaluating** |
| interpret information and data from observations and provided sources, including the comparison of objects from the past and present AC9HS1S03 | * using information gained from sources, such as stories, photographs, fieldwork observations, satellite images and rock art, to answer “when”, “where”, “what”, “how” and “why” questions
* exploring traditional and contemporary First Nations Australian stories about places and the past, and how places have changed
* categorising objects, drawings or images by their features and explaining the reason for their categorisation; for example, categorising the features of a local place into natural (such as a native forest), constructed (such as a street of houses) and managed (such as a windbreak of trees)
 |
| discuss perspectives related to objects, people, places and events AC9HS1S04 | * sharing personal preferences about their world (for example, their favourite weather, activities, places) and explaining why they are favoured
 |
| **Sub-strand: Concluding and decision-making** |
| draw conclusions and make proposals AC9HS1S05 | * using collected information (for example, from comparison of objects; from geographic pictures) to make conclusions about continuity and change over time) how places change (for example, because of the seasons), natural habitats are now used for houses, golf course, etc
* describing features of a space or place that is important to them and explaining what they could do to care for it; for example, the creek, natural bushland, etc
* imagining how a local feature or place might change in the future and proposing action they could take to improve a place or influence a positive future
 |
| **Sub-strand: Communicating** |
| develop narratives and share observations, using sources, and subject-specific termsAC9HS1S06 | * retelling stories about life in the past through spoken narratives and the use of pictures, role-plays or photographs
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**ENGLISH**

**English Achievement Standards related to this unit**

By the end of Year 1, students

* interact with others and listen to and create short spoken texts including recounts of stories.
* share ideas and retell or adapt familiar stories, recount or report on events or experiences, and express opinions using a small number of details from learnt topics, topics of interest or texts.
* sequence ideas and use language features including topic-specific vocabulary and features of voice.
* read, view and comprehend texts, monitoring meaning and making connections between the depiction of characters, settings and events, and to personal experiences.
* identify the text structures of familiar narrative and informative texts, and their language features and visual features.
* create short written and/or multimodal texts including recounts of stories with events and characters.
* report information and experiences, and express opinions.
* Ideas in their texts may be informative or imaginative and include a small number of details from learnt topics, topics of interest or texts.

**English Content Descriptors + elaborations**

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| **Strand: Language** | **Year 1** |
| **Sub-strand: Language for interacting with others** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| understand how language, facial expressions and gestures are used to interact with others when asking for and providing information, making offers, exclaiming, requesting and giving commands AC9E1LA01 | * learning the difference between closed questions; for example, “Are you ready?”, and open questions; for example, “What made this text so exciting?”
 |
| explore language to provide reasons for likes, dislikes and preferences AC9E1LA02 | * using words including “because” to introduce reasons for likes, dislikes and preferences
 |
| **Sub-strand: Text structure and organisation** |
| explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain AC9E1LA03 | * discussing and comparing the purposes and organisation of familiar texts
* becoming familiar with the typical stages of types of texts; for example, recount and procedure
* recognising that the structure of a text may include words and pictures; for example, an informative text may include words, illustrations and diagrams
 |
| understand how print and screen texts are organised using features such as page numbers, tables of content, headings and titles, navigation buttons, swipe screens, verbal commands, links and images AC9E1LA05 | * comparing the layout of print and digital texts; for example, the layout of print and images in an information book and the layout of information in an online text
 |
| **Sub-strand: Language for expressing and developing ideas** |
| compare how images in different types of texts contribute to meaning AC9E1LA08 | * comparing images from texts where images of the same subject are represented differently; for example, a cartoon image of an animal, a photograph of an animal and a digital image of an animal in an advertisement
* understanding how authors and illustrators build up meaning across a sequence of images
* understanding that some images convey meaning that is not included in the accompanying written text; for example, a diagram shows information about how parts of a plant are connected, which is not explained in the print text
* exploring images in stories and cultural accounts by First Nations Australian authors and discussing the impact this may have
 |
| recognise the vocabulary of learning area topics AC9E1LA09 | * using appropriate topic-specific vocabulary when discussing a learning area topic
* identifying words for topics studied at school; for example, vocabulary used for weather and seasons
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| **Strand: Literature** |
| **Sub-strand: Literature and contexts** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| discuss how language and images are used to create characters, settings and events in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9E1LE01 | * discussing the events associated with Australian animal characters and what is learnt about their characters in picture books from wide-ranging Australian authors
 |
| **Sub-strand: Engaging with and responding to literature** |
| discuss literary texts and share responses by making connections with students’ own experiences AC9E1LE02 | * generating questions about characters, settings and events from books and sharing responses
* discussing different texts and offering opinions about how they reflect their own experiences
* expressing responses to characters and events in stories using drawing and role-play
* identifying who is telling the story in different texts
 |
| **Sub-strand: Examining literature** |
| listen to and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme AC9E1LE04 | * listening to performance poetry, chants or songs from First Nations Australians
* listening to haiku poems about familiar topics such as nature and the seasons
 |
| **Sub-strand: Creating literature** |
| orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a familiar text, through role-play, writing, drawing or digital toolsAC9E1LE05 | * writing character descriptions
* imitating a characteristic piece of speech or dialogue, or the attitudes or expressions of favourite characters in texts
* retelling key events in stories using oral language, visual arts, digital tools or performance
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| **Strand: Literacy** |
| **Sub-strand: Texts in context** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| discuss different texts and identify some features that indicate their purposes AC9E1LY01 | * discussing a range of texts encountered in school and in the community, and identifying their purpose
* recognising that types of texts with similar purposes usually have predictable structures
 |
| **Sub-strand: Interacting with others** |
| use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions AC9E1LY02 | * using turn-taking in group and pair work
* building a conversation by staying on topic, supporting other speakers, eliciting responses, listening supportively and attentively, asking relevant questions, providing useful feedback and prompting
* participating in informal and structured class, group and pair discussions about content area topics, ideas and information
* interacting appropriately with peers, teachers and visitors
* formulating different types of questions to ask a speaker, such as open and closed questions and “when”, “why” and “how” questions
 |
| **Sub-strand: Analysing, interpreting and evaluating**  |
| describe some similarities and differences between imaginative, informative and persuasive texts AC9E1LY03 | * comparing and discussing texts, identifying some features that distinguish those that “tell stories” from those that “give opinions”
* selecting texts for a particular purpose or task; for example, a website that will give information about a learning area topic, a book that will tell a story about an animal
 |
| use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures AC9E1LY05 | * identifying information and details from spoken informative texts
* building topic knowledge and learning new vocabulary before and during reading
* making predictions from the cover, from illustrations and at points in the text before reading on, and confirming and adjusting understanding after reading
* drawing inferences and explaining inferences using clues from the text
* making connections with existing knowledge and personal experiences
 |
| **Sub-strand: Creating texts** |
| create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words AC9E1LY06 | * using learning area vocabulary when creating text
* creating digital images and composing a story or information sequence on screen using images and captions
 |
| create and deliver short oral and/or multimodal presentations on personal and learnt topics, which include an opening, middle and concluding statement; some topic-specific vocabulary and appropriate gesture, volume and pace AC9E1LY07 | * reporting the results of group activities
* giving short oral presentations about areas of interest or content area topics, speaking clearly and with appropriate volume, and using content-specific vocabulary
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**THE ARTS**

**Visual Arts (Yrs. 1 and 2)**

**THE ARTS Achievement Standards related to this unit**

By the end of Year 2, students

* identify where they experience visual arts.
* describe where, why and/or how people across cultures, communities and/or other contexts experience visual arts.
* experiment with visual conventions, visual arts processes and materials.
* make and share artworks in informal settings.

**The Arts Content Descriptors + elaborations**

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| **Strand: Exploring and responding** | **Years 1–2** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| explore where, why and how people across cultures, communities and/or other contexts experience visual artsAC9AVA2E01 | * identifying similarities and differences in artworks that represent subject matter or ideas they may be exploring in other learning areas; for example, exploring artworks that represent subject matter such as living creatures and their relationships with their environment
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| **Strand: Developing practices and skills** | **Years 1–2** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| experiment and play with visual conventions, visual arts processes and materials AC9AVA2D01 | * playing with a range of natural and/or constructed materials to experiment with visual conventions and visual arts processes; for example, creating mud sculptures, or using sticks, leaves and playdough to explore texture
* unpacking a surprise bag of everyday tools and materials, and working silently in small groups to make something within limitations; for example, using materials of only one colour or making sculptural forms from paper or cardboard using only folding and tearing processes
* using Viewpoints to develop questions to reflect on their arts experiences; for example, “What was challenging about working in a limited timeframe?”, “What was something new that I discovered about the material?”, “What failures led to new discoveries?”
* identifying the difference between open lines and closed shapes; digitally filling a selection or colour block using a collage of closed shapes to form silhouettes of recognisable objects, people or other living things
* examining artworks and trialling “layer + layer + layer” as a way of building surfaces, colour, texture and interest; for example, experimenting to create a layered world with pastels, then watercolour, ink and wax, and once the experiment is completed, identifying how each material could be used in a future artwork
* exploring visual conventions using a wide range of materials; for example, creating lines using media such as pastels, chalk, paint, ripped paper, textiles and markers; or going on a “line hunt” to identify and photograph the different lines they see around their school environment using a digital camera, or creating rubbings
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| **Strand: Creating and making** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| use visual conventions, visual arts processes and materials to create artworksAC9AVA2C01 | * using a combination of chaotic/accidental mark-making with more detailed intentional mark-making; for example, using blobs of paint with added outlines and detail, and using imagination and creativity to build on the shapes to see what emerges
* using Viewpoints to develop questions as they experiment with arrangement and rearrangement to shuffle visual conventions, subject matter and materials around a designated area and to deliberately change the meaning of a visual story; for example, “What happens if I make the subject fill the page?” or “Can I change the meaning of my work by using darker or lighter tones?”
* using visual brainstorming to build ideas for artworks and using Viewpoints to develop questions to push ideas further; for example, “What happens if I combine these ideas?”, “How can I adapt this idea?”, “What happens if I remove part of this design?”
* creating a relief print through nature-printing, or creating collagraphs by creating a raised textured surface by using glue, thread/string and textured paper to create monoprints; cutting these shapes out and making a collage to create a recognisable form, such as a face or an animal
* using 3D construction (sculpture) methods to represent subject matter or ideas being explored in another learning area; for example, building on their understanding of living things as a starting point to use modelling materials such as potato clay and found objects to represent the life cycle of an insect
* using a combination of digital art and analog art-making, such as using photography or drawing apps for painting and drawing, to create a collaged abstract work that represents feelings and emotions; for example, responding with colour, line and shape to music to create work that communicates how the music makes them feel
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| **Strand: Presenting and performing** | **Years 1–2** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| share artworks and/or visual arts practice in informal settingsAC9AVA2P01 | * presenting an artwork they have made to the class, a small group or their teacher and explaining what they like about it
* creating a spontaneous and experimental artwork and only showing a small portion of it to their audience as they dramatise the making of the work; or using unlikely objects for brushes, testing colours and “brush” strokes using expressive movements, and applying a cardboard “window” frame as a flourish across the finished painting to find the most “successful section”, trimming away the remainder and concluding the performance by cutting a “window frame” from paper to frame their final selection for display
* using an everyday object as the starting point, drawing the object, then personifying it by adding character qualities, attributes and a name; then taking it in turns to match each student’s artwork with the appropriate object, explaining how they arrived at their decision
* deciding on an appropriate audience and ways to share their artworks; for example, sharing with the class a work-in-progress or posting their work on a school learning management system to allow their families to see and appreciate it
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**MATHEMATICS**

**Mathematics Achievement Standards related to this unit**

By the end of the Foundation year, students

[collect, sort and compare data in response to questions in familiar contexts.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/mathematics/foundation-year_year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0)

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| **Strand: Statistics** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| [AC9M1ST01](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/mathematics/foundation-year_year-1/content-description?subject-identifier=MATMATY1&content-description-code=AC9M1ST01&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)acquire and record data for categorical variables in various ways including using digital tools, objects, images, drawings, lists, tally marks and symbols | * discussing methods of collecting data to answer a question e.g. how many different wild animals are in our local area?
* Share ideas and try out some of the methods.
* Reviewing data and discussing how we might change/improve data collection next time.
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| [AC9M1ST02](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/mathematics/foundation-year_year-1/content-description?subject-identifier=MATMATY1&content-description-code=AC9M1ST02&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)represent collected data for a categorical variable using one-to-one displays and digital tools where appropriate; compare the data using frequencies and discuss the findings | * Create an animal pictograph discussing possible categories, arranging into the categories and deciding whether they were helpful, what to adjust for a better or more informative collection.
 |