# Australian Prep Curriculum version 9

## English

### Version 8

**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.

### Version 9 – 80%

By the end of Foundation, students listen to texts, interact with others and create short spoken texts, including retelling stories. They share thoughts and preferences, retell events and report information or key ideas to an audience. They use language features

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including words and phrases from learning and texts. They listen for and identify rhymes, letter patterns and sounds (phonemes) in words. They orally blend and segment phonemes in single-syllable words.

They read, view and comprehend texts, making connections between characters, settings and events, and to personal experiences. They identify the language features of texts including connections between print and images. They name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs). They read words including consonant–vowel–consonant words and some high-frequency words.

They create short written texts, including retelling stories using words and images where appropriate. They retell, report information and state their thoughts, feelings and key ideas. They use words and phrases from learning and texts. They form letters, spell most consonant–vowel–consonant words and experiment with capital letters and full stops.

*Brett's Notes: Version 9's English curriculum is no longer split into Receptive and Productive modes. They are embedded within each other, which is one reason why we are meeting so much more of the curriculum. The reason why the second sentence in paragraph three is not highlighted is due to these retells and reports being embedded within a written task instead of being spoken. We could technically highlight this in terms of a readiness program; however, it is still a bit of a stretch.*

*Version 9 is still split into 3 major categories Language, Literacy and Literature.*

*Also, I am noticing Version 9 no longer has as many sub categories and sub strands. It is more direct. In this, the curriculum requirement is directly linked to the Achievement Standard and how we meet the curriculum is based solely on the elaborations from the same curriculum.*

## Language

| Language for Interacting with others | |
|---|---|
| **Curriculum Requirement. (Content descriptor)** | **How MMA meet the curriculum requirement.** |
| AC9EFLA01 | • asking relevant questions, and expressing requests and opinions in ways that suit the contexts. |

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| explore how language is used differently at home and school depending on the relationships between people | • learning to use language according to the relationship between people; for example, between a parent and a child, a teacher and a student, siblings or friends, shopkeepers and customers. |
| AC9EFLA02<br><br>explore different ways of using language to express preferences, likes and dislikes | .<br>• recognising how feelings and preferences might be communicated in speech and gesture. |
| **Text Structure and Organisation** ||
| AC9EFLA03<br><br>understand that texts can take many forms such as signs, books and digital texts | • comparing images in informative and imaginative texts, and identifying similarities and differences between these.<br>• comparing different ways information might be presented; for example, on a sign or in a set of instructions.<br>• identifying different forms of texts in school, home and community settings; for example, crossing signs, hand washing signs, directions and product labels.<br>• ==understanding that many First Nations Australians' stories are oral narrations and cultural accounts, and may be represented as or with images== |
| AC9EFLA04<br><br>understand conventions of print and screen, including how books and simple digital texts are usually organised | • learning that Standard Australian English in written texts is read from left to right and usually from top to bottom of the page.<br>• discussing the placement of images and words in text. E.g. "Why are the words next to the picture?"<br>• indicating the title of a book and where to start reading. |
| **Language for Expressing and Developing Ideas** ||
| AC9EFLA05<br><br>recognise that sentences are key units for expressing ideas | • learning that word order in sentences is important for meaning; for example, "The boy sat on the dog." "The dog sat on the boy." |

| | |
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| | • recognising the difference between a sentence fragment and a sentence; for example, "after school", "Dad will pick me up after school." |
| **AC9EFLA06**<br>recognise that sentences are made up of groups of words that work together in particular ways to make meaning | • learning how words in a sentence relate to one another; for example, connecting a cat (noun) to ate (verb), or black (adjective) to a cat (noun). They don't have to know what a noun, verb or adjective is, they just have to know that words connect to each other in a sentence. |
| **AC9EFLA07**<br>explore the contribution of images and words to meaning in stories and informative texts | • recognising that texts can be interpreted differently when only the words or only the images are read or viewed.<br>• identifying where written text is reflected in accompanying images and where written text is not captured in images. |
| **AC9EFLA08**<br>recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school | • identifying learning area–specific words when learning new topics or engaging in imaginative play; for example, role-playing a shopkeeper and a customer.<br>• expanding vocabulary through informal interactions and planned experiences with adults and peers, texts, images, and artefacts or objects. |
| **AC9EFLA09**<br>identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end | • commenting on capital letters encountered in everyday texts; for example, "That's the letter that starts my name." "The name of my family and my town have capital letters." |

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## *Literature*

| AC9EFLE01 | |
|---|---|
| share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators | • engaging with texts that reflect the social and cultural groups to which students belong. We would mostly address the social aspects of students. <br> • comparing experiences depicted in stories by authors with own experiences. |
| **Engaging with and Responding to Literature** | |
| AC9EFLE02 | |
| respond to stories and share feelings and thoughts about their events and characters | • using drawing and beginning forms of writing to express personal responses to stories, poems or films. <br> • discussing events and characters in texts, and connecting them to their own experiences |
| **Examining Literature** | |
| AC9EFLE03 | |
| recognise different types of literary texts and identify features including events, characters, and beginnings and endings | • recognising that stories often have similar beginnings; for example, "Once upon a time", "A long, long time ago" in fairytales or introducing the character: "A girl called Amira …" <br> • identifying how stories are told in poetry. |
| AC9EFLE04 | |
| explore and replicate the rhythms and sound patterns of literary | • using music and actions to enhance appreciation of rhymes, poems, chants and songs. |

| texts such as poems, rhymes and songs | |
|---|---|
| **Creating Literature** ||
| AC9EFLE05<br>retell and adapt familiar literary texts through play, performance, images or writing | • drawing and role-playing characters or events. |

## Literacy

| **Texts in Context** ||
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| AC9EFLY01<br>identify some familiar texts, such as stories and informative texts, and their purpose | • recognising symbols in everyday environments and discussing why they are used; for example, exit signs, school crossing signs, emblems or badges on school uniforms<br>• |
| **Interacting With Others** ||

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| AC9EFLY02<br><br>interact in informal and structured situations by listening while others speak and using features of voice including volume levels | • exchanging ideas with peers in pairs and small groups, engaging in class discussions, listening to others and contributing ideas.<br>• showing understanding of appropriate listening behaviour, such as listening without interrupting, and looking at the speaker, if culturally appropriate.<br>• altering volume for inside and outside situations and when speaking to an audience.<br>• participating in informal interaction situations; for example, play-based experiences that involve the imaginative use of spoken language.<br>• listening to and following instructions. |
|---|---|
| **Analysing, interpreting and evaluating** ||
| AC9EFLY03<br><br>identify some differences between imaginative and informative texts | • talking about what is "real" and what is imagined in texts. |
| AC9EFLY04<br><br>read decodable and authentic texts using developing phonic knowledge, and monitor meaning using context and emerging grammatical knowledge | • navigating a text correctly, starting at the right place and reading in the right direction, returning to the next line as needed and matching one spoken word to one written word.<br>• attempting to work out unknown words by using phonic decoding and knowledge of high-frequency words.<br>• pausing or asking for support when meaning breaks down. |
| AC9EFLY05<br><br>use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently | • sequencing ideas in spoken texts, retelling well-known stories, retelling stories with picture cues, retelling information using prompts.<br>• listening for specific purposes; for example, details of a character or to answer a given question.<br>• predicting what might happen in a text based on the title and cover. |

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| Creating Texts | |
|---|---|
| **AC9EFLY06**<br>create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly | • using writing and drawing, which may include digital tools, to represent and communicate personal responses to ideas and events experienced through texts. |
| **AC9EFLY08**<br>form most lower-case and upper-case letters using learnt letter formations | • following clear demonstrations of how to construct each letter; for example, where to start and in which direction to write.<br>• developing a functional pencil grip/grasp. |

| Phonic and Word Knowledge | |
|---|---|
| **AC9EFLY09**<br>recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness) | • recognising and producing rhyming words when listening to rhyming stories or rhymes; for example, "funny" and "money".<br>• identifying patterns of alliteration in spoken words; for example, "helpful Henry".<br>• identifying syllables in spoken words; for example, clapping the rhythm of "Mon-day", "Ja-cob" or "Si-en-na". |
| **AC9EFLY10**<br>segment sentences into individual words; orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness) | • saying the sounds when given a word; for example, "can" ("c-a-n") or "ship" ("sh-i-p").<br>• saying the word when given the sounds; for example, "l-i-p" ("lip") or "m-u-n-ch" ("munch").<br>• saying the new word when the beginning phoneme/medial/end phoneme in a word is replaced with a different phoneme; for example, "run" becomes "fun", or "fun" becomes "fan". |

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| **AC9EFLY11**<br><br>recognise and name all upper- and lower-case letters (graphs) and know the most common sound that each letter represents | • recognising letters in own name<br>• matching upper- and lower-case letters<br>• identifying sounds for upper- and lower-case letters. |
| **AC9EFLY12**<br><br>write consonant–vowel–consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words | • Writing words that are associated with the letter sound. E.g. "can" ("c-a-n"). |
| **AC9EFLY13**<br><br>use knowledge of letters and sounds to spell words | • making plausible spelling choices using letter–sound correspondences and morphemic knowledge<br><br>A plausible spelling choice is, basically, one that may be incorrect, but it makes sense. E.g. 'kan' instead of 'can'. |
| **AC9EFLY14**<br><br>read and write some high-frequency words and other familiar words | • knowing how to read and write some high-frequency words recognised in shared texts and texts being read independently; for example, "and", "my", "is", "the" and "go"<br>• knowing how to read and write some familiar words; for example, their name, the name of a character or the name of their school. |
| **AC9EFLY15**<br><br>understand that words are units of meaning and can be made of more than one meaningful part | • learning that words are made up of meaningful parts; for example, "dogs" has 2 meaningful parts: "dog" and "s" meaning more than one. |

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## Mathematics

### Version 8 – 80%

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.
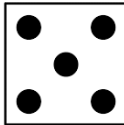
### Version 9 – 90%

By the end of Foundation Year, students make connections between number names, numerals and position in the sequence of numbers from zero to at least 20. They use subitising and counting strategies to quantify collections. Students compare the size of collections to at least 20. They partition and combine collections up to 10 in different ways, representing these with numbers. Students represent practical situations that involve quantifying, equal sharing, adding to and taking away from collections to at least 10. They copy and continue repeating patterns.

Students identify the attributes of mass, capacity, length and duration, and use direct comparison strategies to compare objects and events. They sequence and connect familiar events to the time of day. Students name, create and sort familiar shapes and give their reasoning. They describe the position and the location of themselves and objects in relation to other objects and people within a familiar space.

Students collect, sort and compare data in response to questions in familiar contexts.

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| Number | |
|---|---|
| **Curriculum Requirement.** **(Content descriptor)** | **How MMA meet the curriculum requirement.** |
| AC9MFN01 <br><br> **name, represent and order numbers including zero to at least 20, using physical and virtual materials and numerals** | • responding to a request to collect a quantity of objects or reading a numeral and selecting the associated quantity of items from a collection to match the number required; for example, collecting 3 bean bags after hearing the word 'three'. <br> • recognising the order in the sequence of numbers to 20 and identifying the number that is "one less" than a given number and the number that is "one more"; for example, playing instructive card games that involve reading and ordering number cards; using counting songs, story books and rhymes to establish the forwards and backwards counting sequence of numbers in the context of active counting activities. <br> • recognising, writing and reading numerals written on familiar objects; for example, in images, text or illustrations in story books; writing a numeral on a container as a label to show how many objects it contains. |
| AC9MFN02 <br><br> **recognise and name the number of objects within a collection up to 5 using subitising.** | • recognising how many objects are in a collection or in images on a card with a quick look and saying the associated number without counting  |
| AC9MFN03 <br><br> **quantify and compare collections to at least 20 using counting and explain or demonstrate reasoning** | • establishing the language and process of counting, understanding that each object must be counted only once, that the arrangement of objects does not affect how many there are, and that the last number counted answers the question of "How many?"; for example, saying numbers in sequence while playing and performing actions. <br> • using counting to compare the size of two or more collections of like items to justify which collection contains more or less items. <br> using counting and one-to-one correspondence to quantify the number of items required for a purpose; for example, when asked to collect enough bean bags for each member of their group to have a one, counting each member and using the total count to know how many to collect. |

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| **AC9MFN05**<br>represent practical situations involving addition, subtraction and quantification with physical and virtual materials and use counting or subitising strategies | • Using role-play and materials to represent mathematical relationships in stories; for example, "Eight kangaroos were drinking at the river and three hopped away"; drawing a picture and using materials to represent the situation, discussing, and recording the result of the action with a numeral. |
| **AC9MFN06**<br>represent practical situations that involve equal sharing and grouping with physical and virtual materials and use counting or subitising strategies | • using materials to role-play equal sharing; for example, sharing pieces of fruit or a bunch of grapes between 4 people and discussing how you would know they have been shared equally; when playing card games where each player is dealt the same number of cards, and counting the number of cards after the deal to ensure they have the same amount.<br>• |
| **Algebra** | |
| **AC9MFA01**<br>recognise, copy and continue repeating patterns represented in different ways | • recognising, copying and describing different repeating patterns using materials, shapes, sounds and movements during activities and play; for example, making a bead necklace and describing the pattern they have created, such as, "red, blue, green, red, blue, green, red, blue, green".<br>• recognising repeating patterns used at home and in daily activities to help make tasks easier or to solve problems; for example, setting the table to eat. |
| **Measurement** | |
| **AC9MFM01**<br>identify and<br>compare attributes of objects and events, including<br>length, capacity, mass and duration,<br>using direct comparisons and<br>communicating reasoning | • using language to describe the measurement attributes of length, mass, capacity and duration, and connecting the words with the appropriate attribute; for example, using words like "tall", "short", "wide", "long", "high" to describe the attribute of length.<br>• directly comparing pairs of objects to say which is longer/shorter, and explaining or demonstrating how they know; for example, standing back-to-back to determine who is taller; choosing to line up the bases of a spoon and fork to decide which is longer and explaining why. |

| AC9MFM02<br><br>sequence days of the week and times of the day including morning, lunchtime, afternoon and night time, and connect them to familiar events and actions | • distinguishing between the days of the school week and weekends, and recognising that the days of the week form a sequence that repeats, with Monday always following on from Sunday.<br>• sequencing the events from a story, or event in their day, in the order in which they occurred using language like, "This happened first" then "This happened next" |
|---|---|
| | **Space** |
| AC9MFSP01<br><br>sort, name and create familiar shapes; recognise and describe familiar shapes within objects in the environment, giving reasons | • sorting a collection of shapes into groups based on different features such as the number of sides, colour or size, and describing how they have been sorted.<br>• creating a picture using a variety of shapes and a range of materials, including objects to trace around, describing the shapes they have created or used and sharing why they chose each shape in their picture.<br>• creating familiar shapes using groups of people; for example, holding hands and creating a circle.<br>• recognising and naming shapes that are (close to) rectangles, squares, triangles and circles in component parts of everyday items; for example, on bicycles, toy vehicles or kitchen pantry items. |
| AC9MFSP02<br><br>describe the position and location of themselves and objects in relation to other people and objects within a familiar space | • describing the position of an item in relation to other items in the space using language like "inside", "underneath" and "on top of"; for example, when asked "Where are the scissors kept?", responding with "They are in a box, on the bottom shelf at the back of the classroom".<br>• describing where they have moved themselves and items in relation to other items within a space, using familiar terms; for example, playing a hiding game and when asked "Where did you hide the ball?", responding, "I hid it behind the garbage bin over there near the bench". |
| | **Statistics** |
| AC9MFST01<br><br>collect, sort and compare data represented by objects and images in response to given | • collecting, and sorting data collected through everyday activities or events; for example, sorting toys into categories, such as red toys into red bucket. |

| investigative questions that relate to familiar situations | • collecting and deciding how to organise data to answer "Yes/No" questions; for example, "Do more people in our class today have shoes with laces than without?"; explaining that lining up, and matching shoes with and without laces one-to-one will answer the question |
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## HPE

### Version 8 75%

By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and demonstrate how to move and play safely. They describe how their body responds to movement.

Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.

### Version 9 – 90%

By the end of Foundation, students describe similarities and differences between themselves and others, and different emotions people experience. They demonstrate personal and social skills to interact respectfully with others. They identify and demonstrate protective behaviours and help-seeking strategies to keep themselves safe. Students identify how health information can be used in their lives. Students apply fundamental movement skills to manipulate objects and space in a range of movement situations. Students identify the benefits of being physically active and how rules make play fair and inclusive.

## Personal, Social and Community Health

### Identities and Change

| AC9HPFP01 investigate who they are and the people in their world | • making personal connections with stories that explore identity and belonging; discussing who they are, where they come from and people in their lives. |
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### Interacting With Others

| AC9HPFP02 practise personal and social skills to interact respectfully with others | • explaining their reasons and actions in response to challenging situations in shared play experiences.<br>• cooperating, collaborating and negotiating with others when participating in physical activities to achieve agreed outcomes.<br>• identifying behaviours that may be disrespectful and cause hurt or harm to others during play. |
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| AC9HPFP04 explore how to seek, give or deny permission respectfully when sharing possessions or personal space | • practising and refining how to ask for permission when sharing possessions or personal space during play.<br>• negotiating roles and demonstrating awareness of rights (such as body autonomy/integrity) and respect for different perspectives through imaginative and shared play experiences.<br>• exploring the importance of asking for permission and giving permission when sharing or negotiating in play and respecting someone's right to say no. |
| AC9HPFP02 Express and describe emotions they experience. | • Identifying and describing emotions of themselves and others that feel happy, sad, angry, scared, disgusted, loved, etc.<br>• Learning to use appropriate language and actions to communicate their feelings in different situations.<br>• Recalling and sharing emotions<br>• Talking about connections between body language, emotions and body feelings.<br>• Expressing a variety of emotions, thoughts and views in a range of situations. |

### Making Health and Safe Choices

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| **AC9HPFP05**<br><br>demonstrate protective behaviours and rehearse help-seeking strategies that help keep them safe | • exploring protective behaviours and help-seeking strategies they can use when they or others feel unsafe or uncomfortable.<br>• exploring and demonstrating assertive strategies to seek help when they or others feel unsafe.<br>• Identifying a support network of adults they can trust to help them if they feel unsafe, uncomfortable or scared.<br>• |

## Movement and Physical Activity

## Moving our Bodies

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| **AC9HPFM01**<br><br>practise fundamental movement skills in minor game and play situations | • applying different locomotor skills to move from one point to another.<br><br>• combining fine and gross motor skills in increasingly complex patterns.<br><br>• sending, controlling and receiving objects at different levels and in different ways.<br><br>• performing a range of water confidence skills such as floating with a buoyancy aid and putting their face in the water.<br><br>• demonstrating how to transfer weight from one part of the body to another.<br><br>• applying fundamental movement skills for purpose and enjoyment in natural environments. |

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| **AC9HPFM02**<br><br>experiment with different ways of moving their body safely and manipulating objects and space | • suggesting and testing different ways to move in a playing space or different ways to use equipment and objects, and making judgements about which are most effective and which movements and equipment they prefer.<br>• persisting with challenges and demonstrating resilience while moving their body in a range of situations<br>• participating in games that require them to be aware of personal safety in relation to game boundaries, rules and safe use of equipment<br>• manipulating equipment in a range of different movement situations and tasks, including in minor games, imaginative play and when practising fundamental movement skills.<br>• demonstrating spatial awareness when moving around and through indoor and outdoor (natural) environments confidently and safely<br><br>• |
| **Making Active Choices** ||
| **AC9HPFM03**<br><br>participate in a range of activities in natural and outdoor settings and explore the benefits of being physically active | • exploring a range of ways to be active and participate safely in outdoor or natural settings<br>• discussing opportunities to be active in spaces in and around their homes<br>• exploring strategies for taking considered risks and developing self-regulation skills when moving and playing in outdoor settings<br>• |
| **Learning Through Movement** ||
| **AC9HPFM04**<br><br>follow rules to promote fair play in a range of physical activities | • identifying and describing actions that would constitute fair and unfair play while participating in minor games<br>• demonstrating how to play fairly in a range of minor games and play situations |

| | • discussing rules of different games that relate to safety, boundaries and appropriate use of equipment. |
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## Science

## Version 8 70%

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.

## Version 9 50%

By the end of Foundation students group plants and animals based on external features. They identify factors that influence the movement of objects. They describe the observable properties of the materials that make up objects. They identify examples of people using observation and questioning to learn about the natural world.

Students pose questions and make predictions based on their experiences. They engage in investigations and make observations safely. With guidance, they represent observations and identify patterns. With guidance, they compare their observations with their predictions. They share questions, predictions, observations and ideas about their experiences with others.

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## Science Understanding

| Physical Sciences | |
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| **AC9SFU02**<br><br>describe how objects move and how factors including their size, shape or material influence their movement | • observing how toys move, and grouping them based on their movement<br>• comparing the way different-sized, similar-shaped objects such as tennis balls, golf balls, marbles or basketballs roll and bounce<br>• exploring how the material a ball is made from affects the way it moves, such as plastic, foam, cloth or rubber balls on a surface |
| **Chemical Sciences** | |
| **AC9SFU03**<br><br>recognise that objects can be composed of different materials and describe the observable properties of those materials | • observing and manipulating objects to identify the materials they are made of and recognising that some objects are made of more than one type of material<br>• sorting and grouping materials based on observed properties such as colour, hardness, texture and flexibility |

## Science as a Human Endeavour

Brett's Notes: Only on a bit of a stretch can we meet this strand of the Science Curriculum. The reason for that is the equipment that is used to record their observations would be during the drawing of the events of their day.

| Use and Influence of Science | |
|---|---|
| **AC9SFH01**<br><br>explore the ways people make and use observations and questions to learn about the natural world | • using their senses to make observations and exploring how scientists use their senses as well as equipment to make observations. |

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## Science Inquiry

| Questioning and Predicting | |
|---|---|
| AC9SFI01<br><br>pose questions and make predictions based on experiences | • posing questions based on experiences, such as: 'What part of a plant is broccoli?' or 'How high do balls bounce?'<br>• posing questions about everyday objects and the materials that they may be made of |
| **Planning and Conducting** | |
| AC9SFI02<br><br>engage in investigations safely and make observations using their senses | • recording observations using numbers, dots, drawings, voice recordings, digital photography or video |
| **Communicating** | |
| AC9SFI05<br><br>share questions, predictions, observations and ideas with others | • recounting stories and posing questions about their own experiences learning about the natural world, such as when playing or observing others play at home or during MM games.<br>• communicating questions, predictions and observations using posters, collages, digital displays, drawings or storyboards<br>• sharing questions, making predictions and describing observations to others through discussions and circle groups. |

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## HASS

## Version 8 30%

By the end of Foundation Year, students identify important events in their own lives and recognise why some places are special to people. They describe the features of familiar places and recognise that places can be represented on maps and models. 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. They observe the familiar features of places and represent these features and their location on pictorial maps and models. They reflect on their learning to suggest ways they can care for a familiar place. Students relate stories about their past and share and compare observations about familiar places.

## Version 9 40%

By the end of Foundation, students identify significant people and events in their own lives, and how significant events are celebrated or commemorated. Students recognise the features of familiar places, why some places are special to people and the ways they can care for them.

Students pose questions, and sort and record information from observations and provided sources. They share a perspective and draw conclusions. Students use sources and terms to share observations about places and the past.

# Skills

| Questioning and Researching | |
|---|---|
| AC9HSFS01<br>pose questions about familiar objects, people, places and events | • posing questions about the features of places and how they can look after them, after being encouraged to observe them using various senses. |

## Technologies

## Version 8 10%

**Design and Technologies**

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.

**Digital Technologies**

By the end of Year 2, students identify how common digital systems (hardware and software) are used to meet specific purposes. They use digital systems to represent simple patterns in data in different ways.

Students design solutions to simple problems using a sequence of steps and decisions. They collect familiar data and display them to convey meaning. They create and organise ideas and information using information systems, and share information in safe online environments.

## Version 9 0%

Learning area achievement standard

By the end of Foundation students identify familiar products, services and environments and develop familiarity with digital systems, using them for a purpose. They create, communicate and choose design ideas. Students follow steps and use materials and equipment to safely make a designed solution for a school-selected context. They show how to represent data using objects, pictures and symbols and identify examples of data that is owned by them.

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**Design and Technologies**

<u>Subject achievement standard</u>

By the end of Foundation students identify familiar products, services and environments. They create a designed solution for a school-selected context. Students create, communicate and choose design ideas. They follow steps and use materials and equipment to safely make a designed solution.

**Digital Technologies**

<u>Subject achievement standard</u>

By the end of Foundation students show familiarity with digital systems and use them for a purpose. They represent data using objects, pictures and symbols and identify examples of data that is owned by them.

## The Arts

## <u>Version 8 50%</u>

## PREP Achievement Standard Version 8 in The Arts.

*Overall Achievement Standard:*

By the end of Year 2, students describe artworks they make and those to which they respond. They consider where and why people make artworks.

Students use the elements and processes of arts subjects to make and share artworks that represent ideas.

## Dance:

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By the end of Year 2, students describe the effect of the elements in dance they make, perform and view and where and why people dance.

Students use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. Students demonstrate safe practice.

## Drama:

By the end of Year 2, students describe what happens in drama they make, perform and view. They identify some elements in drama and describe where and why there is drama.

Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation.

## Media Arts:

By the end of Year 2, students communicate about media artworks they make and view, and where and why media artworks are made.

Students make and share media artworks using story principles, composition, sound and technologies.

## Music:

By the end of Year 2, students communicate about the music they listen to, make and perform and where and why people make music.

Students improvise, compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play.

## Visual Arts:

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.

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## Version 9 33%

**Dance:**

By the end of the Foundation year, students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community.

Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms.

**Drama:**

By the end of the Foundation year, students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community.

Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms..

**Media Arts:**

By the end of the Foundation year, students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community.

Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms.

**Music:**

By the end of the Foundation year, students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community.

Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms.

**Visual Arts:**

# Australian Prep Curriculum version 9

By the end of the Foundation year, students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community.

<mark>Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms.</mark>

## Dance:

| Developing Practices and Skills | |
|---|---|
| **AC9ADAFD01**<br>use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas | • playing with the tactile qualities of a range of materials (rough, smooth, spikey, gooey) and exploring how they feel about these qualities to develop ideas for a visual artwork<br>• imagining how the characters in a story they are reading might dress or move, and making still or moving images to communicate ideas about the characters<br>• playing games to develop subject-specific practices such as pitch, beat and/or rhythm recognition; exploring ways that body parts, zones and bases can be moved safely and expressively;<br>• exploring their speaking and singing voices and discovering ways to use their voices/vocalisation to communicate ideas and feelings |

## Drama:

| Developing Practices and Skills | |
|---|---|
| **AC9ADAFD01**<br>use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas | • playing with the tactile qualities of a range of materials (rough, smooth, spikey, gooey) and exploring how they feel about these qualities to develop ideas for a visual artwork<br>• imagining how the characters in a story they are reading might dress or move, and making still or moving images to communicate ideas about the characters<br>• playing games to develop subject-specific practices such as pitch, beat and/or rhythm recognition; exploring ways that body parts, zones and bases can be moved safely and expressively; |

| | • exploring their speaking and singing voices and discovering ways to use their voices/vocalisation to communicate ideas and feelings |
|---|---|

## Media Arts:

| Developing Practices and Skills | |
|---|---|
| AC9ADAFD01<br><br>use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas | • playing with the tactile qualities of a range of materials (rough, smooth, spikey, gooey) and exploring how they feel about these qualities to develop ideas for a visual artwork<br>• imagining how the characters in a story they are reading might dress or move, and making still or moving images to communicate ideas about the characters<br>• playing games to develop subject-specific practices such as pitch, beat and/or rhythm recognition; exploring ways that body parts, zones and bases can be moved safely and expressively;<br>• exploring their speaking and singing voices and discovering ways to use their voices/vocalisation to communicate ideas and feelings |

## Music:

| Developing Practices and Skills | |
|---|---|
| AC9ADAFD01<br><br>use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas | • playing with the tactile qualities of a range of materials (rough, smooth, spikey, gooey) and exploring how they feel about these qualities to develop ideas for a visual artwork<br>• imagining how the characters in a story they are reading might dress or move, and making still or moving images to communicate ideas about the characters<br>• playing games to develop subject-specific practices such as pitch, beat and/or rhythm recognition; exploring ways that body parts, zones and bases can be moved safely and expressively; |

# Australian Prep Curriculum version 9

| | |
|---|---|
| | • exploring their speaking and singing voices and discovering ways to use their voices/vocalisation to communicate ideas and feelings |

## Visual Arts:

| Developing Practices and Skills | |
|---|---|
| **AC9ADAFD01**<br><br>use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas | • playing with the tactile qualities of a range of materials (rough, smooth, spikey, gooey) and exploring how they feel about these qualities to develop ideas for a visual artwork<br>• imagining how the characters in a story they are reading might dress or move, and making still or moving images to communicate ideas about the characters<br>• playing games to develop subject-specific practices such as pitch, beat and/or rhythm recognition; exploring ways that body parts, zones and bases can be moved safely and expressively;<br>• exploring their speaking and singing voices and discovering ways to use their voices/vocalisation to communicate ideas and feelings |