## Stage Ten

### Physical Personal & Social Learning

#### Health & Physical Education

**Movement & Physical Activity**

Students understand that physical activity provides opportunities for fun, enjoyment, challenge and self expression. They demonstrate responsible and safe behaviour, effective communication, cooperation and sportsmanship.

Students may:

- participate in regular exercise and sport
- recognise physical activity as a fun and enjoyment experience
- display a willingness to receive feedback that improves performance
- demonstrate the importance of using equipment and facilities correctly
- recognise the importance of, and take responsibility for, wearing the proper attire for sport and physical activities
- recognise good sportsmanship
- observe the opinions of those who are in authority during a game, e.g. the referee
- be aware of the score during a game
- recognise physical activity and sport as a means of social interaction
- recognise and use socially acceptable conflict resolution skills in sport
- recognise that the heart is always beating and pumping blood to the muscles and the rest of the body
- recognise that activity increases both the work of the heart and the speed of breathing, e.g. take pulse before and after exercise and notice the changes

**Health Knowledge & Promotion**

Students identify healthy eating practices and the eating behaviours that contribute to good health. They follow safety rules and safe practices in relation to medicines, household products and other substances. They are responsible for their own personal care and personal well being.

Students may:

- identify healthy food choices in familiar situations, e.g. school, home, food court at shopping centre
- identify a balanced diet and apply decision-making skills to create healthy meals
- sort foods or photographs, pictures or symbols of food into groups, e.g. those you eat a lot of and those you eat only a little of
- complete a food diary over a week and talk about their diet
- describe the importance of food to the body, e.g. for energy and growth
- explain the negative effects of poor nutrition on healthy teeth
- understand the need to wear appropriate clothing in various situations, e.g. party, ten pin bowling
- choose and buy own clothes with support
- demonstrate a knowledge that clothes project an image, e.g. wearing smart clothes for work experience
- know the importance of personal hygiene and the routines that need to be carried out in all situations, e.g. daily shower, after sports activities
- anticipate and complete more complex personal care routines independently, e.g. shaving and menstrual management
- describe how germs are transmitted and how this relates to personal hygiene, e.g. using tissues, washing hands before eating
- identify substances that are harmful to the body, e.g. cleaning products, cigarettes, recreational drugs
- demonstrate the difference between ‘private’ and ‘not private’ behaviour in familiar situations
- be aware that over familiar behaviour isn’t appropriate
- recognise situations, advances or suggestions that may threaten their safety or well being, e.g. inappropriate touching, invitations to accompany strangers
- develop healthy appropriate opportunities to get physical contact and sensory stimulation, e.g.
### Massage
- Meet and visit health nurses, dentists, etc and examine props, e.g. stethoscope, plasters and uniforms

### Interpersonal Development
Students develop and exhibit appropriate behaviours for maintaining positive social relationships. They identify the feelings and needs of others, when working in groups.

Students may:
- Work cooperatively in an unfamiliar group with support
- Become more accepting of others’ different ways of doing things
- Express and manage a wide variety of emotions with sensitivity to others
- Express affection, love, support, respect and gratitude in a range of relationships
- Express their opinions on things that matter to them
- Recognise and take pride in own success and celebrate others' achievements
- Express difficulties, acknowledge uncomfortable feelings/feelings of vulnerability to a trusted adult

### Personal Learning
Students develop an understanding of their strengths and potential. They develop resilience and dispositions which support learning.

Students may:
- Experience community activities and make choices and decisions about their use of leisure time
- Identify leisure and recreational options (with support) that they can continue beyond their school life
- Discuss own targets and goals with support
- Make suggestions to improve own learning with support
- Identify and evaluate strengths and weaknesses, e.g. 'I’m good at…….' and 'I need help with…'
- Widen skills base into new area
- Discuss their own and others’ contribution to activities
- Cope with impact of own mistakes and failures
- Review activities and use information to plan for future activities, identifying resources needed for successful completion
- Identify and discuss the needs, likes and dislikes of themselves and others
- Use relaxation techniques to soothe and calm themselves when distressed, angry or scared
- Use positive thinking self talk techniques

### Civics & Citizenship
Students identify the range of groups to which they and their family members belong. They participate in a range of class and school activities such as recycling and taking responsibility for class resources. They participate in local and national celebrations.

Students may:
- Know what is own and what is others’ responsibility
- Be aware that some behaviours are inappropriate in some contexts
- Understand the consequences of their choices
- Take responsibility at school for collecting rubbish that can be recycled
- Have a sense of self as a member of different communities, e.g.
- Have developing respect for their own cultures and beliefs, and those of other people
## Stage Ten
### Discipline Based Learning

#### The Arts

Students demonstrate an understanding of the basic elements of the performing arts through listening, performing and creating. They produce two and three dimensional works of art that communicate ideas for specific purposes using appropriate elements of design (colour, line, shape, space, texture)

Students may:
- describe different ways in which a variety of art materials, tools and techniques can be used, e.g. construction paper can be fringed with scissors
- identify strengths and areas for improvement in their work and explain their choice, e.g. ‘I did a great job of cutting the circles. Next time I will choose a background colour that stands out’
- describe the relationship between an artwork and their own experience
- organise and present own visual artwork to an audience
- organise media elements such as words, sounds and images to create stories
- identify, in a plan, their specific choices of subject matter, tools, materials and techniques, e.g. plan to make picture of their family in which they would use paint and fabric
- sing in unison as a member of a school choir
- produce a specific effect using various sound sources, e.g. the voice, the body, instruments
- plan for all aspects of a performance such as music, costumes and props
- describe and discuss features of a performance they have seen
- attend concerts and performances of their favourite artist

#### Literacy

**Reading**

Students read most of a simple unfamiliar text independently and use different strategies (phonic, grammatical and contextual) in reading unfamiliar words. They read from word to word, sign to sign, or symbol to symbol and may need support to establish meaning. They show understanding of texts, recount the main events or facts with support and comment on obvious features of the text. In responding to stories, they identify and comment on the main characters and how they relate to one another. They express opinions about events and actions and comment on some of the ways in which the text is written or presented.

Students may:
- read simple unfamiliar texts accurately, e.g. a new book at an appropriate reading age
- develop a range of reading strategies, e.g. self correct when meaning is lost, re-read or read ahead
- use different strategies in reading unfamiliar words – phonic, contextual
- recount main events and characters in a story with prompting and recite favourite poems
- read simple instructions, e.g. recipes, plans, instructions
- identify full stops and capital letters
- predict endings and incidents
- identify and describe characters, expressing own views
- discuss story settings and plot
- express preferences giving reasons
- use dictionaries to locate words using initial letters
- read fluently with expression, taking note of punctuation
- use contents page and index
- show some understanding of the characters and their feelings
- compare characters
- interpret underlying meaning
- read silently
- sustain interest in long stories
- scan a text for subheading
- identify different poetic styles, e.g. nonsense poems, tongue twisters, riddles
know vowel and consonant
recognise specific parts of words, including prefixes, suffixes and plurals
identify vowel phonemes ‘air’, ‘or’, ‘er’ and read when in words
identify diagraph ‘wl’, ‘pl’, ‘cl’ and read when in words
recognise that the same sounds have different spellings, e.g. tee, tea, and that the same spellings may relate to different sounds, e.g. ‘book’, ‘moon’

Speaking and Listening
Students communicate on topics of interest with people they know and include some details the listener needs to know. They express ideas using an appropriate vocabulary and more varied expression. They show by their direct responses that they listen. They develop and explain ideas, using a more extensive vocabulary and beginning to adapt to more formal situations.
Students may:
• respond appropriately to feelings expressed by others, e.g. sad news
• include background information in conversation, e.g. where they went on holiday and an aspect they enjoyed
• know and use appropriate vocabulary for a specific task, e.g. for a specific curriculum area
• express ideas to carry out a task, e.g. making scrambled eggs, planning a project
• listen and react appropriately, e.g. laugh to a joke, gasp with surprise
• take part in discussions
• use different voices for different audiences
• use adjectives and/or adverbs to retell an experience or explain a completed task
• listen and react appropriately by continuing on what has been said
• use facial expression and appropriate gesture
• use the appropriate tense
• contribute without prompting to group discussions
• explain view point
• show clear shape and organisation with an introduction and an ending
• speak clearly and audibly
• comment on key features of the media, e.g. favourite television programme
• know the difference between good and bad news, fact and fiction in the media
• in role play deal politely with opposing points of view
• in group discussion take up and sustain different roles such as clerk, scribe, spokesperson
• understand differences between written and spoken language

Writing
Students’ writing communicates meaning beyond a simple statement. It shows some characteristics of narrative or non-narrative writing but the form may not be sustained. Individual ideas are developed in short sections. The vocabulary is appropriate to the subject matter, with some words used effectively. Overall, the writing draws more on the characteristics of spoken language than on those of written language. Students compose sentences and use some punctuation to demarcate these appropriately. Some common words are spelt correctly and alternatives use phonic strategies with some recall of visual patterns. Handwriting is legible despite inconsistencies in orientation, size and use of upper and lower case letters
Students may:
• write about an event using at least 3 sentences
• begin to use different styles and structures of writing, e.g. narrative, lists, captions, letters, invitations
• write about outing/event begin to use an identifiable structure (writing is in sections)
• use story structure to write about own experience
• use vocabulary appropriate to the subject
• write a description of an animal in a narrative form to include some adjectives/adverbs
• write a thank you note following a school visit to include some adjectives/adverbs
• use connectives other than ‘and’ to make sentences longer, e.g. then, because, but
• link ideas and events clearly, e.g. making a meal
• spell 15 words
• demonstrate phonic awareness of any that are wrongly spelt
- use word endings ‘s’, ‘ed’, ‘ing’
- use knowledge of phonics to attempt to spell unknown words
- write legibly – size and orientation of letters not always consistent (75% correctly formed)
- generally use upper and lower case letters correctly and not mixed within the word
- begin to develop own style

**Humanities**

Students demonstrate an understanding that the world is made up of countries and regions and that people’s lifestyles may differ. They use a variety of resources and tools to gather, process and communicate information about physical and cultural differences.

**History**

Students may:
- demonstrate a knowledge of how people lived in the past, e.g., complete a project on a visit to Coal Creek
- explore man made and natural features that provide a sense of history, e.g., caves, Puffing Billy, city circle tram
- communicate about how people’s interests and appearance change over time
- extend use of vocabulary relating to the passage of time, e.g., ‘a long time ago’, ‘before’ ‘after’

**Geography**

Students may:
- identify the distinguishing physical features of their community, e.g. bridge, freeway, roads, buildings, schools, lakes
- experience and broaden their knowledge of places in Australia, e.g., Interstate school camps,
- demonstrate the understanding that the world is made up of countries
- understand how the environment affects peoples lives, e.g. extreme conditions such as bush fires, drought and floods
- understand that some countries have a different climate from our own, e.g. very cold climates
- identify similarities and differences between their community and a community in another country, e.g., language, clothing, homes
- use factual texts, internet, to obtain information about communities around the world
- locate on a globe or map Australia and countries around the world

**Economics**

Students may:
- identify how occupations within the community meet the people’s needs, e.g. the hairdresser provides us with haircuts
- identify and participate in a chosen occupation for work experience
- use their experience of work (work experience, contract work) to extend their understanding of occupations and work responsibilities
- demonstrate understanding of work related vocabulary, e.g. ‘clock on’, ‘break time’
- visit centres and work places in readiness for transition to adult options
- identify preferences for their post school placements
- prepare personal action plans for their future with support from staff, family and advocates

**Numeracy**

**Number**

Students count, read, write and order accurately whole numbers to at least 50 and are beginning to understand place value. They begin to know by heart all pairs of whole numbers with totals up to 10 and can use these facts to add or subtract a pair of numbers mentally. They recognise odd and even numbers to at least 20 and other simple number sequences, e.g. counting on or back in twos. Students describe and calculate simple multiplication as repeated addition such as $3 \times 5 = 5 + 5 + 5$; and division as repeated subtraction, such as 8 divided between 4, and as partitioning of a set into equal-sized subsets. They collect data by counting and they record the data in a tally or block graph. They recognise coins and notes and can use the correct notation.

Students may:
- count to at least 50 independently
- recognise numerals to at least 50
- order numbers to 50
- recognise odd and even numbers to 50
- understand place value of tens and units
- rote count in 10s to 100
- rote count to 100 or beyond
- record a given number to 50
- write numbers in words to 50
- identify number after a given number to 50
- identify number before a given number to 50
- count between two given numbers to 50, e.g. 19-35
- place 4 non-sequential numbers in order to 50
- group objects in 10s to assist counting
- identify ½s and ¼s of shaded objects
- identify 10 more than a given number to 100
- identify 10 less than a given number to 100
- understand, use and begin to read: tally, predict, estimate, halve, divide, multiply, fractions, half, quarter, equal, parts
- record simple addition
- record simple subtraction
- double any number to 10
- give half of any even number to 20
- recognise that subtraction is the opposite of addition
- add 3 single digit numbers
- add 10 to a two digit number up to 50
- take 10 from a two digit number up to 50
- mentally add numbers including multiples of 10
- mentally subtract numbers including multiples of 10
- understand that multiplication is repeated addition
- understand that division is repeated subtraction
- understand that halving is the opposite of doubling
- know the 2 times table
- recall addition and subtraction facts to 10
- add a single digit to a two digit number
- subtract a single digit from a two digit number
- identify and use + – × ÷ and =

Space

Students can recognise common shapes by their properties and can describe them in terms of their properties, including recognising right angles in 2D and 3D shapes. They can sort one collection of 2D or 3D shapes in more than one way. They can identify lines of symmetry in simple shapes and recognise shapes with no lines of symmetry. They are beginning to understand angle as a measure of turn. They show an understanding of right angles through movement including using clockwise and anti-clockwise.

Students may:
- name common 2D and 3D shapes and describe their properties, e.g. curved, straight, angle
- identify objects in named positions
- identify and record common shapes in the school environment and in the community
- recognise and draw a line of symmetry
- recognise shapes with no lines of symmetry from a range of shapes and sort them into those that do or don’t have lines of symmetry, e.g. letters of the alphabet
- place objects in named positions, e.g. ‘at the corner of’, ‘further away from’, etc.
- identify right angles in 2D and 3D shapes
- sort 2D and 3D shapes by own criteria, explaining the criteria
- begin to understand that an angle is a measurement of turn
- demonstrate an understand of right angles through movement including clockwise and anti-clockwise
**Measurement**

Students begin to use standard units of length, (cm. m), mass or weight (g. kg.) and capacity (l) to measure and compare quantities and objects. They compare events and timescales using an appropriate standard unit of time (hour, minute, second). They tell the time using hours, half hours and quarter hour units using the vocabulary of time.

Students may:
- know months of the year in sequence
- name and sequence the four Seasons
- sequence days of the week
- look at the classroom clock and recognise regular times
- tell the time using quarter hours and half hours
- tell the time using quarter hours on a digital clock
- know one day equals 24 hours, one hour equals 60 minutes and one minute equals 60 seconds
- suggest suitable equipment and units to measure the length, weight or capacity of an object
- estimate the length, weight or capacity of an object
- know how to position a ruler to make a measurement
- use a ruler to measure in centimetres
- draw lines of given cm length using a ruler
- sort objects into those that weigh more or less than a Kg
- find and record where they may find objects being weighed in the community
- know 1Kg equals 1000 g.
- weigh a variety of objects and record amounts
- weigh specific amounts of ingredients for simple recipes
- know 1 metre equals 100 centimetres
- use a metre rule to measure in units of 10 centimetres
- use a trundle wheel to measure in metres
- understand the need to identify the unit being used when recording

**Working Mathematically**

Students select the mathematics they use in some classroom activities. They discuss their work using mathematical language and are beginning to represent it using symbols and simple diagrams. They explain why an answer is correct.

Students may:
- organise and classify data using simple lists graphs and tables
- read data and describe it using comparative language e.g. more students chose summer than winter as their favourite time of year
- pose and answer questions about data
- describe the likelihood that everyday events will occur, using mathematical language (impossible, unlikely, less likely, more likely, certain) e.g. ‘It’s unlikely that I will win the raffle’
- recognise 5c, 10c, 20c, 50c, $1 and $2 coins
- understand and use $,c notation
- choose coins to make amounts up to $10
- give change from $2

**Science**

Students respond to suggestions about how to find things out and, with help, make their own suggestions about how to collect data to answer questions. They use simple texts, with help, to find information. They use simple equipment provided and make observations related to their task. They observe and compare objects, living things and events. They describe their observations using scientific vocabulary and record them, using simple tables when appropriate. They say whether what happened was what they expected.

**Science Knowledge & Understanding**

Students may:
- describe various materials using information gathered from senses
- demonstrate understanding of how our senses help us recognize and use a variety of materials e.g. sense of smell if milk is fresh, hearing if machine is working
• compare the movement of different objects in terms of speed and direction
• know that forces can make objects stop, slow down, speed up, change direction and change shape
• predict ways in which materials can be changed and the tools needed e.g. by cutting, joining
• identify reversible and irreversible changes in materials
• demonstrate an understanding of the similarities and differences among various types of animals and the ways in which animals adapt to different environmental conditions.
• predict and describe how weather conditions affect living things including themselves, e.g. effect of wind on trees in autumn, extreme weather on activities

Science at Work
Students may:
• apply knowledge of matter and materials to making useful objects
• use knowledge and understanding of movement to create e.g. toys with different moving parts
• identify features of a day and or night sky and relate to patterns of behaviour in everyday life
### Stage Ten
#### Interdisciplinary Learning

#### Communication

Students may:
- communicate the procedures and results of investigations for specific purposes
- recognise and obtain information from a widening range of sources
- make increasing use of emerging literacy skills

#### Design, Creativity and Technology

Students demonstrate understanding of the characteristics of different structures and of the ways in which they are made. They recognise and use some systems in the home or school. They use tools appropriately when joining and shaping various materials.

Students may:
- design a usable product that is aesthetically pleasing e.g. library bag, cake and construct it by combining and modifying materials that they have selected themselves
- identify properties of materials that are important to the purpose and function of the objects that are made from them.
- describe, using their observations ways in which materials can be changed to alter their appearance, smell, and texture, e.g. cooking casserole, painting rough wood
- demonstrate ways in which various materials can be manipulated to produce sounds
- ask questions about and identify needs and problems related to objects and materials, and explore possible answers and solutions e.g. test which materials will hold water

#### Information and Communication Technology

Students use ICT to organise and classify information and to present their findings. They enter, save and retrieve work. They use ICT to help them generate, amend and record their work and share their ideas in different forms, including text, images and sound. They plan and give instructions to make things happen and describe the effects. They use ICT to explore what happens in real and imaginary situations.

Students may:
- name different types of information technology that are used in the local community e.g. bar code library system; touch sensitive information system at rail station; electronic funds transfer/retail
- identify/list the main input or output components of the identified information technology types, e.g. keyboard, barcode reader, barcodes, screen, printer
- identify and use different presentation styles and information types to meet different needs, e.g. letter, card, e-book
- apply, with some self reliance and responsibility, a limited range of editing and formatting functions e.g. select font, insert missing letters
- cut, copy and paste, words and sentences
- import/insert a picture
- present data in different ways e.g. pictures/photos/text
- follow instructions to print single image from the digital camera
- use publishing software to create a product
- write and send an e-mail
- find way around a familiar website
- select a website address from favourites
- switch computer on and log on
- switch off computer using the correct procedure
- find, open and retrieve own work
Thinking

Students may:
- distinguish fact from fiction
- draw conclusions based on information and evidence
- formulate questions to develop understanding
- reflect on experiences and learning
- think creatively and imaginatively