# Stage Two

## Physical, Personal & Social Learning

### 2.1 Students begin to respond consistently to familiar people, events and objects. They react to new activities and experiences. They begin to show interest in people, events and objects. They accept and engage in coactive exploration.

### 2.2 Students begin to be proactive in their interactions. They communicate consistent preferences and affective responses. They recognise familiar people, events and objects. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time. They cooperate with shared exploration and supported participation.

## Health & Physical Education

### Movement & Physical Education

**Students may:**
- show general awareness of own body in a range of activities, e.g. music and movement
- move own body parts independently
- accept and engage in supported exploration of environment, e.g. moving about in the swimming pool with the support of an adult
- cooperate with shared exploration and supported participation, e.g. bean bag and ball activities,
- explore environment using voluntary actions such as rolling, shuffling on bottom

### Health Knowledge and Promotion

**Students may:**
- react to different tastes, textures and temperatures consistently
- perform voluntary hand to mouth movements and manage finger food with support
- show recognition and reach for modified cup, with adult support
- tolerate eating from a spoon with full support
- cooperate with face and hand washing
- participate consistently and intentionally when being dressed and undressed by an adult
- accept and cooperate with regular toileting routines
- tolerate activities that protect their health, e.g. medication, sun protection, standing frame

## Interpersonal Development

**Students may:**
- show an interest and respond to familiar people
- respond positively to others who are caring
- show an intermittent response to supported activities
- respond well to/enjoy being noticed and valued

## Personal Learning

**Students may:**
- show an interest in familiar activities and objects
- react to activities and experiences with all of their senses
- respond more consistently to choices made by adult
- be willing to get messy/ make a mess

## Civics & Citizenship

**Students may:**
- respond to familiar routines
- show emerging awareness of identity, e.g. by responding to own name or looking at themselves in the mirror
- respond to familiar people
Stage Two
Discipline Based Learning

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The Arts

Students may:
- respond to interactions with a range of materials
- show an interest in what they see, hear, smell, touch and feel, e.g. enjoy scuffling through leaves, delighting in the noise they make and twirling round and round
- use their bodies to explore texture and space, e.g. finger and foot painting
- respond to a range of musical sounds and experiences
- experience live and recorded performances

Literacy

Reading
Students may:
- focus on an object/book within a sensory story
- recognise familiar faces
- recognise and respond to familiar environments
- respond to familiar prompts in a sensory story

Speaking & Listening
Students may:
- react to their own image in a mirror
- show enjoyment of interactions
- focus briefly on activity or object being shared with an adult
- listen to and imitate sounds made by themselves or others
- respond consistently to a familiar person
- react to unfamiliar people with suspicion, reserve, or rejection
- show recognition of familiar or favourite objects or activities
- show understanding of a familiar activity by an anticipatory response, e.g. smile
- respond to various different tones of voice, e.g. anger
- take turns in interactions with another person e.g. vocalising games

Writing
Students may:
- manipulate sensory materials with hands
- reach out for an object placed near hand
<table>
<thead>
<tr>
<th>Humanities</th>
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<tbody>
<tr>
<td><strong>History</strong> Students may:</td>
</tr>
<tr>
<td>• respond to familiar objects</td>
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<tr>
<td>• respond to regular activities and/or daily routine cues</td>
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<tr>
<td>• cope with changes to regular routines</td>
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<td>• respond to personal events such as birthdays</td>
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<thead>
<tr>
<th>Geography</th>
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<tbody>
<tr>
<td>Students may:</td>
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<tr>
<td>• respond to familiar environments, e.g. laugh when taken toward pool</td>
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<tr>
<td>• attempt to locate own classroom/bus</td>
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<tr>
<td>• attempt to locate specific areas within familiar environments</td>
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<thead>
<tr>
<th>Economics</th>
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<tbody>
<tr>
<td>Students may:</td>
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<tr>
<td>• respond to people who regularly impact on their lives, e.g. physio, teacher</td>
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<thead>
<tr>
<th>Numeracy</th>
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<td><strong>Number</strong> Students may:</td>
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<tr>
<td>• lift objects towards their face in shared investigations/activities</td>
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<tr>
<td>• show consistent response to number, games, rhymes, songs etc using number</td>
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<tr>
<td>• show consistent response to objects and counting activities</td>
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<tr>
<td>• respond consistently to activities involving putting together and taking apart</td>
</tr>
<tr>
<td>• show consistent and intentional response to number, games, stories etc using number</td>
</tr>
<tr>
<td>• show consistent and intentional response to objects and counting activities</td>
</tr>
<tr>
<td>• co-operate within a shared or supported activity using counting</td>
</tr>
<tr>
<td>• co-operate within a shared or supported activity involving putting together and taking apart</td>
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<thead>
<tr>
<th>Space</th>
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<tbody>
<tr>
<td>Students may:</td>
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<tr>
<td>• develop an awareness of object permanence</td>
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<tr>
<td>• explore and respond consistently to shared activities involving 2D and 3D solids</td>
</tr>
<tr>
<td>• react and engage in co-active exploration of position, direction and movement</td>
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<tr>
<td>• show a learned response to these activities</td>
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<thead>
<tr>
<th>Measurement</th>
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<tbody>
<tr>
<td>Students may:</td>
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<tr>
<td>• respond consistently to activities involving sequencing familiar events and vocabulary of time</td>
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<tr>
<td>• respond to activities involving measurement</td>
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<tr>
<td>• communicate consistent preferences for activities involving sequencing events e.g. object timetable</td>
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<tr>
<td>• co-operate with supported participation within activities involving measurement</td>
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<th>Working Mathematically</th>
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<td>Students may:</td>
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<tr>
<td>• recognise own or familiar objects and begin to search for them</td>
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<tr>
<td>• co-operate with supported activities involving money</td>
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<tr>
<td>• respond consistently to activities involving money</td>
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<tr>
<td>• respond consistently to activities involving mathematical patterns</td>
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<tr>
<td>• show active participation in activities involving simple mathematical patterns</td>
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Science

Science Knowledge & Understanding
Students may:
- attend and respond to a variety of sounds
- attend and respond to variations in temperature
- attend and respond to variations in light
- respond to the touch, taste, smell of everyday materials
- respond to the different attributes of a variety of objects and life forms

Science at Work
Students may:
- tolerate the use of a variety of appliances, both electrical and hand powered
- attend to the use of appliances
## Stage Two
### Interdisciplinary Learning

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### Communication

Students may:
- respond to others, e.g. through facial expressions
- communicate with others, e.g. expressing preferences
- interact with others, e.g. mutual gaze

### Design, Creativity & Technology

**Investigating & Designing**
Students may:
- tolerate hand over hand assistance to explore range of materials
- tolerate hand over hand assistance to push/pull toys to experience response
- tolerate hand over hand manipulation of a wide variety of tools
- explore/manipulate materials given to them in a structured setting, e.g. by giving visual/tactile/auditory/kinaesthetic attention to wood, plastic, paper etc
- explore/manipulate movement in a structured setting, e.g. by giving visual/auditory/kinaesthetic/tactile attention to moving lights, toys, flags, turn tables
- explore/manipulate a wide variety of tools

**Producing**
Students may:
- work coactively with basic tools, equipment and components to make simple products in a range of materials, e.g. mix a cake

### Information & Communication Technology

Students may:
- engage in coactive exploration
- react to new technological experiences
- respond to amplified sounds
- experience using message carrying switch
- use voice or body movement to make sounds in a microphone
- respond consistently to a variety of stimuli from different equipment
- create sounds by trial and error using technology, e.g. sound beam
- perform actions by trial and error, e.g. touch keys on banana keyboard
- give prolonged attention to image on monitor screen or to auditory reward
- briefly track images moving on the monitor screen
- use mouse or touch monitor to create a picture (little control over movement)
- activate a single switch by trial and error
- intentionally use switch for a familiar program

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Dandenong Valley School Curriculum
### Thinking

**Reasoning, processing and inquiry**

Students may:

- indicate a readiness and desire to attempt a controlled or voluntary action
- display sufficient motivation to respond to others and to selected activities