Stage Eight
Physical, Personal & Social Learning

Health & Physical Education

Movement & Physical Activity
Students move with control and coordination. They follow and imitate sequences and patterns in their movements. They use small and large apparatus safely. They are aware of space, themselves and others. They play simple games and may require support to follow game rules. They recognise the changes that happen to their bodies when they are active.
Students may:
- participate on a regular basis in physical activities that maintain or improve physical fitness, e.g. games, dance, fitness activities, outdoor pursuits
- travel in a variety of ways, using different pathways, e.g. straight, curved or zig zag pathways in creative dance
- explore different ways of sending equipment to a partner or in a team, e.g. pushing, throwing, catching, striking with a bat
- display good sportsmanship in competitive games
- play fairly and play by the rules
- follow instructions, pay attention and attempt new activities
- work cooperatively with others, e.g. sharing equipment and helping others
- encourage the performance of others during sports and games, e.g. cheering at an appropriate time

Health Knowledge & Promotion
Students anticipate their needs and complete familiar self care routines independently. They demonstrate increasing awareness of health and safety routines.
Students may:
- show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health
- collect cutlery, tray, etc and make choices from a wide menu when eating out
- use skills to have snack or meal in the community with minimal support
- identify nutritious foods
- use basic food preparation skills, with supervision to produce a simple meal, e.g. vegetable soup, sandwich
- name and identify the function of body parts, e.g. eyes, teeth, nose, ears
- describe ways to care for their teeth
- describe simple life cycle of plants, animals and humans
- be appropriately trusting of others
- demonstrate understanding that adults make most decisions regarding safety rules, and seek assistance when needed, e.g. from parent/teacher
- recognise a safe place to cross the road, e.g. pedestrian crossing, and seek help when needed
- begin to recognise safety risks to themselves
- recognise that they only accept medication from responsible adults
- know and communicate their name and address and seek assistance when needed

Interpersonal Development
Students are sensitive to the needs and feelings of others and show respect for themselves and others.
Students may:
- work independently and/or cooperatively to solve problems
- belong to same and different gender groups
- support each other in behaving appropriately, e.g. greeting each other politely
- be sensitive to the feelings of others
- show respect, care and concern with support
<table>
<thead>
<tr>
<th>Personal Learning</th>
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<tbody>
<tr>
<td>Students take on a variety of roles in familiar activities and contribute to the achievement of group goals. Students may:</td>
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<td>- collaborate in devising and sharing tasks, including those which involve accepting rules</td>
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<td>- be willing to be taught how to do some of the things not yet learned</td>
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<td>- feel positive about themselves</td>
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<td>- share responsibility for planning classroom events and activities</td>
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<td>- choose, initiate and follow through self selected activities</td>
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<td>- select and use resources independently and appropriately within classroom activities</td>
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<tr>
<th>Civics &amp; Citizenship</th>
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<tr>
<td>Students understand the need for rules in various situations. They have an understanding of their place in the communities in which they live. Students may:</td>
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<tr>
<td>- show basic understanding of what is right or wrong in familiar situations</td>
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<td>- follow essential, non negotiable rules</td>
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<td>- describe significant people and places in their lives (e.g. parents, sports figures, bedroom, park, shopping centres), and the rules associated with them</td>
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<tr>
<td>- identify the people who are important in their lives and their relationship to them, e.g. make a display of these people and what they do with them</td>
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<td>- take turns and share with others on an agreed basis</td>
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<tr>
<td>- take on a variety of tasks in group activities and contribute to the achievement of the group project</td>
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- identify feelings and emotions and express them in appropriate ways
- sustain a friendship over an increasing period of time
- talk to a trusted person about difficulties, fears, problems
### Stage Eight

#### Discipline Based Learning

### The Arts

Students demonstrate basic knowledge and skills gained through exposure to the arts and activities in the arts. They work alone or in groups to produce music, art, drama and dance.

**Students may:**
- describe how the secondary colours can be created by mixing the primary colours, e.g. blue and yellow make green
- experiment with more complex techniques and materials with support, e.g. quilting
- show skill in cutting, pasting and painting
- use pictures, sculptures and collages to represent ideas, e.g. select happy faces for a collage
- use familiar material in new ways, e.g. paint with natural materials
- share materials in visual art activities
- distinguish between the lighter and darker tones of colour
- identify the shapes and colours in familiar environments, e.g. shapes and colours in wrapping paper
- work in a group to produce an art work, e.g. mural
- name different movements they can do to music
- demonstrate understanding of rhythmic patterns, e.g. clapping to the beat
- identify familiar instruments by sound, e.g. drum, piano, guitar
- perform movement sequences/short dances of increasing complexity
- perform dances to each other and familiar audiences
- move in response to the tempo of music, e.g. fast, slow, dreamy, or scary music
- play the parts of characters from nursery rhymes and stories
- communicate their responses to a variety of stimuli such as nursery rhymes, picture books by using elements of drama and dance, e.g. chanting in a group, movement
- demonstrate control of their bodies when moving like different objects and animals, e.g. floppy clown, stretching cat
- make simple props and settings from appropriate materials

### Literacy

#### Speaking & Listening

Students link up to four key words, signs or symbols in communicating about their own experiences or in telling familiar stories, both in groups and one-to-one. They use a growing vocabulary to convey meaning to the listener. They take part in role play with confidence. They listen attentively. They follow requests and instructions with four key words, signs or symbols.

**Students may:**
- show adequate eye contact for communication when speaking
- initiate/take up the conversation with another person
- leave space for others to speak
- wait for response to their speech
- combine 4 key words, signs and symbols to communicate ideas, e.g. noun, verb, preposition, noun, noun, preposition, adjective, noun and adjective, noun, verb, noun
- use the prepositions; over, through, around
- ask ‘what’ and ‘where’ questions
- use negatives ‘no’ or ‘not’ with 2 other words, e.g. not eat dinner
- respond to messages/instructions at a 4 word level, e.g. words/signs/symbols
- use prepositions; behind, in front, beside, between, inside, outside, up, down, next to
- understand ‘when’ questions
- understand the negatives ‘isn’t’ and ‘can’t’
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Reading
Students understand that words, signs, symbols and pictures convey meaning. They recognise or read a growing repertoire of familiar words or symbols, including their own names. They recognise the letters of the alphabet by shape, name and sound. They begin to associate sounds with patterns in rhymes, with syllables, and with words, signs, symbols and letters.

Students may:
- track text page by page, left to right, top to bottom pointing when reading
- make 1:1 correspondence between written and spoken words
- point to lines of text as adult reads
- join in discussion about a story
- echo an adult reading
- use repetitive passage when ‘reading’ independently
- respond to situations in a story, e.g. laughs
- talk about the events in a story
- use picture clues to suggest what the book may be about
- offer an appropriate word to complete a sentence, e.g. truck/lorry
- sequence 3 pictures in a familiar story
- create a story from pictures
- read 15 high frequency words
- recognise, explore and work with rhyming patterns
- listen/identify initial sounds of words
- recognise by matching lower and upper case letters
- identify the letters of the alphabet by their sound
- identify letters of the alphabet by their name
- identify letters of the alphabet by their shape

Writing
In writing and recording, students use pictures, symbols, familiar words and letters in sequence to communicate meaning, showing awareness of different purposes. They write their names with appropriate use of upper and lower case letters or appropriate symbols.

Students may:
- copy from the board
- use creative spelling
- ask how to write a word
- frequently use correct initial letter of word
- use letter sound knowledge in writing
- ‘read’ what they have written
- give text some meaning
Numeracy

Number
Students are able to rote count beyond 10, and to continue rote counting onwards from a given small number. They begin to count up to 10 objects, estimate a small number and check by counting and compare two given sets of objects, saying which is more/less. They begin to recognise numerals from 1 to 9 and relate them to sets of objects. In practical situations, they add one or take away one from a set of objects. They begin to use ordinal number (first, second, third) when describing position.

Students may:
- join in rote counting to 20
- continue rote counting from a given small number
- begin to count objects to 10
- estimate a small number to 3
- recognise a small number to 3 without counting
- use first, second, third
- match numbers 1-10
- find numbers on a number line to 5
- trace numbers to 5
- join dots using numbers to 5
- relate numbers to number of objects to 5
- begin to order numbers 1-5
- add 1 more for numbers of objects 1-5
- take away 1 from numbers of objects 1-5
- record data using pictures
- compare 2 given numbers 1-5 saying which is more or less
- find the number before and the number after

Space
Students are able to use mathematical vocabulary to describe the shape and size of solids and flat shapes. They identify shapes in simple models, pictures and patterns.

Students may:
- select objects given 2 attributes, e.g. red squares
- sort 3D shapes
- put shapes into outlines to make pictures
- reproduce from memory a sequence of 4 pictures or objects
- continue sequences on a peg board using 3 colours
- begin to describe by gesture the shape and size of solids and flat shapes
- copy circles, triangles and rectangles

Measurement
At this stage the student is able to compare directly, two lengths or heights where the difference is marked. They show awareness of time through some familiarity with names of days of the week and significant times in their day.

Students may:
- compare directly 2 lengths where the difference is very great
- compare directly 2 heights where the difference is very great
- indicate the long/short one
- indicate the tall/short one
- recognise days of the school week
- recognise and identify significant times of the day on a clock face e.g. lunch time, home time, bed time
- pour water to the top line of a measuring beaker and stop

Working Mathematically
Students recognise, describe and recreate simple repeating patterns and sequences. They begin to use their developing mathematical understanding of counting to solve simple problems they may encounter in play, games or other work. They begin to make simple estimates.
Students may:
- recognise and describe simple mathematical patterns and sequences
- continue simple mathematical patterns and sequences numbers
- estimate the number of objects in a set and check by counting
- identify and begin to use counting to solve problems in play, games and other work, e.g. use coins in role play to pay and give change
- play games using colour or number dice
- identify various coins and describe their relative values

**Humanities**

Students indicate if personal events and objects belong in the past or present. They begin to use some common words, signs or symbols to indicate the passage of time. They can recount episodes from their past and some details from other historical events with prompts.

Students communicate preferences about physical/natural and human/man made features of places. They use simple geographic language to communicate their ideas about various locations, functions and roles. They show some understanding of environmental awareness and how it relates to their own lives.

**History**

Students may:
- use words such as now/then, today /yesterday in relation to events
- recall their involvement in past events e.g. school concerts, Melbourne Show, Variety Club
- place events in chronological order e.g. place routine events on a timetable, special events on a calendar
- demonstrate understanding of how people change over time, e.g. interests, responsibilities, appearance
- explore periods of history that they find interesting, e.g. dinosaur theme

**Geography**

Students may:
- identify some of the uses of land in the local area
- identify some of the uses of buildings in the local area
- identify ways in which people use the natural environment, e.g. lake used for boats, swimming fishing
- recognise simple symbols or representations on maps or plans, e.g. roads, railways
- express views on features of the environment which they find attractive or unattractive

**Economics**

Students may:
- identify some of the uses of buildings and understand that their uses are linked to the work people do
- identify the roles and responsibilities of family members
- identify that there is paid and unpaid work
- list the occupations of some people in the community, e.g. librarian, hairdresser, dentist

**Science**

Students explore and observe similarities, differences, patterns and changes in features of objects and events. They begin to make their own contributions to planning, evaluation and to recording their findings in different ways.

**Science Knowledge & Understanding**

Students may:
- manipulate and observe similarities and differences in a range of like events, e.g. pushing a variety of objects up a slide, pulling a variety of objects along a path, squeezing a variety of objects made from different materials etc
• describe changes to speed in response to simple question e.g. "What's happened to the car?" (When surface slope changed). It went faster. It stopped
• describe changes to movement when different surfaces used e.g. pull toy through water, along rough surface, etc
• make own observations of changes in movement that result from actions, e.g. roll car down gentle slope, then increase slope and observe change in speed
• recognise forces that attract or repel
• identify energy sources used by familiar tools or toys
• identify life processes of living things, e.g. growth, digestion, interaction with the environment
• know that living things are made of parts that have specific functions
• describe some difference between living and non living things, e.g. animals grow and need water, food and sun, whereas rocks to not
• identify patterns and cycles in the natural world, e.g. life cycle of frog, petals on flower
• know that some organisms have similar external characteristics and that the similarities and differences relate to environmental habitat

Science at Work
Students may:
• ask questions about and identify some needs of living things, and explore possible answers to these questions and ways of meeting these needs, e.g. predict how an animal will move on the basis of two or more observed characteristics
• apply knowledge of natural patterns to predict next occurrences and plan, e.g. seasons, cycle of plant growth life cycles of frogs
## Stage Eight

### Interdisciplinary Learning

#### Communication

Students may:
- ask questions and offer personal opinions, e.g. What team do you barrack for? I like…?
- listen to the contributions in group discussions
- interpret and respond appropriately to non verbal cues
- communicate messages and follow instructions and directions
- apply some of the rules of participating in a conversation and working with others

#### Design, Creativity & Technology

Students begin to make their own contributions to planning, evaluating and recording their findings in different ways. They demonstrate an awareness of the characteristics and functions of common materials. They demonstrate some awareness of strategies required for planning and organising.

Students may:
- know that some instructions need to be in the correct sequence, e.g. to make a sandwich
- follow simple instructions to produce e.g. to make a blended drink in cooking
- use some familiar technology appropriately and safely, e.g. toaster, photocopier
- make things using a variety of tools and techniques, e.g. hammer, screwdriver, glue, stapler
- demonstrate awareness that familiar objects are designed to suit a purpose
- identify familiar technological items and describe their use in daily life, e.g. cassette player, telephone
- make a specific plan, describe the steps and carry out the plan with the support of directed questions

#### Information & Communication Technology

Students use ICT to communicate and present their ideas. They demonstrate knowledge/awareness/understanding by drawing, selecting appropriate pictographs, making posters etc. They extend their capacity to manipulate or control software or devices.

Students may:
- print work using icon bar
- save work to own folder
- follow visual screen prompts within a program
- double click mouse and hold down the mouse button
- use a mouse or keyboard to select on-screen icons
- use software (e.g. clicker) to create sentences
- use hardware to create sentences
- use shift key for capital letters with prompts
- use enter to start a new line with prompts
- find initial letters of words
- use a space bar to put spaces between words with prompts
- write whole name from memory (no capitals)
- choose words and complete sentence
- choose and select picture within photo gallery/clip art online
- use graphics program to create simple pictures
- use graphics program to edit digital photos with support
- make copies using the photocopier
- use a book with pictures to find out information
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<td>- retrieve stored information on a tape player/CD</td>
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<td>- identify different buttons on a cassette recorder /video player/ TV remote</td>
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<tr>
<td>- view pictures taken on a digital camera with help</td>
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<td>- use a stereo/CD player /listening post</td>
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<td>- use a remote control to turn a TV on and off</td>
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<td>- identify video camera equipment</td>
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**Thinking**

Students may:
- try out different ways of responding/ behaving when attempting to solve a problem or faced with a different situation
- recognise and indicate when additional support is needed to solve a problem
- be able to think about different ways of behaving/performing in different situations/contexts