## Health & Physical Education

### Movement & Physical Activity
Students participate on a regular basis in physical activities that maintain or improve physical fitness. They begin to understand the importance of being physically active and follow safety procedures. Students may:

- participate in regular exercise and sport
- recognise the importance of being physically active
- recognise the impact of physical exercise on their body, e.g. increased heart rate and faster breathing
- recognise the importance of practice in learning movement skills
- understand that performance can be improved
- be helped to keep simple scores, e.g. one point for hitting the target
- follow safety procedures related to physical activity, equipment and facilities, e.g. the dangers of water and the rules to keep them safe
- initiate a compromise to resolve peer conflict during games, e.g. take turns with goal shooting or get another basketball
- identify the sports that they enjoy through the media, e.g. following sports activities or a sports champion through the television

### Health Knowledge & Promotion
Students show independence in their personal care routines and have an awareness of the changes taking place in their bodies. They follow basic safety procedures and learn about people and places that make them feel safe or unsafe and identify people who can help them. Students may:

- use skills to have a snack/meal in a café/food court in the community independently
- initiate and start procedures for the preparation of a simple meal, e.g. get ingredients to make a sandwich and start to make it
- identify the food groups e.g. place pictures of foods in the appropriate place on a food pyramid
- identify occasions when they can choose healthy food snacks and make appropriate choices
- identify all body parts by their correct names
- identify those parts of the body that are ‘private’, e.g. correctly place underwear outlines over appropriate body parts
- identify changes in their bodies during puberty
- recognise the need for different personal care routines during puberty, e.g. shaving and menstruation management
- explore different toiletries and their smells and indicate when/where they should be used and their purposes, e.g. soap, deodorant, shampoo, shaving cream
- anticipates when to undress in unfamiliar situations for routine events, e.g. bedtime on a residential trip
- understand the need to wear appropriate clothing for familiar activities and situations, e.g. horse riding, hot weather
- participate in more complex self care routines with minimal supervision e.g. hair washing, showering
- identify people who can provide personal assistance and know how to access them, e.g. family phone numbers and emergency phone numbers
- say when they don’t feel safe
- recognise exploitative behaviour, e.g. abuse, bullying and inappropriate touching and the feelings associated with them
- identify the potential safety risks in the home, school and community, e.g. road rules, fire, bathroom
- recognise commonly used medicines and household products
- recognise that some practices/substances are harmful
- recognise that there are some medicines, e.g. cough syrup and other substances, such as vitamins, that help the body when used properly and safely
- understand the need for an adult to supervise/administer medications, to ensure correct medications and dosages

### Interpersonal Development

Students maintain and manage positive social relationships with a range of familiar people. They learn how to act in socially responsible ways and to express their feelings appropriately.

Students may:
- recognise their role, and others’ roles in the group and can contribute appropriately in familiar situations
- attend to what others say or do and take part in an interchange of information, ideas and opinions
- be involved in a range of familiar tasks
- be aware of when to lead, follow and start the activity
- be aware of their feelings and thoughts about an activity and make choices based on these
- begin to reflect on own performance and contribution
- carry out routine activities with their friends
- begin to develop an understanding about different kinds of relationships, e.g. family, girl/boyfriend
- know the difference between ‘private’ and ‘not private’ in a range of familiar situations
- begin to reflect on how their behaviour can impact on others
- know that family and friends should care for one another
- identify and respect the ways in which they are similar to and different from one another
- take responsibility for mistakes and realise they can learn from them
- express strong feelings in safe and acceptable ways

### Personal Learning

Students manage their time and resources to complete short tasks. They continue to develop the view that learning is fun and rewarding.

Students may:
- organise themselves independently for identified familiar routines and activities
- plan simple routines and tasks in a range of familiar contexts
- identify resources for familiar routine activities independently
- make effective use of unsupervised time
- begin to reflect on own performance and contribution
- recognise personal strengths and accomplishments, e.g. ability to print their name
- identify and talk about their own interests and preferences, e.g. favourite activities, toys and stories
- identify recreational activities (with support) that they can be involved in outside school hours
- develop and use simple breathing exercise techniques, when stressed, upset, angry, etc

### Civics & Citizenship

Students explore their responsibilities and those of others in familiar contexts. They engage in school and cultural events in a responsible and active way.

Students may:
- accept consequences when behaviour is unacceptable
- demonstrate self control by generalising classroom rules and routines in different contexts in the school, e.g. pool, multi purpose room, other classrooms
- follow agreed codes of behaviour which help groups of people work together, e.g. while queuing in a supermarket
- begin to understand that everyone’s likes and dislikes are equally valid
- participate with a reasonable degree of self discipline
- identify people with whom they have significant relationships and the rules and responsibilities associated with them
Stage Nine

Discipline Based Learning

The Arts

Students produce recognisable art works that demonstrate their control over tools and materials. They show an awareness of colour, line, shape, form, space and texture. Students demonstrate an understanding of some basic elements of music, drama and dance.

Students may:
- describe the texture of things
- experiment to create different textures
- choose particular colours to use for a purpose
- use vocabulary to compare and talk about what is happening, e.g. lighter, darker, thicker, thinner and shade
- understand that different media can be combined, e.g. watch a program on dinosaurs, then make a model dinosaur from boxes and textured materials
- work as a group member to plan and produce a completed art work, e.g. sets for a play, giant mural
- express their responses to various kinds of music by means of appropriate movements, e.g. marching to a loud beat
- sing expressively, showing awareness of the meaning of familiar songs
- create simple music patterns, e.g. colour coded keyboard
- identify ways in which music is part of their daily life, e.g. in the media, at parties and family celebrations
- develop preferences for particular musical styles and artists
- engage in imaginative and role play based on first hand experience
- perform movement sequences/short dances of increasing complexity
- work in groups to plan, rehearse and present a dramatic work or role play

Literacy

Reading

Students recognise familiar words, signs or symbols in simple texts. They identify initial sounds in unfamiliar words. They can establish meaning when reading aloud simple sentences, sometimes with prompting. They express their response to familiar texts by identifying aspects which they like and dislike.

Students can read a range of familiar words, signs or symbols and identify initial and final sounds in unfamiliar words. With support, they use their knowledge of letters, sounds and words to establish meaning when reading aloud. They respond to events and ideas in poems, stories and non-fiction. They use their knowledge of letters, sounds and words to read simple texts with meaning. They comment on events or ideas in stories, poems and non-fiction.

Students may:
- show awareness that some books give information about a specific subject
- use pictures to predict an unfamiliar word
- with help or symbol support read a simple sentence or phrase
- express an opinion on the story, event or character
- re-read class stories/books
- respond to rhyme and pattern of language
- use context to help decode text not always correctly, e.g. sock/shoe
- use knowledge of story to assist in decoding text
- understand increasingly complex text and recount main events or facts; comment on obvious features, e.g. good/bad characters
- understand alphabetical order
- know the alphabet
- name letters of alphabet in lower and upper case
- listen/identify initial sounds of words
• explore and play with rhyming patterns
• generate rhyming strings, e.g. fat, cat, pat
• identify the final sound of unfamiliar words
• use initial letter sound, graphic & context clues to attempt to decode a word
• use vowel sounds to help build Consonant Vowel Consonant words (CVC)
• learn combination of following sounds; ch, sh, th
• use phonics to read new words in simple text
• final phonic clusters – ing, ed, er, st
• use ‘s’ for plurals

Speaking and Listening
Students communicate clearly about matters of interest, taking turns in a range of situations and groups. They follow what others say and usually respond appropriately. They convey meaning, sustaining their contribution and the listeners’ interest.

Students may:
• ask questions at appropriate intervals to show an interest in what the speaker is saying
• use language to express feelings
• understand and use negatives, e.g. don’t
• understand and use the comparative/superlative, e.g. big, bigger, biggest
• respond in a complete sentence, reply when questioned on an event
• talk about things of personal interest, e.g. ‘news’, in familiar settings
• follow more complex instructions
• use language to express opinion
• give reasons for opinions, actions and choices
• understand and use questions
• participate in group situations like ‘Circle Time’ – use 2/3 sentences to speak about an item of personal interest, e.g. football
• follow what others say and make relevant comments
• use intonation, facial expression and gesture/body language appropriately
• listen carefully to other people’s reactions and take their views into account
• retell an experience using descriptive language

Writing
Students produce recognisable letters and words or symbols to convey meaning. Some commonly used letters are correctly shaped but may be inconsistent in their size and orientation. Some of their writing may need to be mediated to be understood. They begin to show an understanding of how full stops are used.

Students may:
• make a contribution to group writing
• discuss what he wants a scribe to write
• produce recognisable letters and words to convey meaning
• move round letters in the correct direction
• write most lower case letters correctly
• write most upper case letters correctly
• begin to revise written work with assistance
• organize information so that the writing conveys a clear message e.g. describe events in the proper sequence
• answer questions about the content of their writing
• make amendments on reading own writing
• create an imaginary event, place or person & write about it
• use phrases & simple statements to convey ideas choosing some appropriate vocabulary and some words spelt conventionally
• spell 2 letter words
• spell phonic based CVC words
• spell common 3 letter words in high frequency list
Humanities

Students recognise that communities consist of various physical features and community facilities that meet human needs. They use a variety of resources and tools to gather, process and communicate information about the distinguishing physical features and community facilities in their area.

History

Students may:
- use a range of primary and secondary sources to investigate the past e.g. interviewing grandparents
- use historical vocabulary, including the language of time and comparison
- construct timelines, and develop explanations and narratives in a range of forms
- explore community venues that provide historical experiences, e.g. Sovereign Hill, Old Melbourne Goal

Geography

Students may:
- identify the physical and social needs of residents in an area e.g. for food, water, shelter, safety, recreation social interaction
- explore the different ways in which people travel around the community
- use pictures, maps, print materials, media sources and/or class excursions to gain information about the community
- use illustrations and text to sort, classify and record information about the local community
- make models and read maps of familiar areas in the local community
- use appropriate vocabulary to describe the relative location of places and objects

Economics

Students may:
- identify the places in which people work and describe the technologies, tools and vehicles they use
- demonstrate an understanding of ways in which energy is used in daily life
- describe different uses of energy at home, at school and in the community and ways in which energy can be conserved
- demonstrate ways of reusing materials and objects in daily activities, e.g. collecting and using compost

Numeracy

Number

Students count, read and order numbers to 10 in a range of settings. They write numbers to 10 with increasing accuracy and solve problems involving addition & subtraction using numbers to 10. They use knowledge of numbers to explore and describe simple everyday numerical situations including the use of money. Students use materials and/or a calculator to recognise, generate and represent simple number patterns.

Students may:
- read most numbers to 10
- trace numbers to 10
- record numbers 1-10
- continue rote counting from a given number to 10
- count out a specific number of objects to 5
- count objects in different arrangements to 10
- identify numbers in everyday situations
- match numbers to 20
- order numbers to 5
- estimate quantities to 5
- compare two quantities to 5 (larger/smaller)
- find the number before/after a given number to 10
- demonstrate an understanding of addition as combining of 2 or more groups with numbers 1-5
- use a calculator to add 2 numbers
- demonstrate an understanding of subtraction as the taking away of objects from a group of objects with numbers 1-5
- use a calculator to subtract 2 numbers.
- be aware of terms- more, make, total, add, sum, altogether, take, leave how many left, how many have gone
- count numbers 1-10 in a variety of settings
- use ordinal numbers 1st – 10th
- read numerals 1-10 in a variety of settings
- copy numbers 1-10
- attempt to write 1-10 from memory
- be aware of zero
- count objects to 10 consistently
- recognise small numbers of objects without counting
- count objects that cannot be touched
- find numbers to 10 on a number line
- order numbers to 10
- identify missing numbers in a number line 1-10
- use term 'last'
- find more/less than a given number
- use a calculator to add 3 numbers up to 10
- use a calculator to subtract numbers from 10
- identify which of 2 numbers is more or less
- do addition by counting on
- demonstrate how sets of up to 10 objects can be separated into groups
- understand 'find one more than' and 'find one less than'
- recognise 0 as zero
- count onwards from a given number to 20
- count out objects to 20 reliably
- use a number line to count forwards and backwards to 20
- record a number of objects to 20
- order numbers to 20
- add numbers when solving problems with up to 10 objects in a range of contexts
- subtract numbers when solving problems with up to 10 objects in a range of contexts
- use a calculator to add 3 numbers up to 20
- use a calculator to subtract numbers from 20
- say how up to 10 objects can be separated into 2 groups in different ways
- select 2 groups of objects to make a given total
- count numbers 0-20

**Space**
Students construct with 3D shapes and make arrangements and patterns of 2D shapes. They recognise and name some familiar 2D and 3D shapes and sort and describe them in terms of properties and positions. They recognise terms describing position and simple directional symbols such as arrows.

Students may:
- copy models using 3D shapes independently
- copy and create patterns using 2D and 3D shapes
- demonstrate an understanding of the positioning of objects, e.g. between, in front of
- recognise and name some 3D shapes
- describe the basic properties of shapes e.g. curved, straight
- make simple comparisons between objects using terms such as larger/smaller
- describe 2D shapes in terms of properties e.g. number of sides, corners
- sort 3D shapes in terms of properties
- sort 2D shapes in terms of properties
- recognise and identify 2D and 3D shapes around school and in the community
- recognise and identify simple directional symbols, e.g. arrows, pointed finger
### Measurement
Students compare lengths, masses/weights or capacities by direct comparison and using attributes using non standard units. They order everyday events logically and use the vocabulary of time. They relate time to and describe time, in terms of familiar recurring phenomena within their own life.

Students may:
- investigate which of 2 containers holds the most/ the least
- place objects in order of size
- decide which of two objects being held is lighter/heavier
- measure and order 2 objects by length
- measure and order 2 objects by weight
- measure and order 2 objects by capacity
- recognise and place numbers 1-12 on clock
- recognise that hands on a clock move as time is passing
- name the days of the week (not necessarily in order)
- identify ‘today’
- know the month of their birthday
- join in rote recital of months of the year
- compare the lengths of 2 objects measured with informal units
- compare the weight of 2 objects weighed with informal units
- compare how many small containers are required to fill different containers

### Working Mathematically
Students pose questions with guidance and collect information to answer the questions. They represent data using concrete and pictorial displays. Students recognise that some events involve chance and investigate and describe them.

Students may:
- use language associated with certainty and uncertainty, e.g. will, won’t and might
- recognise that different results are possible when some actions are repeated e.g. rolling dice
- pose questions about objects when prompted
- suggest what information to collect in answer to questions, e.g. count the number of students wearing shirts of each colour based on the question ‘How can we find out what is the most popular shirt colour?’
- make simple pictographs to represent numerical data
- describe orally what they have found from their data collection

### Science
Students investigate the characteristics and needs of animals and plants. They identify and describe the properties of materials and describe the function of specific materials in everyday life. They demonstrate an understanding of ways in which energy is used in daily life. Students demonstrate an understanding of changes that occur in daily and seasonal cycles and of how these changes affect the characteristics, behaviour and location of living things.

### Science Knowledge and Understanding
Students may:
- describe some natural occurrences using their own observations, e.g. sprouting seeds
- select and use appropriate tools to increase their capacity to observe, e.g. magnifying glass, stethoscope
- describe patterns that they have observed in living things, e.g. pine cones
- record relevant observations, findings and measurements using written language, drawings, photos, charts and concrete materials
- describe some basic changes in humans as they grow and compare changes in humans with changes to other living things
- compare ways in which humans and other animals use their senses to meet their needs
Science at Work
Students may:

- ask questions about, and identify needs and problems related to energy production and explore possible solutions, e.g., what to do when power fails
- describe changes in the characteristics, behaviour and location of living things that occur in seasonal cycles
- ask questions about and identify problems related to materials and explore possible answers and solutions, e.g. test different fabrics to determine which are water proof
## Stage Nine Interdisciplinary Learning

### Communication

Students may:
- record relevant observations and findings using written language, drawings, charts and concrete materials
- present work with more thought about the audience
- present work to different audiences using appropriate language, e.g. to staff and students in own group
- listen to discussions on familiar topics and ask questions
- retell stories, recount personal experiences presenting events in a coherent sequence
- use a variety of media to present information
- use appropriate vocabulary in describing or relating experiences, observations or investigations, e.g. feelers, wings, body parts when talking about insects

### Design, Creativity & 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 and make different structures/products using concrete materials and explain their functions
- select appropriate natural or manufactured materials to make structures/products, e.g. cut paper, mix sand and water
- select appropriate tools when joining and shaping
- explain the function of a structure/product that they have made and describe how they made it
- examine different kinds of fasteners e.g. tape, staples and indicate where they are used
- identify materials that can be used to join or fasten other materials e.g. icing
- recognize that a product is manufactured to meet a need, e.g. scissors for cutting paper, saws for wood
- explain the function of different structures, e.g. umbrella, wheel barrow
- classify structures in the environment according to specific features, e.g. size, material, function

### Information & Communication Technology

Students know information exists in different forms. They use ICT to produce simple text and to record images and sound and can enter data and create pictures. They work with ICT to help them share their ideas and make choices when using programs to produce different outcomes. Students can identify everyday devices that respond to signals and instructions.

Students may:
- select, open and close programs using icons
- use mouse to drag and drop
- identify the space bar, shift, backspace and return keys on a keyboard
- identify scroll bars
- closes program when asked using icon
- identify the icons to print save, open and close
- use a simple pictorial program independently, e.g. Clicker
- enlarge and reduce graphic size
- uses shift key for capitals
- copy simple sentences with prompts using a keyboard
- deletes the last letter typed using back space editing with prompts
- uses the space bar to put spaces between words
- create a picture using different tools with prompts
- identify and selects image to be printed on the digital camera
- know that the internet can be used to collect information
- explore websites to collect information with help
- recognise home page
- move forwards and backwards through a website with help
- print out information from a website with help
- know that the internet can be used to send messages via e-mail
- make a telephone call from a telephone with help
- explore sending information in different ways
- record events using a video camera with help
- take photos/images using a digital camera
- delete images on a digital camera with verbal/visual prompts

**Thinking**

Students may:
- identify consequences of their decisions and actions
- use memories of past successes and achievements to increase sense of competence when doing something new
- use information or observation to form an opinion
- revise ideas and opinions based on new information
- consider the advantages and disadvantages of solutions to a problem