Appendix B - Australian National Curriculum Achievement Standards - Examples
Year One

English

Children can/will:
- Use predicting and questioning strategies to make meaning from texts.
- Recall one or two events from texts with familiar topics.
- Understand that there are different types of texts and that these can have similar characteristics.
- Identify connections between texts and their personal experience.
- Read short, predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters.
- Identify the letters of the English alphabet and use the sounds represented by most letters.
- Listen for rhyme, letter patterns and sounds in words.
- Understand that their texts can reflect their own experiences.

English

Children can/will:
- Understand the different purposes of texts.
- Make connections to personal experience when explaining characters and main events in short texts.
- Identify language features, images and vocabulary used to describe characters and events.
- Read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images.
- When reading, children use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning.
- Recall key ideas and recognise literal and implied meaning in texts.
- Listen to others when taking part in conversations, using appropriate language features.
- Listen for and reproduce letter patterns and letter clusters.
- Understand how characters in texts are developed, give reasons for personal preferences.
- Create texts show understanding of the connection between writing, speech and images.
- Create short texts for a small range of purposes.
- Interact in pair, group and class discussions, taking turns when responding.
- Make short presentations of a few connected sentences on familiar and learned topics.
- When writing, children provide details about ideas or events.
- Accurately spell words with regular spelling patterns and use capital letters and full stops.
- Correctly form all upper- and lower-case letters.

Mathematics

Children can/will:
- Make connections between number names, numerals and quantities up to 10.
- Compare objects using mass, length and capacity.
- Connect events and the days of the week.
- Use appropriate language to describe location.
- Count to and from 20 and order small collections.
- Group objects based on common characteristics and sort shapes and objects.
- Answer simple questions to collect information.

Mathematics

Children can/will:
- Describe number sequences resulting from skip counting by 2s, 5s and 10s.
- Identify representations of one half.
- Recognise Australian coins according to their value.
- Describe two-dimensional shapes and three-dimensional objects.
- Count to and from 100 and locate numbers on a number line.
- Carry out simple additions and subtractions using counting strategies.
- Continue simple patterns involving numbers and objects.
- Tell time to the half hour.
- Classify outcomes of simple familiar events.
- Collect data by asking questions and draw simple data displays.

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Science

Children can/will:
- Describe the properties and behaviour of familiar objects.
- Suggest how the environment affects them and other living things.
- Share observations of familiar objects and events.

Science

Children can/will:
- Describe objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects.
- Describe changes to things in their local environment and suggest how science helps people care for environments, identify a range of habitats.
- Make predictions, and investigate everyday phenomena. They follow instructions to record and sort their observations and share their observations with others.

History

Children can/will:
- Identify similarities and differences between families.
- Recognise how important family events are commemorated.
- Sequence familiar events in order.
- Pose questions about their past.
- Relate a story about their past using a range of texts.

Geography

Children can/will:
- Identify and describe the natural, managed and constructed features of places at a local scale and recognise that people describe the features of places differently.
- Identify where features of places are located and recognise that spaces can be arranged for different purposes.
- Identify changes in features and describe how to care for places.
- Respond to questions about familiar and unfamiliar places by collecting, recording and sorting information from sources provided.
- Represent the location of different places and their features on pictorial maps and present findings in a range of texts and use everyday language to describe direction and location.
- Reflect on their learning to suggest ways that places can be cared for.

Geography

Children can/will:
- Describe the features of familiar places and recognise why some places are special to people.
- Recognise that places can be represented on maps and a globe and why places are important to people.
- Observe the familiar features of places and represent these features and their location on pictorial maps and models.
- Share observations in a range of texts and use everyday language to describe direction and location.
- Reflect on their learning to suggest ways they can care for a familiar place.

History

Children can/will:
- Identify and describe important dates and changes in their own lives.
- Sequence personal and family events in order, and share stories about the past to denote the passing of time.
- Describe how family life and the place we live in has changed over time.
- Identify information and data from a variety of sources.
- Explore a point of view.
- Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location.

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Health and Physical Education

Children can/will:

- Recognise how they are growing and changing.
- Identify and describe the different emotions people experience.
- Recognise actions that help them be healthy, safe and physically active.
- Identify different settings where they can be active and how to move and play safely.
- Describe how their body responds to movement.
- Use personal and social skills to include others in a range of activities.
- Demonstrate practices and protective behaviours to keep themselves safe and healthy.
- Perform fundamental movement skills and solve movement challenges.

Media Arts

Children can/will:

- Communicate about media artworks they make and view, and where and why media artworks are made.
- Make and share media artworks using story principles, composition, sound and technologies.

Visual Arts

Children can/will:

- Describe artworks they make and view and where and why artworks are made and presented.
- Make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.

Drama

Children can/will:

- Describe what happens in drama they make, perform and view.
- Identify some elements in drama and describe where and why there is drama.
- Make and present drama using the elements of role, situation and focus in dramatic play and improvisation.

Dance

Children can/will:

- Describe the effect of the elements in dance they make, perform and view and where and why people dance.
- Use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas.

Music

Children can/will:

- Communicate about the music they listen to, make and perform and where and why people make music.
- Improvise, compose, arrange and perform music and demonstrate aural skills by staying in tune and keeping in time when they sing and play.

Digital Technologies

Children can/will:

- Identify how common digital systems (hardware and software) are used to meet specific purposes. Use digital systems to represent simple patterns in data in different ways.
- Design solutions to simple problems using a sequence of steps and decisions and collect familiar data and display them to convey meaning.
- Create and organise ideas and information using information systems and share information in safe online environments.

Design and Technologies

Children can/will:

- Describe the purpose of familiar products, services and environments and how they meet the needs of users and affect others and environments.
- Identify the features and uses of some technologies for each of the prescribed technologies contexts.
- With guidance create designed solutions for each of the prescribed technologies contexts.
- Create and evaluate their ideas and designed solutions based on personal preferences. Communicate design ideas for their designed products, services and environments using modelling and simple drawings.
- Follow sequenced steps to demonstrate safe use of tools and equipment when producing designed solutions.

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Healthy and Physical Education

Children can/will:

- Describe changes that occur as they grow older and recognise diversity and how it contributes to identities.
- Recognise how emotional responses impact on others' feelings.
- Examine messages related to health decisions and describe actions that help keep themselves and others healthy, safe and physically active.
- Identify areas where they can be active and how the body reacts to different physical activities.
- Demonstrate positive ways to interact with others.
- Demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges and perform movement sequences that incorporate the elements of movement.

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