

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

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.

English

Children can/will:

- Understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events.
- Read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information.
- Monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge.
- Identify literal and implied meaning, main ideas and supporting detail and make connections between texts by comparing content. Listen for and manipulate sound combinations and rhythmic sound patterns.
- When discussing their ideas and experiences, children use everyday language features and topic-specific vocabulary.
- Explain their preferences for aspects of texts using other texts as comparisons. Create texts, drawing on their own experiences, their imagination and information they have learned.
- Use a variety of strategies to engage in group and class discussions and make presentations.
- Accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately and legibly write unjoined upper- and lower-case letters.

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.

KEY: NP = Not yet Presented \ not presented this semester, CA = Need Continual Assistance,
SR = Support Required, D = Developing, C = Consolidating, A = Achieving

Mathematics

Children can/will:

- Recognise increasing and decreasing number sequences involving 2s, 3s and 5s.
- Represent multiplication and division by grouping into sets.
- Associate collections of Australian coins with their value.
- Recognise the features of three-dimensional objects and draw two-dimensional shapes
- Count to and from 1000 and perform simple addition and subtraction calculations using a range of strategies.
- Divide collections and shapes into halves, quarters and eighths.
- Tell time to the quarter hour and use a calendar to identify the date and the months.
- Collect data from relevant questions to create lists, tables and picture graphs.

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.

Science

Children can/will:

- Describe changes to objects, materials and living things.
- Identify that certain materials and resources have different uses and describe examples of where science is used in people's daily lives.
- Pose questions about their experiences and predict outcomes of investigations.
- Use informal measurements to make and compare observations.
- Follow instructions to record and represent their observations and communicate their ideas to others.

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.

History

Children can/will:

- Analyse aspects of daily life to identify how some have changed over recent time while others have remained the same.
- Describe a person, site or event of significance in the local community.
- Pose questions about the past and use sources provided (physical, visual, oral) to answer these questions.
- Compare objects from the past and present and can develop a narrative about the past using a range of texts.

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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Geography

Children can/will:

- Identify the features that define places and recognise that places can be described at different scales.
- Describe how people in different places are connected to each other and identify factors that influence these connections.
- Recognise that the world can be divided into major geographical divisions and explain why places are important to people.
- Pose questions about familiar and unfamiliar places and collect information to answer these questions.
- Represent data and location of places and their features in tables, plans, on labelled maps.
- Interpret geographical information to draw conclusions and present findings in a range of texts and use simple geographical terms to describe the direction and location of places.

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.

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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.

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Drama

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- 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.

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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.

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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.

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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.

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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.

Health Studies & Physical Education

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- 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.
- Select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems.
- Demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges.
- Perform movement sequences that incorporate the elements of movement.

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