English

By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts.

They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.

They read short, predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters. They identify the letters of the English alphabet and use the sounds represented by most letters. They listen to and use appropriate language features to respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.

Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.

In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.

Reading

By the end of the Pre-Primary year, students
- Use comprehension strategies to understand texts.
- Identify some differences between imaginative and informative texts.
- Identify beginning, middle and ending of literary texts.
- Retell events from a text.
- Discuss the purpose of texts (e.g. “This text will tell a story”, “This text will give information.”).
- Discuss the use of print and images to create meaning.
- Share feelings on events and characters in texts.
- Identify rhyme and syllables in spoken words.
- Identify and manipulates sounds in spoken words.
- Read aloud with attempts at fluency and intonation.
- Use concepts of print to read predictable texts (e.g. navigates the text correctly, starts at the right place and reads in the right direction, returning to the next line as needed, matching one spoken word to one written word).
- Engage with a variety of texts for enjoyment.

Reads Level 3-4 texts with a 90-94% accuracy rate.

Mathematics

By the end of the Foundation year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location.

Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information.

Science

The science content includes the three strands of Science Understanding, Science Inquiry Skills and Science as a Human Endeavour. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching/learning programs are decisions to be made by the teacher.
History

By the end of the Foundation year, students identify similarities and differences between families. They recognise how important family events are commemorated.

Students sequence familiar events in order. They pose questions about their past. Students relate a story about their past using a range of texts.

Geography

By the end of the Foundation Year, students describe the features of familiar places and recognise why some places are special to people. They recognise that places can be represented on maps and a globe and why places are important to people.

Students observe the familiar features of places and represent these features and their location on pictorial maps and models. They share observations in a range of texts and use everyday language to describe direction and location. Students reflect on their learning to suggest ways they can care for a familiar place.

For more information visit http://www.australiancurriculum.edu.au/ or make an appointment to speak to your child’s teacher by ringing 96213500