English
By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify the language features, images and vocabulary used to describe characters and events.

Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features. They listen for and reproduce letter patterns and letter clusters.

Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.

They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations of a few connected sentences on familiar and learned topics. When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper- and lower-case letters.

Reading
By the end of Year 1, students
- Identify language features, images and vocabulary used to describe characters and events.
- Read aloud with developing fluency and intonation.
- Demonstrate competent problem solving of new words on initial reading (e.g. uses knowledge of sounds and letters to decode unfamiliar words).
- Discuss and compares the purposes of familiar texts (e.g. "This text will show us how to do or make something.", "This text will give information.").
- Discuss the use of adjectives, adverbs and unusual verbs to make a sentence more vivid and/or interesting.
- Understand how books and digital texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars, and links.
- Recognise common sound-letter matches, including common vowel and consonant digraphs, and consonant blends.
- Compare different kinds of images in narratives and informative texts and discusses how they contribute to meaning.
- Manipulate sounds in spoken words, including phoneme deletion and substitution.
- Express preferences for specific texts and authors.
- Share personal responses to literary texts, making connections with their own experiences.
- Discuss features of plot, character and setting in literary texts.
- Use comprehension strategies to recognise literal and implied meaning in texts.
- Engage with a variety of texts for enjoyment. Read Level 12-14 texts with a 90- 94% accuracy rate.

Mathematics
By the end of Year 1, students describe number sequences resulting from skip counting by 2s, 5s and 10s. They identify representations of one half. They recognise Australian coins according to their value. Students explain time durations. They describe two-dimensional shapes and three-dimensional objects. Students describe data displays.

Students count to and from 100 and locate numbers on a number line. They carry out simple additions and subtractions using counting strategies. They partition numbers using place value. They continue simple patterns involving numbers and objects. Students order objects based on lengths and capacities using informal units. They tell time to the half hour. They use the language of direction to move from place to place. Students classify outcomes of simple familiar events. They collect data by asking questions and draw simple data displays.
Science
By the end of Year 1, students describe objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects. They identify a range of habitats. They describe changes to things in their local environment and suggest how science helps people care for environments.

Students make predictions, and investigate everyday phenomena. They follow instructions to record and sort their observations and share their observations with others.

History
By the end of Year 1, students explain how some aspects of daily life have changed over recent time while others have remained the same. They describe personal and family events that have significance.

Students sequence events in order, using everyday terms about the passing of time. They pose questions about the past and examine sources (physical and visual) to suggest answers to these questions. Students relate stories about life in the past, using a range of texts.

Geography
By the end of Year 1, students 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. They identify where features of places are located and recognise that spaces can be arranged for different purposes. Students identify changes in features and describe how to care for places.

Students respond to questions about familiar and unfamiliar places by collecting, recording and sorting information from sources provided. They 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. They reflect on their learning to suggest ways that places can be cared for.

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