

BURRENDAH CURRICULUM SUMMARY OVERVIEWS

ENGLISH		
Pre primary	YEAR 1	YEAR 2
<p><b>Reading and Viewing</b> <b>By the end of Pre-primary students:</b></p> <ul style="list-style-type: none"><li>• use predicting and questioning strategies to make meaning from texts;</li><li>• recall one or two events from texts with familiar topics;</li><li>• understand that there are different types of texts and that these can have similar characteristics;</li><li>• identify connections between texts and their personal experience;</li><li>• read short, decodable texts with familiar vocabulary and supportive images;</li><li>• draw on their developing knowledge of concepts of print, sounds and letters;</li><li>• use decoding and self-monitoring strategies;</li><li>• recognise the letters of the English alphabet, in upper and lower case;</li><li>• know and use the most common sounds represented by most letters;</li><li>• read high-frequency words; and</li><li>• blend sounds orally to read consonant-vowel-consonant words.</li></ul> <p><b>Writing and Creating</b> <b>By the end of Pre-primary students understand how:</b></p> <ul style="list-style-type: none"><li>• texts can reflect their own experiences;</li><li>• to identify and describe likes and dislikes about familiar texts, objects, characters and events;</li><li>• when writing to use familiar words, phrases and images to convey ideas;</li><li>• writing shows evidence of letter and sound knowledge;</li><li>• writing shows evidence of beginning writing behaviours; and</li><li>• experimentation with capital letters and full stops.</li></ul> <p><b>Speaking and Listening</b> <b>By the end of Pre-primary students use skills to:</b></p> <ul style="list-style-type: none"><li>• listen and respond to others in a familiar environment;</li><li>• listen for rhyme, letter patterns and sounds in words;</li><li>• understand that texts can reflect their own experiences;</li><li>• identify and describe likes and dislikes about familiar texts, objects, characters and events;</li><li>• communicate clearly in informal and whole class settings;</li><li>• retell events and experiences with peers and known adults;</li><li>• identify and use rhyme; and</li><li>• orally blend and segment sounds in words.</li></ul>	<p><b>Reading and Viewing</b> <b>By the end of Year 1 students:</b></p> <ul style="list-style-type: none"><li>▪ understand the different purposes of texts;</li><li>▪ make connections to personal experience when explaining characters and main events in short texts;</li><li>▪ identify that texts serve different purposes and this affects how they are organised;</li><li>▪ understand how characters are developed and give reasons for personal preferences;</li><li>▪ describe characters, settings and events in different types of literature;</li><li>▪ read aloud, with developing fluency</li><li>▪ read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images;</li><li>▪ read using knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning;</li><li>▪ recall key ideas;</li><li>▪ recognise literal and implied meaning in texts;</li></ul> <p><b>Writing and Creating</b> <b>By the end of Year 1 students understand how:</b></p> <ul style="list-style-type: none"><li>▪ to create texts that show understanding of the connection between writing, speech and images;</li><li>▪ to create short texts for a small range of purpose;</li><li>▪ to provide details about ideas or events and the participants in those events;</li><li>▪ to accurately spell high-frequency and words with regular spelling patterns;</li><li>▪ to use capital letters and full stops; and</li><li>▪ to correctly form all upper- and lower-case letters.</li></ul> <p><b>Speaking and Listening</b> <b>By the end of Year 1 students:</b></p> <ul style="list-style-type: none"><li>•listen to others when taking part in conversations;</li><li>•use appropriate language features and interaction skills;</li><li>•understand how characters in texts are developed;</li><li>•give reasons for personal preferences of characters;</li><li>•create texts that show understanding of the connection between writing, speech and images;</li><li>•create short texts for a small range of purposes;</li><li>•interact in pair, group and class discussions;</li><li>•take turns when responding; and</li><li>•make short presentations on familiar topics.</li></ul>	<p><b>Reading and Viewing</b> <b>By the end of Year 2 students:</b></p> <ul style="list-style-type: none"><li>▪ understand how similar texts share characteristics by identifying text structures and language features used to describe characters and events or factual information;</li><li>▪ read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide additional information;</li><li>▪ monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context;</li><li>▪ use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency;</li><li>▪ identify literal and implied meaning, main ideas and supporting detail;</li><li>▪ make connections between texts by comparing content; and</li><li>▪ explain their preferences for aspects of texts using other texts as comparisons.</li><li>▪ listen for particular purposes;</li><li>▪ listen for and manipulate sound combinations and rhythmic sound patterns.</li></ul> <p><b>Writing and Creating</b> <b>By the end of Year 2 students understand how:</b></p> <ul style="list-style-type: none"><li>▪ everyday language features and topic-specific vocabulary;</li><li>▪ to explain their preferences for aspects of texts using other texts as comparisons;</li><li>▪ to create texts that show how images support the meaning of the text;</li><li>▪ to create texts, drawing on their own experiences, their imagination and information they have learned;</li><li>▪ to use a variety of strategies to engage in group and class discussions and make presentations;</li><li>▪ to accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately; and</li><li>▪ to legibly write unjoined upper- and lower-case letters.</li></ul> <p><b>Speaking and Listening</b> <b>By the end of Year 2 students:</b></p> <ul style="list-style-type: none"><li>• listen for particular purposes;</li><li>• manipulate sound combinations and rhythmic sound patters;</li><li>• discuss their ideas and experiences;</li><li>• use everyday language features and topic-specific vocabulary;</li><li>• explain their preferences for aspects of texts using other texts as comparisons;</li><li>• create texts that show how images support the meaning of the text;</li><li>• create texts drawing on their own experiences, imagination and information they have learnt;</li><li>• use a variety of strategies to engage in group and class discussions;</li><li>• make presentations to groups and the class.</li></ul>
MATHEMATICS		
Pre primary	YEAR 1	YEAR 2
<p><b>By the end of Pre-primary students can:</b> <b>NUMBER and ALGEBRA</b></p> <ul style="list-style-type: none"><li>• count to and from 20;</li><li>• order small collections; and</li><li>• make connections between number names, numerals and quantities up to 10.</li></ul> <p><b>MEASUREMENT and GEOMETRY</b></p> <ul style="list-style-type: none"><li>• compare objects using mass, length and capacity;</li><li>• explain the order and duration of events;</li><li>• connects events and the days of the week;</li><li>• group objects based on common characteristics;</li><li>• sort shapes and objects; and</li><li>• use appropriate language to describe location.</li></ul> <p><b>STATISTICS and PROBABILITY</b></p> <ul style="list-style-type: none"><li>• answer simple questions to collect information;</li><li>• make simple inferences.</li></ul>	<p><b>By the end of Year 1 students can:</b> <b>NUMBER and ALGEBRA</b></p> <ul style="list-style-type: none"><li>▪ describe number sequences resulting from skip counting by 2s, 5s and 10s;</li><li>▪ identify representations of one half;</li><li>▪ recognise Australian coins according to their value;</li><li>▪ count to and from 100 and locate numbers on a number line;</li><li>▪ carry out simple additions and subtractions using counting strategies;</li><li>▪ partition numbers using place value; and</li><li>▪ continue simple patterns involving numbers and objects.</li></ul> <p><b>MEASUREMENT and GEOMETRY</b></p> <ul style="list-style-type: none"><li>▪ explain time durations;</li><li>▪ order objects based on lengths and capacities using informal units;</li><li>▪ tell time to the half hour;</li><li>▪ describe two-dimensional shapes and three-dimensional objects; and</li><li>▪ use language of direction to move from place to place</li></ul> <p><b>STATISTICS and PROBABILITY</b></p> <ul style="list-style-type: none"><li>▪ classify outcomes of simple familiar events;</li><li>▪ collect data by asking questions;</li><li>▪ draw simple data displays;</li><li>▪ make simple inferences; and</li><li>▪ describe data displays.</li></ul>	<p><b>By the end of Year 2 students can:</b> <b>NUMBER and ALGEBRA</b></p> <ul style="list-style-type: none"><li>• recognise increasing and decreasing number sequences involving 2s, 3s and 5s;</li><li>• represent multiplication and division by grouping into sets;</li><li>• associate collections of Australian coins with their value;</li><li>• identify the missing element in a number sequence;</li><li>• recognise the features of three-dimensional objects;</li><li>• interpret simple maps of familiar locations;</li><li>• They explain the effects of one-step transformations;</li><li>• make sense of collected information;</li><li>• count to and from 1000;</li><li>• perform simple addition and subtraction calculations using a range of strategies;</li><li>• divide collections and shapes into halves, quarters and eighths;</li></ul> <p><b>MEASUREMENT and GEOMETRY</b></p> <ul style="list-style-type: none"><li>• order shapes and objects using informal units;</li><li>• tell time to the quarter hour;</li><li>• use a calendar to identify the date and the months included in seasons;</li><li>• draw two- dimensional shapes;</li></ul> <p><b>STATISTICS and PROBABILITY</b></p> <ul style="list-style-type: none"><li>• describe outcomes for everyday events; and</li><li>• collect data from relevant questions to create lists, tables and picture graphs.</li></ul>
HUMANITIES and SOCIAL SCIENCES		
GEOGRAPHY	GEOGRAPHY	GEOGRAPHY
<p><b>People live in places</b> <b>By the end of Pre-primary students can:</b></p> <ul style="list-style-type: none"><li>• recognise Australia and familiar places on a globe or map;</li><li>• describe the features of places that they are familiar;</li><li>• identify the interconnections that people have with familiar places; and</li><li>• recognise why some places are special and need to be looked after.</li></ul>	<p><b>Places have distinctive features</b> <b>By the end of Year 1 students can:</b></p> <ul style="list-style-type: none"><li>• describe how spaces are used in their local community;</li><li>• categorise the natural, managed and constructed features of places;</li><li>• describe how the features of places can be cared for and change over time;</li><li>• describe the weather and seasons of selected places;</li><li>• locate the equator; and</li><li>• locate the northern and southern hemispheres.</li></ul>	<p><b>People are connected to many places</b> <b>By the end of Year 2 students can:</b></p> <ul style="list-style-type: none"><li>• locate major geographical divisions of the world;</li><li>• describe places at a variety of scales;</li><li>• describe the interconnections between people and places; and</li><li>• identify the factors that influence people’s connections with others in different places.</li></ul>

HISTORY	HISTORY	HISTORY
<b>Personal and family histories</b> <b>By the end of Pre-primary students can:</b> <ul style="list-style-type: none"><li>• identify similarities between families;</li><li>• suggest ways that families communicate; and</li><li>• suggest ways families commemorate significant stories and events from the past.</li></ul>	<b>Past and Present Family Life</b> <b>By the end of Year 1 students can:</b> <ul style="list-style-type: none"><li>• describe how families have changed or remained the same over time;</li><li>• describe how daily lives change over generations; and</li><li>• consider the personal significance of events in the present, past and future.</li></ul>	<b>The Past in the Present</b> <b>By the end of Year 2 students can:</b> <ul style="list-style-type: none"><li>• identify people, sites and parts of the natural environment in the local community that reveal information about the past;</li><li>• identify people, sites and parts of the natural environment in the local community that have significance today;</li><li>• identify how technology has changed; and</li><li>• identify how technology has impact on people's lives.</li></ul>