

BURRENDAH CURRICULUM SUMMARY OVERVIEWS

ENGLISH		
YEAR 1	YEAR 2	YEAR 3
<p>Reading and Viewing By the end of Year 1 students:</p> <ul style="list-style-type: none">▪ understand the different purposes of texts;▪ make connections to personal experience when explaining characters and main events in short texts;▪ identify that texts serve different purposes and this affects how they are organised;▪ understand how characters are developed and give reasons for personal preferences;▪ describe characters, settings and events in different types of literature;▪ read aloud, with developing fluency▪ read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images;▪ read using knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning;▪ recall key ideas;▪ recognise literal and implied meaning in texts <p>Writing and Creating By the end of Year 1 students understand how:</p> <ul style="list-style-type: none">▪ understand how characters in texts are developed;▪ give reasons for personal preferences of characters;▪ create texts that show understanding of the connection between writing, speech and images;▪ create short texts for a small range of purposes;▪ to create texts that show understanding of the connection between writing, speech and images;▪ to create short texts for a small range of purpose;▪ to provide details about ideas or events and the participants in those events;▪ to accurately spell high-frequency and words with regular spelling patterns;▪ to use capital letters and full stops; and▪ to correctly form all upper- and lower-case letters. <p>Speaking and Listening By the end of Year 1 students:</p> <ul style="list-style-type: none">▪ listen to others when taking part in conversations;▪ use appropriate language features and interaction skills;▪ interact in pair, group and class discussions;▪ take turns when responding; and▪ make short presentations on familiar topics.	<p>Reading and Viewing By the end of Year 2 students:</p> <ul style="list-style-type: none">▪ understand how similar texts share characteristics by identifying text structures and language features used to describe characters and events or factual information;▪ 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 knowledge of phonics, syntax, punctuation, semantics and context;▪ use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency;▪ identify literal and implied meaning, main ideas and supporting detail;▪ make connections between texts by comparing content; and▪ explain their preferences for aspects of texts using other texts as comparisons.▪ listen for particular purposes;▪ listen for and manipulate sound combinations and rhythmic sound patterns. <p>Writing and Creating By the end of Year 2 students understand how:</p> <ul style="list-style-type: none">▪ create texts that show how images support the meaning of the text;▪ create texts drawing on their own experiences, imagination and information they have learnt;▪ manipulate sound combinations and rhythmic sound patterns;▪ to accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately; and▪ to legibly write unjoined upper- and lower-case letters. <p>Speaking and Listening By the end of Year 2 students:</p> <ul style="list-style-type: none">▪ listen for particular purposes;▪ discuss their ideas and experiences;▪ use everyday language features and topic-specific vocabulary;▪ explain their preferences for aspects of texts using other texts as comparisons;▪ use a variety of strategies to engage in group and class discussions;▪ make presentations to groups and the class.	<p>Reading and Viewing By the end of Year 3 students can:</p> <ul style="list-style-type: none">▪ understand how content can be organised using different text structures depending on the purpose of the text;▪ understand how language features, images and vocabulary choices are used for different effects;▪ read texts that contain varied sentence structures, a range of punctuation conventions and images that provide extra information;▪ use phonics and word knowledge to fluently read more complex works;▪ identify literal and implied meaning connecting ideas in different parts of the text;▪ select information, ideas and events in texts that relate to their own lives and to other texts; and▪ listen to others' views and respond appropriately using interaction skills. <p>Writing and Creating By the end of Year 3 students understand how;</p> <ul style="list-style-type: none">▪ texts include writing and images to express and develop, in some detail, experiences, events, information, ideas and characters;▪ to create a range of texts for familiar and unfamiliar audiences;▪ to demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing;▪ to use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately;▪ to re-read and edit their writing;▪ to check their work for appropriate vocabulary, structure and meaning; and▪ to write using joined letters that are accurately formed and consistent in size. <p>Speaking and Listening By the end of Year 3 students understand how:</p> <ul style="list-style-type: none">▪ language features are used to link and sequence ideas;▪ to contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations;▪ language can be used to express feeling and opinions on topics;
MATHEMATICS		
YEAR 1	YEAR 2	YEAR 3
<p>By the end of Year 1 students can: NUMBER and ALGEBRA</p> <ul style="list-style-type: none">▪ describe number sequences resulting from skip counting by 2s, 5s and 10s;▪ identify representations of one half;▪ recognise Australian coins according to their value;▪ count to and from 100 and locate numbers on a number line;▪ carry out simple additions and subtractions using counting strategies;▪ partition numbers using place value; and▪ continue simple patterns involving numbers and objects. <p>MEASUREMENT and GEOMETRY</p> <ul style="list-style-type: none">▪ explain time durations;▪ order objects based on lengths and capacities using informal units;▪ tell time to the half hour;▪ describe two-dimensional shapes and three-dimensional objects; and▪ use language of direction to move from place to place <p>STATISTICS and PROBABILITY</p> <ul style="list-style-type: none">▪ classify outcomes of simple familiar events;▪ collect data by asking questions;▪ draw simple data displays;▪ make simple inferences; and <p>describe data displays.</p>	<p>By the end of Year 2 students can: NUMBER and ALGEBRA</p> <ul style="list-style-type: none">• 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;• identify the missing element in a number sequence;• recognise the features of three-dimensional objects;• interpret simple maps of familiar locations;• They explain the effects of one-step transformations;• make sense of collected information;• count to and from 1000;• perform simple addition and subtraction calculations using a range of strategies;• divide collections and shapes into halves, quarters and eighths; <p>MEASUREMENT and GEOMETRY</p> <ul style="list-style-type: none">• order shapes and objects using informal units;• tell time to the quarter hour;• use a calendar to identify the date and the months included in seasons;• draw two- dimensional shapes; <p>STATISTICS and PROBABILITY</p> <ul style="list-style-type: none">• describe outcomes for everyday events; and• collect data from relevant questions to create lists, tables and picture graphs.	<p>Communities By the end of Year 3 students can: NUMBER and ALGEBRA</p> <ul style="list-style-type: none">▪ recognise the connection between addition and subtraction;▪ solve problems using efficient strategies for multiplication;▪ model and represent unit fractions;▪ represent money values in various ways;▪ identify symmetry in the environment;▪ match positions on maps with given information;▪ recognise angles in real situations;▪ interpret and compare data displays;▪ count to and from 10 000;▪ classify numbers as odd or even;▪ recall addition and multiplication facts for single digit numbers;▪ correctly count out change from financial transactions;▪ continue number patterns involving addition and subtraction; <p>MEASUREMENT and GEOMETRY</p> <ul style="list-style-type: none">▪ use metric units for length, mass and capacity;▪ tell the time to the nearest minute;▪ make models of three-dimensional objects; <p>STATISTICS and PROBABILITY</p> <ul style="list-style-type: none">▪ conduct chance experiments and list possible outcomes; and▪ carry out simple data investigations for categorical variables.
HUMANITIES and SOCIAL SCIENCES		
GEOGRAPHY	GEOGRAPHY	GEOGRAPHY
<p>Places have distinctive features By the end of Year 1 students can:</p> <ul style="list-style-type: none">• describe how spaces are used in their local community;• categorise the natural, managed and constructed features of places;• describe how the features of places can be cared for and change over time;• describe the weather and seasons of selected places;• locate the equator; and• locate the northern and southern hemispheres.	<p>People are connected to many places By the end of Year 2 students can:</p> <ul style="list-style-type: none">•locate major geographical divisions of the world;•describe places at a variety of scales;•describe the interconnections between people and places; and•identify the factors that influence people's connections with others in different places.	<p>Places are both similar and different By the end of Year 3 students can:</p> <ul style="list-style-type: none">• develop questions, locate and collect information and/or data from a variety of sources;• record their information and/or data in a range of formats;• use given criteria to select relevant information and interpret information and/or data into different formats;• use given decision-making processes to draw simple conclusions and provide explanation, based on information and/or data;• present finding using a range of communication forms;• develop texts, supported researched information;• identify the importance of rules and the democratic processes that groups follow when making decisions;• describe how people participate in community groups and identify the benefits to individuals and communities;• map and locate various boundaries and natural features of Australia;• describe the diverse characteristics of Australia's neighbouring countries;

		<ul style="list-style-type: none">• identify different climatic zones of the world;• identify interconnections between people and places;• describe continuity and change over time;• identify the contribution of different cultural groups on a community; and• identify special events within Australia and around the world – Celebrations
HISTORY	HISTORY	HISTORY
Past and Present Family Life By the end of Year 1 students can: <ul style="list-style-type: none">• describe how families have changed or remained the same over time;• describe how daily lives change over generations; and• consider the personal significance of events in the present, past and future.	Past and Present Family Life By the end of Year 1 students can: <ul style="list-style-type: none">• describe how families have changed or remained the same over time;• describe how daily lives change over generations; and• consider the personal significance of events in the present, past and future.	Communities and remembrance By the end of Year 3 students can: <ul style="list-style-type: none">• explain how communities changed in the past;• describe the experiences of and individual or group;• identify events and aspects of the past that have significance in the present;• sequence events and people (their lifetime) in chronological order, with reference to key dates;• pose questions about the past;• locate information from sources (written, physical, visual, oral) to answer these questions; and• develop texts, including narratives, using terms denoting time.