(no-code)

recognise Earth is a planet in the solar and identify in the changing position of the sun, moon, planets and stars in the sky

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Elaborations

• identifying celestial objects that can be observed in space such as the sun, moon, stars and planets

• viewing images or video of Earth from space, describing the shape of Earth and discussing how the images or video were taken

• exploring of the solar and identifying Earth and other planets

• observing that some phenomena in the sky are only visible during the day and others during the night

• investigating how shadow length changes with the changing position of the sun, identifying and making predictions

• creating a class moon diary across a month, identifying in the changing shape of the moon and making predictions

• viewing a time lapse video of the sun, moon, stars or a satellite's movement across the sky

• observing and describing short-term and longer-term of events that occur in the sky, such as the appearance of the moon and stars at different times of the month or year

• distinguishing between regular events that occur in the sky, such as the appearance of a full moon, and irregular events such as 'blue', 'blood' or 'super' moons

• exploring how cultural stories of First Nations Peoples of Australia describe the in the changing positions of the sun, moon and stars

Students learn to:

recognise Earth is a planet in the solar system and identify patterns in the changing the sun, moon, planets and stars in the sky

(AC9S2U01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Statistics and probability

• Interpreting and representing data

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Managing and operating

• Select and operate tools

Speaking and listening

• Interacting

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Measurement and geometry

• Understanding units of measurement

Number sense and algebra

• Number patterns and algebraic thinking

Statistics and probability

• Interpreting and representing data

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Measurement and geometry

• Measuring time

Number sense and algebra

• Number patterns and algebraic thinking

Statistics and probability

• Interpreting and representing data

Inquiring

• Identify, process and evaluate information

Managing and operating

• Select and operate tools

Inquiring

• Identify, process and evaluate information

Reflecting

• Transfer knowledge

Measurement and geometry

• Measuring time

Number sense and algebra

• Number patterns and algebraic thinking

Statistics and probability

• Interpreting and representing data

Inquiring

• Identify, process and evaluate information

Reflecting

• Transfer knowledge

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Culture

• First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.

Country/Place

• First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

Related content

This content description can be taught with the following content descriptions from other learning areas.

AC9M2ST01

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9S2U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify the main parts of a concept or problem
• identify the main parts of a concept or problem and describe how these relate to each other
• identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatic

Content description

AC9S2U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify and explore relevant points in information provided on a topic
• prioritise the information that is most relevant to the topic of study
• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study

Snapshot – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9S2U01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Emergent data collection and representation

• poses and answers simple questions and collects responses (e.g. collects data from a simple yes/no question by getting respondents to form a line depending upon their answer)
• displays information using real objects, drawings or photographs (e.g. collects leaves from outside the classroom and displays them in order of size)
• sorts and classifies shapes and objects into groups based on their features or characteristics and describes how they have been sorted (e.g. sorts objects by colour)
• identifies things that vary or stay the same in everyday life (e.g. "it is always dark at night"; "although jellybeans are the same size, they can be different colours")

Basic one-to-one data displays

• poses questions that could be investigated from a simple numerical or categorical data set (e.g. number of family members, types of pets, where people live)
• displays and describes one variable data in lists or tables
• communicates information through text, picture graphs and tables using numbers and symbols (e.g. creates picture graphs to display one-variable data)
• responds to questions and interprets general observations made about data represented in simple one-to-one data displays (e.g. responds to questions about the information represented in a simple picture graph that uses a one-to-one representation)

Collecting, displaying and interpreting categorical data

• designs survey questions to collect categorical data (e.g. creates a suite of survey questions to plan the end of year class party)
• collects, records and displays one-variable data in variety of ways such as tables, charts, plots and graphs using the appropriate digital tools (e.g. uses a spreadsheet to record data collected in a class survey and generates a column graph to display the results)
• displays and interprets categorical data in one-to-many data displays
• interprets and represents categorical data in simple displays such as bar and column graphs, pie charts, models, maps, colour wheels, and pictorial timelines, and makes simple inferences from such displays

• makes comparisons from categorical data displays using relative heights from a common baseline
(e.g. compares the heights of the columns in a simple column graph to determine the tallest and
recognises this as the most frequent response)

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9S2U01

Continuum extract

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Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

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information and digital sources
• condense and combine selected information related to the topic of study

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9S2U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use simple digital tools to explore tasks and consolidate learning
• seek help when encountering a problem
• use familiar digital tools to complete tasks and consolidate learning
• attempt to solve a problem before seeking help
• select and use a range of digital tools to complete tasks
• attempt to solve a problem individually and with peers before seeking help

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9S2U01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this
content.
• listens actively to stay on topic in a small group discussion
• takes an active role in small group and whole-class discussion by volunteering ideas and opinions
• asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think
about that?")
• takes turns in interactions
• interacts using appropriate language in pairs or a small group to complete tasks
• interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
• presents simple ideas clearly in group situations

- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")
- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9S2U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S2U01

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The following continuum extract shows the alignment of the continuum with this content.
- identify and explore relevant points in information provided on a topic
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Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9S2U01
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify the main parts of a concept or problem

• identify the main parts of a concept or problem and describe how these relate to each other

• identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatic

Content description

AC9S2U01
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

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• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• condense and combine selected information related to the topic of study

Snapshot – Understanding units of measurement

Numeracy: Measurement and geometry: Understanding units of measurement

Content description

AC9S2U01
Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comparing and ordering objects

• uses direct comparison to compare 2 2 2 objects and indicates whether they are the same or different based on attributes such as length, height, mass or capacity (e.g. compares the length of 2 2 2 objects by aligning the ends; pours sand or water from one container to another to decide which holds more; hefts to decide which is heavier)

• uses comparative language to compare 2 2 2 objects (e.g. states which is shorter or longer, lighter or heavier)

• orders 3 3 3 or more objects by comparing pairs of objects (e.g. decides where to stand in a line ordered by height by comparing their height to others directly)

Using informal units of measurement

• measures an attribute by choosing and using multiple identical, informal units (e.g. measures the distance from one goal post to the other by counting out footsteps; chooses to count out loud to 30 30 3 0 to give enough time for people to hide in a game of hide and seek)

• selects the appropriate size and dimensions of an informal unit to measure and compare attributes (e.g. chooses a linear unit such as a pencil to measure length, or a bucket to measure the capacity of a large container)

• chooses and uses appropriate uniform informal units to measure length and area without gaps or overlaps (e.g. uses the same sized paper clips to measure the length of a line; uses tiles, rather than counters, to measure the area of a sheet of paper because the tiles fit together without gaps)

• uses multiple uniform informal units to measure and make direct comparisons between the mass or capacity of objects (e.g. uses a balance scale and a number of same-sized marbles to compare mass; uses a number of cups of water or buckets of sand to measure capacity)

• counts the individual uniform units used by ones to compare measurements (e.g. counts the number of matchsticks and says, "I used 4 4 4 matchsticks to measure the width of my book and the shelf is 5 5 5 matchsticks wide, so I know my book will fit")

Estimating measurements

• estimates a measurement based on a number of uniform informal units (e.g. estimates the

measurement as "about 4 4 4 handspans" or it takes about 2 2 2 buckets of water)
• checks an estimate using informal units to compare to predicted measurement

Repeating a single informal unit to measure

• measures length using a single informal unit repeatedly (e.g. uses one paper clip to measure the length of a line, making the first unit, marking its place, then moving the paper clip along the line and repeating this process)
• measures the area of a surface using an informal single unit of measure repeatedly (e.g. uses a sheet of paper to measure the area of a desktop)
• measures an attribute by counting the number of informal units used

Estimating measurements

• uses familiar household items as benchmarks when estimating, length, mass and capacity (e.g. compares capacities based on knowing the capacity of a bottle of water such as, "it will take about 3 3 3 bottles to fill")

Describing turns

• describes a turn in both direction and the amount of turn (e.g. a quarter turn to the right, a full turn on the spot)

Snapshot – Number patterns and algebraic thinking

Numeracy: Number sense and algebra: Number patterns and algebraic thinking

Content description

AC9S2U01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Recognises patterns

• identifies and describes patterns in everyday contexts (e.g. brick pattern in a wall or the colour sequence of a traffic light)
• identifies "same" and "different" in comparisons
• copies simple patterns using shapes and objects
• identifies numbers in standard pattern configurations without needing to count individual items (e.g. numbers represented on dominos or a standard dice)

Identifying and creating patterns

• identifies the pattern unit with a simple repeating pattern (e.g. identifies the repeating pattern red, blue, red, blue with red then blue; identifies the repeating patterns in everyday activities, days of the week or seasons of the year)
• continues and creates repeating patterns involving the repetition of a pattern unit with shapes, movements, sounds, physical and virtual materials and numbers (e.g. circle, square, circle, square; stamp, clap, stamp, clap; 1 , 2 , 3 , 1 , 2 , 3 , 1 , 2 , 3 1,2,3, 1,2,3, 1,2,3 1 , 2 , 3 , 1 , 2 , 3 , 1 , 2 , 3)
• identifies, continues and creates simple geometric patterns involving shapes, physical or virtual materials
• determines a missing element within a pattern involving shapes, physical or virtual materials
• conceptually subitises by identifying patterns in standard representations (e.g. patterns within ten-frames, uses finger patterns to represent a quantity)

Continuing and generalising patterns

• represents growing patterns where the difference between each successive term is constant, using physical and virtual materials, then summarising the pattern numerically (e.g. constructs a pattern using physical materials such as toothpicks, then summarises the number of toothpicks used as 4 , 7 , 10 , 13 4, 7, 10, 13 4 , 7 , 1 0 , 1 3 ...)
• describes rules for replicating or continuing growing patterns where the difference between each successive term is the same (e.g. to determine the next number in the pattern 3 , 6 , 9 , 12 3, 6, 9, 12 3 , 6 , 9 , 1 2 … you add 3 3 3 ; for 20 , 15 , 10 20, 15, 10 2 0 , 1 5 , 1 0 … the rule is described as each term is generated by subtracting 5 5 5 from the previous term)

Relational thinking

• uses the equals sign to represent "is equivalent to" or "is the same as" in number sentences (e.g. when asked to write an expression that is equivalent to 5 + 3 5 + 3 5 + 3 , responds 6 + 2 6 + 2 6 +

2 and then writes $5 + 3 = 6 + 2$ $5 + 3 = 6 + 2$ $5 + 3 = 6 + 2$

• solves number sentences involving unknowns using the inverse relationship between addition and subtraction (e.g. $3 + 3\space + \space 3 + ? = 5 = 5 = 5$ and knowing $5 – 3 = 2$ $5 \space– \space 3 = 2$ $5 – 3 = 2$ then ? must be 2 2 2)

Snapshot – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9S2U01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Emergent data collection and representation

• poses and answers simple questions and collects responses (e.g. collects data from a simple yes/no question by getting respondents to form a line depending upon their answer)

• displays information using real objects, drawings or photographs (e.g. collects leaves from outside the classroom and displays them in order of size)

• sorts and classifies shapes and objects into groups based on their features or characteristics and describes how they have been sorted (e.g. sorts objects by colour)

• identifies things that vary or stay the same in everyday life (e.g. "it is always dark at night"; "although jellybeans are the same size, they can be different colours")

Basic one-to-one data displays

• poses questions that could be investigated from a simple numerical or categorical data set (e.g. number of family members, types of pets, where people live)

• displays and describes one variable data in lists or tables

• communicates information through text, picture graphs and tables using numbers and symbols (e.g. creates picture graphs to display one-variable data)

• responds to questions and interprets general observations made about data represented in simple one-to-one data displays (e.g. responds to questions about the information represented in a simple picture graph that uses a one-to-one representation)

Collecting, displaying and interpreting categorical data

• designs survey questions to collect categorical data (e.g. creates a suite of survey questions to plan the end of year class party)

• collects, records and displays one-variable data in variety of ways such as tables, charts, plots and graphs using the appropriate digital tools (e.g. uses a spreadsheet to record data collected in a class survey and generates a column graph to display the results)

• displays and interprets categorical data in one-to-many data displays

• interprets and represents categorical data in simple displays such as bar and column graphs, pie charts, models, maps, colour wheels, and pictorial timelines, and makes simple inferences from such displays

• makes comparisons from categorical data displays using relative heights from a common baseline (e.g. compares the heights of the columns in a simple column graph to determine the tallest and recognises this as the most frequent response)

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9S2U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify the main parts of a concept or problem

• identify the main parts of a concept or problem and describe how these relate to each other

• identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatio

Content description

AC9S2U01
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant points in information provided on a topic
• prioritise the information that is most relevant to the topic of study
• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study

Snapshot – Measuring time

Numeracy: Measurement and geometry: Measuring time

Content description

AC9S2U01
Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Sequencing time

• uses the language of time to describe events in relation to past, present and future (e.g. "yesterday I...", "today I ...", "tomorrow I will ...", "next week I will ...")
• applies an understanding of passage of time to sequence events using everyday language (e.g. "I play sport on the weekend and have training this afternoon"; "the bell is going to go soon"; "we have cooking tomorrow")
• uses direct comparison to compare time duration of 2 2 2 actions, knowing they must begin the actions at the same time (e.g. who can put their shoes on in the shortest time)
• measures time duration by counting and using informal units (e.g. counts to 30 30 3 0 while children hide when playing hide and seek)

Units of time

• uses and justifies the appropriate unit of time to describe the duration of events (e.g. uses minutes to describe time taken to clean teeth; uses hours to describe the duration of a long-distance car trip)
• identifies that the clockface is a circle subdivided into 12 12 1 2 parts and uses these to allocate hour markers
• identifies that hour markers on a clock can also represent quarter-hour and half-hour marks and shows that there is a minute hand and an hour hand on a clock
• identifies the direction of clockwise and anticlockwise relating it to the hands of the clock
• reads time on analog clocks to the hour, half-hour and quarter-hour
• names and orders days of the week and months of the year
• uses a calendar to identify the date and determine the number of days in each month

Measuring time

• uses standard instruments and units to describe and measure time to hours, minutes and seconds (e.g. measures time using a stopwatch; sets a timer on an appliance; estimates the time it would take to walk to the other side of the school oval and uses minutes as the unit of measurement)
• reads and interprets different representations of time (e.g. reads the time on an analog clock, watch or digital clock; uses lap times on a stop watch or fitness app)
• identifies the minute hand movement on an analog clock and the 60 60 6 0 -minute markings, interpreting the numbers as representing lots of 5 5 5 (e.g. interprets the time on an analog clock to read 7 7 7 : 40 40 4 0 , by reading the hour hand and the minute hand and explaining how they are related)
• uses smaller units of time such as seconds to record duration of events (e.g. records reaction times in sports or in relation to safe driving)
• uses a calendar to calculate time intervals in days and weeks, bridging months (e.g. develops fitness plans, tracks growth and development progress and sets realistic personal and health goals using a calendar)

Snapshot – Number patterns and algebraic thinking

Numeracy: Number sense and algebra: Number patterns and algebraic thinking

Content description

AC9S2U01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Recognises patterns

• identifies and describes patterns in everyday contexts (e.g. brick pattern in a wall or the colour sequence of a traffic light)
• identifies "same" and "different" in comparisons
• copies simple patterns using shapes and objects
• identifies numbers in standard pattern configurations without needing to count individual items (e.g. numbers represented on dominos or a standard dice)

Identifying and creating patterns

• identifies the pattern unit with a simple repeating pattern (e.g. identifies the repeating pattern red, blue, red, blue with red then blue; identifies the repeating patterns in everyday activities, days of the week or seasons of the year)
• continues and creates repeating patterns involving the repetition of a pattern unit with shapes, movements, sounds, physical and virtual materials and numbers (e.g. circle, square, circle, square; stamp, clap, stamp, clap; $1, 2, 3, 1, 2, 3, 1, 2, 3$)
• identifies, continues and creates simple geometric patterns involving shapes, physical or virtual materials
• determines a missing element within a pattern involving shapes, physical or virtual materials
• conceptually subitises by identifying patterns in standard representations (e.g. patterns within ten-frames, uses finger patterns to represent a quantity)

Continuing and generalising patterns

• represents growing patterns where the difference between each successive term is constant, using physical and virtual materials, then summarising the pattern numerically (e.g. constructs a pattern using physical materials such as toothpicks, then summarises the number of toothpicks used as $4, 7, 10, 13$ ...)
• describes rules for replicating or continuing growing patterns where the difference between each successive term is the same (e.g. to determine the next number in the pattern $3, 6, 9, 12$ … you add 3 ; for $20, 15, 10$ … the rule is described as each term is generated by subtracting 5 from the previous term)

Relational thinking

• uses the equals sign to represent "is equivalent to" or "is the same as" in number sentences (e.g. when asked to write an expression that is equivalent to $5 + 3$, responds $6 + 2$ and then writes $5 + 3 = 6 + 2$
• solves number sentences involving unknowns using the inverse relationship between addition and subtraction (e.g. $3 + ? = 5$ and knowing $5 - 3 = 2$ then ? must be 2)

Snapshot – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9S2U01

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• identifies things that vary or stay the same in everyday life (e.g. "it is always dark at night"; "although jellybeans are the same size, they can be different colours")

Basic one-to-one data displays

• poses questions that could be investigated from a simple numerical or categorical data set (e.g. number of family members, types of pets, where people live)

• displays and describes one variable data in lists or tables

• communicates information through text, picture graphs and tables using numbers and symbols (e.g. creates picture graphs to display one-variable data)

• responds to questions and interprets general observations made about data represented in simple one-to-one data displays (e.g. responds to questions about the information represented in a simple picture graph that uses a one-to-one representation)

Collecting, displaying and interpreting categorical data

• designs survey questions to collect categorical data (e.g. creates a suite of survey questions to plan the end of year class party)

• collects, records and displays one-variable data in variety of ways such as tables, charts, plots and graphs using the appropriate digital tools (e.g. uses a spreadsheet to record data collected in a class survey and generates a column graph to display the results)

• displays and interprets categorical data in one-to-many data displays

• interprets and represents categorical data in simple displays such as bar and column graphs, pie charts, models, maps, colour wheels, and pictorial timelines, and makes simple inferences from such displays

• makes comparisons from categorical data displays using relative heights from a common baseline (e.g. compares the heights of the columns in a simple column graph to determine the tallest and recognises this as the most frequent response)

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S2U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify and explore relevant points in information provided on a topic

• prioritise the information that is most relevant to the topic of study

• identify and explore relevant information from a range of sources, including visual information and digital sources

• identify and explain similarities and differences in selected information

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• condense and combine selected information related to the topic of study

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9S2U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• use simple digital tools to explore tasks and consolidate learning

• seek help when encountering a problem

• use familiar digital tools to complete tasks and consolidate learning

• attempt to solve a problem before seeking help

• select and use a range of digital tools to complete tasks

• attempt to solve a problem individually and with peers before seeking help

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

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• condense and combine selected information related to the topic of study

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9S2U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• connect ideas and information between familiar learning experiences
• use ideas and information from a previous experience to inform similar learning experiences
• use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context

Snapshot – Measuring time

Numeracy: Measurement and geometry: Measuring time

Content description

AC9S2U01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Sequencing time

• uses the language of time to describe events in relation to past, present and future (e.g. "yesterday I...", "today I ...", "tomorrow I will ...", "next week I will ...")
• applies an understanding of passage of time to sequence events using everyday language (e.g. "I play sport on the weekend and have training this afternoon"; "the bell is going to go soon"; "we have cooking tomorrow")
• uses direct comparison to compare time duration of 2 2 2 actions, knowing they must begin the actions at the same time (e.g. who can put their shoes on in the shortest time)
• measures time duration by counting and using informal units (e.g. counts to 30 30 3 0 while children hide when playing hide and seek)

Units of time

• uses and justifies the appropriate unit of time to describe the duration of events (e.g. uses minutes to describe time taken to clean teeth; uses hours to describe the duration of a long-distance car trip)
• identifies that the clockface is a circle subdivided into 12 12 1 2 parts and uses these to allocate hour markers
• identifies that hour markers on a clock can also represent quarter-hour and half-hour marks and shows that there is a minute hand and an hour hand on a clock
• identifies the direction of clockwise and anticlockwise relating it to the hands of the clock
• reads time on analog clocks to the hour, half-hour and quarter-hour
• names and orders days of the week and months of the year
• uses a calendar to identify the date and determine the number of days in each month

Measuring time

• uses standard instruments and units to describe and measure time to hours, minutes and seconds (e.g. measures time using a stopwatch; sets a timer on an appliance; estimates the time it would

take to walk to the other side of the school oval and uses minutes as the unit of measurement)
• reads and interprets different representations of time (e.g. reads the time on an analog clock, watch or digital clock; uses lap times on a stop watch or fitness app)
• identifies the minute hand movement on an analog clock and the 60 60 6 0 -minute markings, interpreting the numbers as representing lots of 5 5 5 (e.g. interprets the time on an analog clock to read 7 7 7 : 40 40 4 0 , by reading the hour hand and the minute hand and explaining how they are related)
• uses smaller units of time such as seconds to record duration of events (e.g. records reaction times in sports or in relation to safe driving)
• uses a calendar to calculate time intervals in days and weeks, bridging months (e.g. develops fitness plans, tracks growth and development progress and sets realistic personal and health goals using a calendar)

Snapshot – Number patterns and algebraic thinking

Numeracy: Number sense and algebra: Number patterns and algebraic thinking

Content description

AC9S2U01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Recognises patterns

• identifies and describes patterns in everyday contexts (e.g. brick pattern in a wall or the colour sequence of a traffic light)
• identifies "same" and "different" in comparisons
• copies simple patterns using shapes and objects
• identifies numbers in standard pattern configurations without needing to count individual items (e.g. numbers represented on dominos or a standard dice)

Identifying and creating patterns

• identifies the pattern unit with a simple repeating pattern (e.g. identifies the repeating pattern red, blue, red, blue with red then blue; identifies the repeating patterns in everyday activities, days of the week or seasons of the year)
• continues and creates repeating patterns involving the repetition of a pattern unit with shapes, movements, sounds, physical and virtual materials and numbers (e.g. circle, square, circle, square; stamp, clap, stamp, clap; 1 , 2 , 3 , 1 , 2 , 3 , 1 , 2 , 3 1,2,3, 1,2,3, 1,2,3 1 , 2 , 3 , 1 , 2 , 3 , 1 , 2 , 3)
• identifies, continues and creates simple geometric patterns involving shapes, physical or virtual materials
• determines a missing element within a pattern involving shapes, physical or virtual materials
• conceptually subitises by identifying patterns in standard representations (e.g. patterns within ten-frames, uses finger patterns to represent a quantity)

Continuing and generalising patterns

• represents growing patterns where the difference between each successive term is constant, using physical and virtual materials, then summarising the pattern numerically (e.g. constructs a pattern using physical materials such as toothpicks, then summarises the number of toothpicks used as 4 , 7 , 10 , 13 4, 7, 10, 13 4 , 7 , 1 0 , 1 3 ...)
• describes rules for replicating or continuing growing patterns where the difference between each successive term is the same (e.g. to determine the next number in the pattern 3 , 6 , 9 , 12 3, 6, 9, 12 3 , 6 , 9 , 1 2 … you add 3 3 3 ; for 20 , 15 , 10 20, 15, 10 2 0 , 1 5 , 1 0 … the rule is described as each term is generated by subtracting 5 5 5 from the previous term)

Relational thinking

• uses the equals sign to represent "is equivalent to" or "is the same as" in number sentences (e.g. when asked to write an expression that is equivalent to 5 + 3 5 + 3 5 + 3 , responds 6 + 2 6 + 2 6 + 2 and then writes 5 + 3 = 6 + 2 5 + 3 = 6 + 2 5 + 3 = 6 + 2
• solves number sentences involving unknowns using the inverse relationship between addition and subtraction (e.g. 3 + 3\space + \space 3 + ? = 5 = 5 = 5 and knowing 5 − 3 = 2 5 \space− \space3 = 2 5 − 3 = 2 then ? must be 2 2 2)

Snapshot – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9S2U01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Emergent data collection and representation

• poses and answers simple questions and collects responses (e.g. collects data from a simple yes/no question by getting respondents to form a line depending upon their answer)

• displays information using real objects, drawings or photographs (e.g. collects leaves from outside the classroom and displays them in order of size)

• sorts and classifies shapes and objects into groups based on their features or characteristics and describes how they have been sorted (e.g. sorts objects by colour)

• identifies things that vary or stay the same in everyday life (e.g. "it is always dark at night"; "although jellybeans are the same size, they can be different colours")

Basic one-to-one data displays

• poses questions that could be investigated from a simple numerical or categorical data set (e.g. number of family members, types of pets, where people live)

• displays and describes one variable data in lists or tables

• communicates information through text, picture graphs and tables using numbers and symbols (e.g. creates picture graphs to display one-variable data)

• responds to questions and interprets general observations made about data represented in simple one-to-one data displays (e.g. responds to questions about the information represented in a simple picture graph that uses a one-to-one representation)

Collecting, displaying and interpreting categorical data

• designs survey questions to collect categorical data (e.g. creates a suite of survey questions to plan the end of year class party)

• collects, records and displays one-variable data in variety of ways such as tables, charts, plots and graphs using the appropriate digital tools (e.g. uses a spreadsheet to record data collected in a class survey and generates a column graph to display the results)

• displays and interprets categorical data in one-to-many data displays

• interprets and represents categorical data in simple displays such as bar and column graphs, pie charts, models, maps, colour wheels, and pictorial timelines, and makes simple inferences from such displays

• makes comparisons from categorical data displays using relative heights from a common baseline (e.g. compares the heights of the columns in a simple column graph to determine the tallest and recognises this as the most frequent response)

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S2U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify and explore relevant points in information provided on a topic

• prioritise the information that is most relevant to the topic of study

• identify and explore relevant information from a range of sources, including visual information and digital sources

• identify and explain similarities and differences in selected information

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• condense and combine selected information related to the topic of study

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9S2U01
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• connect ideas and information between familiar learning experiences
• use ideas and information from a previous experience to inform similar learning experiences
• use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9S2U01
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• listen to, and share opinions and reflections on, familiar topics and intercultural experiences
• identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives
• discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors

AC9S2U02

explore different actions to make sounds and how to make a variety of sounds, and recognise that sound energy causes objects to vibrate

•
Elaborations

• building vocabulary for describing sound, such as loudness and pitch, and comparing sounds made by musical instruments
• exploring different ways to produce sound using familiar objects and actions such as striking, blowing, scraping, plucking and shaking
• exploring how traditional musical instruments used by First Nations Australians produce their sounds
• exploring how voices have a unique sound by playing games such as guess the speaker
• observing vibrations produced by a twanged ruler held on a desk and experimenting with different ways of holding or positioning the ruler to produce observably different vibrations and sounds
• investigating how sound energy makes things vibrate such as when speaking, using tuning forks or observing music speakers
• investigating which best muffle sound
• designing and making instruments that produce different sounds, such as drums, rain makers, thongophones or box guitars
• discussing situations in which they have heard echoes and exploring how humans with vision impairment and other animals such as dolphins and bats use echolocation to locate objects in their

Students learn to:
explore different actions to make sounds and how to make a variety of sounds, and sound energy causes objects to vibrate

(AC9S2U02)
General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.
Generating

• Create possibilities
Inquiring

• Identify, process and evaluate information
Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to

general capabilities and cross-curriculum priorities. Content elaborations are optional .

Inquiring

• Identify, process and evaluate information

Speaking and listening

• Listening

Generating

• Create possibilities

• Put ideas into action

Inquiring

• Identify, process and evaluate information

Speaking and listening

• Listening

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Culture

• First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.

Inquiring

• Identify, process and evaluate information

Generating

• Create possibilities

• Consider alternatives

• Put ideas into action

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Generating

• Consider alternatives

Inquiring

• Identify, process and evaluate information

Generating

• Create possibilities

• Put ideas into action

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Speaking and listening

• Interacting

Resources

Work Samples

WS02 - Sound travel

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9S2U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• use imagination to create possibilities by exploring and connecting ideas in ways that are new to them

• create possibilities by connecting or creatively expanding on ideas in ways that are new to them

• create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatic

Content description

AC9S2U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant points in information provided on a topic
• prioritise the information that is most relevant to the topic of study
• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9S2U02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
• listens actively and responds to short texts consisting of a few sentences
• recalls one or 2 ideas from a short text or interaction
• answers simple or literal questions
• asks what, when, why questions about a text they have listened to
• uses facial expressions, gestures or actions to indicate understanding of tone and intonation
• discriminates individual words in a short, spoken sentence (e.g. identifies "lunchtime" in "the meeting for the excursion is at lunchtime")
• describes familiar objects and actions heard in a text or interaction (e.g. "the chicken ate the bug")
• accurately repeats, short phrases and statements from a short text or interaction
• recognises and generates one-syllable rhyming words (see Phonological awareness)
• responds to simple and elementary texts (see Text complexity)
• recalls specific information from a spoken text (e.g. recalls a message from a school assembly announcement)
• answers literal and simple inferential questions from a text they have listened to
• infers obvious meaning from a simple, spoken text (e.g. identifies character's job as a sales assistant from dialogue with a shopper)
• experiments with a small range of listening strategies (e.g. asks speaker to repeat information, if unclear)

- uses learnt vocabulary and simple adjectives to recount key ideas from heard text
- responds to elementary texts (see Text complexity)
- listens purposefully to texts to identify specific learning area content
- recalls specific information from a learning area text
- attends to sequence when recounting ideas
- infers meaning that may be less obvious (e.g. infers beach context from hearing background sounds of seagulls and surf)
- describes tone and intonation of spoken text (e.g. "she spoke with an angry tone")
- retells a familiar story with some possible minor adaptations
- selects appropriate listening strategies (e.g. asking questions to elicit extra information, rephrasing others' contributions to check own comprehension)
- listens for cohesive vocabulary to support comprehension (e.g. listens for temporal connectives such as "first", "then", "finally" and conjunctions such as "also" to identify next section in text)

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9S2U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- use imagination to create possibilities by exploring and connecting ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S2U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- put ideas into action through trial-and-error experiences
- put ideas into action by experimenting with options and predicting possible results
- put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatic

Content description

AC9S2U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9S2U02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
• listens actively and responds to short texts consisting of a few sentences
• recalls one or 2 ideas from a short text or interaction
• answers simple or literal questions
• asks what, when, why questions about a text they have listened to
• uses facial expressions, gestures or actions to indicate understanding of tone and intonation
• discriminates individual words in a short, spoken sentence (e.g. identifies "lunchtime" in "the meeting for the excursion is at lunchtime")
• describes familiar objects and actions heard in a text or interaction (e.g. "the chicken ate the bug")
• accurately repeats, short phrases and statements from a short text or interaction
• recognises and generates one-syllable rhyming words (see Phonological awareness)
• responds to simple and elementary texts (see Text complexity)
• recalls specific information from a spoken text (e.g. recalls a message from a school assembly announcement)
• answers literal and simple inferential questions from a text they have listened to
• infers obvious meaning from a simple, spoken text (e.g. identifies character's job as a sales assistant from dialogue with a shopper)
• experiments with a small range of listening strategies (e.g. asks speaker to repeat information, if unclear)
• uses learnt vocabulary and simple adjectives to recount key ideas from heard text
• responds to elementary texts (see Text complexity)
• listens purposefully to texts to identify specific learning area content
• recalls specific information from a learning area text
• attends to sequence when recounting ideas
• infers meaning that may be less obvious (e.g. infers beach context from hearing background sounds of seagulls and surf)
• describes tone and intonation of spoken text (e.g. "she spoke with an angry tone")
• retells a familiar story with some possible minor adaptations
• selects appropriate listening strategies (e.g. asking questions to elicit extra information, rephrasing others' contributions to check own comprehension)
• listens for cohesive vocabulary to support comprehension (e.g. listens for temporal connectives such as "first", "then", "finally" and conjunctions such as "also" to identify next section in text)

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9S2U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• listen to, and share opinions and reflections on, familiar topics and intercultural experiences
• identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives
• discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatio

Content description

AC9S2U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant points in information provided on a topic
• prioritise the information that is most relevant to the topic of study
• identify and explore relevant information from a range of sources, including visual information

and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9S2U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use imagination to create possibilities by exploring and connecting ideas in ways that are new to them
• create possibilities by connecting or creatively expanding on ideas in ways that are new to them
• create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9S2U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider alternatives by suggesting a different way to approach a given task or problem
• consider alternatives and explore different or creative ways to approach a task or problem
• consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S2U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action through trial-and-error experiences
• put ideas into action by experimenting with options and predicting possible results
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9S2U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the main parts of a concept or problem
• identify the main parts of a concept or problem and describe how these relate to each other
• identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatio

Content description

AC9S2U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant points in information provided on a topic

• prioritise the information that is most relevant to the topic of study

• identify and explore relevant information from a range of sources, including visual information and digital sources

• identify and explain similarities and differences in selected information

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• condense and combine selected information related to the topic of study

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9S2U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• consider alternatives by suggesting a different way to approach a given task or problem

• consider alternatives and explore different or creative ways to approach a task or problem

• consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatic

Content description

AC9S2U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify and explore relevant points in information provided on a topic

• prioritise the information that is most relevant to the topic of study

• identify and explore relevant information from a range of sources, including visual information and digital sources

• identify and explain similarities and differences in selected information

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• condense and combine selected information related to the topic of study

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9S2U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• use imagination to create possibilities by exploring and connecting ideas in ways that are new to them

• create possibilities by connecting or creatively expanding on ideas in ways that are new to them

• create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S2U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• put ideas into action through trial-and-error experiences

• put ideas into action by experimenting with options and predicting possible results

• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S2U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant points in information provided on a topic
• prioritise the information that is most relevant to the topic of study
• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study

Snapshot – Identify, process and evaluate information

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9S2U02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
• listens actively to stay on topic in a small group discussion
• takes an active role in small group and whole-class discussion by volunteering ideas and opinions
• asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
• takes turns in interactions
• interacts using appropriate language in pairs or a small group to complete tasks
• interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
• presents simple ideas clearly in group situations
• actively encourages or supports other speakers
• shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
• uses language to initiate interactions in a small group situation (e.g. "I have an idea")
• critically evaluate ideas and claims made by a speaker
• explains new learning from interacting with others
• appropriately presents an alternative point to the previous speaker
• initiates interactions confidently in group and whole-class discussions
• poses pertinent questions to make connections between a range of ideas
• uses open questions to prompt a speaker to provide more information
• clarifies task goals and negotiates roles in group learning
• monitors discussion to manage digression from the topic

• identifies and articulates the perspective of a speaker, to move a conversation forward
Resource – WS02 - Sound travel

By the end of Year 2 students identify celestial objects and describe patterns they observe in the sky. They demonstrate how different sounds can be produced and describe the effect of sound energy on objects. They identify ways to change materials without changing their material composition. They describe how people use science in their daily lives and how people use patterns to make scientific predictions.

Students pose questions to explore observed patterns or relationships and make predictions based on experience. They suggest steps to be followed in an investigation and follow safe procedures to make and record observations. They use provided tables and organisers to sort and order data and represent patterns in data. With guidance, they compare their observations with those of others, identify whether their investigation was fair and identify further questions. They use everyday and scientific vocabulary to communicate observations, findings and ideas.

AC9S2U02

explore different actions to make sounds and how to make a variety of sounds, and recognise that sound energy causes objects to vibrate

AC9S2I01

pose questions to explore observed simple patterns and relationships and make predictions based on experiences

AC9S2I02

suggest and follow safe procedures to investigate questions and test predictions

AC9S2I06

write and create texts to communicate observations, findings and ideas, using everyday and scientific vocabulary

AC9S2U03

recognise that can be changed physically without changing their and explore the effect of different actions on including bending, twisting, stretching and breaking into smaller pieces

•

Elaborations

• exploring how can be physically changed to suit a particular purpose, such as twisting strands of cotton or wool together to make the thread stronger, or folding paper to make it fly
• manipulating such as paper or fabric, and determining ways they can be physically changed by scrunching, twisting or bending, or broken into smaller pieces by cutting, tearing or crushing
• crushing a stick of chalk into a powder, comparing the of the stick and the powder, and discussing whether it is still the same
• exploring how First Nations Australians make physical changes to natural to produce objects such as bowls, baskets and various fibre crafts
• creating an 'odd one out' game by providing samples of the same that has been physically changed in different ways, and one sample of a different , and challenging other students to identify the odd one out

Students learn to:

recognise that materials can be changed physically without changing their material

explore the effect of different actions on materials including bending, twisting, stret

breaking into smaller pieces

(AC9S2U03)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Generating

• Put ideas into action

Inquiring

• Identify, process and evaluate information

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Inquiring

• Identify, process and evaluate information

Speaking and listening

• Interacting

Generating

• Put ideas into action

Inquiring

• Identify, process and evaluate information

Generating

• Put ideas into action

Inquiring

• Identify, process and evaluate information

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Culture

• First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.

Country/Place

• The First Peoples of Australia are the Traditional Owners of Country/Place, protected in Australian Law by the Native Title Act 1993 which recognises pre-existing sovereignty, continuing■systems of law and customs, and connection to Country/Place. This recognised legal right provides for economic sustainability and a voice into the development■and management of Country/Place.

Generating

• Put ideas into action

Inquiring

• Identify, process and evaluate information

Related content

This content description can be taught with the following content descriptions from other learning areas.

AC9TDE2K02

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S2U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action through trial-and-error experiences
• put ideas into action by experimenting with options and predicting possible results
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S2U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant points in information provided on a topic

- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9S2U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9S2U03

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
- listens actively to stay on topic in a small group discussion
- takes an active role in small group and whole-class discussion by volunteering ideas and opinions
- asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
- takes turns in interactions
- interacts using appropriate language in pairs or a small group to complete tasks
- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")
- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S2U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- put ideas into action through trial-and-error experiences
- put ideas into action by experimenting with options and predicting possible results
- put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S2U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S2U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- put ideas into action through trial-and-error experiences
- put ideas into action by experimenting with options and predicting possible results
- put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S2U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
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- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9S2U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

• discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S2U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action through trial-and-error experiences
• put ideas into action by experimenting with options and predicting possible results
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatio

Content description

AC9S2U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant points in information provided on a topic
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• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study

AC9S2H01

describe how people use science in their daily lives, including using to make

•

Elaborations

• learning how First Nations Australians use of the night sky to assist with navigation
• recognising that astronomers use of movement of celestial bodies in the sky, such as stars and comets, to make predictions about future appearances
• listening to music and learning from musicians about how music can be understood as of sounds and how they use their body or instruments to create music
• discussing how we manage sound at home to ensure that we do not disturb each other or our neighbours, such as quietly closing doors, turning down the volume, taking off shoes on wooden floors or using headphones
• investigating toys and that are voice activated, and engaging in guided discussion about how some devices use voice to recognise the unique features of an individual's voice
• exploring how sound-activated and voice-activated tools help people manage daily activities such as turning on lights and communicating with others
• learning from people who work with , such as woodworkers, product designers or artists such as fibre artists or sculptors, about how they learn about of and how they use creativity when manipulating
• exploring how physically changing helps us to re-use them in a variety of ways, and decrease waste
• considering how First Nations Australians use scientific practices such as sorting, classification and estimation to make predictions

Students learn to:

describe how people use science in their daily lives, including using patterns to ma

predictions

(AC9S2H01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Inquiring

• Identify, process and evaluate information

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Culture

• First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.

Country/Place

• First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

Inquiring

• Identify, process and evaluate information

Number sense and algebra

• Number patterns and algebraic thinking

Inquiring

• Identify, process and evaluate information

Number sense and algebra

• Number patterns and algebraic thinking

Reflecting

• Transfer knowledge

Social awareness

• Community awareness

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Speaking and listening

• Listening

Generating

• Put ideas into action

Inquiring

• Identify, process and evaluate information

Design

• Sustainably designed products, environments and services aim to minimise the impact on or restore the quality and diversity of environmental, social and economic systems.

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Culture

• First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.

Resources

Work Samples

WS01 - Science in daily life

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S2H01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9S2H01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives
- discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatie

Content description

AC9S2H01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify and explore relevant points in information provided on a topic
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- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study

Snapshot – Number patterns and algebraic thinking

Numeracy: Number sense and algebra: Number patterns and algebraic thinking

Content description

AC9S2H01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Recognises patterns

- identifies and describes patterns in everyday contexts (e.g. brick pattern in a wall or the colour sequence of a traffic light)
- identifies "same" and "different" in comparisons
- copies simple patterns using shapes and objects
- identifies numbers in standard pattern configurations without needing to count individual items (e.g. numbers represented on dominos or a standard dice)

Identifying and creating patterns

- identifies the pattern unit with a simple repeating pattern (e.g. identifies the repeating pattern red, blue, red, blue with red then blue; identifies the repeating patterns in everyday activities,

days of the week or seasons of the year)

• continues and creates repeating patterns involving the repetition of a pattern unit with shapes, movements, sounds, physical and virtual materials and numbers (e.g. circle, square, circle, square; stamp, clap, stamp, clap; 1 , 2 , 3 , 1 , 2 , 3 , 1 , 2 , 3 1,2,3, 1,2,3, 1,2,3 1 , 2 , 3 , 1 , 2 , 3 , 1 , 2 , 3)

• identifies, continues and creates simple geometric patterns involving shapes, physical or virtual materials

• determines a missing element within a pattern involving shapes, physical or virtual materials

• conceptually subitises by identifying patterns in standard representations (e.g. patterns within ten-frames, uses finger patterns to represent a quantity)

Continuing and generalising patterns

• represents growing patterns where the difference between each successive term is constant, using physical and virtual materials, then summarising the pattern numerically (e.g. constructs a pattern using physical materials such as toothpicks, then summarises the number of toothpicks used as 4 , 7 , 10 , 13 4, 7, 10, 13 4 , 7 , 1 0 , 1 3 ...)

• describes rules for replicating or continuing growing patterns where the difference between each successive term is the same (e.g. to determine the next number in the pattern 3 , 6 , 9 , 12 3, 6, 9, 12 3 , 6 , 9 , 1 2 … you add 3 3 3 ; for 20 , 15 , 10 20, 15, 10 2 0 , 1 5 , 1 0 … the rule is described as each term is generated by subtracting 5 5 5 from the previous term)

Relational thinking

• uses the equals sign to represent "is equivalent to" or "is the same as" in number sentences (e.g. when asked to write an expression that is equivalent to $5 + 3$ $5 + 3$ $5 + 3$, responds $6 + 2$ $6 + 2$ $6 + 2$ and then writes $5 + 3 = 6 + 2$ $5 + 3 = 6 + 2$ $5 + 3 = 6 + 2$

• solves number sentences involving unknowns using the inverse relationship between addition and subtraction (e.g. $3 + 3\space + \space 3 + ? = 5 = 5 = 5$ and knowing $5 - 3 = 2$ $5 \space- \space 3 = 2$ $5 - 3 = 2$ then ? must be 2 2 2)

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S2H01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify and explore relevant points in information provided on a topic

• prioritise the information that is most relevant to the topic of study

• identify and explore relevant information from a range of sources, including visual information and digital sources

• identify and explain similarities and differences in selected information

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• condense and combine selected information related to the topic of study

Snapshot – Number patterns and algebraic thinking

Numeracy: Number sense and algebra: Number patterns and algebraic thinking

Content description

AC9S2H01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Recognises patterns

• identifies and describes patterns in everyday contexts (e.g. brick pattern in a wall or the colour sequence of a traffic light)

• identifies "same" and "different" in comparisons

• copies simple patterns using shapes and objects

• identifies numbers in standard pattern configurations without needing to count individual items (e.g. numbers represented on dominos or a standard dice)

Identifying and creating patterns

• identifies the pattern unit with a simple repeating pattern (e.g. identifies the repeating pattern red, blue, red, blue with red then blue; identifies the repeating patterns in everyday activities, days of the week or seasons of the year)

• continues and creates repeating patterns involving the repetition of a pattern unit with shapes, movements, sounds, physical and virtual materials and numbers (e.g. circle, square, circle, square; stamp, clap, stamp, clap; 1 , 2 , 3 , 1 , 2 , 3 , 1 , 2 , 3 1,2,3, 1,2,3, 1,2,3 1 , 2 , 3 , 1 , 2 , 3 , 1 , 2 , 3)

• identifies, continues and creates simple geometric patterns involving shapes, physical or virtual materials

• determines a missing element within a pattern involving shapes, physical or virtual materials

• conceptually subitises by identifying patterns in standard representations (e.g. patterns within ten-frames, uses finger patterns to represent a quantity)

Continuing and generalising patterns

• represents growing patterns where the difference between each successive term is constant, using physical and virtual materials, then summarising the pattern numerically (e.g. constructs a pattern using physical materials such as toothpicks, then summarises the number of toothpicks used as 4 , 7 , 10 , 13 4, 7, 10, 13 4 , 7 , 1 0 , 1 3 ...)

• describes rules for replicating or continuing growing patterns where the difference between each successive term is the same (e.g. to determine the next number in the pattern 3 , 6 , 9 , 12 3, 6, 9, 12 3 , 6 , 9 , 1 2 … you add 3 3 3 ; for 20 , 15 , 10 20, 15, 10 2 0 , 1 5 , 1 0 … the rule is described as each term is generated by subtracting 5 5 5 from the previous term)

Relational thinking

• uses the equals sign to represent "is equivalent to" or "is the same as" in number sentences (e.g. when asked to write an expression that is equivalent to 5 + 3 5 + 3 5 + 3 , responds 6 + 2 6 + 2 6 + 2 and then writes 5 + 3 = 6 + 2 5 + 3 = 6 + 2 5 + 3 = 6 + 2

• solves number sentences involving unknowns using the inverse relationship between addition and subtraction (e.g. 3 + 3\space + \space 3 + ? = 5 = 5 = 5 and knowing 5 − 3 = 2 5 \space− \space3 = 2 5 − 3 = 2 then ? must be 2 2 2)

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9S2H01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• connect ideas and information between familiar learning experiences

• use ideas and information from a previous experience to inform similar learning experiences

• use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9S2H01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• describe the ways they are connected, and can contribute to their community groups

• describe how they contribute to their communities and how others care for and assist them

• describe the various communities beyond their own and what they can do to support them

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatic

Content description

AC9S2H01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify and explore relevant points in information provided on a topic

- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S2H01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S2H01

Continuum extract

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Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9S2H01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
- listens actively and responds to short texts consisting of a few sentences
- recalls one or 2 ideas from a short text or interaction
- answers simple or literal questions
- asks what, when, why questions about a text they have listened to
- uses facial expressions, gestures or actions to indicate understanding of tone and intonation
- discriminates individual words in a short, spoken sentence (e.g. identifies "lunchtime" in "the meeting for the excursion is at lunchtime")
- describes familiar objects and actions heard in a text or interaction (e.g. "the chicken ate the bug")
- accurately repeats, short phrases and statements from a short text or interaction
- recognises and generates one-syllable rhyming words (see Phonological awareness)
- responds to simple and elementary texts (see Text complexity)

• recalls specific information from a spoken text (e.g. recalls a message from a school assembly announcement)
• answers literal and simple inferential questions from a text they have listened to
• infers obvious meaning from a simple, spoken text (e.g. identifies character's job as a sales assistant from dialogue with a shopper)
• experiments with a small range of listening strategies (e.g. asks speaker to repeat information, if unclear)
• uses learnt vocabulary and simple adjectives to recount key ideas from heard text
• responds to elementary texts (see Text complexity)
• listens purposefully to texts to identify specific learning area content
• recalls specific information from a learning area text
• attends to sequence when recounting ideas
• infers meaning that may be less obvious (e.g. infers beach context from hearing background sounds of seagulls and surf)
• describes tone and intonation of spoken text (e.g. "she spoke with an angry tone")
• retells a familiar story with some possible minor adaptations
• selects appropriate listening strategies (e.g. asking questions to elicit extra information, rephrasing others' contributions to check own comprehension)
• listens for cohesive vocabulary to support comprehension (e.g. listens for temporal connectives such as "first", "then", "finally" and conjunctions such as "also" to identify next section in text)

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S2H01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action through trial-and-error experiences
• put ideas into action by experimenting with options and predicting possible results
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatic

Content description

AC9S2H01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9S2H01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• listen to, and share opinions and reflections on, familiar topics and intercultural experiences
• identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

• discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors

Resource – WS01 - Science in daily life

By the end of Year 2 students identify celestial objects and describe patterns they observe in the sky. They demonstrate how different sounds can be produced and describe the effect of sound energy on objects. They identify ways to change materials without changing their material composition. They describe how people use science in their daily lives and how people use patterns to make scientific predictions.

Students pose questions to explore observed patterns or relationships and make predictions based on experience. They suggest steps to be followed in an investigation and follow safe procedures to make and record observations. They use provided tables and organisers to sort and order data and represent patterns in data. With guidance, they compare their observations with those of others, identify whether their investigation was fair and identify further questions. They use everyday and scientific vocabulary to communicate observations, findings and ideas.

AC9S2H01

describe how people use science in their daily lives, including using patterns to make scientific predictions

AC9S2I04

sort and order data and information and represent patterns, including with provided tables and visual or physical models

AC9S2I06

write and create texts to communicate observations, findings and ideas, using everyday and scientific vocabulary

AC9S2I01

pose questions to explore observed simple and and make predictions based on experiences

•

•

Elaborations

• posing questions about how to make sounds with different instruments, such as: 'If I do this, will it always produce a higher pitched sound?'
• posing questions about the appearance or position of celestial objects in space across time, such as: 'I wonder if the moon will look the same tomorrow or next week, as it does today?'
• making predictions about what might occur when such as playdough or tissue paper are pulled with different strengths
• making predictions about the between vibration and sound, such as: 'I think that if a ruler is twanged harder, it will make a louder sound'
• making predictions about future appearances of phenomena in the sky at certain times of the week, month or year, such as the moon or satellites

Students learn to:

pose questions to explore observed simple patterns and relationships and make pr

experiences

(AC9S2I01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Generating

• Put ideas into action

Inquiring

• Develop questions

Speaking and listening

• Interacting
Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Inquiring

• Develop questions

Inquiring

• Develop questions

Statistics and probability

• Understanding chance

Generating

• Put ideas into action

Generating

• Put ideas into action

Generating

• Put ideas into action

Statistics and probability

• Understanding chance

Resources

Work Samples

WS02 - Sound travel

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S2I01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• put ideas into action through trial-and-error experiences

• put ideas into action by experimenting with options and predicting possible results

• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9S2I01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• develop questions to explore a familiar idea or topic

• questions developed reflect their curiosity about the world

• develop questions to explore a familiar idea or topic

• questions developed are fit for the purpose of the investigation

• develop■questions to examine unfamiliar ideas and topics

• questions developed support the process of improving knowledge and understanding about a topic or investigation

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9S2I01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

• contributes simple ideas and opinions to class or small group discussions

- shows signs of active listening, by sustaining attention across a short, spoken text
- shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)
- uses appropriate language or dialect to interact with speakers of the same language
- listens actively to stay on topic in a small group discussion
- takes an active role in small group and whole-class discussion by volunteering ideas and opinions
- asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
- takes turns in interactions
- interacts using appropriate language in pairs or a small group to complete tasks
- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9S2I01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- develop questions to explore a familiar idea or topic
- questions developed reflect their curiosity about the world
- develop questions to explore a familiar idea or topic
- questions developed are fit for the purpose of the investigation
- develop■questions to examine unfamiliar ideas and topics
- questions developed support the process of improving knowledge and understanding about a topic or investigation

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9S2I01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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- questions developed are fit for the purpose of the investigation
- develop■questions to examine unfamiliar ideas and topics
- questions developed support the process of improving knowledge and understanding about a topic or investigation

Snapshot – Understanding chance

Numeracy: Statistics and probability: Understanding chance

Content description

AC9S2I01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Describing chance

- describes everyday occurrences that involve chance (e.g. chance of it raining tomorrow, choosing a name from a hat, making it to the grand final)
- makes predictions on the likelihood of simple, everyday occurrences as to it will or won't, might or might not happen, based on experiences (e.g. "the plant will die if we don't water it", "next year I will be … years old"; "my tower might not fall down if I add one more brick but it won't

reach the roof", "we might see a pelican at the lake")

Comparing chance

• describes and orders the likelihood of events in non-quantitative terms such as certain, likely, highly likely, unlikely, impossible (e.g. "if there are more blue than red marbles in a bag, blue is more likely to be selected"; "I am certain that I won't win the competition because I didn't enter")

• records outcomes of chance experiments in tables and charts

• demonstrates that outcomes of chance experiments may differ from expected results (e.g. we will not get the same results every time we roll a dice)

• draws conclusions that recognise variation in results of chance experiments (e.g. you rolled a lot of sixes this game, I hope I get more sixes next time)

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S2I01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• put ideas into action through trial-and-error experiences

• put ideas into action by experimenting with options and predicting possible results

• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

Snapshot – Understanding chance

Numeracy: Statistics and probability: Understanding chance

Content description

AC9S2I01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Describing chance

• describes everyday occurrences that involve chance (e.g. chance of it raining tomorrow, choosing a name from a hat, making it to the grand final)

• makes predictions on the likelihood of simple, everyday occurrences as to it will or won't, might or might not happen, based on experiences (e.g. "the plant will die if we don't water it", "next year I will be … years old"; "my tower might not fall down if I add one more brick but it won't

reach the roof", "we might see a pelican at the lake")

Comparing chance

• describes and orders the likelihood of events in non-quantitative terms such as certain, likely, highly likely, unlikely, impossible (e.g. "if there are more blue than red marbles in a bag, blue is more likely to be selected"; "I am certain that I won't win the competition because I didn't enter")

• records outcomes of chance experiments in tables and charts

• demonstrates that outcomes of chance experiments may differ from expected results (e.g. we will not get the same results every time we roll a dice)

• draws conclusions that recognise variation in results of chance experiments (e.g. you rolled a lot of sixes this game, I hope I get more sixes next time)

Resource – WS02 - Sound travel

By the end of Year 2 students identify celestial objects and describe patterns they observe in the sky. They demonstrate how different sounds can be produced and describe the effect of sound energy on objects. They identify ways to change materials without changing their material composition. They describe how people use science in their daily lives and how people use patterns to make scientific predictions.

Students pose questions to explore observed patterns or relationships and make predictions based on experience. They suggest steps to be followed in an investigation and follow safe procedures to make and record observations. They use provided tables and organisers to sort and order data and represent patterns in data. With guidance, they compare their observations with those of others, identify whether their investigation was fair and identify further questions. They use everyday and scientific vocabulary to communicate observations, findings and ideas.

AC9S2U02

explore different actions to make sounds and how to make a variety of sounds, and recognise that sound energy causes objects to vibrate

AC9S2I01

pose questions to explore observed simple patterns and relationships and make predictions based on experiences

AC9S2I02

suggest and follow safe procedures to investigate questions and test predictions

AC9S2I06

write and create texts to communicate observations, findings and ideas, using everyday and scientific vocabulary

AC9S2I02

suggest and follow safe procedures to investigate questions and test predictions

•

•

Elaborations

• showing appropriate use of and equipment to others such as teachers, students or trusted adults and making suggestions about how to make an safe or safer

• discussing ways they could conduct of the sun in a safe way

• following visual or verbal steps to construct a musical instrument or manipulate a

• suggesting ways they could manipulate and tools they could use

Students learn to:

suggest and follow safe procedures to investigate questions and test predictions

(AC9S2I02)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Generating

• Put ideas into action
Speaking and listening
• Interacting
Elaborations
Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .
Responding to ethical issues
• Explore ethical issues
Social management
• Leadership
Generating
• Put ideas into action
Speaking and listening
• Interacting
Generating
• Put ideas into action
Generating
• Put ideas into action
Resources
Work Samples
WS02 - Sound travel
Snapshot – Put ideas into action
Critical and Creative Thinking: Generating: Put ideas into action
Content description
AC9S2I02
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action through trial-and-error experiences
• put ideas into action by experimenting with options and predicting possible results
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
Snapshot – Interacting
Literacy: Speaking and listening: Interacting
Content description
AC9S2I02
Learning progression extract
The following learning progression extract shows the alignment of the learning progression with this content.
• contributes simple ideas and opinions to class or small group discussions
• shows signs of active listening, by sustaining attention across a short, spoken text
• shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)
• uses appropriate language or dialect to interact with speakers of the same language
• listens actively to stay on topic in a small group discussion
• takes an active role in small group and whole-class discussion by volunteering ideas and opinions
• asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
• takes turns in interactions
• interacts using appropriate language in pairs or a small group to complete tasks
• interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
• presents simple ideas clearly in group situations
• actively encourages or supports other speakers
• shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)

• uses language to initiate interactions in a small group situation (e.g. "I have an idea")

Snapshot – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9S2I02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify different ethical problems or issues from examples such as stories
• identify different perspectives and approaches when discussing ethical issues from a given example
• use examples to describe how people may have different values and perspectives that they apply to an ethical issue

Snapshot – Leadership

Personal and Social capability: Social management: Leadership

Content description

AC9S2I02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• practise self-leadership by taking responsibility for their own actions
• practise ways that they can lead self and others, and describe when it is appropriate to adopt a leadership approach
• guide and make leadership decisions with a view to how these influence others

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S2I02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action through trial-and-error experiences
• put ideas into action by experimenting with options and predicting possible results
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9S2I02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
• listens actively to stay on topic in a small group discussion
• takes an active role in small group and whole-class discussion by volunteering ideas and opinions
• asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
• takes turns in interactions
• interacts using appropriate language in pairs or a small group to complete tasks
• interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
• presents simple ideas clearly in group situations
• actively encourages or supports other speakers
• shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
• uses language to initiate interactions in a small group situation (e.g. "I have an idea")
• critically evaluate ideas and claims made by a speaker
• explains new learning from interacting with others
• appropriately presents an alternative point to the previous speaker

- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S2I02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- put ideas into action through trial-and-error experiences
- put ideas into action by experimenting with options and predicting possible results
- put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

AC9S2I03

make and record , including , using as appropriate

-

-

Elaborations

- recording through text, drawing, counts, digital photography or video

- engaging in a guided discussion about how to measure something in a fair way

- using familiar units of measurement such as cups, handspans, walking paces, blocks or pencil lengths

- representing with concrete objects, such as drawing chalk lines and using lengths of string to measure shadows

- exploring how can be used to make , such as simple clap-o-meter apps that measure sound volume, time lapse digital photography for observing apparent movement of celestial objects or slow-motion videos for observing a vibrating ruler

Students learn to:

make and record observations, including informal measurements, using digital tool

(AC9S2I03)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Investigating

- Acquire and collate data

Measurement and geometry

- Understanding units of measurement

Number sense and algebra

- Interpreting fractions

Statistics and probability

• Interpreting and representing data

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Inquiring

• Identify, process and evaluate information

Investigating

• Acquire and collate data

Managing and operating

• Select and operate tools

Inquiring

• Identify, process and evaluate information

Understanding ethical concepts and perspectives

• Explore ethical concepts

Inquiring

• Identify, process and evaluate information

Measurement and geometry

• Understanding units of measurement

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Investigating

• Acquire and collate data

Managing and operating

• Select and operate tools

Related content

This content description can be taught with the following content descriptions from other learning areas.
AC9HS2S02
AC9M2M01
AC9M2ST01

Snapshot – Acquire and collate data

Digital Literacy: Investigating: Acquire and collate data

Content description

AC9S2I03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• collect data by counting, measuring and observing with familiar digital tools
• collect and access data using a range of digital tools and methods in response to a defined question

Snapshot – Understanding units of measurement

Numeracy: Measurement and geometry: Understanding units of measurement

Content description

AC9S2I03

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comparing and ordering objects

• uses direct comparison to compare 2 2 2 objects and indicates whether they are the same or different based on attributes such as length, height, mass or capacity (e.g. compares the length of 2 2 2 objects by aligning the ends; pours sand or water from one container to another to decide which holds more; hefts to decide which is heavier)

• uses comparative language to compare 2 2 2 objects (e.g. states which is shorter or longer, lighter or heavier)

• orders 3 3 3 or more objects by comparing pairs of objects (e.g. decides where to stand in a line ordered by height by comparing their height to others directly)

Using informal units of measurement

• measures an attribute by choosing and using multiple identical, informal units (e.g. measures the distance from one goal post to the other by counting out footsteps; chooses to count out loud to 30 30 3 0 to give enough time for people to hide in a game of hide and seek)

• selects the appropriate size and dimensions of an informal unit to measure and compare attributes (e.g. chooses a linear unit such as a pencil to measure length, or a bucket to measure the capacity of a large container)

• chooses and uses appropriate uniform informal units to measure length and area without gaps or overlaps (e.g. uses the same sized paper clips to measure the length of a line; uses tiles, rather than counters, to measure the area of a sheet of paper because the tiles fit together without gaps)

• uses multiple uniform informal units to measure and make direct comparisons between the mass or capacity of objects (e.g. uses a balance scale and a number of same-sized marbles to compare mass; uses a number of cups of water or buckets of sand to measure capacity)

• counts the individual uniform units used by ones to compare measurements (e.g. counts the number of matchsticks and says, "I used 4 4 4 matchsticks to measure the width of my book and the shelf is 5 5 5 matchsticks wide, so I know my book will fit")

Estimating measurements

• estimates a measurement based on a number of uniform informal units (e.g. estimates the measurement as "about 4 4 4 handspans" or it takes about 2 2 2 buckets of water)

• checks an estimate using informal units to compare to predicted measurement

Repeating a single informal unit to measure

• measures length using a single informal unit repeatedly (e.g. uses one paper clip to measure the length of a line, making the first unit, marking its place, then moving the paper clip along the line and repeating this process)

• measures the area of a surface using an informal single unit of measure repeatedly (e.g. uses a sheet of paper to measure the area of a desktop)

• measures an attribute by counting the number of informal units used

Estimating measurements

• uses familiar household items as benchmarks when estimating, length, mass and capacity (e.g. compares capacities based on knowing the capacity of a bottle of water such as, "it will take about 3 3 3 bottles to fill")

Describing turns

• describes a turn in both direction and the amount of turn (e.g. a quarter turn to the right, a full turn on the spot)

Snapshot – Interpreting fractions

Numeracy: Number sense and algebra: Interpreting fractions

Content description

AC9S2I03

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Repeated halving

• makes quarters and eighths of objects and collections by repeated halving (e.g. locates halfway on a strip of paper then halves each half; finds a quarter of an orange by halving and then halving again; 8 8 8 counters halved and then halved again into 4 4 4 groups of 2 2 2)

• identifies the part and the whole in representations of halves, quarters and eighths (e.g. identifies the fractional parts that make up the whole using fraction puzzles)

• represents known fractions using various fraction models (e.g. discrete collections, continuous linear and continuous area)

Repeating fractional parts

• accumulates fractional parts (e.g. knows that two-quarters is inclusive of one-quarter and twice

one-quarter, not just the second quarter)

• checks the equality of parts by iterating one part to form the whole (e.g. when given a representation of one-quarter of a length and asked, "what fraction is this of the whole length?", uses the length as a counting unit to make the whole)

• identifies fractions in measurement situations and solves problems using halves, quarters and eighths (e.g. quarters in an AFL match; uses two $\frac12$ ■ cup measures in place of a single one-cup measure)

• demonstrates that fractions can be written symbolically and interprets using part-whole knowledge (e.g. interprets $\frac34$ ■ to mean 3 one-quarters or 3 lots of $\frac14$ ■)

Re-imagining the whole

• creates thirds by visualising or approximating and adjusting (e.g. imagines a strip of paper in 3 parts, then adjusts and folds)

• identifies examples and non-examples of partitioned representations of fractions

• divides a whole into different fractional parts for different purposes (e.g. explores the problem of sharing a cake equally between different numbers of guests)

• demonstrates that the more parts into which a whole is divided, the smaller the parts become

Snapshot – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9S2I03

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Basic one-to-one data displays

• poses questions that could be investigated from a simple numerical or categorical data set (e.g. number of family members, types of pets, where people live)

• displays and describes one variable data in lists or tables

• communicates information through text, picture graphs and tables using numbers and symbols (e.g. creates picture graphs to display one-variable data)

• responds to questions and interprets general observations made about data represented in simple one-to-one data displays (e.g. responds to questions about the information represented in a simple picture graph that uses a one-to-one representation)

Collecting, displaying and interpreting categorical data

• designs survey questions to collect categorical data (e.g. creates a suite of survey questions to plan the end of year class party)

• collects, records and displays one-variable data in variety of ways such as tables, charts, plots and graphs using the appropriate digital tools (e.g. uses a spreadsheet to record data collected in a class survey and generates a column graph to display the results)

• displays and interprets categorical data in one-to-many data displays

• interprets and represents categorical data in simple displays such as bar and column graphs, pie charts, models, maps, colour wheels, and pictorial timelines, and makes simple inferences from such displays

• makes comparisons from categorical data displays using relative heights from a common baseline (e.g. compares the heights of the columns in a simple column graph to determine the tallest and recognises this as the most frequent response)

Collecting, displaying and interpreting numerical data

• collects and records discrete numerical data using an appropriate method for recording (e.g. uses a frequency table to record the experimental results for rolling a dice; records sample measurements taken during a science investigation)

• constructs graphical representations of numerical data and explains the difference between continuous and discrete data (e.g. explains that measurements such as length, mass and temperature are continuous data whereas a count such as the number of people in a queue is discrete)

• explains how data displays can be misleading (e.g. whether a scale should start at zero; not using uniform intervals on the axes)

• interprets visual representations of data displayed using a multi-unit scale, reading values between the marked units and describing any variation and trends in the data

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatio

Content description

AC9S2I03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant points in information provided on a topic
• prioritise the information that is most relevant to the topic of study
• identify and explore relevant information from a range of sources, including visual information
and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual
information and digital sources
• condense and combine selected information related to the topic of study

Snapshot – Acquire and collate data

Digital Literacy: Investigating: Acquire and collate data

Content description

AC9S2I03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• collect data by counting, measuring and observing with familiar digital tools
• collect and access data using a range of digital tools and methods in response to a defined
question

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9S2I03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use simple digital tools to explore tasks and consolidate learning
• seek help when encountering a problem
• use familiar digital tools to complete tasks and consolidate learning
• attempt to solve a problem before seeking help
• select and use a range of digital tools to complete tasks
• attempt to solve a problem individually and with peers before seeking help

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatio

Content description

AC9S2I03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant points in information provided on a topic
• prioritise the information that is most relevant to the topic of study
• identify and explore relevant information from a range of sources, including visual information
and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual
information and digital sources
• condense and combine selected information related to the topic of study

Snapshot – Explore ethical concepts

Ethical Understanding: Understanding ethical concepts and perspectives: Explor

Content description

AC9S2I03
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify examples of ethical concepts such as right and■wrong
• identify ethical concepts, such as honesty and fairness, and describe actions and behaviours associated with these
• identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S2I03
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant points in information provided on a topic
• prioritise the information that is most relevant to the topic of study
• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study

Snapshot – Understanding units of measurement

Numeracy: Measurement and geometry: Understanding units of measurement

Content description

AC9S2I03
Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comparing and ordering objects

• uses direct comparison to compare 2 2 2 objects and indicates whether they are the same or different based on attributes such as length, height, mass or capacity (e.g. compares the length of 2 2 2 objects by aligning the ends; pours sand or water from one container to another to decide which holds more; hefts to decide which is heavier)
• uses comparative language to compare 2 2 2 objects (e.g. states which is shorter or longer, lighter or heavier)
• orders 3 3 3 or more objects by comparing pairs of objects (e.g. decides where to stand in a line ordered by height by comparing their height to others directly)

Using informal units of measurement

• measures an attribute by choosing and using multiple identical, informal units (e.g. measures the distance from one goal post to the other by counting out footsteps; chooses to count out loud to 30 30 3 0 to give enough time for people to hide in a game of hide and seek)
• selects the appropriate size and dimensions of an informal unit to measure and compare attributes (e.g. chooses a linear unit such as a pencil to measure length, or a bucket to measure the capacity of a large container)
• chooses and uses appropriate uniform informal units to measure length and area without gaps or overlaps (e.g. uses the same sized paper clips to measure the length of a line; uses tiles, rather than counters, to measure the area of a sheet of paper because the tiles fit together without gaps)
• uses multiple uniform informal units to measure and make direct comparisons between the mass or capacity of objects (e.g. uses a balance scale and a number of same-sized marbles to compare mass; uses a number of cups of water or buckets of sand to measure capacity)
• counts the individual uniform units used by ones to compare measurements (e.g. counts the number of matchsticks and says, "I used 4 4 4 matchsticks to measure the width of my book and the shelf is 5 5 5 matchsticks wide, so I know my book will fit")

Estimating measurements

• estimates a measurement based on a number of uniform informal units (e.g. estimates the measurement as "about 4 4 4 handspans" or it takes about 2 2 2 buckets of water)

• checks an estimate using informal units to compare to predicted measurement

Repeating a single informal unit to measure

• measures length using a single informal unit repeatedly (e.g. uses one paper clip to measure the length of a line, making the first unit, marking its place, then moving the paper clip along the line and repeating this process)

• measures the area of a surface using an informal single unit of measure repeatedly (e.g. uses a sheet of paper to measure the area of a desktop)

• measures an attribute by counting the number of informal units used

Estimating measurements

• uses familiar household items as benchmarks when estimating, length, mass and capacity (e.g. compares capacities based on knowing the capacity of a bottle of water such as, "it will take about 3 3 3 bottles to fill")

Describing turns

• describes a turn in both direction and the amount of turn (e.g. a quarter turn to the right, a full turn on the spot)

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S2I03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify and explore relevant points in information provided on a topic

• prioritise the information that is most relevant to the topic of study

• identify and explore relevant information from a range of sources, including visual information and digital sources

• identify and explain similarities and differences in selected information

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• condense and combine selected information related to the topic of study

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S2I03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify and explore relevant points in information provided on a topic

• prioritise the information that is most relevant to the topic of study

• identify and explore relevant information from a range of sources, including visual information and digital sources

• identify and explain similarities and differences in selected information

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• condense and combine selected information related to the topic of study

Snapshot – Acquire and collate data

Digital Literacy: Investigating: Acquire and collate data

Content description

AC9S2I03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• collect data by counting, measuring and observing with familiar digital tools

• collect and access data using a range of digital tools and methods in response to a defined question

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9S2I03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• use simple digital tools to explore tasks and consolidate learning

• seek help when encountering a problem

• use familiar digital tools to complete tasks and consolidate learning

• attempt to solve a problem before seeking help

• select and use a range of digital tools to complete tasks

• attempt to solve a problem individually and with peers before seeking help

AC9S2I04

sort and order and information and represent , including with provided tables and visual or physical

•

•

Elaborations

• adding labels to a drawing or digital photograph to indicate key features, such as of that stay
the same when changed physically, or to indicate how sound is produced by an instrument

• ordering images of the changing appearance of the moon to show a monthly cycle

• using a graphic organiser to sort images of musical instruments and the actions used to produce
their sound

• constructing simple column and picture with guidance to represent class , such as recording
objects that produce or do not produce sound

• completing a table to record the number of ways different can be changed physically

Students learn to:

sort and order data and information and represent patterns, including with provided

visual or physical models

(AC9S2I04)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum
priorities.

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Statistics and probability

• Interpreting and representing data

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to
general capabilities and cross-curriculum priorities. Content elaborations are optional .

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Creating and exchanging

• Create, communicate and collaborate

Analysing

• Draw conclusions and provide reasons

Inquiring

• Identify, process and evaluate information

Statistics and probability

• Interpreting and representing data

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Related content

This content description can be taught with the following content descriptions from other learning
areas.

AC9HS2S02

AC9M2ST01

AC9M2ST02

AC9TDI2K02

Resources

Work Samples

WS01 - Science in daily life

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9S2I04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify the main parts of a concept or problem

• identify the main parts of a concept or problem and describe how these relate to each other

• identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatio

Content description

AC9S2I04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify and explore relevant points in information provided on a topic

• prioritise the information that is most relevant to the topic of study

• identify and explore relevant information from a range of sources, including visual information
and digital sources

• identify and explain similarities and differences in selected information

• identify and examine relevant information and opinion from a range of sources, including visual
information and digital sources

• condense and combine selected information related to the topic of study

Snapshot – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9S2I04

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this
content.

Basic one-to-one data displays

• poses questions that could be investigated from a simple numerical or categorical data set (e.g.
number of family members, types of pets, where people live)

• displays and describes one variable data in lists or tables

• communicates information through text, picture graphs and tables using numbers and symbols (e.g.
creates picture graphs to display one-variable data)

• responds to questions and interprets general observations made about data represented in simple

one-to-one data displays (e.g. responds to questions about the information represented in a simple picture graph that uses a one-to-one representation)

Collecting, displaying and interpreting categorical data

• designs survey questions to collect categorical data (e.g. creates a suite of survey questions to plan the end of year class party)

• collects, records and displays one-variable data in variety of ways such as tables, charts, plots and graphs using the appropriate digital tools (e.g. uses a spreadsheet to record data collected in a class survey and generates a column graph to display the results)

• displays and interprets categorical data in one-to-many data displays

• interprets and represents categorical data in simple displays such as bar and column graphs, pie charts, models, maps, colour wheels, and pictorial timelines, and makes simple inferences from such displays

• makes comparisons from categorical data displays using relative heights from a common baseline (e.g. compares the heights of the columns in a simple column graph to determine the tallest and recognises this as the most frequent response)

Collecting, displaying and interpreting numerical data

• collects and records discrete numerical data using an appropriate method for recording (e.g. uses a frequency table to record the experimental results for rolling a dice; records sample measurements taken during a science investigation)

• constructs graphical representations of numerical data and explains the difference between continuous and discrete data (e.g. explains that measurements such as length, mass and temperature are continuous data whereas a count such as the number of people in a queue is discrete)

• explains how data displays can be misleading (e.g. whether a scale should start at zero; not using uniform intervals on the axes)

• interprets visual representations of data displayed using a multi-unit scale, reading values between the marked units and describing any variation and trends in the data

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9S2I04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify the main parts of a concept or problem

• identify the main parts of a concept or problem and describe how these relate to each other

• identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S2I04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify and explore relevant points in information provided on a topic

• prioritise the information that is most relevant to the topic of study

• identify and explore relevant information from a range of sources, including visual information and digital sources

• identify and explain similarities and differences in selected information

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• condense and combine selected information related to the topic of study

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9S2I04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use simple digital tools to create content
• experiment with the features of familiar digital tools to create content
• use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults

Snapshot – Draw conclusions and provide reasons
Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons

Content description

AC9S2I04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• draw conclusions and make choices when completing tasks and identify the reasons for choices made
• draw conclusions and make choices when completing tasks and explain the reasons for choices made
• draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made

Snapshot – Identify, process and evaluate information
Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9S2I04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant points in information provided on a topic
• prioritise the information that is most relevant to the topic of study
• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study

Snapshot – Interpreting and representing data
Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9S2I04

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Emergent data collection and representation

• poses and answers simple questions and collects responses (e.g. collects data from a simple yes/no question by getting respondents to form a line depending upon their answer)
• displays information using real objects, drawings or photographs (e.g. collects leaves from outside the classroom and displays them in order of size)
• sorts and classifies shapes and objects into groups based on their features or characteristics and describes how they have been sorted (e.g. sorts objects by colour)
• identifies things that vary or stay the same in everyday life (e.g. "it is always dark at night"; "although jellybeans are the same size, they can be different colours")

Basic one-to-one data displays

• poses questions that could be investigated from a simple numerical or categorical data set (e.g. number of family members, types of pets, where people live)
• displays and describes one variable data in lists or tables
• communicates information through text, picture graphs and tables using numbers and symbols (e.g. creates picture graphs to display one-variable data)
• responds to questions and interprets general observations made about data represented in simple one-to-one data displays (e.g. responds to questions about the information represented in a simple picture graph that uses a one-to-one representation)

Collecting, displaying and interpreting categorical data

• designs survey questions to collect categorical data (e.g. creates a suite of survey questions to plan the end of year class party)
• collects, records and displays one-variable data in variety of ways such as tables, charts, plots and graphs using the appropriate digital tools (e.g. uses a spreadsheet to record data collected in a class survey and generates a column graph to display the results)
• displays and interprets categorical data in one-to-many data displays
• interprets and represents categorical data in simple displays such as bar and column graphs, pie charts, models, maps, colour wheels, and pictorial timelines, and makes simple inferences from such displays
• makes comparisons from categorical data displays using relative heights from a common baseline (e.g. compares the heights of the columns in a simple column graph to determine the tallest and recognises this as the most frequent response)

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S2I04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant points in information provided on a topic
• prioritise the information that is most relevant to the topic of study
• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S2I04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant points in information provided on a topic
• prioritise the information that is most relevant to the topic of study
• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S2I04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant points in information provided on a topic
• prioritise the information that is most relevant to the topic of study
• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• condense and combine selected information related to the topic of study

Resource – WS01 - Science in daily life

By the end of Year 2 students identify celestial objects and describe patterns they observe in the sky. They demonstrate how different sounds can be produced and describe the effect of sound energy on objects. They identify ways to change materials without changing their material composition. They describe how people use science in their daily lives and how people use patterns to make scientific predictions.

Students pose questions to explore observed patterns or relationships and make predictions based on experience. They suggest steps to be followed in an investigation and follow safe procedures to make and record observations. They use provided tables and organisers to sort and order data and represent patterns in data. With guidance, they compare their observations with those of others, identify whether their investigation was fair and identify further questions. They use everyday and scientific vocabulary to communicate observations, findings and ideas.

AC9S2H01

describe how people use science in their daily lives, including using patterns to make scientific predictions

AC9S2I04

sort and order data and information and represent patterns, including with provided tables and visual or physical models

AC9S2I06

write and create texts to communicate observations, findings and ideas, using everyday and scientific vocabulary

AC9S2I05

compare with predictions and others' , consider if are fair and identify further questions with guidance

•

•

Elaborations

• comparing their of changing shadow length across the day with their predictions and the observed by others

• comparing of sounds with those of others and considering if we all sense sound in the same way

• proposing ways to ensure that the same sound is produced in an in order to keep the fair

• comparing findings from about physically changing a , such as cutting and folding, and exploring questions that investigate similar changes to different

Students learn to:

compare observations with predictions and others' observations, consider if investi and identify further questions with guidance

(AC9S2I05)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Analysing

• Evaluate actions and outcomes

Reflecting

• Think about thinking (metacognition)

Speaking and listening

• Interacting

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Analysing

• Evaluate actions and outcomes

Analysing

• Evaluate actions and outcomes

Analysing

• Evaluate actions and outcomes

Understanding ethical concepts and perspectives

• Explore ethical concepts

Analysing

• Evaluate actions and outcomes

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9S2I05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• evaluate whether they are satisfied with the outcome of tasks or actions

• evaluate whether they have accomplished what they set out to achieve, including using a given set of criteria to support decisions

• evaluate the outcome of a task by explaining ideas, conclusions and actions, including using a given set of criteria to support decisions

Snapshot – Think about thinking (metacognition)

Critical and Creative Thinking: Reflecting: Think about thinking (metacognition)

Content description

AC9S2I05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify thinking and learning strategies used when completing activities and drawing conclusions

• identify and describe thinking and learning strategies they have used when completing activities and drawing conclusions

• select, describe and reflect on the thinking and learning strategies and processes used when completing activities and drawing conclusions

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9S2I05

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

• contributes simple ideas and opinions to class or small group discussions

• shows signs of active listening, by sustaining attention across a short, spoken text

• shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)

• uses appropriate language or dialect to interact with speakers of the same language

• listens actively to stay on topic in a small group discussion

• takes an active role in small group and whole-class discussion by volunteering ideas and opinions

• asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")

• takes turns in interactions

• interacts using appropriate language in pairs or a small group to complete tasks

• interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)

• presents simple ideas clearly in group situations

• actively encourages or supports other speakers

• shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and

disagreement in class discussions)
• uses language to initiate interactions in a small group situation (e.g. "I have an idea")

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9S2I05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• evaluate whether they are satisfied with the outcome of tasks or actions
• evaluate whether they have accomplished what they set out to achieve, including using a given set of criteria to support decisions
• evaluate the outcome of a task by explaining ideas, conclusions and actions, including using a given set of criteria to support decisions

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9S2I05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• evaluate whether they are satisfied with the outcome of tasks or actions
• evaluate whether they have accomplished what they set out to achieve, including using a given set of criteria to support decisions
• evaluate the outcome of a task by explaining ideas, conclusions and actions, including using a given set of criteria to support decisions

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9S2I05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• evaluate whether they are satisfied with the outcome of tasks or actions
• evaluate whether they have accomplished what they set out to achieve, including using a given set of criteria to support decisions
• evaluate the outcome of a task by explaining ideas, conclusions and actions, including using a given set of criteria to support decisions

Snapshot – Explore ethical concepts

Ethical Understanding: Understanding ethical concepts and perspectives: Explor

Content description

AC9S2I05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify examples of ethical concepts such as right and■wrong
• identify ethical concepts, such as honesty and fairness, and describe actions and behaviours associated with these
• identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9S2I05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- evaluate whether they are satisfied with the outcome of tasks or actions
- evaluate whether they have accomplished what they set out to achieve, including using a given set of criteria to support decisions
- evaluate the outcome of a task by explaining ideas, conclusions and actions, including using a given set of criteria to support decisions

AC9S2I06

write and create texts to communicate , findings and ideas, using everyday and scientific vocabulary

-
-

Elaborations

- using learnt scientific vocabulary and structuring texts to sequence events, processes or ideas
- creating and narrating a short animation to show the changing position of the sun across the day and using terms such as 'sunrise', 'sunset' and 'horizon'
- creating a class of the solar and naming the sun and planets
- making a collage to represent and display all the ways a can be physically changed
- presenting and sharing musical instruments, through dance and song, to show what is vibrating to make the sound
- presenting findings of using charts, read-alouds, slideshows or displays using everyday and scientific vocabulary
- acknowledging and learning about First Nations Australians' ways of sharing astronomical knowledge across generations through oral traditions that include cultural accounts, stories, song and dance

Students learn to:

write and create texts to communicate observations, findings and ideas, using every scientific vocabulary

(AC9S2I06)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Writing

- Creating texts

Social management

- Communication

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Writing

- Creating texts

Social management

- Communication

Creating and exchanging

- Create, communicate and collaborate

Managing and operating

- Select and operate tools

Social management

- Communication

Analysing

- Interpret concepts and problems

Social management

- Communication

Analysing

- Interpret concepts and problems

Social management

- Communication

Speaking and listening

- Interacting

Social management

- Communication

Creating and exchanging

- Create, communicate and collaborate

Speaking and listening

- Speaking

Engaging with cultural and linguistic diversity

- Communicate responsively

Culture

- First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.

Resources

Work Samples

WS01 - Science in daily life

WS02 - Sound travel

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9S2I06

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

- writes ideas in sentence fragments or a simple sentence (e.g. "I am 6.")
- explains the purpose and audience of familiar imaginative and informative texts
- creates short texts in different forms such as a simple recount
- combines visuals with written text where appropriate
- reads back own writing word by word
- talks about own text and describes subject matter and images

Text forms and features

- writes some appropriate letter combinations to represent less familiar words (see Spelling and Phonic knowledge and word recognition)
- writes with noun-verb agreement (e.g. "I am"), articles (e.g. "a man") and personal pronouns (e.g. "my mum") (see Grammar)
- writes from left to right using spaces between attempted words
- uses basic noun groups/phrases (e.g. "my house") (see Grammar)
- uses some sentence punctuation (e.g. capital letters at the beginning of a text)

Vocabulary

- writes simple familiar words (e.g. "saw", "food", "they")
- includes some learning area vocabulary in own texts (e.g. "season")
- uses taught high-frequency words

Crafting ideas

- creates a text including 2 or 3 related ideas for a familiar purpose such as recounting an event, telling a story, expressing thoughts, feelings and opinions
- includes beginning structural features (e.g. statement of an opinion, a heading, description of an event linked to time and place)
- creates texts for learning area purposes (e.g. labelling a simple diagram, ordering events on a timeline)

Text forms and features

- writes simple sentences made up of basic verb groups, noun groups and phrases (e.g. "We visited my aunty's house last week.")
- writes compound sentences using common conjunctions (e.g. "My house is big but the garden is small.")
- makes plausible attempts to write unfamiliar words phonetically (e.g. "enjn" for "engine") (see

Spelling)
• uses capital letters correctly to indicate proper nouns (see Punctuation)
• uses capital letters at the start and full stops at the end of sentences (see Punctuation)
• spells some high-frequency words correctly (see Spelling)
• uses appropriate key words to represent simple concepts (e.g. "aunty", "sister", "cousin" in a text about family)

Vocabulary

• uses adjectives to add meaning by describing qualities or features (e.g. "small", "long", "red") (see Grammar)
• uses words in own writing adopted from other writers
• uses simple words to add clarity to ideas (e.g. modifying and qualifying words such as "very")

Crafting ideas

• creates texts for a range of purposes such as observing and describing, providing reasons, expressing thoughts and feelings about a topic
• includes 4 or more simply stated and clearly connected ideas (e.g. introduces a topic and includes one or 2 facts; states an opinion with a reason; gives a recount of an event)
• includes a simple introduction to orient the reader (e.g. states a fact to introduce a report; states an opinion to introduce an argument; introduces a character to begin a narrative)
• writes ideas appropriate to a task or topic in sequenced sentences (e.g. writes informative texts with all the facts related to the topic)
• selects and discards ideas to make texts suitable for familiar audiences and purposes

Text forms and features

• writes simple, compound and some complex sentences related to a topic using a broader range of conjunctions (e.g. "and", "but", "so", "because", "when") (see Grammar)
• maintains tense within a sentence (see Grammar)
• selects images to complement writing
• spells many high-frequency words correctly (see Spelling)
• uses sentence punctuation correctly (e.g. !, ?) (see Punctuation)
• uses noun groups/phrases to add detail (e.g. "the tomato plant in the pot") (see Grammar)
• uses a range of simple cohesive devices such as pronoun referencing and sequencing connectives
• uses adverbs to give precise meaning to verbs (e.g. "talking loudly") (see Grammar)

Vocabulary

• uses a range of qualifying words (e.g. "every day"; "action movie")
• selects more specific adjectives (e.g. "giant" for "tall"; "golden" for "yellow")
• uses learning area topic vocabulary (e.g. "natural")
• uses common homophones correctly (e.g. "two", "too", "to")
• uses common idiomatic and colloquial phrases (e.g. "a piece of cake")

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9S2I06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9S2I06

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

• writes ideas in sentence fragments or a simple sentence (e.g. "I am 6.")

• explains the purpose and audience of familiar imaginative and informative texts

• creates short texts in different forms such as a simple recount

• combines visuals with written text where appropriate

• reads back own writing word by word

• talks about own text and describes subject matter and images

Text forms and features

• writes some appropriate letter combinations to represent less familiar words (see Spelling and Phonic knowledge and word recognition)

• writes with noun-verb agreement (e.g. "I am"), articles (e.g. "a man") and personal pronouns (e.g. "my mum") (see Grammar)

• writes from left to right using spaces between attempted words

• uses basic noun groups/phrases (e.g. "my house") (see Grammar)

• uses some sentence punctuation (e.g. capital letters at the beginning of a text)

Vocabulary

• writes simple familiar words (e.g. "saw", "food", "they")

• includes some learning area vocabulary in own texts (e.g. "season")

• uses taught high-frequency words

Crafting ideas

• creates a text including 2 or 3 related ideas for a familiar purpose such as recounting an event, telling a story, expressing thoughts, feelings and opinions

• includes beginning structural features (e.g. statement of an opinion, a heading, description of an event linked to time and place)

• creates texts for learning area purposes (e.g. labelling a simple diagram, ordering events on a timeline)

Text forms and features

• writes simple sentences made up of basic verb groups, noun groups and phrases (e.g. "We visited my aunty's house last week.")

• writes compound sentences using common conjunctions (e.g. "My house is big but the garden is small.")

• makes plausible attempts to write unfamiliar words phonetically (e.g. "enjn" for "engine") (see Spelling)

• uses capital letters correctly to indicate proper nouns (see Punctuation)

• uses capital letters at the start and full stops at the end of sentences (see Punctuation)

• spells some high-frequency words correctly (see Spelling)

• uses appropriate key words to represent simple concepts (e.g. "aunty", "sister", "cousin" in a text about family)

Vocabulary

• uses adjectives to add meaning by describing qualities or features (e.g. "small", "long", "red") (see Grammar)

• uses words in own writing adopted from other writers

• uses simple words to add clarity to ideas (e.g. modifying and qualifying words such as "very")

Crafting ideas

• creates texts for a range of purposes such as observing and describing, providing reasons, expressing thoughts and feelings about a topic

• includes 4 or more simply stated and clearly connected ideas (e.g. introduces a topic and includes one or 2 facts; states an opinion with a reason; gives a recount of an event)

• includes a simple introduction to orient the reader (e.g. states a fact to introduce a report; states an opinion to introduce an argument; introduces a character to begin a narrative)

• writes ideas appropriate to a task or topic in sequenced sentences (e.g. writes informative texts with all the facts related to the topic)

• selects and discards ideas to make texts suitable for familiar audiences and purposes

Text forms and features

• writes simple, compound and some complex sentences related to a topic using a broader range of conjunctions (e.g. "and", "but", "so", "because", "when") (see Grammar)

• maintains tense within a sentence (see Grammar)

- selects images to complement writing
- spells many high-frequency words correctly (see Spelling)
- uses sentence punctuation correctly (e.g. !, ?) (see Punctuation)
- uses noun groups/phrases to add detail (e.g. "the tomato plant in the pot") (see Grammar)
- uses a range of simple cohesive devices such as pronoun referencing and sequencing connectives
- uses adverbs to give precise meaning to verbs (e.g. "talking loudly") (see Grammar)

Vocabulary
- uses a range of qualifying words (e.g. "every day"; "action movie")
- selects more specific adjectives (e.g. "giant" for "tall"; "golden" for "yellow")
- uses learning area topic vocabulary (e.g. "natural")
- uses common homophones correctly (e.g. "two", "too", "to")
- uses common idiomatic and colloquial phrases (e.g. "a piece of cake")

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9S2I06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9S2I06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- use simple digital tools to create content
- experiment with the features of familiar digital tools to create content
- use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9S2I06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- use simple digital tools to explore tasks and consolidate learning
- seek help when encountering a problem
- use familiar digital tools to complete tasks and consolidate learning
- attempt to solve a problem before seeking help
- select and use a range of digital tools to complete tasks
- attempt to solve a problem individually and with peers before seeking help

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9S2I06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9S2I06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the main parts of a concept or problem
• identify the main parts of a concept or problem and describe how these relate to each other
• identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9S2I06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9S2I06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the main parts of a concept or problem
• identify the main parts of a concept or problem and describe how these relate to each other
• identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9S2I06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9S2I06

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
• listens actively to stay on topic in a small group discussion
• takes an active role in small group and whole-class discussion by volunteering ideas and opinions
• asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
• takes turns in interactions
• interacts using appropriate language in pairs or a small group to complete tasks
• interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
• presents simple ideas clearly in group situations
• actively encourages or supports other speakers
• shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and

disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")
- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9S2I06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9S2I06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- use simple digital tools to create content
- experiment with the features of familiar digital tools to create content
- use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9S2I06

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

- retells personal events and experiences to peers and known adults
- shares feelings and thoughts about the events and characters in text
- retells key details or points from a learning experience or text viewed or heard
- uses mainly appropriate word order
- uses appropriate volume for small audiences
- uses rehearsed phrases to introduce themselves (e.g. "Good morning, my name is …")

Vocabulary

- uses simple connectives to join ideas (e.g. "and then") (see Grammar)
- uses familiar spoken language to communicate connected ideas (e.g. "Let's draw. I'll get paper and pencils.")
- uses simple adjectives and adverbs to add detail (e.g. "yellow", "quickly") (see Grammar)
- uses a small range of qualifying adjectives (e.g. "nice", "good") (see Grammar)
- uses simple language to compare and contrast (e.g. "smaller", "more")
- uses common time and causal connectives to relate ideas (e.g. "then", "because") (see Grammar)

Crafting ideas

- creates short texts using a few connected sentences, on familiar and learnt topics (e.g. retells a

familiar story or describes a process)
- speaks audibly and clearly to a familiar audience (e.g. own class)
- uses some extended sentences
- organises key ideas in logical sequence
- provides some supporting details
- expresses causal relationships (e.g. "when the egg cracked, the chicken came out")
- provides simple justifications (e.g. "I chose cherries because they are red.")
- uses some varying intonation or volume for emphasis
- regulates pace with pausing

Vocabulary
- uses some precise vocabulary from learning areas
- uses connectives to sequence ideas (e.g. "first", "then", "next", "finally") (see Grammar)
- uses vocabulary to express cause and effect (e.g. "The excursion was cancelled because it rained.")
- uses some modal language to influence or persuade (e.g. "should", "will") (see Grammar)

Crafting ideas
- creates spoken texts for a range of purposes across learning areas (e.g. explains how the mathematics problem was solved)
- uses complex sentence constructions including relative clauses (e.g. "The boy who drew the picture got a prize.") (see Grammar)
- adjusts register according to purpose and audience
- elaborates on ideas using a short sequence of sentences
- incorporates learnt content into spoken text
- sequences ideas and events appropriately
- uses mainly correct grammatical constructions (e.g. pronoun references; noun-verb agreement)
- varies volume and intonation to suit purpose and audience
- plans and delivers spoken presentations using appropriate structure and language
- includes video and audio enhancements to spoken texts, where appropriate (e.g. includes slides or pictures in a spoken presentation)

Vocabulary
- experiments with vocabulary drawn from a variety of sources
- uses adverbials to give more precise meaning to verbs (e.g. talking loudly) (see Grammar)
- uses a range of vocabulary to indicate connections (e.g. consequences)
- uses conditional vocabulary to expand upon ideas (e.g. "If Goldilocks ate all the porridge the bears would be hungry.")

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description
AC9S2I06

Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond