(no-code)

identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs

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Elaborations

• identifying the places where plants and animals live, including in our homes, local areas such as ponds, national parks, gardens or zoos
• identifying what they do to look after pets or plants at home and grouping these activities
• identifying and comparing the needs of a variety of plants and animals, including humans, based on their own experiences
• creating dioramas of a place a plant or animal lives, and identifying the features that enable it to meet its needs
• recognising how First Nations Australians care for living things
• exploring why caring for plants and animals is important including as sources of food and fibre

Students learn to:

identify the basic needs of plants and animals, including air, water, food or shelter, a how the places they live meet those needs

(AC9S1U01)

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

Systems

• All life forms, including human life, are connected through Earth's systems (geosphere, biosphere, hydrosphere and atmosphere) on which they depend for their wellbeing and survival.

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

Systems

• All life forms, including human life, are connected through Earth's systems (geosphere, biosphere, hydrosphere and atmosphere) on which they depend for their wellbeing and survival.

Inquiring

• Identify, process and evaluate information

Systems

• All life forms, including human life, are connected through Earth's systems (geosphere, biosphere, hydrosphere and atmosphere) on which they depend for their wellbeing and survival.

Inquiring

• Identify, process and evaluate information

Systems

• All life forms, including human life, are connected through Earth's systems (geosphere, biosphere, hydrosphere and atmosphere) on which they depend for their wellbeing and survival.

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Systems

• All life forms, including human life, are connected through Earth's systems (geosphere, biosphere, hydrosphere and atmosphere) on which they depend for their wellbeing and survival.

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.

World views

• World views that recognise the interdependence of Earth's systems, and value diversity, equity and social justice, are essential for achieving sustainability.

Inquiring

• Identify, process and evaluate information

Systems

• All life forms, including human life, are connected through Earth's systems (geosphere, biosphere, hydrosphere and atmosphere) on which they depend for their wellbeing and survival.

Related content

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

AC9HS1K03

AC9TDE2K03

Resources

Work Samples

WS01 - Minibeast habitat

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9S1U01

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 informati

Content description

AC9S1U01

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

AC9S1U01

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

AC9S1U01

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

AC9S1U01

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 – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9S1U01

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

AC9S1U01

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

AC9S1U01

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 - Minibeast habitat

By the end of Year 1 students identify how living things meet their needs in the places they live. They identify daily and seasonal changes and describe ways these changes affect their everyday life. They describe how different pushes and pulls change the motion and shape of objects. They describe situations where they use science in their daily lives and identify examples of people making scientific predictions.

Students pose questions to explore observations and make predictions based on experiences. They follow safe procedures to make and record observations. They use provided tables and organisers to sort and order data and information and, with guidance, represent patterns. With guidance, they compare observations with predictions and identify further questions. They use everyday vocabulary to communicate observations, findings and ideas.

AC9S1U01

identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs

AC9S1I06

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

AC9S1U02

describe daily and seasonal changes in the and explore how these changes affect everyday life

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Elaborations

• making and recording of phenomena such as changes to weather, seasonal changes to plants such as colour or dropping of leaves, and growth of flowers or fruit
• noticing how daily weather indicators and seasonal help us to make plans for activities in our daily lives
• investigating how seasonal changes affect plants and animals, including animals that hibernate and migrate
• investigating how changes in the weather affect plants and animals, including humans

• exploring how people make clothing choices using predictions of weather or knowledge of seasonal changes
• recognising the extensive knowledges of daily and seasonal changes in weather and landscape held by First Nations Australians
• exploring how First Nations Australians' concepts of time and weather explain how things happen in the world around them

Students learn to:

describe daily and seasonal changes in the environment and explore how these cha

life

(AC9S1U02)

General capabilities and cross-curriculum priorities

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

Measurement and geometry

• Measuring time

Number sense and algebra

• Number patterns and algebraic thinking

Statistics and probability

• Understanding chance

Systems

• All life forms, including human life, are connected through Earth's systems (geosphere, biosphere, hydrosphere and atmosphere) on which they depend for their wellbeing and survival.

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

Inquiring

• Identify, process and evaluate information

Speaking and listening

• Speaking

Systems

• All life forms, including human life, are connected through Earth's systems (geosphere, biosphere, hydrosphere and atmosphere) on which they depend for their wellbeing and survival.

Inquiring

• Identify, process and evaluate information

Systems

• All life forms, including human life, are connected through Earth's systems (geosphere, biosphere, hydrosphere and atmosphere) on which they depend for their wellbeing and survival.

Inquiring

• Identify, process and evaluate information

Reflecting on culture and cultural diversity

• Examine cultural perspectives and world views

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.
• 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.

Engaging with cultural and linguistic diversity

• Develop empathy

Reflecting on culture and cultural diversity

• Examine cultural perspectives and world views

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.

• 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.

Related content

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

AC9HS1K04

AC9M1A02

AC9M1M03

Snapshot – Measuring time

Numeracy: Measurement and geometry: Measuring time

Content description

AC9S1U02

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

AC9S1U02

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 – Understanding chance

Numeracy: Statistics and probability: Understanding chance

Content description

AC9S1U02

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 – Identify, process and evaluate information

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

Content description

AC9S1U02

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

AC9S1U02

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 – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9S1U02

Learning progression extract

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

Crafting ideas

• speaks in short phrases or simple sentences about familiar objects, people or events
• uses simple language to express feelings and needs and make simple requests (e.g. "I’m thirsty"; "Can I have a pencil?")
• makes simple requests
• indicates a preference when offered a choice (e.g. selects a fruit from a bowl)
• uses simple, appropriate personal greetings

Vocabulary

• uses a small range of familiar words
• names common items from the environment or pictures
• uses mainly correct word order in simple sentences

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)

Snapshot – Identify, process and evaluate information

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

Content description

AC9S1U02

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

AC9S1U02

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 – Examine cultural perspectives and world views

Intercultural Understanding: Reflecting on culture and cultural diversity: Examine perspectives and world views

Content description

AC9S1U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify what family and friends value in familiar intercultural contexts
• describe how people express agreement or disagreement about what they value within familiar intercultural contexts
• compare how beliefs and cultural practices influence the values of different groups within familiar intercultural contexts

Snapshot – Develop empathy

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve

Content description

AC9S1U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice their own feelings, and the feelings of others, during familiar intercultural experiences
• describe their own feelings and responses, and those of others, when discussing familiar intercultural experiences
• describe how listening to, and understanding others, supports respectful intercultural experiences and interactions

Snapshot – Examine cultural perspectives and world views

Intercultural Understanding: Reflecting on culture and cultural diversity: Examine perspectives and world views

Content description

AC9S1U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify what family and friends value in familiar intercultural contexts
• describe how people express agreement or disagreement about what they value within familiar intercultural contexts
• compare how beliefs and cultural practices influence the values of different groups within

familiar intercultural contexts

AC9S1U03

describe pushes and pulls in terms of strength and direction and predict the effect of these on objects' motion and shape

•

•

Elaborations

• observing and manipulating everyday objects such as playground equipment, toys, windows or doors and identifying the used to move these objects
• investigating how the design of age-appropriate sporting equipment such as paddles, plastic bats and racquets help to produce stronger pushes and pulls
• recognising that pushing or pulling on an object can start or stop its motion or change its direction of travel
• exploring ways the shape of playdough can be changed when pushed or pulled
• designing playground equipment, toys or games and representing push and pull involved using , digital drawings or role-play
• investigating the push and pull movements of traditional First Nations Australians children's instructive toys
• exploring how traditional Asian toys and games such as a kendama, Daruma Otoshi or shuttlecock are played using a push or pull

Students learn to:

describe pushes and pulls in terms of strength and direction and predict the effect o

on objects' motion and shape

(AC9S1U03)

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

Measurement and geometry

• Positioning and locating
• Understanding units of measurement

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

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Generating

• Create possibilities

Reflecting

• Think about thinking (metacognition)

Creating and exchanging

• Create, communicate and collaborate

Engaging with cultural and linguistic diversity

• Develop empathy

Culture

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

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Knowing Asia and its diversity

• People of the Asia region are diverse in backgrounds, experiences, stories, religions, beliefs and perspectives.

Related content

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

AC9HP2M02
AC9M1M02
AC9M1SP02
AC9TDE2K02

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9S1U03

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 informati

Content description

AC9S1U03

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 – Positioning and locating

Numeracy: Measurement and geometry: Positioning and locating

Content description

AC9S1U03

Learning progression extract

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

Position to self

• locates positions in the classroom relevant to self (e.g. hangs their hat on their own hook, puts materials in their own tray; says "my bag is under my desk")
• orients self to other positions in the classroom (e.g. collects a box of scissors from the shelf at the back of the classroom)
• follows simple instructions using positional language (e.g. "please stand near the door", "you can

sit on your chair", "put your pencil case in your bag", "crawl through the tunnel")

Position to other

• uses positional terms with reference to themselves (e.g. "sit next to me", "you stood in front of me", "this is my left hand")
• interprets a simple diagram or picture to describe the position of an object in relation to other objects (e.g. "the house is between the river and the school")
• gives and follows simple directions to move from one place to another using familiar reference points (e.g. "walk past the flagpole around the vegetable patch and you will find Mr Smith's classroom")

Using informal maps and plans

• draws an informal map or sketch to provide directions (e.g. draws a dance map when planning choreography; sketches the pathway to provide directions for a robotic vehicle to move from one location to another within a space)
• describes and locates relative positions on an informal map or plan (e.g. locates the starting position for the cross-country race using an informal map of the course; uses a seating plan to describe where they sit relative to the teacher's desk)
• orients an informal map using recognisable landmarks and current location (e.g. orients a map to show the location of the audience and locates the entry and exit points of the school gymnasium)
• locates self on an informal map to select an appropriate path to a given location

Snapshot – Understanding units of measurement

Numeracy: Measurement and geometry: Understanding units of measurement

Content description

AC9S1U03

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

AC9S1U03

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

AC9S1U03

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Snapshot – Identify, process and evaluate information

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

Content description

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9S1U03

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

AC9S1U03

Continuum extract

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

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9S1U03

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 – Think about thinking (metacognition)

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

Content description

AC9S1U03

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 – Create, communicate and collaborate

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

Content description

AC9S1U03

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 – Develop empathy

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve

Content description

AC9S1U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice their own feelings, and the feelings of others, during familiar intercultural experiences
• describe their own feelings and responses, and those of others, when discussing familiar intercultural experiences
• describe how listening to, and understanding others, supports respectful intercultural experiences and interactions

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect c relationship between cultures and identities

Content description

AC9S1U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify cultural practices that are important to themselves, family and friends, and describe what they experience
• explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
• describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows

AC9S1H01

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

•
•

Elaborations

• learning from farmers, bush care volunteers, gardeners or nursery owners about how they observe the needs of plants, and how they have designed or managed to meet those needs
• identifying ways that science knowledge is used in the care of the local and suggesting ways local gardens or parks could better meet the needs of native animals
• investigating how First Nations Australians use science to meet their needs, such as food and water supply and shelter
• recognising how First Nations Australians use changes in the landscape and the sky to answer questions about when to gather certain resources
• learning from local ecologists or wildlife carers about native animals' needs and how they observe animal behaviour to design supports for them to meet those needs, such as building frog and insect hotels and nesting boxes or recycling to provide
• sharing examples of how they have used science knowledge at home, such as by listening to or viewing weather forecasts or observing weather when planning family events or outings, or wearing appropriate clothing for the season
• identifying how we use pushes and pulls when preparing meals, and the tools that help us push or pull objects
• exploring how engineers use knowledge of to create new playground equipment or toys

Students learn to:

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

(AC9S1H01)

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

Speaking and listening

• Listening

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

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.

Responding to ethical issues

• Explore ethical issues

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 empathy

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.

People

• The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

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.

Systems

• Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments.

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.

• Creative and innovative design is integral to the identification of new ways of sustainable living.

Speaking and listening

• Interacting

Statistics and probability

• Understanding chance

Inquiring

• Identify, process and evaluate information

Speaking and listening

• Interacting

Inquiring

• Identify, process and evaluate information

Snapshot – Identify, process and evaluate information

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

Content description

AC9S1H01

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

AC9S1H01

Learning progression extract

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

• responds to short spoken texts relying on key words, obvious cues, tone of voice and intonation
• follows a simple command
• repeats familiar words heard in a text or conversation
• 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

Snapshot – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9S1H01

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 – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9S1H01

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 – Develop empathy

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve

Content description

AC9S1H01

Continuum extract

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

• notice their own feelings, and the feelings of others, during familiar intercultural experiences
• describe their own feelings and responses, and those of others, when discussing familiar intercultural experiences
• describe how listening to, and understanding others, supports respectful intercultural experiences and interactions

Snapshot – Identify, process and evaluate information

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

Content description

AC9S1H01

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 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

AC9S1H01

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 – Understanding chance

Numeracy: Statistics and probability: Understanding chance

Content description

AC9S1H01

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 – Identify, process and evaluate information

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

Content description

AC9S1H01

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Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9S1H01

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• interacts using appropriate language in pairs or a small group to complete tasks
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• 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 – Identify, process and evaluate information

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

Content description

AC9S1H01

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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

AC9S1I01

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

•
•

Elaborations

• posing questions about simple between push and pull , such as: 'Does a toy car go further if it is pushed harder?'
• posing questions about how animals meet their needs in particular places, such as: 'Where does it shelter? Where does it get water from?'
• making predictions about plant needs, such as: 'I think a plant will die if it doesn't get enough water'
• making predictions about types of animals and plants they might observe in a particular place, such as a garden or pond
• making predictions about of phenomena such as seasonal changes of plants or changes in temperatures across the seasons

Students learn to:

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

(AC9S1I01)

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

Speaking and listening

• Listening

Inquiring

• Develop questions

Generating

• Put ideas into action

Statistics and probability

• Understanding chance

Generating

• Put ideas into action

Generating

• Put ideas into action

Statistics and probability

• Understanding chance

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S1I01

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

AC9S1I01

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

AC9S1I01

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

AC9S1I01

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• develop■questions to examine unfamiliar ideas and topics
• questions developed support the process of improving knowledge and understanding about a topic or investigation

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9S1I01

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 questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9S1I01

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 – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S1I01

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

AC9S1I01

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

AC9S1I01

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 – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

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• 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

AC9S1I01

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)

AC9S1I02

suggest and follow safe procedures to investigate questions and test predictions

•

•

Elaborations

• suggesting ways to conduct safely, including being sun safe, using age-appropriate equipment such as plastic goggles and aprons, or following teacher instructions promptly

• following steps in a guided to determine how different objects move when pushed or pulled

• exploring different ways of investigating science questions through guided discussion

• suggesting steps for setting up and packing away equipment

Students learn to:

suggest and follow safe procedures to investigate questions and test predictions

(AC9S1I02)

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 .

Generating

• Put ideas into action

Speaking and listening

• Listening

Generating

• Put ideas into action

Reading and viewing

• Understanding texts

Speaking and listening

• Speaking

Generating

• Put ideas into action

Speaking and listening

• Interacting

Generating

• Put ideas into action

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S1I02

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

AC9S1I02

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 – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S1I02

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 – Listening

Literacy: Speaking and listening: Listening

Content description

AC9S1I02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
• responds to short spoken texts relying on key words, obvious cues, tone of voice and intonation
• follows a simple command
• repeats familiar words heard in a text or conversation
• 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

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S1I02

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 texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9S1I02

Learning progression extract

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

Comprehension

• answers simple literal questions about texts read by a proficient reader
• repeats fragments of text
• invents a spoken text based on images

Processes

• recognises symbols and words in texts (e.g. recognises own name)
• distinguishes between print and images
• shows awareness of correct orientation of text (e.g. holds the book or tablet the right way up)
• imitates reading behaviour, by turning pages, swiping the screen and inventing own version of the text

Vocabulary

• identifies familiar images in texts and comments by adding some detail (e.g. “the dog is wet”)

Comprehension

• listens actively and responds to a range of texts read by others
• makes a simple statement about the content of a text (e.g. "it was about the farm")
• engages in group discussion about a text or shared learning experience
• talks about images and/or some printed words in a text
• answers and poses mainly literal questions about the text
• infers and then describes obvious cause and effect relationships (e.g. uses information in the text to infer why a character is smiling in an image)

Processes

• follows text direction when read to by a proficient reader
• locates the front and back of a book and turns pages correctly
• locates the starting point for reading on a page or screen
• uses touch or click features to navigate a text (e.g. clicks arrows to move text along, uses pause/play button to start/stop text, clicks icons to view specific aspects of screen-based texts)

Vocabulary

• asks questions to find out meaning of unfamiliar words
• uses words in discussions that have been encountered in simple texts

Comprehension

• reads and views simple texts with support from a proficient reader (see Text complexity)
• retells a familiar story or shared learning experience
• contributes to group discussion, demonstrating understanding of a range of texts read by proficient readers
• makes relevant comments or asks relevant questions to demonstrate understanding of a text
• makes connections between texts and personal experiences

Processes

• uses some phonic and contextual knowledge to decode simple texts (see Phonic knowledge and word recognition)
• decodes a few words in a text using phonic knowledge (see Phonic knowledge and word recognition)
• identifies taught high-frequency words in a text (see Phonic knowledge and word recognition)
• demonstrates one-to-one correspondence by pointing to words in a continuous text or in the

environment (see Phonic knowledge and word recognition)
• tracks text left to right
• uses return sweep
• consistently reads left page before right page
• makes predictions (e.g. uses the cover of a book or screen image to predict the content)
• identifies simple grammatical features (e.g. identifies verbs in a set of instructions) (see Grammar)
• pauses or appeals for support when meaning is disrupted
• recognises sentence boundary punctuation and uses it when reading aloud (see Punctuation)

Vocabulary

• demonstrates knowledge of common morphemic word families when reading (e.g. identifies the word "run" in "running")
• recognises key content or repeated words in a simple text (see Text complexity)

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9S1I02

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 – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S1I02

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

AC9S1I02

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 – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S1I02

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

AC9S1I03

make and record , including , using as appropriate

•
•

Elaborations

• exploring what an is, and different ways to make through guided discussion
• counting and using such as cups, handspans, walking paces, blocks, pencil lengths or lengths of string
• making suggestions about types of measurements that may be made during an , including using blocks to measure plant growth or paces to measure how far an object has moved
• recording through text, drawing, counts, , digital photography or video

Students learn to:

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

(AC9S1I03)

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

• Measuring time
• Understanding units of measurement

Number sense and algebra

• Counting processes

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

Speaking and listening

• Interacting

Inquiring

• Identify, process and evaluate information

Measurement and geometry

• Understanding units of measurement

Inquiring

• Identify, process and evaluate information

Measurement and geometry

• Understanding units of measurement

Writing

• Creating texts

Creating and exchanging

• Create, communicate and collaborate

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.

AC9HS1S02
AC9M1M01
AC9M1M02
AC9M1ST01
AC9M1ST02

Snapshot – Acquire and collate data

Digital Literacy: Investigating: Acquire and collate data

Content description

AC9S1I03

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 – Measuring time

Numeracy: Measurement and geometry: Measuring time

Content description

AC9S1I03

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

Snapshot – Understanding units of measurement

Numeracy: Measurement and geometry: Understanding units of measurement

Content description

AC9S1I03

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 – Counting processes

Numeracy: Number sense and algebra: Counting processes

Content description

AC9S1I03

Learning progression extract

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

Counting sequences

• counts in stable counting order from one within a known number range (e.g. engages with counting in nursery rhymes, songs and children’s literature)

Perceptual counting

• conceptually subitises a collection up to 5 5 5 (e.g. recognises a collection of 5 5 5 items as a

result of perceptually subitising smaller parts such as 3 3 3 and 2 2 2)
• counts a small number of items typically less than 4 4 4
• engages in basic counting during play-based activities such as cooking or shopping (e.g. places 3 3 3 bananas in a shopping basket one at a time and says " 1 , 2 , 3 1, 2, 3 1 , 2 , 3 ")

Counting sequences

• counts forward by one using the full counting sequence to determine the number before or after a given number, within the range of 1 – 10 1–10 1 – 1 0 (e.g. when asked what number comes after 6 6 6 , counts from one in sequence up to 7 7 7 then says "it's 7 7 7 "; when asked what number comes before 6 6 6 , counts from one, 1 , 2 , 3 , 4 , 5 , 6 1, 2, 3, 4, 5, 6 1 , 2 , 3 , 4 , 5 , 6 and responds "its 5 5 5 ")

Perceptual counting

• matches the count to objects, using one-to-one correspondence (e.g. counts visible or orderly items by ones; may use objects, tally marks, bead strings, sounds or fingers to count; identifies that 2 2 2 sirens means it is lunchtime)
• determines that the last number said in a count names the quantity or total of that collection (e.g. when asked "how many" after they have counted the collection, repeats the last number in the count and indicates that it refers to the number of items in the collection)

Counting sequences

• uses knowledge of the counting sequence to determine the next number or previous number from a number in the range 1 – 10 1–10 1 – 1 0 (e.g. when asked what number comes directly after 8 8 8 , immediately responds with " 9 9 9 " without needing to count from one)
• continues a count starting from a number other than one

Perceptual counting

• interprets the count independently of the type of objects being counted (e.g. a quantity of 5 5 5 counters is the same quantity as 5 5 5 basketball courts)
• counts a collection, keeping track of items that have been counted and those that haven't been counted yet to ensure they are only counted exactly once (e.g. when asked to count a pile of blocks, moves each block to the side as it is counted)

Snapshot – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9S1I03

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

AC9S1I03

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

AC9S1I03

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 – Identify, process and evaluate information

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

Content description

AC9S1I03

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Snapshot – Understanding units of measurement

Numeracy: Measurement and geometry: Understanding units of measurement

Content description

AC9S1I03

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)
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• 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)
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• 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

AC9S1I03

Continuum extract

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

AC9S1I03

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)
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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)
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• 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 – Creating texts

Literacy: Writing: Creating texts

Content description

AC9S1I03

Learning progression extract

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

Crafting ideas

• expresses an idea drawing on familiar experiences and topics, using attempted words and pictures
• assigns message to own texts "reading back" own attempts at writing
• writes attempted words in a logical sequence

Text forms and features

• writes a few words correctly
• writes from left to right
• writes letters to represent words (see Phonic knowledge and word recognition)

Vocabulary

• writes own name and other personally significant words (e.g. family names, dog, house)

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")

Snapshot – Create, communicate and collaborate

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

Content description

AC9S1I03

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 – Acquire and collate data

Digital Literacy: Investigating: Acquire and collate data

Content description

AC9S1I03

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

AC9S1I03

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

AC9S1I04

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

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•

Elaborations

• using pictographs featuring drawings or digital photographs and tables of measurements to document of growth of plants
• using digital photography to show how pushes and pulls affect the shape of an object and sorting images into before and after columns of a table
• using drawings or digital photographs to document changes in weather over a series of days or weeks
• ordering images of seasonal changes across the year
• using graphic organisers to sort into groups, such as plants and animals, or objects around the home that need a push or pull to work

Students learn to:

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

(AC9S1I04)

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 .

Creating and exchanging

• Create, communicate and collaborate

Managing and operating

• Select and operate tools

Creating and exchanging

• Create, communicate and collaborate

Investigating

• Acquire and collate data

Managing and operating

• Select and operate tools

Creating and exchanging

• Create, communicate and collaborate

Managing and operating

• Select and operate tools

Analysing

• Draw conclusions and provide reasons

Statistics and probability

• Interpreting and representing data

Related content

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

AC9HS1S02

AC9M1ST02

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9S1I04

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

AC9S1I04

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

AC9S1I04

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 – Create, communicate and collaborate

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

Content description

AC9S1I04

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

AC9S1I04

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 – Create, communicate and collaborate

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

Content description

AC9S1I04

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 – Acquire and collate data

Digital Literacy: Investigating: Acquire and collate data

Content description

AC9S1I04

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

AC9S1I04

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 – Create, communicate and collaborate

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

Content description

AC9S1I04

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

AC9S1I04

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 – Draw conclusions and provide reasons

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

Content description

AC9S1I04

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 – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9S1I04

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)

AC9S1I05

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

•
•

Elaborations

• comparing with those of others, such as how many birds each group counted in the playground or how much each group's seedling has grown in a week
• consulting with First Nations Australians to compare and evaluate identifications of animal tracks
• exploring if making weather at different times of day makes a difference and considering how they could compare weather across each day more fairly
• comparing of movement with predictions, such as how far an object travels
• exploring if all 'big' pushes are the same by comparing how far an object travels with different students doing the pushing, and discussing how they could have made the fairer

Students learn to:

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

(AC9S1I05)

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

Statistics and probability

• Interpreting and representing data

Culture

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

Understanding ethical concepts and perspectives

• Explore ethical concepts

Speaking and listening

• Interacting

Speaking and listening

• Interacting

Measurement and geometry

• Understanding units of measurement

Analysing

• Evaluate actions and outcomes

Understanding ethical concepts and perspectives

• Explore ethical concepts

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9S1I05

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

AC9S1I05

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

AC9S1I05

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

AC9S1I05

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 – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9S1I05

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 – Explore ethical concepts

Ethical Understanding: Understanding ethical concepts and perspectives: Explor

Content description

AC9S1I05

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 – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9S1I05

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 – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9S1I05

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 – Understanding units of measurement

Numeracy: Measurement and geometry: Understanding units of measurement

Content description

AC9S1I05

Learning progression extract

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

content.

Describing the size of objects

• uses gestures and informal language to identify the size of objects (e.g. holds hands apart and says "it's this big")
• uses everyday language to describe attributes in absolute terms that can be measured (e.g. "my tower is tall", "this box is heavy", "it is warm today")

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

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9S1I05

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

AC9S1I05

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

AC9S1I06

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

•

•

Elaborations

• exploring the difference between everyday and scientific vocabulary when describing objects or events
• acknowledging and learning about First Nations Australians' ways of representing and sharing
• creating of the place a plant or animal lives using recycled objects, modelling clay, toys or drawings
• representing seasonal changes of plants using sequential drawings, calendars or digital photographs
• representing push and pull using role-play, labels, arrows or time lapse drawings and describing their using everyday and scientific vocabulary
• role-playing or recounting how people they know or have observed identify and use to make predictions at work or in their daily lives

Students learn to:

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

(AC9S1I06)

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

Engaging with cultural and linguistic diversity

• Communicate responsively

Culture

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

Analysing

• Interpret concepts and problems

Creating and exchanging

• Create, communicate and collaborate

Measurement and geometry

• Measuring time

Number sense and algebra

• Number patterns and algebraic thinking

Statistics and probability

• Interpreting and representing data

Analysing

• Interpret concepts and problems

Social management

• Communication

Analysing

• Interpret concepts and problems

Speaking and listening

• Interacting

Resources

Work Samples

WS01 - Minibeast habitat

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9S1I06

Learning progression extract

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

Crafting ideas

• expresses an idea drawing on familiar experiences and topics, using attempted words and pictures
• assigns message to own texts "reading back" own attempts at writing
• writes attempted words in a logical sequence

Text forms and features

• writes a few words correctly
• writes from left to right
• writes letters to represent words (see Phonic knowledge and word recognition)

Vocabulary

• writes own name and other personally significant words (e.g. family names, dog, house)

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")

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9S1I06

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

AC9S1I06

Learning progression extract

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

Crafting ideas

• expresses an idea drawing on familiar experiences and topics, using attempted words and pictures
• assigns message to own texts "reading back" own attempts at writing
• writes attempted words in a logical sequence

Text forms and features

• writes a few words correctly
• writes from left to right
• writes letters to represent words (see Phonic knowledge and word recognition)

Vocabulary

• writes own name and other personally significant words (e.g. family names, dog, house)

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)
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• 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")

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9S1I06

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 – Communicate responsively

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

Content description

AC9S1I06

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9S1I06

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 – Create, communicate and collaborate

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

Content description

AC9S1I06

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 – Measuring time

Numeracy: Measurement and geometry: Measuring time

Content description

AC9S1I06

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

AC9S1I06

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

AC9S1I06

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

AC9S1I06

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

AC9S1I06

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

AC9S1I06

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 – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9S1I06

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")

Resource – WS01 - Minibeast habitat

By the end of Year 1 students identify how living things meet their needs in the places they live. They identify daily and seasonal changes and describe ways these changes affect their everyday life. They describe how different pushes and pulls change the motion and shape of objects. They describe situations where they use science in their daily lives and identify examples of people making scientific predictions.

Students pose questions to explore observations and make predictions based on experiences. They follow safe procedures to make and record observations. They use provided tables and organisers to sort and order data and information and, with guidance, represent patterns. With guidance, they compare observations with predictions and identify further questions. They use everyday vocabulary to communicate observations, findings and ideas.

AC9S1U01

identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs

AC9S1I06

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