

## **(no-code)**

**observe external features of plants and animals and describe ways they can be grouped based on these features**

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### **Elaborations**

- observing fruits and vegetables and identifying them as parts of plants such as roots, flowers, fruits or leaves
- recognising humans as animals, describing external features of humans and exploring similarities and differences compared with other animals
- using magnifying glasses or digital cameras to observe and identify external features of plants including seeds, flowers, fruits and roots, or of animals such as eyes, body covering, legs and wings
- sorting collections of animals and explaining different grouping strategies
- recognising First Nations Australians' use of features to group living things
- exploring how First Nations Australians' use of external features of living things are replicated in traditional dance

Students learn to:

**observe external features of plants and animals and describe ways they can be grouped based on these features**

(AC9SFU01)

### **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**

- Understanding geometric properties

### **Elaborations**

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

#### **Analysing**

- Interpret concepts and problems

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **Investigating**

- Interpret data

#### **Managing and operating**

- Select and operate tools

#### **Inquiring**

- Identify, process and evaluate information

#### **Speaking and listening**

- Speaking

#### **Culture**

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

#### **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

#### **Culture**

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

## **Related content**

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

AC9HSFK03

AC9HSFK04

AC9MFSP01

## **Snapshot – Create possibilities**

### **Critical and Creative Thinking: Generating: Create possibilities**

#### **Content description**

AC9SFU01

#### **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

## **Snapshot – Identify, process and evaluate information**

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

#### **Content description**

AC9SFU01

#### **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

## **Snapshot – Understanding geometric properties**

### **Numeracy: Measurement and geometry: Understanding geometric properties**

#### **Content description**

AC9SFU01

#### **Learning progression extract**

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

#### **Familiar shapes and objects**

- uses everyday language to describe and compare shapes and objects (e.g. round, small, flat, pointy)
- locates and describes similar shapes and objects in the environment (e.g. when playing a game of netball or football describes and locates the centre circle; uses a collection of objects with a similar shape or objects as subject matter for a visual artwork, and documents the similarities and differences between each object that has inspired their work)
- names familiar shapes in the environment (e.g. recognises circles, triangles, and rectangles in the design of the school)

#### **Angles**

- identifies and describes a turn in either direction (e.g. turn the doorknob clockwise; turn to your left)

#### **Features of shapes and objects**

- identifies and describes features of shapes and objects (e.g. sides, corners, faces, edges and vertices)
- sorts and classifies familiar shapes and objects based on obvious features (e.g. triangles have 3 sides; a sphere is round like a ball)

#### **Transformations**

- identifies features of shapes and objects of different sizes and in different orientations in the

environment (e.g. identifies a rotated view of an object made out of centicubes; compares representation of familiar shapes and objects in visual artworks from different cultures, times and places commenting on their features)

- explains that the shape or object does not change when presented in different orientations (e.g. a square remains a square when rotated)

### **Angles**

- identifies angles in the environment (e.g. an angle formed when a door is opened; identifies that there are 4 4 4 angles in a square)

## **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9SFU01

#### **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

## **Snapshot – Identify, process and evaluate information**

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

#### **Content description**

AC9SFU01

#### **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

## **Snapshot – Identify, process and evaluate information**

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

#### **Content description**

AC9SFU01

#### **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

## **Snapshot – Identify, process and evaluate information**

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

#### **Content description**

AC9SFU01

#### **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

## **Snapshot – Interpret data**

### **Digital Literacy: Investigating: Interpret data**

#### **Content description**

AC9SFU01

### **Continuum extract**

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

- use simple digital tools to explore sorting data and information provided as part of learning experiences
- classify and group data using digital familiar tools to answer simple questions

### **Snapshot – Select and operate tools**

## **Digital Literacy: Managing and operating: Select and operate tools**

### **Content description**

AC9SFU01

### **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

### **Snapshot – Identify, process and evaluate information**

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

### **Content description**

AC9SFU01

### **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

### **Snapshot – Speaking**

## **Literacy: Speaking and listening: Speaking**

### **Content description**

AC9SFU01

### **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 – Develop multiple perspectives**

### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives**

#### **Content description**

AC9SFU01

#### **Continuum extract**

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

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

## **AC9SFU02**

### **describe how objects move and how factors including their size, shape or influence their movement**

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#### **Elaborations**

- observing how toys move, and grouping them based on their movement
- observing and describing ways different and unusually shaped objects such as blocks, tubes or eggs move when rolled down a slope
- comparing the way different-sized, similar-shaped objects such as tennis balls, golf balls, marbles or basketballs roll and bounce
- exploring how the material a ball is made from affects the way it moves, such as plastic, foam, cloth or rubber balls on a surface
- exploring how the size and shape of traditional instructive toys used by First Nations Australians influence their movement

Students learn to:

### **describe how objects move and how factors including their size, shape or material influence their movement**

(AC9SFU02)

#### **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**

- Understanding geometric properties
- Understanding units of measurement

### **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

### **Reflecting**

- Transfer knowledge

### **Inquiring**

- Identify, process and evaluate information

### **Inquiring**

- Identify, process and evaluate information

### **Speaking and listening**

- Speaking

### **Inquiring**

- Identify, process and evaluate information

### **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

### **Culture**

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

### **Related content**

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

AC9HPFM01

AC9HPFM02

AC9MFM01

AC9MFSP01

AC9MFST01

### **Resources**

### **Work Samples**

### **WS01 - Watch it move**

#### **Snapshot – Create possibilities**

#### **Critical and Creative Thinking: Generating: Create possibilities**

#### **Content description**

AC9SFU02

#### **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

#### **Snapshot – Identify, process and evaluate information**

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

#### **Content description**

AC9SFU02

## **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

## **Snapshot – Understanding geometric properties**

### **Numeracy: Measurement and geometry: Understanding geometric properties**

#### **Content description**

AC9SFU02

#### **Learning progression extract**

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

#### **Familiar shapes and objects**

- uses everyday language to describe and compare shapes and objects (e.g. round, small, flat, pointy)
- locates and describes similar shapes and objects in the environment (e.g. when playing a game of netball or football describes and locates the centre circle; uses a collection of objects with a similar shape or objects as subject matter for a visual artwork, and documents the similarities and differences between each object that has inspired their work)
- names familiar shapes in the environment (e.g. recognises circles, triangles, and rectangles in the design of the school)

#### **Angles**

- identifies and describes a turn in either direction (e.g. turn the doorknob clockwise; turn to your left)

#### **Features of shapes and objects**

- identifies and describes features of shapes and objects (e.g. sides, corners, faces, edges and vertices)
- sorts and classifies familiar shapes and objects based on obvious features (e.g. triangles have 3 sides; a sphere is round like a ball)

#### **Transformations**

- identifies features of shapes and objects of different sizes and in different orientations in the environment (e.g. identifies a rotated view of an object made out of centicubes; compares representation of familiar shapes and objects in visual artworks from different cultures, times and places commenting on their features)
- explains that the shape or object does not change when presented in different orientations (e.g. a square remains a square when rotated)

#### **Angles**

- identifies angles in the environment (e.g. an angle formed when a door is opened; identifies that there are 4 angles in a square)

## **Snapshot – Understanding units of measurement**

### **Numeracy: Measurement and geometry: Understanding units of measurement**

#### **Content description**

AC9SFU02

#### **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 30 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 – Interpreting and representing data**

### **Numeracy: Statistics and probability: Interpreting and representing data**

#### **Content description**

AC9SFU02

#### **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)

## **Snapshot – Identify, process and evaluate information**

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



## **Content description**

AC9SFU02

### **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

## **Snapshot – Transfer knowledge**

### **Critical and Creative Thinking: Reflecting: Transfer knowledge**

#### **Content description**

AC9SFU02

#### **Continuum extract**

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

- connect ideas and information between familiar learning experiences
- use ideas and information from a previous experience to inform similar learning experiences

## **Snapshot – Identify, process and evaluate information**

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

#### **Content description**

AC9SFU02

#### **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

## **Snapshot – Identify, process and evaluate information**

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

#### **Content description**

AC9SFU02

#### **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

## **Snapshot – Speaking**

### **Literacy: Speaking and listening: Speaking**

#### **Content description**

AC9SFU02

#### **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 information**

#### **Content description**

AC9SFU02

#### **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

## **Snapshot – Develop multiple perspectives**

### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives**

#### **Content description**

AC9SFU02

#### **Continuum extract**

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

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

## **Resource – WS01 - Watch it move**

By the end of Foundation students group plants and animals based on external features. They identify factors that influence the movement of objects. They describe the observable properties of the materials that make up objects. They identify examples of people using observation and questioning to learn about the natural world.

Students pose questions and make predictions based on their experiences. They engage in investigations and make observations safely. With guidance, they represent observations and identify patterns. With guidance, they compare their observations with their predictions. They share questions, predictions, observations and ideas about their experiences with others.

## **AC9SFU02**

describe how objects move and how factors including their size, shape or material influence their movement

### **AC9SFI01**

pose questions and make predictions based on experiences

### **AC9SFI03**

represent observations in provided templates and identify patterns with guidance

### **AC9SFI05**

share questions, predictions, observations and ideas with others

## **AC9SFU03**

**recognise that objects can be composed of different and describe the of those**

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### **Elaborations**

- observing and manipulating objects to identify the they are made of and recognising that some objects are made of more than one type of
- recognising that tools such as magnifying glasses enable more-detailed
- sorting and grouping based on observed such as colour, hardness, texture and flexibility
- creating a display of different , naming each and exploring language to describe of
- using a digital camera to collect images of objects on a scavenger hunt
- suggesting why different parts of everyday objects, such as saucepans and clothing, are made from different
- investigating the ways in which First Nations Australians make utensils for different purposes by combining different

Students learn to:

**recognise that objects can be composed of different materials and describe the obs  
of those materials**

(AC9SFU03)

### **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**

- Understanding geometric properties
- 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 .

## **Analysing**

- Interpret concepts and problems

## **Inquiring**

- Identify, process and evaluate information

## **Inquiring**

- Identify, process and evaluate information

## **Inquiring**

- Identify, process and evaluate information

## **Reflecting**

- Transfer knowledge

## **Analysing**

- Interpret concepts and problems

## **Inquiring**

- Identify, process and evaluate information

## **Inquiring**

- Identify, process and evaluate information

## **Inquiring**

- Identify, process and evaluate information

## **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

## **Culture**

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

## **Related content**

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

AC9MFM01

AC9MFSP01

## **Snapshot – Create possibilities**

### **Critical and Creative Thinking: Generating: Create possibilities**

#### **Content description**

AC9SFU03

#### **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

## **Snapshot – Identify, process and evaluate information**

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

#### **Content description**

AC9SFU03

#### **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

## **Snapshot – Understanding geometric properties**

# **Numeracy: Measurement and geometry: Understanding geometric properties**

## **Content description**

AC9SFU03

### **Learning progression extract**

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

#### **Familiar shapes and objects**

- uses everyday language to describe and compare shapes and objects (e.g. round, small, flat, pointy)
- locates and describes similar shapes and objects in the environment (e.g. when playing a game of netball or football describes and locates the centre circle; uses a collection of objects with a similar shape or objects as subject matter for a visual artwork, and documents the similarities and differences between each object that has inspired their work)
- names familiar shapes in the environment (e.g. recognises circles, triangles, and rectangles in the design of the school)

#### **Angles**

- identifies and describes a turn in either direction (e.g. turn the doorknob clockwise; turn to your left)

#### **Features of shapes and objects**

- identifies and describes features of shapes and objects (e.g. sides, corners, faces, edges and vertices)
- sorts and classifies familiar shapes and objects based on obvious features (e.g. triangles have 3 3 sides; a sphere is round like a ball)

#### **Transformations**

- identifies features of shapes and objects of different sizes and in different orientations in the environment (e.g. identifies a rotated view of an object made out of centicubes; compares representation of familiar shapes and objects in visual artworks from different cultures, times and places commenting on their features)
- explains that the shape or object does not change when presented in different orientations (e.g. a square remains a square when rotated)

#### **Angles**

- identifies angles in the environment (e.g. an angle formed when a door is opened; identifies that there are 4 4 4 angles in a square)

### **Snapshot – Understanding units of measurement**

## **Numeracy: Measurement and geometry: Understanding units of measurement**

### **Content description**

AC9SFU03

#### **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 30 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 – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9SFU03

##### **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

### **Snapshot – Identify, process and evaluate information**

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

##### **Content description**

AC9SFU03

##### **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

### **Snapshot – Identify, process and evaluate information**

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

##### **Content description**

AC9SFU03

##### **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

### **Snapshot – Identify, process and evaluate information**

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

##### **Content description**

AC9SFU03

### **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

### **Snapshot – Transfer knowledge**

#### **Critical and Creative Thinking: Reflecting: Transfer knowledge**

##### **Content description**

AC9SFU03

### **Continuum extract**

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

- connect ideas and information between familiar learning experiences
- use ideas and information from a previous experience to inform similar learning experiences

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9SFU03

### **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

### **Snapshot – Identify, process and evaluate information**

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

##### **Content description**

AC9SFU03

### **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

### **Snapshot – Identify, process and evaluate information**

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

##### **Content description**

AC9SFU03

### **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

### **Snapshot – Identify, process and evaluate information**

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

##### **Content description**

AC9SFU03

### **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

## **Snapshot – Develop multiple perspectives**

### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives**

#### **Content description**

AC9SFU03

#### **Continuum extract**

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

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

## **AC9SFU01**

### **observe external features of plants and animals and describe ways they can be grouped based on these features**

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#### **Elaborations**

- observing fruits and vegetables and identifying them as parts of plants such as roots, flowers, fruits or leaves
- recognising humans as animals, describing external features of humans and exploring similarities and differences compared with other animals
- using magnifying glasses or digital cameras to observe and identify external features of plants including seeds, flowers, fruits and roots, or of animals such as eyes, body covering, legs and wings
- sorting collections of animals and explaining different grouping strategies
- recognising First Nations Australians' use of features to group living things
- exploring how First Nations Australians' use of external features of living things are replicated in traditional dance

Students learn to:

### **observe external features of plants and animals and describe ways they can be grouped based on these features**

(AC9SFU01)

#### **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**

- Understanding geometric properties

#### **Elaborations**

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

#### **Analysing**

- Interpret concepts and problems

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**



- Identify, process and evaluate information

### **Inquiring**

- Identify, process and evaluate information

### **Investigating**

- Interpret data

### **Managing and operating**

- Select and operate tools

### **Inquiring**

- Identify, process and evaluate information

### **Speaking and listening**

- Speaking

### **Culture**

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

### **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

### **Culture**

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

### **Related content**

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

AC9HSFK03

AC9HSFK04

AC9MFSP01

### **AC9SFH01**

**explore the ways people make and use and questions to learn about the natural world**

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### **Elaborations**

- using their to make and exploring how scientists use their as well as equipment to make
- viewing examples of such as rock paintings, bark drawings, age-appropriate written reports, labelled drawings or photographs to explore ways they can make and record
- exploring how First Nations Australians gain knowledge about the land and its vital resources, such as water and food, through
- interacting with stories or documentaries about scientists such as Dame Jane Goodall or Sir Joseph Banks and noticing the ways they make their such as through drawings, collections, sound recordings and photography and how they ask questions about what they think they will observe and find
- watching an age-appropriate documentary; noticing how people including scientists, engineers, naturalists or citizen scientists ask questions; and posing their own questions

Students learn to:

**explore the ways people make and use observations and questions to learn about the**

(AC9SFH01)

### **General capabilities and cross-curriculum priorities**

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

### **Generating**

- Create possibilities

### **Inquiring**

- Identify, process and evaluate information

### **Elaborations**

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

### **Inquiring**

- Identify, process and evaluate information

### **Reading and viewing**

- Understanding texts

## **Culture**

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

### **Reflecting on culture and cultural diversity**

- Explore the influence of cultures on interactions

## **Culture**

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

### **Inquiring**

- Identify, process and evaluate information

### **Speaking and listening**

- Listening

### **Inquiring**

- Identify, process and evaluate information

### **Speaking and listening**

- Listening

### **Related content**

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

AC9MFST01

#### **Snapshot – Create possibilities**

##### **Critical and Creative Thinking: Generating: Create possibilities**

###### **Content description**

AC9SFH01

###### **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

#### **Snapshot – Identify, process and evaluate information**

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

###### **Content description**

AC9SFH01

###### **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

#### **Snapshot – Identify, process and evaluate information**

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

###### **Content description**

AC9SFH01

###### **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

#### **Snapshot – Understanding texts**

##### **Literacy: Reading and viewing: Understanding texts**

###### **Content description**

## Learning progression extract

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

### 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)

### Comprehension

- reads and views simple texts independently (see Text complexity)
- locates directly stated information
- recounts or describes sequenced ideas or information
- identifies a clearly evident main idea in a simple text
- listens to texts to engage with learning area content (e.g. a text about family histories)
- reads and views the content of texts and describes new or learnt information
- expresses an opinion or preference for a topic or text with a supporting reason
- draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses

images and key words to infer a character's job)

- identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

### **Processes**

- uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)
- reads high-frequency words in continuous text
- reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)
- pauses when meaning breaks down and attempts to self-correct
- uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)
- selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

### **Vocabulary**

- identifies key words and the meaning they carry (e.g. nouns, verbs)
- makes plausible interpretations of the meaning of unfamiliar words
- understands simple qualifying or emotive words
- uses context to understand homonyms

## **Snapshot – Explore the influence of cultures on interactions**

### **Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions**

#### **Content description**

AC9SFH01

#### **Continuum extract**

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

- identify ways in which cultures, including their own, interact
- describe how their cultural identities influence interactions with others

## **Snapshot – Identify, process and evaluate information**

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

#### **Content description**

AC9SFH01

#### **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

## **Snapshot – Listening**

### **Literacy: Speaking and listening: Listening**

#### **Content description**

AC9SFH01

#### **Learning progression extract**

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

- responds to a familiar, simple text structure (e.g. indicates yes or no when asked a commonly recurring question such as "Are you hungry?") (see Speaking)
- uses conventional behaviours to respond, which can include speech, formal gestures and actions (e.g. head nodding and pointing)
- 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)

### **Snapshot – Identify, process and evaluate information**

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

### **Content description**

AC9SFH01

### **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

### **Snapshot – Listening**

## **Literacy: Speaking and listening: Listening**

### **Content description**

AC9SFH01

### **Learning progression extract**

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

- responds to a familiar, simple text structure (e.g. indicates yes or no when asked a commonly recurring question such as "Are you hungry?") (see Speaking)
- uses conventional behaviours to respond, which can include speech, formal gestures and actions (e.g. head nodding and pointing)
- 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)

## **AC9SFI01**

### **pose questions and make predictions based on experiences**

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### **Elaborations**

- posing questions based on experiences, such as: 'What part of a plant is broccoli?' or 'How high do balls bounce?'

- posing questions about everyday objects and the that they may be made of
- making predictions before field work, such as which plants and animals they may observe in the school grounds
- making predictions about how an unusually shaped object such as an egg or a hexagonal block might move down a slope

Students learn to:

## **pose questions and make predictions based on experiences**

(AC9SFI01)

### **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

#### **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**

- Develop questions

#### **Inquiring**

- Develop questions

#### **Speaking and listening**

- Interacting

#### **Generating**

- Put ideas into action

#### **Speaking and listening**

- Interacting

#### **Generating**

- Put ideas into action

#### **Speaking and listening**

- Speaking

#### **Related content**

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

AC9MFST01

#### **Resources**

#### **Work Samples**

### **WS01 - Watch it move**

#### **Snapshot – Put ideas into action**

##### **Critical and Creative Thinking: Generating: Put ideas into action**

##### **Content description**

AC9SFI01

##### **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

#### **Snapshot – Develop questions**

##### **Critical and Creative Thinking: Inquiring: Develop questions**

##### **Content description**

AC9SFI01

### **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

### **Snapshot – Interpreting and representing data**

#### **Numeracy: Statistics and probability: Interpreting and representing data**

##### **Content description**

AC9SFI01

### **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)

### **Snapshot – Develop questions**

#### **Critical and Creative Thinking: Inquiring: Develop questions**

##### **Content description**

AC9SFI01

### **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

### **Snapshot – Develop questions**

#### **Critical and Creative Thinking: Inquiring: Develop questions**

##### **Content description**

AC9SFI01

### **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

### **Snapshot – Interacting**

## **Literacy: Speaking and listening: Interacting**

### **Content description**

AC9SFI01

#### **Learning progression extract**

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

- shares simple ideas with peers
- responds to questions in class discussion using non-verbal responses (e.g. nodding)
- listens without interrupting (see Listening)
- uses home language or dialect to interact with familiar peers and adults
- 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

#### **Snapshot – Put ideas into action**

### **Critical and Creative Thinking: Generating: Put ideas into action**

#### **Content description**

AC9SFI01

#### **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

#### **Snapshot – Interacting**

## **Literacy: Speaking and listening: Interacting**

### **Content description**

AC9SFI01

#### **Learning progression extract**

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

- shares simple ideas with peers
- responds to questions in class discussion using non-verbal responses (e.g. nodding)
- listens without interrupting (see Listening)
- uses home language or dialect to interact with familiar peers and adults
- 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

#### **Snapshot – Put ideas into action**

### **Critical and Creative Thinking: Generating: Put ideas into action**

#### **Content description**

AC9SFI01



## **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

## **Snapshot – Speaking**

### **Literacy: Speaking and listening: Speaking**

#### **Content description**

AC9SFI01

#### **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)

## **Resource – WS01 - Watch it move**

By the end of Foundation students group plants and animals based on external features. They identify factors that influence the movement of objects. They describe the observable properties of the materials that make up objects. They identify examples of people using observation and questioning to learn about the natural world.

Students pose questions and make predictions based on their experiences. They engage in investigations and make observations safely. With guidance, they represent observations and identify patterns. With guidance, they compare their observations with their predictions. They share questions, predictions, observations and ideas about their experiences with others.

## **AC9SFU02**

describe how objects move and how factors including their size, shape or material influence their movement

### **AC9SFI01**

pose questions and make predictions based on experiences

### **AC9SFI03**

represent observations in provided templates and identify patterns with guidance

### **AC9SFI05**

share questions, predictions, observations and ideas with others

## **AC9SFI02**

**engage in safely and make using their**

- 
- 

### **Elaborations**

- discussing ways to conduct safely, such as by being sun safe, not running with equipment, not tasting objects or , and following teacher instructions
- explaining safety considerations for using the of touch, smell, sight and hearing, and discussing why we do not use taste to make in science
- using provided tools such as binoculars, magnifying glasses, digital photography or video to enhance their of plants and animals
- recording using numbers, dots, drawings, voice recordings, digital photography or video

Students learn to:

## **engage in investigations safely and make observations using their senses**

(AC9SFI02)

### **General capabilities and cross-curriculum priorities**

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

#### **Generating**

- Put ideas into action

#### **Number sense and algebra**

- Number and place value

#### **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 perspectives and frameworks

#### **Speaking and listening**

- Speaking

#### **Inquiring**

- Identify, process and evaluate information

#### **Speaking and listening**

- Interacting

## **Investigating**

- Interpret data

## **Managing and operating**

- Select and operate tools

## **Speaking and listening**

- Speaking

## **Investigating**

- Interpret data

## **Managing and operating**

- Manage content

## **Speaking and listening**

- Speaking

## **Related content**

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

AC9MFN03

AC9MFN05

## **Snapshot – Put ideas into action**

### **Critical and Creative Thinking: Generating: Put ideas into action**

#### **Content description**

AC9SFI02

#### **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

## **Snapshot – Number and place value**

### **Numeracy: Number sense and algebra: Number and place value**

#### **Content description**

AC9SFI02

#### **Learning progression extract**

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

#### **Numeral recognition and identification**

- identifies and produces familiar number names and numerals such as those associated with age or home address, but may not distinguish whether they refer to a quantity, an ordinal position or a label (e.g. "I am 5 5 5 and my sister is 7 7 7 "; "I wear the number 7 7 7 jumper"; "I live at 4 4 4 Baker Street"; "this is the number 2 2 2 ")

#### **Pre-place value**

- compares 2 2 2 collections visually and states which group has more items and which group has less
- instantly recognises collections up to 3 3 3 without needing to count and recognises small quantities as being the same or different
- uses language to describe order and place (e.g. understands "who wants to go first?"; in the middle; "who was the last person to read this book?")

#### **Numeral recognition and identification**

- identifies and names numerals in the range of 1 – 10 1–10 1 – 1 0 (e.g. when asked "which is 3 3 3 ?" points to the numeral 3 3 3 ; when shown the numeral 5 5 5 , says "that's 5 5 5 ")
- matches a quantity of items in a collection to the correct number name or numeral in the range of 1 – 10 1–10 1 – 1 0 (e.g. when shown the numeral 5 5 5 and asked to "go and collect this many items", gathers 5 5 5 items)
- identifies standard number configurations such as on standard dice or dominos and in other arrangements up to 6 6 6 , using subitising (e.g. moves a counter the correct number of places on a board game based on the roll of a dice; recognises a collection of 5 5 5 items by perceptually subitising 3 3 3 and 2 2 2 )

#### **Developing place value**

- orders numbers represented by numerals to at least 10 10 1 0 (e.g. uses number cards, or a number track and places the numerals 1 – 10 1–10 1 – 1 0 in the correct order)
- indicates the greater or lesser of 2 2 2 numbers represented by numerals in the range from one to 10 10 1 0 (e.g. when shown the numerals 6 6 6 and 3 3 3 , identifies 3 3 3 as representing the lesser amount)
- identifies smaller collections within collections to 10 10 1 0 such as numbers represented in non-standard number configurations (e.g. recognises 7 7 7 dots represented in a non-standard configuration by perceptually subitising 4 4 4 and 3 3 3 ; represents numbers less than 10 10 1 0 using five- and ten-frames)
- demonstrates that one 10 10 1 0 is the same as 10 10 1 0 ones (e.g. uses physical and virtual materials such as ten-frames and bundles of 10 10 1 0 )

### **Numeral recognition and identification**

- identifies, names, writes and interprets numerals up to 20 20 2 0 (e.g. when shown the numerals 4 , 17 , 9 4 , 17, 9 4 , 1 7 , 9 and 16 16 1 6 and asked, "which is 16 16 1 6 ?", points to the numeral 16 16 1 6 or when shown the numeral 17 17 1 7 says its correct name; when role-playing simple money transactions, counts out 9 9 9 one-dollar coins to pay for an item that costs \$ 9 \ \$9 \$ 9
- identifies and uses the 1 – 9 1–9 1 – 9 repeating sequence in the writing of teen numerals
- identifies a whole quantity as the result of recognising smaller quantities up to 20 20 2 0 (e.g. uses part-part-whole knowledge of numbers to solve problems)

### **Developing place value**

- orders numbers from 1 – 20 1–20 1 – 2 0 (e.g. determines the largest number from a group of numbers in the range from one to 20 20 2 0 ; students are allocated a number between one and 20 20 2 0 and asked to arrange themselves in numerical order)
- represents and describes teen numbers as 10 10 1 0 and some more (e.g. 16 16 1 6 is 10 10 1 0 and 6 6 6 more; uses ten-frames to represent teen numbers)

## **Snapshot – Explore ethical perspectives and frameworks**

### **Ethical Understanding: Responding to ethical issues: Explore ethical perspective**

#### **Content description**

AC9SFI02

#### **Continuum extract**

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

- identify examples of different consequences and explain how these might affect the way people behave or act
- identify the similarities and differences between values such as caring, compassion and empathy

## **Snapshot – Speaking**

### **Literacy: Speaking and listening: Speaking**

#### **Content description**

AC9SFI02

#### **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 information**

#### **Content description**

AC9SFI02

#### **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

## **Snapshot – Interacting**

### **Literacy: Speaking and listening: Interacting**

#### **Content description**

AC9SFI02

#### **Learning progression extract**

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

- shares simple ideas with peers
- responds to questions in class discussion using non-verbal responses (e.g. nodding)
- listens without interrupting (see Listening)
- uses home language or dialect to interact with familiar peers and adults
- 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

## **Snapshot – Interpret data**

### **Digital Literacy: Investigating: Interpret data**

#### **Content description**

AC9SFI02

#### **Continuum extract**

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

- use simple digital tools to explore sorting data and information provided as part of learning experiences
- classify and group data using digital familiar tools to answer simple questions

## **Snapshot – Select and operate tools**

### **Digital Literacy: Managing and operating: Select and operate tools**

#### **Content description**

AC9SFI02

#### **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

## **Snapshot – Speaking**

### **Literacy: Speaking and listening: Speaking**

#### **Content description**

AC9SFI02

#### **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 – Interpret data**

### **Digital Literacy: Investigating: Interpret data**

#### **Content description**

AC9SFI02

#### **Continuum extract**

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

- use simple digital tools to explore sorting data and information provided as part of learning experiences
- classify and group data using digital familiar tools to answer simple questions

## **Snapshot – Manage content**

### **Digital Literacy: Managing and operating: Manage content**

#### **Content description**

AC9SFI02

#### **Continuum extract**

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

- save and retrieve content in an app
- save and retrieve content with an agreed name

## **Snapshot – Speaking**

### **Literacy: Speaking and listening: Speaking**

#### **Content description**

AC9SFI02

#### **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)

## **AC9SFI03**

### **represent in provided templates and identify with guidance**

- 
- 

### **Elaborations**

- using provided tables or graphic organisers to sort images or of plants and animals into groups based on external features
- collaborating to create a floor or wall display to link images or samples of to images of observed objects
- identifying common features of familiar groups of animals, such as fish, birds or reptiles
- identifying of movement of objects, with guidance, such as that balls roll easily in a straight line when pushed, or toy cars move in certain ways because of their wheels
- identifying in uses of everyday objects made of similar , such as wood, plastic, metal or glass

Students learn to:

### **represent observations in provided templates and identify patterns with guidance**

(AC9SFI03)

### **General capabilities and cross-curriculum priorities**

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

### **Analysing**



- Interpret concepts and problems
- Draw conclusions and provide reasons

### **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 .

### **Speaking and listening**

- Speaking

### **Statistics and probability**

- Interpreting and representing data

### **Analysing**

- Interpret concepts and problems

### **Analysing**

- Interpret concepts and problems

### **Analysing**

- Interpret concepts and problems

### **Writing**

- Creating texts

### **Statistics and probability**

- Interpreting and representing data

### **Related content**

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

AC9HSFS02

AC9MFST01

### **Resources**

### **Work Samples**

### **WS01 - Watch it move**

#### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9SFI03

#### **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

#### **Snapshot – Draw conclusions and provide reasons**

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

#### **Content description**

AC9SFI03

#### **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

#### **Snapshot – Interpreting and representing data**

#### **Numeracy: Statistics and probability: Interpreting and representing data**

#### **Content description**

AC9SFI03

#### **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)

## **Snapshot – Speaking**

### **Literacy: Speaking and listening: Speaking**

#### **Content description**

AC9SF103

#### **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 – Interpreting and representing data**

### **Numeracy: Statistics and probability: Interpreting and representing data**

#### **Content description**

AC9SFI03

#### **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)

## **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9SFI03

#### **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

## **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9SFI03

#### **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

## **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9SFI03

#### **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

## **Snapshot – Creating texts**

### **Literacy: Writing: Creating texts**

#### **Content description**

AC9SFI03

#### **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 – Interpreting and representing data**

### **Numeracy: Statistics and probability: Interpreting and representing data**

#### **Content description**

AC9SFI03

#### **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)

## **AC9SFI04**

### **compare with predictions with guidance**

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#### **Elaborations**

- revisiting their predictions and with guidance identifying whether their predictions matched their
- comparing, with guidance, of plants or animals made during field work with their predictions
- using a provided table to draw or dictate their prediction and their and identifying whether they are the same or different

Students learn to:

### **compare observations with predictions with guidance**

(AC9SFI04)

#### **General capabilities and cross-curriculum priorities**

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

#### **Analysing**

- Evaluate actions and outcomes

## **Elaborations**

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

## **Analysing**

- Interpret concepts and problems

## **Speaking and listening**

- Interacting

## **Analysing**

- Interpret concepts and problems

## **Speaking and listening**

- Interacting

## **Speaking and listening**

- Interacting

## **Statistics and probability**

- Interpreting and representing data

## **Snapshot – Evaluate actions and outcomes**

### **Critical and Creative Thinking: Analysing: Evaluate actions and outcomes**

#### **Content description**

AC9SFI04

#### **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

## **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9SFI04

#### **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

## **Snapshot – Interacting**

### **Literacy: Speaking and listening: Interacting**

#### **Content description**

AC9SFI04

#### **Learning progression extract**

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

- shares simple ideas with peers
- responds to questions in class discussion using non-verbal responses (e.g. nodding)
- listens without interrupting (see Listening)
- uses home language or dialect to interact with familiar peers and adults
- 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

## **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9SFI04

#### **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

## **Snapshot – Interacting**

### **Literacy: Speaking and listening: Interacting**

#### **Content description**

AC9SFI04

#### **Learning progression extract**

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

- shares simple ideas with peers
- responds to questions in class discussion using non-verbal responses (e.g. nodding)
- listens without interrupting (see Listening)
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- 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

## **Snapshot – Interacting**

### **Literacy: Speaking and listening: Interacting**

#### **Content description**

AC9SFI04

#### **Learning progression extract**

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

- shares simple ideas with peers
- responds to questions in class discussion using non-verbal responses (e.g. nodding)
- listens without interrupting (see Listening)
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- 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

## **Snapshot – Interpreting and representing data**

### **Numeracy: Statistics and probability: Interpreting and representing data**

## Content description

AC9SFI04

### 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)

## AC9SFI05

### share questions, predictions, and ideas with others

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#### Elaborations

- sharing questions, making predictions and describing to others through discussions and circle groups
- recounting stories and posing questions about their own experiences learning about the natural world, such as when gardening or observing plants and animals at home or visits to conservation areas or centres
- acknowledging and exploring First Nations Australians' ways of communicating information about anatomical features of plants and animals
- showing or describing how objects can be moved in different ways and responding to questions
- role-playing or showing how people use different equipment to make scientific
- representing external features of animals and plants using a range of such as blocks, modelling clay, craft or paper
- communicating questions, predictions and using posters, collages, digital displays, drawings or storyboards

Students learn to:

### share questions, predictions, observations and ideas with others

(AC9SFI05)

#### General capabilities and cross-curriculum priorities

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

#### Speaking and listening

- Listening

#### 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 .

#### Social management



- Communication

## **Speaking and listening**

- Speaking

## **Social management**

- Communication

## **Social management**

- Communication

## **Culture**

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

## **Speaking and listening**

- Speaking

## **Social management**

- Communication

## **Social management**

- Communication

## **Speaking and listening**

- Speaking

## **Social management**

- Communication

## **Writing**

- Creating texts

## **Creating and exchanging**

- Create, communicate and collaborate

## **Resources**

## **Work Samples**

## **WS01 - Watch it move**

### **Snapshot – Listening**

#### **Literacy: Speaking and listening: Listening**

#### **Content description**

AC9SFI05

#### **Learning progression extract**

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

- responds to a familiar, simple text structure (e.g. indicates yes or no when asked a commonly recurring question such as "Are you hungry?") (see Speaking)
- uses conventional behaviours to respond, which can include speech, formal gestures and actions (e.g. head nodding and pointing)
- 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)

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

## **Content description**

AC9SFI05

### **Continuum extract**

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

- communicate intentionally (verbally and non-verbally) with a range of people in familiar and unfamiliar contexts
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

## **Content description**

AC9SFI05

### **Continuum extract**

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

- communicate intentionally (verbally and non-verbally) with a range of people in familiar and unfamiliar contexts
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication

## **Snapshot – Speaking**

### **Literacy: Speaking and listening: Speaking**

## **Content description**

AC9SFI05

### **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 – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9SFI05

##### **Continuum extract**

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

- communicate intentionally (verbally and non-verbally) with a range of people in familiar and unfamiliar contexts
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9SFI05

##### **Continuum extract**

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

- communicate intentionally (verbally and non-verbally) with a range of people in familiar and unfamiliar contexts
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication

### **Snapshot – Speaking**

#### **Literacy: Speaking and listening: Speaking**

##### **Content description**

AC9SFI05

##### **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 – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9SFI05

#### **Continuum extract**

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

- communicate intentionally (verbally and non-verbally) with a range of people in familiar and unfamiliar contexts
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9SFI05

#### **Continuum extract**

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

- communicate intentionally (verbally and non-verbally) with a range of people in familiar and unfamiliar contexts
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication

## **Snapshot – Speaking**

### **Literacy: Speaking and listening: Speaking**

#### **Content description**

AC9SFI05

## 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 – Communication

# **Personal and Social capability: Social management: Communication**

## **Content description**

AC9SFI05

### **Continuum extract**

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

- communicate intentionally (verbally and non-verbally) with a range of people in familiar and unfamiliar contexts
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication

## **Snapshot – Creating texts**

### **Literacy: Writing: Creating texts**

#### **Content description**

AC9SFI05

#### **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**

AC9SFI05

#### **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