## Communication
- Uses spoken, signed or AAC strategies to express needs, thoughts and feelings
- Uses language to engage in social situations - ‘chatting,’ seeking info
- Interprets/recognises body language, verbal language, facial expressions and tone of voice in social situations
- Uses vocabulary and sentence structure whilst communicating, to compare, classify, explain, describe, imagine and recount events

## Reading and Viewing
- Students use their understanding to predict and make meaning from a variety of written, visual and multi-modal texts
- Makes meaning from symbols, words, pictures and/or print, when reading and viewing
- Reads and views for personal purposes
- Social Literacy (recognises and understands the meaning of common community sight words/ signs in the community)

## Writing and Shaping
- Students use their understanding of written, visual and multi-modal text to convey meaning
- Experiments with letters, words, symbols, drawings to write or shape basic texts
- Uses writing approximations, drawing, technology (or alternative augmented forms of communication) to communicate ideas and information
- Uses vocabulary and sentence structure to compare, classify, explain, describe, imagine and recount events
- Writes for a range of purposes and audiences

## Number
- Identifies, compares and orders small whole numbers, make and match representations of these numbers and identify coins, notes and their uses.
- Identifies and solves addition and subtraction problems involving whole numbers
- Identifies and describes equal groups and equal sharing within everyday situations.
- Investigates and communicates ideas about quantities and their representations, and attributes of objects and collections

## Patterns & Algebra
- Investigates and communicates ideas about order, sequence and pattern.
- Sorts collections by single attributes such as shape, colour or size of objects
- Follows and represents a sequence of actions or pattern, in order

## Measurement
- Understands concept of time in everyday situations
- Selects the appropriate attributes to compare and order the size of objects and measure with non-standard units.
- Sequences familiar events related to days and weeks, and directly compare the duration of events

## Chance & Data
- Identifies ways of collecting and utilising data to confirm assumptions and answer own questions.
- Use everyday language when commenting on aspects of chance in practical activities and familiar events.

## Space
- Investigates and communicates ideas about position, movement and direction
- Interprets familiar language of position to place or locate objects
- Uses familiar positional language to communicate own position, the position of others and objects
- Follows and give simple directions to move through familiar environments and locate and place objects in those environments.
### Social & Personal Learning

**Social – sustaining relationships:**
- Understands/ follows social and contextual conventions during interactions
- Engages in recreation and leisure skills with others
- Considers others’ ideas, feelings and needs while negotiating in all learning situations
- Demonstrates a range of listening, sharing and cooperation skills to interact effectively with others
- Collaborates with others and works as a member of a team in certain contexts
- Identifies relationships and events they experience in their daily lives and the behaviours appropriate for these.

**Social – understanding diversity:**
- Expresses some ideas about their identity in relation to their school, community or country

**Personal:**
- Copes with unexpected changes to routines, environments and people
- Understands and follows routines, rules and events
- Shows independence and self-confidence when engaging in a variety of learning experiences
- Students describe themselves in personal, family and community terms including the activities and achievements that give them positive feelings

### Health & Physical Learning

**Making Healthy Choices**
- Shows awareness of the needs for hygiene, nutrition and maintaining healthy lifestyle
- Makes choices to maintain personal safety in personal and community situations
- Displays an understanding about familiar community health services/personnel and how they may help them meet their health needs.
- Uses knowledge of food storage and handling, cookery, hygiene and safety practices to prepare simple meals
- Demonstrates everyday actions that they can take in a range of situations to promote their health.
- Recommends healthy eating practices and demonstrates making healthy choices from a range of foods.
- Decides which people and things make environments and activities safe.

**Gross-motor**
- Moves through spaces with increasing accuracy
- Uses different movements, positions, actions and changes of direction with increasing confidence, balance and control
- Uses planned gross motor skills with increased confidence and accuracy for a range of personal purposes
- Demonstrates a variety of basic locomotor skills and non-locomotor skills, varying body actions and use of space
- Demonstrates a variety of manipulative skills using a range of implements and different parts of the body
- Recognises the physical and emotional effects that result from their participation in a variety of fitness/physical activities.

**Fine Motor**
- Manipulates equipment, materials, tools and objects with increasing coordination, strength and control for a range of purposes

### Active Learning Processes

**Thinking**
- Makes links between prior experiences and familiar information to help solve a problem, manage a task, choose an action/material
- Makes simple plan and chooses materials and actions
- Uses known strategies to solve familiar problems
- Identifies some obvious features of a problem and works to generate and try out a solution
- Formulates a plan for solving a personal problem
- Gathers information and explores information sources, including using communication and information technology
- Students participate in school based and community based work experience programs

**Investigating the Natural World**
- Represents understandings about the natural world in different ways
- Recognises how events in the natural world can impact on individuals (e.g. weather, sun safety)

**Investigating Technology**
- Uses information and communication technologies to meet personal or learning needs

**Investigating Environments**
- Contributes to taking care of people, objects and living things
- Accesses community venues for a range of personal and social purposes
- Travels safely in the community to reach the required destination

**Imaging and Responding**
- Experiments with ways to represent ideas, feelings and enjoyment through singing, movement and playing musical instruments
- Visually represents and explain their experiences, feelings, ideas, and observations through making images and objects.
- Engages/participates in art, music, performance for personal and social leisure and recreation purposes