

## NSW Primary Curriculum Foundation Statements

### 1 Introduction

In November 2003 the Minister for Education and Training accepted the twenty-nine recommendations from the *Report on the Evaluation of Outcomes Assessment and Reporting in NSW Government Schools* by Professor Ken Eltis and Associate Professor Stephen Crump.

The evaluation:

- confirmed that the Board's syllabuses were very helpful to teachers
- stated that teachers '... quickly moved into a discussion of outcomes more as they relate to assessment and reporting' (than as they relate to teaching and learning) and that there was agreement about the 'merits of outcomes as a basis for sound classroom practice and as an underpinning of successful pedagogy'
- recommended that a 'review be undertaken of all K–6 syllabuses with strong input from teachers in schools to determine what outcomes should be defined as mandatory for teaching, assessment and reporting purposes, with an emphasis on making teaching across all KLAs manageable'
- suggested that by identifying 'a more limited number of mandatory outcomes it should be possible to state in clearer language what is intended as the outcomes to be used as the basis for teaching and reporting'. The evaluation acknowledged that to '...review the language of all outcomes ... with a view to re-writing them would be a major task' and that (at that point in time) 'there would seem to be other priorities'
- suggested that it would be desirable to find an 'achievable set of prescriptions arrived at for each stage'.

The Board of Studies, working with teachers from across the state and all education sectors, developed a consultation paper, *Defining Mandatory Outcomes in the K–6 Curriculum*. In 2004 more than 1500 teachers attended 28 meetings and 600 surveys were completed. There was strong support for the statement in the paper that teachers do not need to formally assess and record achievement of individual syllabus outcomes. There was concern expressed about the term 'mandatory'. Most teachers felt that merely reducing the number of outcomes is not sufficient to relieve the assessing, recording and reporting workload. As a result, rather than identify particular outcomes as mandatory the Board decided to develop a 'set of prescriptions for each stage'. The existing syllabus stage statements were seen as a good basis for this work.

In consultation with teachers, professional associations, school systems and authorities the Board has completed its work in response to the recommendations of the Eltis evaluation and the findings of the consultation around mandatory outcomes.

Foundation Statements are the result of this work. They have been written to help you manage the curriculum more effectively by describing clearly the statewide common curriculum requirements and prioritising what needs to be taught in all primary schools.

The six key learning areas (KLAs) and the Board's syllabuses remain at the core of planning and programming.

Foundation Statements replace the Stage Statements in syllabuses.

# Foundation Statements

## 2 Foundation Statements: the statewide common curriculum requirements

Foundation Statements:

- set out a clear picture of the knowledge, skills and understanding that each student should develop at each stage of primary school. They encompass, at a level broader than syllabus outcomes, the nature (key concepts and content) and scope (breadth, depth and rigour) of learning in Kindergarten to Year 6. They do not add new content or concepts to the K–6 curriculum
- provide an answer to the question ‘What must be taught?’ in all schools. Using them you can be confident that you are delivering the most important learning for students. They place an emphasis on the fundamental skills needed to succeed at and beyond school, particularly in the areas of literacy and numeracy
- give you the freedom to focus on the diverse learning needs of your students. Describing what must be taught in this way will ensure that important concepts and content such as Australian history and democracy, scientific investigation, cultural diversity, Aboriginal history and culture, and safe and healthy lifestyle are included in teaching and learning programs. By focusing on the statements you can be sure that you are meeting the common curriculum requirements in each key learning area
- guide you in planning to meet the needs of students with varying ability levels and learning needs. You can select and use the syllabus outcomes and content that best suit the learning needs of your students and adjust teaching strategies and what it is that you ask students to produce
- provide a basis for assessing, reporting and discussing student progress.

In planning and developing programs you can continue to draw on the rich detail provided in syllabuses by selecting and using the outcomes and content needed to enable students to develop the knowledge, skills and understanding encompassed in the Foundation Statements.

Syllabuses also contain important statements regarding the development of positive values and attitudes. It is expected that you will promote values and attitudes as outlined in each Board syllabus through the teaching of content and skills within units of work.

## 3 Structure of the NSW Primary Curriculum: key learning areas and broad strands

In three of the six key learning areas – Mathematics; Science and Technology; and Personal Development, Health and Physical Education – syllabus strands have been combined into broad strands to help you manage the planning and prioritising of learning at each stage.

### English

In English students develop knowledge, skills and understanding about English language and literature and the ability to talk, listen, read, view and write with purpose, effect and confidence. They develop knowledge of the ways in which language varies according to context and a sound grasp of language structures, spelling and grammar.\* The three broad strands of English are:

- Talking and Listening
- Reading
- Writing.

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\*Some students with special needs communicate through a variety of verbal or nonverbal communication systems or techniques. It is important to take account of the individual communication strategies used by students within the context of the English K–6 Syllabus.

## Mathematics

Mathematics involves the development of students' thinking, understanding, competence and confidence in the application of mathematics. The five broad strands of Mathematics are:

- Working Mathematically
- Number
- Patterns and Algebra
- Measurement and Data
- Space and Geometry.

## Science and Technology

In Science and Technology students develop competence, confidence and responsibility in their interactions with science and technology. The four broad strands of Science and Technology are:

- Investigating Scientifically
- Designing and Making
- The Natural Environment
- The Made Environment.

## Human Society and Its Environment (HSIE)

HSIE enhances each student's sense of personal, community, national and global identity and enables them to participate effectively in maintaining and improving the quality of their society and environment. The four broad strands of HSIE are:

- Change and Continuity
- Cultures
- Environments
- Social Systems and Structures.

## Creative Arts

Creative Arts enables students to gain increasing understanding and accomplishment in the visual arts, music, drama and dance and to appreciate the meanings and values that each of the artforms offers personally, culturally and as a form of communication. The broad strands of Creative and Practical Arts are the artforms:

- Visual Arts
- Music
- Dance
- Drama.

## Personal Development, Health and Physical Education (PDHPE)

PDHPE develops the knowledge, skills, understanding, values and attitudes students need to lead healthy, active and fulfilling lives. The three broad strands of PDHPE are:

- Fundamental Movement and Physical Activity
- Healthy Choices
- Self and Relationships.

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# Foundation Statements Kindergarten

## English

### Talking and Listening ■ Reading ■ Writing

Students mix and talk informally with peers, teachers and known adults. They give short talks and interact effectively in the classroom and in groups. Students listen with attentiveness to follow simple instructions and ask relevant questions. They express ideas clearly, demonstrating an emerging awareness of how people use spoken language for different purposes. They explore the way familiar spoken texts are constructed and the features of these texts.

Students develop reading, viewing and comprehension skills and strategies using context, grammar, word usage and phonics in short predictable printed texts on familiar topics. They recognise, discuss and respond to the different kinds and purposes of various written and visual texts. Students explore and identify some language features of written and visual texts.

Students write with an increasing awareness of the nature, purpose and conventions of written language. They produce simple texts that demonstrate an awareness of the basic grammar and punctuation needed. Students know and use letters and sounds of the alphabet to attempt to spell known words and use most lower and upper case letters appropriately to construct sentences. Students explore the use of computer technology to construct texts.

## Mathematics

### Working Mathematically ■ Number ■ Patterns and Algebra ■ Measurement and Data ■ Space and Geometry

Students ask questions and explore mathematical problems. They use everyday language, materials and informal recordings to demonstrate understanding and link mathematical ideas.

Students count to 30 and represent numbers to 20 with objects, pictures, numerals and words and read and use ordinal numbers to at least 'tenth' place. They manipulate objects to model addition and subtraction, multiplication and division. Students divide objects into two equal parts and describe them as halves. They recognise coins and notes.

Students recognise, describe and continue patterns that increase or decrease.

Students identify length, area, volume, capacity and mass and compare and arrange objects according to these attributes. They name the days of the week and the seasons and they order events in a school day, telling the time on the hour. Students use objects and pictures to create a data display and interpret data.

Students manipulate, sort and describe 3D objects using everyday language. They manipulate, sort and describe 2D shapes, identifying circles, squares, triangles and rectangles. Students give and follow simple directions and describe position using everyday language.

## Science and Technology

### Investigating Scientifically ■ Designing and Making ■ The Natural Environment ■ The Made Environment

Students explore their immediate environment by using the senses, questioning, sharing ideas and identifying simple cause-and-effect relationships. They identify and safely use some equipment to explore.

Students explore ideas, manipulate materials and trial designs through play to develop products and built environments. They identify and safely use some equipment and computer-based technology to model and make things.

Students identify and group living and non-living things and recognise the different needs of living things. They recognise different forms of energy and identify its use in daily life. Students identify ways in which the environment influences daily life. They explore the properties of both natural and made materials.

Students identify ways in which familiar products, including information products, services and built environments meet the needs of people. They recognise the different ways that information is sent and received and how these influence communication. Students identify the characteristics of a range of materials used to make commonly available products and built environments.

## Human Society and Its Environment

### Change and Continuity ■ Cultures ■ Environments ■ Social Systems and Structures

Students identify personally significant events, places and people and compare these with those of their peers. They use language associated with time, change and place.

Students examine characteristics common to people, including Aboriginal peoples, describing some of the similarities and differences. They acquire information by direct observation, talking to others, and by viewing, reading and listening to texts.

Students identify and explore familiar natural and built environments, how to care for them and the activities that occur in them. They communicate knowledge and understanding orally, through writing and drawing, and by constructing models.

Students identify people's needs and explain how these are met individually and cooperatively. They explore roles, responsibilities and rules in the classroom and at home.

## Creative Arts

### Visual Arts ■ Music ■ Drama ■ Dance

Students make pictures and other artworks using the media and materials given, representing both real and imagined situations. They appreciate that artists make artworks and they begin to describe some aspects of artworks.

Students sing, play and move to a range of music. They experiment with sounds and begin to organise them into basic structures. Students listen and respond to a variety of music.

Students engage in roles through imaginative play and dramatic situations. They use movement, spaces and objects to dramatise personal experiences. They respond to different forms of dramatic experiences.

Students perform dances with some control over body movement and expression. They respond to a range of stimuli, drawing from experience and imagination, exploring the notion that dance is about moving the body to express ideas. Students watch dance performances and begin to recognise some basic components of dance.

## Personal Development, Health and Physical Education

### Fundamental Movement and Physical Activity ■ Healthy Choices ■ Self and Relationships

Students participate in regular physical activity through creative play, dance, gymnastics and minor games. They practise body movement and control, demonstrating different ways the body can move by composing and sequencing simple movement patterns. Students show awareness and consideration of others during play situations and practise the fundamental movement skills of balance, sprint run, vertical jump and catch. They describe the components of an active lifestyle and identify different ways to be active at school and at home.

Students make simple decisions in relation to health and safety and identify medicines and how to store them. They describe balanced eating habits and healthy personal habits as well as safe and unsafe situations at home, on and near roads, travelling to and from school and near water. Students identify people who can help and describe actions such as 'no, go, tell' that might be taken in unsafe situations.

Students identify personal characteristics and qualities, and physical changes that have occurred since birth and identify different parts of the body. With self-control, students express feelings and develop positive relationships. They interact and communicate with peers in a variety of play and group situations, listening, sharing and showing concern when working with others.

## English

### Talking and Listening ■ Reading ■ Writing

Students communicate with a wide range of people on familiar and introduced topics to achieve a variety of purposes. They interact effectively, adopting new speaking skills, in order to give confident oral presentations. They listen to instructions and share ideas with peers to complete tasks. Students recognise that spoken language has a range of purposes and audiences and use this knowledge when attempting to communicate effectively with others. They investigate the different types and organisational patterns of common spoken texts and recognise features within them.

Students read and view short literary and factual texts, using an increasing variety of skills and strategies including context, grammar, word usage and phonics to make connections between their own experiences and information in texts. Students read, interpret and discuss texts, including visual and multimedia texts, using a range of skills and strategies. They explore and identify ways texts differ according to purpose, audience and subject and understand that people produce texts. Students recognise the basic structure and grammatical features of a limited range of text types.

Students write simple literary and factual texts on familiar topics for known readers by planning and reviewing their writing. They write using basic grammatical features and conventions of punctuation, showing awareness of different purposes, audiences and subject matter. Students spell using knowledge of sight words, letter-sound correspondence and other strategies. They write using letters of consistent size and slope in NSW Foundation Style and use computer technology to produce texts, recognising simple conventions, language and functions.

## Mathematics

### Working Mathematically ■ Number ■ Patterns and Algebra ■ Measurement and Data ■ Space and Geometry

Students ask questions and use objects, diagrams and technology to explore mathematical problems. They link mathematical ideas and use everyday language, some mathematical language and diagrams to explain how answers were obtained.

Students count, order, read and write numbers up to 999 and use a range of mental strategies, informal recording methods and materials to add, subtract, multiply and divide. They model and describe objects and collections divided into halves and quarters. Students sort, order and count money and recognise and describe the element of chance in familiar activities.

Students describe, create and continue a variety of number patterns and relate addition and subtraction facts to at least 20.

Students estimate, measure, compare and record using informal units for length, area, volume, capacity and mass. They recognise the need for formal units of length and use the metre and centimetre to measure length and distance. Students use a calendar to identify the date and name and order the months and the seasons of the year. They use informal units to compare and order the duration of events and tell the time on the half-hour. Students gather, organise, display and interpret data using column and picture graphs.

Students identify, describe, sort and model particular 3D objects and 2D shapes. They represent and describe the position of objects.

## Science and Technology

### Investigating Scientifically ■ Designing and Making ■ The Natural Environment ■ The Made Environment

Students conduct guided investigations by following a series of steps that include questioning, making and testing predictions, collecting and recording data, observing patterns and suggesting possible explanations. They select and safely use a range of equipment, computer-based technology and other resources to investigate and explore.

Students follow a guided design process to create products, including information products, services and built environments. They draw and model design ideas using accepted methods and practices. They select and safely use a range of equipment, computer-based technology and other resources when designing and making.

Students identify and describe ways in which living things grow and change. They identify a variety of energy forms and describe their use in the community. Students describe ways in which living things depend on the Earth and its environment. They identify how the properties of natural and made materials relate to their use.

Students identify the difference between natural and built environments and model built environments designed to suit the needs of users. They communicate messages using a variety of media and technologies. Students describe and apply production processes using a range of materials and techniques to grow, make or process products.

## Human Society and Its Environment

### Change and Continuity ■ Cultures ■ Environments ■ Social Systems and Structures

Students recount important family and community traditions and practices. They sequence events in the past and explain changes in their lives, in their communities and in other communities.

Students explore the composition of a number of groups, including Aboriginal peoples, in their community and recognise that groups have specific identifying features, customs, practices, symbols, religion, language and traditions. They acquire information about their local community by direct and indirect experience and communicate with others using various forms of electronic media.

Students make comparisons between natural, heritage and built features of the local area and examine the human interaction with these features. They investigate the relationship between people and environments including the relationship between Aboriginal peoples and the land. Students use the language of location in relative terms and construct and use pictorial maps and models of familiar areas.

Students identify roles, responsibilities and rules within the family, school and community and explore their interaction. They describe how people and technologies link to produce goods and services to satisfy needs and wants.

## Creative Arts

### Visual Arts ■ Music ■ Drama ■ Dance

Students make artworks representing both real and imagined situations exploring a range of techniques and media. They discuss qualities of artworks such as subject matter and technique, recognising that artists create artworks for different audiences.

Students sing, play and move to music, demonstrating an awareness of their own capability in using voice and other sound sources. They organise sounds into simple structures and begin representing creative ideas symbolically. Students listen to, and identify, simple features of music and make judgements about musical effectiveness and preference.

Students explore and convey stories, events and feelings through roles and they work collaboratively to communicate and express feelings about the action of the drama. They experience and respond to a range of drama forms and elements by making, performing and appreciating drama.

Students perform dances with some understanding of body movement and expression, exploring a range of movements to make choices in order to convey ideas, feelings and moods. They describe the ideas, feelings and moods conveyed by dances.

## Personal Development, Health and Physical Education

### Fundamental Movement and Physical Activity ■ Healthy Choices ■ Self and Relationships

Students participate and perform in dance, gymnastics, minor games and sports. They complete simple movement sequences that show an understanding of dynamics, spatial awareness, relationships, timing and rhythm of movement. They demonstrate fair play and cooperation in small groups. Students develop proficiency in the fundamental movement skills of the hop, side gallop, skip, overhand throw, kick and two-handed strike. They participate in physical activities that promote enjoyment and recognise the importance of these for health and lifestyle balance.

Students describe ways to keep healthy and safe and explore choices relating to food, sun protection and personal safety. They identify the appropriate use, administration and storage of medicines. Students describe strategies to stay safe at home, on and near roads, when travelling to and from school, and near water. They recognise safe and unsafe environments and situations and suggest a range of protective strategies for dealing with unsafe situations.

Students describe similarities and differences between themselves and others. They describe different body parts and how the body grows and changes. Students explore different types of relationships and describe the skills needed to develop and maintain positive relationships. They identify the effects of bullying.

# Foundation Statements *Years 3 and 4*

## English

### Talking and Listening ■ Reading ■ Writing

Students communicate proficiently ideas and information in classroom, school and social situations for a range of purposes. They explore a range of roles when interacting in pairs and groups, using various listening strategies to gather general ideas from conversations, reports or spoken presentations. Students identify the effect of purpose and audience on spoken texts and they shape and present ideas accordingly. They identify common organisational patterns and language features of predictable spoken texts.

Students independently read and view familiar and challenging texts and justify interpretations of ideas, information and events, using a range of skills and strategies. They integrate a range of skills and strategies efficiently when reading and interpreting texts and visual images. Students recognise and explore the relationship between writers and readers and how writers use language to create different worlds and achieve a range of purposes. They explore the structure and grammatical features for a range of written and visual texts.

Students write well-structured literary and factual texts in terms of topic, purpose, audience and language by drafting, revising and proofreading. They use accurate sentence structure, grammatical features and punctuation conventions to produce various texts and spell familiar and unfamiliar words using knowledge of letter-sound correspondence, common letter patterns and a range of other strategies. Students use joined letters when writing in NSW Foundation Style and develop basic desktop publishing skills. Students explain how they structure their writing to achieve intended purposes.

## Mathematics

### Working Mathematically ■ Number ■ Patterns and Algebra ■ Measurement and Data ■ Space and Geometry

Students ask questions and use appropriate mental or written strategies, and technology, to solve problems. They use appropriate terminology to describe and link mathematical ideas, check statements for accuracy and explain reasoning.

Students count, order, read and record numbers up to 9999 and use mental and written strategies, including the formal written algorithm, to solve addition and subtraction problems involving numbers of up to four digits. They use mental strategies to recall multiplication facts up to  $10 \times 10$  and related division facts and use informal written strategies for multiplication and division of two-digit numbers by one-digit numbers. Students model, compare and represent simple fractions and recognise percentages in everyday situations and they model, compare, represent, add and subtract decimals to two decimal places. Students perform simple calculations with money and conduct simple chance experiments.

Students generate, describe and record number patterns and relate multiplication and division facts to at least  $10 \times 10$ .

Students estimate, measure, compare and record length, area, volume, capacity and mass using some formal units. They read and record time in hours and minutes in digital and analogue notation and make comparisons between time units. Students gather and organise data to create and interpret tables and graphs.

Students name, describe and sketch particular 3D objects and 2D shapes. They compare angles using informal means and describe a 'right angle'. Students use coordinates to describe position and compass points to give and follow directions.

## Science and Technology

### Investigating Scientifically ■ Designing and Making ■ The Natural Environment ■ The Made Environment

Students independently implement aspects of a scientific investigation, such as observing, questioning, predicting, testing, recording accurate results, analysing data and drawing conclusions. They demonstrate an understanding of a fair test and identify variables. Students select and safely use equipment, computer-based technology and other resources throughout the processes of investigation.

Students develop and evaluate design ideas recognising the needs of users or audiences. They implement the design process and evaluate solutions using functional and aesthetic criteria. Students select and safely use equipment, computer-based technology and other resources throughout the processes of design and production.

Students identify and describe structures and functions in living things and how they interact with each other and their environment. They identify various forms and sources of energy and identify ways in which energy causes change. Students identify features of the solar system and describe interactions that affect conditions on Earth. They describe how the properties of materials affect their use.

Students identify the ways built environments, products and services are constructed or produced. They use a range of techniques, media and information and communication technologies to communicate design ideas to specific audiences. Students explore the properties and uses of both natural and made materials and components.



## Human Society and Its Environment

### Change and Continuity ■ Cultures ■ Environments ■ Social Systems and Structures

Students explore change in communities from different perspectives and evaluate the effects of change on individuals and groups, including Aboriginal peoples, and the environment. They understand key events related to the British colonisation of Australia and identify the changes and consequences for Aboriginal and other peoples and the continent.

Students explain how different cultures and traditions contribute to Australian and community identity. They examine a variety of local and other communities, investigating similarities and differences including ways of living, languages and belief systems.

Students identify, locate and describe natural, heritage and built features in the local area and in other parts of Australia and explain their significance and management. They locate the four compass points and other significant features on a map and develop skills to locate and evaluate information from a variety of sources.

Students examine roles, responsibilities, rights and the decision-making processes in schools and local government. They participate in the planning, implementation and evaluation of school and community programs recognising how participation in these contributes to the quality of school and community life. They examine how technologies affect the provision of goods and services, lifestyles, the environment and monetary exchange. Students use a variety of texts and media to communicate information and data.

## Creative Arts

### Visual Arts ■ Music ■ Drama ■ Dance

Students make artworks that represent a variety of subject matter and make choices about the forms and techniques used to best represent the qualities of the subject matter. They discuss reasons why artists make particular artworks and why different interpretations are possible, recognising similarities and differences in how subject matter is represented.

Students sing, play and move to music, demonstrating a basic understanding of musical concepts. They organise musical ideas into simple compositions and use understood symbols to represent these. Students listen to a range of music, identifying key features and they make some informed judgements about musical preference.

Students use movement and voice to build the action and roles of a drama in a variety of situations. They devise and sequence drama to create meaning. Students experience and interpret a range of drama forms and elements by making, performing and appreciating drama.

Students perform dances demonstrating a range of performance qualities and increasingly complex movement skills. They explore the elements of dance in their own works and how these can be selected and combined to convey meaning. Students discuss the meaning and purpose of dance works and the roles of the creator and performer.

## Personal Development, Health and Physical Education

### Fundamental Movement and Physical Activity ■ Healthy Choices ■ Self and Relationships

Students apply movement skills in dance, gymnastics, games and sports, and practise manipulative skills in a range of minor games. They perform movement sequences with consistency and control and demonstrate cooperation, effort and practice in physical activity. Students demonstrate proficiency in the fundamental movement skills of static balance, sprint run, vertical jump, catch, hop, side gallop, skip and overarm throw through practice and application in different games and sports. They participate in physical activity and investigate how it contributes to a healthy and active lifestyle.

Students describe the factors that influence healthy lifestyle decisions and demonstrate an understanding of the decision-making process. They examine how the use of drugs such as tobacco and alcohol can cause harm. They investigate nutritional choices relating to cultural beliefs, special dietary needs and 'fast food'. Students demonstrate behaviours to stay safe at home, on and near roads, when travelling to and from school, and near water. They demonstrate the capacity to deal with unsafe situations including abuse, bullying and harassment.

Students recognise individual strengths and limitations and they identify characteristics that make them unique. They explore body changes that occur during life, including puberty. Students explain how positive relationships are formed and the importance of effective communication of feelings and needs in maintaining relationships. They recognise the rights, values and feelings of others and devise strategies to solve problems, recognise and accept differences and manage conflict.

# Foundation Statements *Years 5 and 6*

## English

### Talking and Listening ■ Reading ■ Writing

Students communicate effectively, using considered spoken language to entertain, inform and influence audiences for an increasing range of purposes. They work productively and independently, in pairs or groups to deliver effective oral presentations using various skills and strategies. Students listen attentively to gather specific information and ideas, recognising and exploring how spoken and written language differ, and how spoken language varies according to context. Students evaluate characteristic language features and organisational patterns of challenging spoken texts.

Students independently read and view an extensive range of complex texts and visual images using a comprehensive range of skills and strategies. They respond to themes and issues within texts, recognise point of view and justify interpretations by referring to their own knowledge and experience. Students identify, critically analyse and respond to techniques used by writers to influence readers through language and grammar. They identify text structure of a range of complex texts and explore how grammatical features work to influence an audience's understanding of written, visual and multimedia texts.

Students write well-structured and well-presented literary and factual texts for a wide range of purposes and audiences, dealing with complex topics, ideas, issues and language features. They write well-structured sentences, effectively using a variety of grammatical features. Students spell most common words accurately, and use a variety of strategies to spell less common words. They use a fluent and legible style to write and employ computer technology to present written texts effectively in a variety of ways for different purposes and audiences. Students evaluate the effectiveness of their writing by focusing on grammatical features and the conventions of writing.

## Mathematics

### Working Mathematically ■ Number ■ Patterns and Algebra ■ Measurement and Data ■ Space and Geometry

Students ask questions and undertake investigations, selecting appropriate technological applications and problem-solving strategies. They use mathematical terminology and some conventions and they give valid reasons when comparing and selecting from possible solutions, making connections with existing knowledge and understanding.

Students read, write and order numbers of any size, selecting and applying appropriate mental, written or calculator strategies for the four operations. They compare, order and perform calculations with simple fractions, decimals and simple percentages and apply the four operations to money in real-life situations. Students place the likelihood of simple events in order on a number line from 0 to 1.

Students record and describe geometric and number patterns using tables and words. They construct, verify and complete number sentences involving the four operations.

Students select and use the appropriate unit to estimate, measure and calculate length, area, volume, capacity and mass. They use 24-hour time in real-life situations and construct timelines. Students draw and interpret a variety of graphs using a scale.

Students construct and classify 3D objects and 2D shapes and compare and describe their properties. They measure, construct and classify angles and make simple calculations using scale.

## Science and Technology

### Investigating Scientifically ■ Designing and Making ■ The Natural Environment ■ The Made Environment

Students independently develop questions for scientific investigation, conduct scientific investigations based on fair testing and collect, record and analyse the resulting data. They identify trends in data, evaluate findings and prepare possible explanations. Students use, select and evaluate equipment, computer-based technology and other resources to meet the requirements and constraints of investigations.

Students independently plan, implement and manage the design process and evaluate the results using design criteria. They consider the implications of design and production in relation to environmental, aesthetic, cultural, ethical, safety and functional factors. Students select, safely use and evaluate equipment, computer-based technology and other resources to meet the requirements and constraints of design tasks.

Students identify, describe and evaluate interdependent relationships between living things and the environment within ecosystems. They identify and describe various sources, forms, uses, transfers and changes in forms of energy. Students explore how natural forces and human interaction cause changes to the Earth over time. They recognise that the Earth is the source of most materials, and resources must be managed for sustainability.

Students recognise that built environments are systems created to meet the needs and requirements of people and communities. They identify techniques used to engage audiences and convey meaning when creating information products. Students explain how production processes have changed over time and model systems used to manufacture products and provide services.

## Human Society and Its Environment

### Change and Continuity ■ Cultures ■ Environments ■ Social Systems and Structures

Students explore the principles of Australian democracy and explain its development over time. They investigate significant events in Australia's past and explain the implications for the development of Australian identity, heritage and cultural diversity. They locate information from a variety of primary and secondary sources, presenting their findings in a range of ways.

Students explain how shared culture, heritage and language, including those of Aboriginal peoples, contribute to Australian and community identity. They explore cultural diversity by examining how cultures change through interactions with other cultures and the environment.

Students analyse Australian and global environments, identifying environmental issues and problems and they explore ways in which individuals and groups can contribute to solutions for these. They investigate human interactions with environments and recognise ecologically sustainable development. Students recognise various beliefs and practices and explain how these influence interactions with environments. They sketch, label and use maps, applying appropriate conventions and terminology.

Students identify Australia's social and economic connection to the world and the rights and responsibilities of Australian and global citizens. They examine decision-making processes at state and federal levels and explain the structures, roles and responsibilities of government. They examine changes in work practices and the rights and responsibilities of producers and users of goods and services. Students apply knowledge of participatory democracy to formulate plans and create possible solutions illustrating fairness and social justice for school, local, national and global problems.

## Creative Arts

### Visual Arts ■ Music ■ Drama ■ Dance

Students make artworks for a variety of audiences using different forms and techniques to convey meaning and represent the likeness of things in the world. They discuss artworks in terms of how subject matter is used and represented, artists' intention and audience interpretation and make reasoned judgements about these artworks.

Students sing, play and move to a range of music, both as individuals and in group situations, demonstrating an understanding of musical concepts. They organise musical ideas into compositions, using notation systems to record these ideas. Students listen to a range of familiar and unfamiliar music with a sense of understanding, appreciation and discrimination.

Students use movement, voice and the elements of drama to sustain dramatic roles in a range of contexts. They devise and perform a range of drama forms for audiences. Students interpret a range of drama experiences by making, performing and appreciating drama.

Students perform dances from a range of contexts demonstrating movement and expressive qualities appropriate to the dance. They explore, refine and organise movement to convey meaning to an audience. They recognise and discuss how dance has various artistic and cultural contexts.

## Personal Development, Health and Physical Education

### Fundamental Movement and Physical Activity ■ Healthy Choices ■ Self and Relationships

Students apply, adapt and vary movement skills in dance, gymnastics, games and sports. They understand the elements of movement and compose and perform movement sequences with control and coordination in various contexts. Students demonstrate teamwork, tactics and strategies when participating in team games. They demonstrate proficiency in the fundamental movement skills of leap, kick, two-handed strike and dodge and apply them in a range of challenging physical activity contexts. Students participate in a range of moderate to vigorous physical activities and apply movement skills with increased confidence and precision. They investigate the effects of physical activity on health and monitor and evaluate physical activity levels.

Students examine key factors that contribute to a balanced lifestyle and keeping safe and healthy. They examine nutritional information, disease prevention and the effects of drugs on the body and they identify behaviours that impact on wellbeing. Students assess the safety of situations in home, school, water and road environments and identify appropriate responses. They describe and practise a range of personal safety strategies that could be used in threatening or abusive situations. They take responsibility for personal decisions, recognising the effects that decisions have on self and others.

Students describe the factors that influence personal identity and examine the physical, social and emotional changes that occur during puberty. They devise strategies for coping with change, grief and loss. They value the differences between individuals and challenge discrimination and harassment. Students value different roles and responsibilities in relationships, the importance of communication and they practise positive ways to deal with conflict.

# Foundation Statements

*continued from page 3*

## **4 Delivering the Curriculum: balance of teaching and learning across KLAs**

For many teachers Foundation Statements will provide assurance that they are already teaching the foundations of the primary curriculum. For others, Foundation Statements clarify the priorities of learning and these teachers will need to review the syllabus outcomes and content to include those that are needed to meet the common curriculum requirements.

You can deliver the primary curriculum by programming the individual KLAs, through an integrated program, or a mixture of both. School systems and authorities will provide additional advice and support on planning and programming.

The Board's common curriculum requirements can be delivered in approximately 80 percent of the time available for teaching. School systems and authorities may specify or provide guidelines for schools in terms of the particular learning programs that schools may undertake in the 20 percent of time available for additional activities. This may include more time meeting the Board's common curriculum requirements.

In order to give priority to Literacy and Numeracy the Board suggests that 45 to 55 percent of time should be allocated to learning in English and Mathematics. In planning a balanced program the remaining 25 to 35 percent of time should be evenly distributed across the four key learning areas – Science and Technology; Human Society and Its Environment; Creative and Practical Arts; and Personal Development, Health and Physical Education.

## **5 Foundation Statements: assessing and reporting**

In addition to setting the common curriculum requirements for each KLA in Kindergarten to Year 6, Foundation Statements will assist you because they support sound assessing and reporting practices.

Assessment serves the prime purpose of collecting information on the achievement of students that can be used to improve their learning. As teachers you collect information on student achievement through both formal assessment activities and informal observations. This information can assist your planning by identifying what students have learnt and those areas where further teaching is needed.

At particular points in time you need to bring together all the information you have collected on a student's achievement for the purposes of reporting to parents. As well as prioritising what needs to be taught, Foundation Statements streamline assessing students and reporting to parents.

With Foundation Statements, you will assess and report the achievement of each student by matching the work of the student to a description of achievement represented by a grade. You do not need to formally assess and record student achievement for individual syllabus outcomes, nor do you need to formally report on individual outcomes.

For a small proportion of students with special education needs, however, you may find it appropriate to assess and report achievement in terms of specific outcomes.

For each key learning area samples of student work will be provided that illustrate the quality of work typically produced by students who receive each grade. The collections of work samples associated with each grade will illustrate the standards of the achievement of students in relation to the Foundation Statement for the key learning area.

To support you to work with Foundation Statements the Board and school systems will, in 2006, provide support and further advice including advice on the requirements and processes for assessing and reporting student achievement, both during and at the end of a stage.