PHASE DESCRIPTORS

Examples of behaviours in the 4 phases of learning

2006–07 edition

CONTENTS

What are phase descriptors and how can they be used?

These phase descriptors will help teachers use the *Early Years Curriculum Guidelines (EYCG)* to make judgments about children's learning progress. The descriptors are examples of children's behaviour in each of the four phases of learning described in the *EYCG,* i.e. becoming aware, exploring, making connections and applying. The four phases make up a continuum of learning and development. Each learning statement from the early learning areas has a rubric to distinguish one phase from another. Each phase then has descriptions of children's behaviour typical of that phase. By the end of prep, teachers report that children are generally in the "making connections" phase across the early learning areas. However, children vary in their learning and will be at different phases for some learning statements, depending on their experience prior to starting prep and their interest in the learning area. The "applying" phase typically describes Year 1 children, although some preparatory year children may exhibit behaviours that are described in this phase.

Children from backgrounds who have English as a second language (ESL), and who are learning Standard Australian English (SAE) at school, will demonstrate many of the capabilities described in the descriptors. However, these children may not have learnt enough English to communicate their understandings to teachers, particularly in the areas of *imagining & responding* and *investigating technology.* There are rubrics designed for assessing children from ESL backgrounds on the Teacher's CD-ROM.

The descriptors are a guide for teachers when considering the phase of learning that best describes the child's learning and development at a point in time. **They are not a checklist of behaviours** to be checked off to ensure that children have passed through one phase before they can be deemed to be in another.

The descriptors are used when filling out the early learning record (ELR). You will need the child's folio with evidence of learning across the learning areas, the descriptors and a version of the ELR.
- Examine the evidence in the folio to determine the child's learning progress in relation to each learning statement.
- Make a judgment about the phase of learning that the evidence indicates.
- Refer to the descriptors for that learning statement to confirm your judgment.
- Record your judgment on the ELR.
- Make comments that are useful for the Year 1 teacher on particular aspects of the child's learning.

Shade the boxes indicating each phase of learning on the ELR to present a visual pattern of the child's profile. This will enable Year 1 teachers to quickly identify individual strengths and areas for particular focus for each child. Year 1 teachers can easily see which children can be grouped for particular focus teaching.

Special note:
In the following tables, note the content of the Links column where the relationship to the key learning areas (KLAs) is described. The content of this column may change in the future as a result of the work of the QCAR (Queensland Curriculum and Assessment Reporting) project.
If necessary, a new edition of the *Phase descriptors* will be published at that time.

Social & personal learning: social learning
Learning statement: Children sustain relationships by:

- **acknowledging and negotiating rights, roles and responsibilities in a range of contexts**
- **cooperating with others in social situations.**

Becoming aware	Exploring	Making connections	Applying	Links to Level 1
With explicit support the child identifies their own needs in the learning environment and interacts with others for short periods.	*With support the child identifies and takes on familiar roles and responsibilities to interact with others constructively within school contexts.*	*With prompts the child identifies shared roles and responsibilities and uses familiar strategies to sustain relationships in familiar contexts.*	*The child takes on and talks about roles and responsibilities in order to cooperate in a variety of learning contexts.*	**Health & Physical Education: Enhancing personal development (HPE: EPD)** *Students understand that they can be described in personal family and community terms. They understand how they change as they grow and develop. Students understand that the ways they interact with and relate to others differ. They demonstrate the basic skills to communicate and work effectively with others.*
Negotiating rights, roles and responsibilities				
• With explicit support, listens to discussions about and shows interest in others' ideas, needs and feelings. • When prompted, copies the way that others take on simple roles and responsibilities, e.g. wipes the table when shown.	• With clear directions, takes on some familiar classroom roles and responsibilities. • With support, discusses others' points of view and tries out ways to respond appropriately to others' ideas, needs and feelings. • With support, expresses ideas about how to act fairly.	• With some prompts, willingly considers others' ideas, feelings and needs while negotiating in learning situations. • With prompts, reflects on alternative actions that may be used in social situations. • When asked, takes on classroom roles, e.g. leader, follower, helper. • With prompts, helps others and is responsible in the learning environment.	• Acknowledges their own and the rights of others in the class. • Negotiates with others in the learning environment. • Independently takes on a range of familiar roles and responsibilities in real-life and play contexts, e.g. leader, follower, helper, doctor, and secretary. • Helps other children with their roles and responsibilities. • Understands and uses the particular ways of behaving and communicating in their class.	**HPE: EPD 1.2** Students identify relationships they experience in their daily lives, and can demonstrate the behaviours appropriate for these.
Ways of cooperating				
• With scaffolding, is becoming	• With support, sometimes	• With limited prompts, shares,	• Negotiates ways to cooperate,	**HPE: EPD 1.4** Students demonstrate basic

Becoming aware	Exploring	Making connections	Applying	Links to Level 1
accustomed to accepted ways of playing and interacting in the class. • Needs demonstrations and support to take turns and share. • Chooses solitary and parallel play, and needs demonstrations to enter and exit interactions with others. • Uses gestures and familiar language to interact, e.g. watches, smiles, says no, refuses or accepts materials verbally or with gestures. • Resolves conflict with explicit support from an adult. • Needs explicit support to interact appropriately with others in the learning environment.	shares, takes turns, negotiates and compromises. • With support, in familiar learning contexts, enters and exits play and maintains interactions with peers for short periods, using gestures and language. • With support, expresses ideas about appropriate ways to interact (verbally and non-verbally) in familiar situations. • When supported, chooses from a limited range of options an appropriate way to resolve a conflict. • Seeks social contact with peers. • Forms strong bonds with particular children and plays cooperatively with a core group for sustained periods of time.	takes turns, negotiates, follows rules, enters and exits play with peers in familiar situations. • With some prompts, understands, uses and discusses agreed ways of behaving, interacting and communicating in their class. • Uses a small range of ways to resolve conflicts in familiar situations, sometimes with prompts. • With help, explains their problem and suggests simple options for resolving conflicts, e.g. "I'll have a turn and then he can."	share and take turns, with familiar peers, in a range of situations. • Sustains interactions with children outside their friendship group and groups of familiar adults. • With support, reflects on ways they or others interact and can consider other options. • Independently resolves conflicts in familiar situations using language and gestures. • Supports others to resolve conflicts and negotiate compromises within the learning environment.	speaking, listening, sharing and cooperation skills to interact effectively with others. **D 1.5** Students discuss ideas and feelings about actions and behaviours they or others regard as right or wrong.

Social and personal learning: social learning

Learning statement: Children build early understandings about diversity by investigating and communicating positively about the social and cultural practices of people in their community.

Becoming aware	Exploring	Making connections	Applying	Links to Level 1	Links to Level 1
With explicit support, the child demonstrates personal understandings of social and cultural practices in their extended family.	*With support, the child contributes personal understandings to discussions about social and cultural practices in their immediate community, through interactions, play, representations or group discussions.*	*With prompts, the child identifies similarities and differences between their own practices and those of others described in texts or in the immediate community.*	*The child discusses similarities and differences and seeks to find out more about people's social and cultural practices across familiar contexts.*	**Health & Physical Education: Enhancing personal development (HPE:EPD)** *Students understand that they can be described in personal family and community terms. They understand how they change as they grow and develop. Students understand that the ways they interact with and relate to others differ. They demonstrate the basic skills to communicate and work effectively with others.*	**Studies of Society & Environment (SOSE): Culture & identity** *Students understand that families and cultures are diverse and can describe cultural activities of their family that identify them as a group member. They also understand change associated with generations and are developing an understanding of their identity and the diversity of gender roles.*
Exploring diversity (identities, roles, practices)					
• Shows an interest in discussions about different family and community roles, ways of living and diverse abilities, e.g. "My dad can cook, so can my mum". • Shows an awareness of belonging to a family, e.g. draws a picture/ representation of their family and points out themselves.	• With support, shares their personal experiences as a member of a family, community and class,. e.g." I have a sister" or "I saw someone in a wheelchair at the shop". • With support, expresses some ideas about their personal identity, e.g. draws about themselves as a member of a family engaged in different activities.	• In discussions, identifies similarities and differences in the interests, lifestyles and capabilities of familiar people, e.g. "I live in a unit not a house". • Participates in discussions about situations and experiences that influence their personal identity and expresses some ideas about their identity in relation to their community or country, e.g. "My grandad was in the march on ANZAC day".	• Identifies and responds positively to diversity and difference in individual, family and community lifestyles, roles, perspectives and ideas, e.g. "Not everyone wants Queensland to win. My Dad says 'Go the blues!'" or "Some families don't have a mum, just a dad, but they're still a family." or "We put up lights for Christmas but our friends put up lights for a special Indian celebration." • Discusses the things that happen in their community that make them feel part of it, e.g. "I'm going to the Easter	**HPE:EPD** **1.1** Students describe themselves in personal, family and community terms, including the activities and achievements that give them positive feelings. **1.2** Students identify relationships they experience in their daily lives and can demonstrate the behaviours appropriate for these. **1.4** Students demonstrate basic speaking, listening, sharing and cooperation skills to interact effectively with others.	**SOSE: Culture & identity** **CI 1.1** Students compare ideas and feelings about stories of diverse cultures including Torres Strait Islander cultures and Aboriginal cultures. **CI 1.2** Students observe and record examples of gender roles in various settings. **CI 1.3** Students share an understanding of how diverse families meet human needs of food, clothing, shelter and love.

Becoming aware	Exploring	Making connections	Applying	Links to Level 1	Links to Level 1
			fete. You get fairy floss and rides there."		**SOSE: Time, continuity & change** **TCC 1.2** Students sequence evidence representing changes and continuities in their lives. **TCC 1.3** Students share points of view about their own and others' stories.
Exploring diverse views (including fairness, bias and stereotyping)					
• With explicit support, shows interest in exploring what is fair/ unfair, within their personal interactions.	• With support, participates in discussions about unfair, stereotypical or biased ideas or practices within the context of personal experiences, e.g. "It's not fair if the boys won't let the girls on the fort."	• Participates in discussions about ideas and practices that may be unfair, stereotypical or biased, e.g. "Not all Chinese children have rice for lunch, they have sandwiches sometimes" or "Boys should be allowed to play the skipping game because skipping isn't just for girls."	• Identifies some ideas and practices that may be unfair, stereotypical or biased and suggests some new possibilities, e.g. "They should have ramps up to the Year 1 classrooms for Jack's wheelchair."	**HPE: EPD** **D 1.5** Students discuss ideas and feelings about actions and behaviours they or others regard as right or wrong.	**SOSE: Culture & identity** **CI D1.7** Students relate general principles of how to live peacefully and productively from messages within traditional stories.

Social and personal learning: personal learning

Learning statement: Children build a positive sense of self by:

- **developing a sense of personal identity as a capable learner**
- **acting with increasing independence and responsibility towards learning and personal organisation.**

Becoming aware	Exploring	Making connections	Applying	Links to Level 1
With explicit support, the child becomes aware of the expectations of the learning environment and is willing to join in a familiar experience.	*With support, the child tries out some of the expected behaviours of the learning environment and acts with some self-confidence in individual and group learning contexts.*	*With prompts, the child meets shared expectations about independence and acts with increasing self-confidence in learning situations, taking increasing responsibility for materials and behaviour.*	*The child readily recalls shared expectations about participation in the learning environment, acts with independence and self-confidence and willingly takes responsibility for materials and behaviour.*	*Independence and responsibility towards learning and personal organisation are fostered through all KLAs.*
• Observes how others approach experiences and groups. • Needs teacher modelling and direction to join in experiences and groups.	• Shows some independence and self-confidence when approaching familiar learning experiences or groups, e.g. selects resources for play or learning • Needs frequent affirmation from adults or other children.	• Shows increasing independence and self-confidence when managing and negotiating resources and spaces needed for a variety of learning experiences. • Responds positively to occasional encouragement from others. • Understands and, with prompts, willingly follows familiar classroom rules, routines and events.	• Demonstrates independence, self-confidence and perseverance when approaching new learning experiences. • Plans how to carry out tasks by identifying steps, selecting materials and persevering. • Helps others to learn and manage social situations when needed.	

Becoming aware	Exploring	Making connections	Applying	Links to Level 1
• With explicit support and encouragement, participates in the new classroom routine and environment.	• With support, copes with some familiar classroom routines and begins to form relationships with familiar adults and some children.	• Copes with unexpected changes to classroom routines, environments and people, sometimes needing reassurance. • Takes increasing responsibility for personal belongings, e.g. remembers library bag.	• Demonstrates self-confidence in coping with changes to the classroom routine and environment, and with new adults and peers. • Seeks opportunities to contribute to the learning program, e.g. suggests a new activity or project for the group to participate in.	

Health & physical learning: making healthy choices

Learning statement: Children build a sense of wellbeing by making choices about their own and others' health and safety with increasing independence.

Becoming aware	Exploring	Making connections	Applying	Links to Level 1
With explicit support, the child participates in discussions about how to be healthy and safe in the learning environment.	*With support, the child participates in identified practices to be healthy and safe in the learning environment.*	*With prompts, the child chooses safe and healthy practices and demonstrates an awareness of how these choices may affect them.*	*The child makes choices from an identified range of practices to keep themself and others healthy and safe in familiar situations.*	**HPE: Promoting the health of individuals & communities (PHIC)** *Students understand that a range of basic health needs must be met to maintain or promote their health and can demonstrate everyday actions to meet these needs. They understand that there are people and products that can help them meet their health needs. Students understand that elements of different environments influence their health and safety.*
• During explicit learning and teaching, participates in discussions about hygiene, health, safety and body systems.	• With support, identifies safe and unsafe practices related to hygiene, health and personal safety in familiar situations. • May need reminders about their behaviours in relation to health and safety issues.	• Shows awareness of the need for hygiene, nutrition and maintaining a healthy lifestyle across a number of learning contexts. • Sometimes encourages others to be aware of hygiene, health and safety. • With occasional prompts, makes choices to maintain personal safety. • Draws on understandings about familiar community health services and personnel during discussions and role-play.	• Discusses, describes and uses familiar hygiene, health and safety practices. • Is beginning to identify body parts and the way they operate. • Is able to make healthy choices and encourages others to do the same. • Willingly follows and helps to create rules and routines that help maintain personal safety. • Identifies and describes the role of familiar health services and personnel.	**HPE:PHIC** **1.1** Students describe and demonstrate everyday actions that they can take in a range of situations to promote their health. **1.2** Students recommend healthy eating practices and demonstrate making healthy choices from a range of foods. **1.3** Students decide which people

Becoming aware	Exploring	Making connections	Applying	Links to Level 1
				and things make environments and activities safe. **1.4** Students explain how health products and people in the community help them meet their health needs.

Health & physical learning: gross–motor

Learning statement: Children build a sense of wellbeing by using and extending gross-motor skills when integrating movements and using equipment.

Becoming aware	Exploring	Making connections	Applying	Links to Level 1
With explicit support, the child joins in movement experiences that make use of familiar equipment, copying movements and gestures.	*With support, the child explores different ways to move, and to use familiar equipment.*	*With prompts, the child tries out ways to use and combine movements, with or without equipment, for different purposes with developing confidence.*	*The child combines and coordinates familiar movements with developing control and strength, and increasing confidence, including when using equipment.*	**HPE: Developing skills & concepts for physical activity (DCSPA)** *Students understand that their bodies are capable of moving in different ways and can demonstrate a variety of fundamental movement skills. They understand that changes occur to their bodies during and after exercise. Students also understand that there is a range of physical activities which people watch and play.*
Range of movements and integration of movements				
• Requires physical support and modelling to participate in movement experiences. • Approaches gross motor experiences cautiously. • Will observe rather than participate in physical activities.	• With verbal direction and some physical support, moves spontaneously, explores different movements and ways to use large muscles. • With direction, copies physical gestures and movements. • Moves with some confidence on familiar equipment but needs support to approach new movement experiences.	• With some prompts, uses different movements, positions, actions and changes of direction with increasing confidence. • Plans and considers movements and alternative pathways in a range of settings, with increasing confidence.	• Willingly uses a variety of movements, positions and directions confidently, safely and in an integrated manner. • Manages movement changes smoothly.	**HPE: DCSPA** **1.1** Students demonstrate a variety of basic locomotor skills and non-locomotor skills, varying body actions and use of space. **The Arts: Dance**

Becoming aware	Exploring	Making connections	Applying	Links to Level 1
Developing control, strength and flexibility				
• With direct support is able to adjust body position or movements, strength and balance on equipment to manage simple sequences/tasks. • Randomly tries to kick, throw, catch, hit and visually track objects. • With explicit support, will participate in new balance/control/strength events.	• With support, repeats and copies movements of others in order to increase control, balance and strength of movements. • Repeats and copies demonstrated movements of ways to control equipment as they hit, kick, throw, catch and visually track objects.	• With occasional prompts, uses different movements, positions, actions and changes of direction with increasing confidence, balance and control. • Willingly persists in hitting, kicking, throwing and catching familiar equipment with occasional prompts. • With occasional prompts, visually tracks objects with increasing control/accuracy.	• Combines and uses different movements, positions, actions and changes of direction with flexibility, confidence, balance and control. • Hits, kicks, throws and catches a variety of equipment with accuracy • Visually tracks objects in familiar games/activities with increasing accuracy.	**HPE: DCSPA** **1.1** Students demonstrate a variety of basic locomotor skills and non-locomotor skills, varying body actions and use of space. **1.2** Students demonstrate a variety of manipulative skills using a range of implements and different parts the body. **The Arts: Dance**
Gross-motor planning				
• Responds to familiar language related to gross-motor experiences, e.g. "Move one foot and one hand" or "hold on tight" or "take one leg over first" or "jump into the hoop". • Requires demonstrations with verbal descriptions to try out new movements, e.g. "Move this leg next"; "It's a bit wobbly, I'll have to go slow".	• With support is beginning to use familiar language to describe and plan gross-motor movements and experiences, e.g. "I'm not going to climb up the ladder; I'll pull myself up with my hands." • With support, is able to judge body space in relation to other children during games.	• With some prompts, describes their position and movements while planning alternative sequences or pathways. • Links own movement with an understanding of positional and directional language, e.g. can stand beside the fort when asked to join in a game. • With prompts, moves through spaces with more accuracy.	• Uses specific language to plan, discuss and describe gross-motor movements and coordinate and plan movements, e.g. "Let's put all the hoops in a ring and jump in them" • Negotiates spaces successfully, adjusting speed and balance as needed.	**HPE: DCSPA** **1.1** Students demonstrate a variety of basic locomotor skills and non-locomotor skills, varying body actions and use of space. **1.3** Students describe the physical and emotional effects that result from their participation in a variety of vigorous, whole-body activities. **1.4** Students categorise the physical activities that they and others watch or play. **The Arts: Dance**

Health & physical learning: Fine–motor

Learning statement: Children build a sense of wellbeing by using and extending fine-motor skills when integrating movements and manipulating equipment, tools and objects.

Becoming aware	Exploring	Making connections	Applying	Links to Level
With explicit support, the child experiments with equipment, materials, tools and objects in the learning environment.	*With support, the child explores ways to use equipment, materials, tools and objects for personal purposes.*	*With prompts, the child uses manipulative skills appropriate to the selected equipment, materials, tools and objects to achieve a task.*	*The child combines and coordinates movements with developing control, strength and increasing confidence when manipulating equipment, materials, tools and objects.*	**HPE: DCSPA** *Students understand that their bodies are capable of moving in different ways and can demonstrate a variety of fundamental movement skills. They understand that changes occur to their bodies during and after exercise. Students also understand that there is a range of physical activities which people watch and play.*
Coordinating and integrating movements				
• Needs explicit demonstrations and support to use new equipment, materials, tools and objects, e.g. using scissors or hammering nails.	• With verbal prompts, experiments with actions and grips when using equipment materials, tools and objects.	• Uses familiar equipment, materials, tools and objects with increasing coordination, strength and control. Rhythm of movements may be irregular, e.g. uses correct grip when using scissors but only opens scissors a little way as part of action. • After explanations and demonstrations, willingly tries to integrate movements or manipulate new/unfamiliar equipment, materials, tools and objects.	• Manipulates familiar and new equipment, materials, tools and objects with coordination, strength and control, rhythm of movements. • Integrates and adapts movements and manipulates equipment, materials, tools and objects in a variety of contexts and for different purposes.	**HPE: DCSPA** **1.2** Students demonstrate a variety of manipulative skills using a range of implements and different parts the body.

Becoming aware	Exploring	Making connections	Applying	Links to Level
Developing control and strength				
• Randomly chooses a grip and hand to manipulate equipment, materials, tools and objects. • Tires easily and uses a weak or awkward grip when manipulating equipment, materials, tools and objects.	• Generally uses a particular grip and hand to manipulate equipment, materials, tools and objects, but may change hands/grip to try to increase control or when tired. • Strength and control are beginning to develop.	• Has a clear hand preference and a precise grip (that often approximates a mature grip) when manipulating familiar equipment, materials, tools and objects. • Manipulates familiar equipment, materials, tools and objects with strength and control.	• Has an established hand preference and quickly establishes precise and appropriate grips on new and familiar tools and equipment. • Manipulates a range of equipment, materials, tools and objects with strength and control. • Shows confidence when trying out new equipment.	
Verbalising to support fine motor planning				
• Responds to some familiar language related to fine-motor experiences, e.g. "Your thumb needs to be at the top when you cut"; "You could staple your streamer to your hat".	• With support, begins to use some specific language associated with fine-motor experiences, e.g. when threading says, "In, out, in, out" or when painting with spray bottle says "I need two hands to squeeze the handle".	• Uses familiar language to discuss possible ways to manipulate and control different objects, materials and equipment, e.g. "If I turn the puzzle piece over, it might fit" or "Just squash the ball of dough and you'll make a biscuit."	• Uses appropriate language to discuss, describe and plan fine-motor movements and integrate these movements to complete more complex tasks, e.g. "I'll use the hole punch to make a hole and then I can thread a string through the hole to make a handle." • With some prompts, uses language to reflect/comment on the strength of grasp and control of release needed for manipulating different objects, materials and equipment, e.g. may demonstrate to another child, with commentary, how to cut fabric.	**HPE: DSCPA** **1.3** Students describe the physical and emotional effects that result from their participation in a variety of vigorous, whole-body activities. **1.4** Students categorise the physical activities that they and others watch or play.

Language learning & communication: Oral language

Learning statement: Children expand their oral language by:

- **using spoken language (including home language or signed or augmentative communication) for a range of purposes**
- **exploring the patterns and conventions of spoken, signed or augmentative language**
- **interacting with peers and familiar adults using, with support, the conventions associated with formal and informal group settings including attentive listening.**

Becoming aware	Exploring	Making connections	Applying	Links to Level 1
With explicit support, the child uses simple language patterns and limited vocabulary and listens to discussions about using language conventions in social and learning situations.	*With support, the child tries out new language patterns and vocabulary and shares some ideas about language conventions used in social and learning situations.*	*With prompts, the child chooses appropriate language patterns and vocabulary for identified purposes and contributes to discussions about the appropriate use of language conventions.*	*The child uses vocabulary needed for classroom learning experiences and adjusts the use of language patterns, and conventions for familiar social and learning situations.*	**English: Speaking & Listening** *Students interpret and construct simply structured brief texts that make connections with own experiences in familiar situations. They use textual resources including awareness of stages of the generic structure of texts, patterns of simple sentence, words, letters, images, sounds and voice. They identify similarities between textual representations and own experiences.*
Learning the language of social and cultural interactions (in SAE, home language or signed or augmentative communication)				**Cultural strand: Making meanings in contexts**
- Needs adult help to join play and social situations. - Needs frequent prompting and modelling from adults to use spoken, signed or augmentative strategies to express needs and feelings.	- With support and modelling from adults, is learning to use language to join play and social situations. - Participates in discussions about the language used to express needs and feelings at school. - Often needs prompting to	- Uses some language strategies to join play and social situations, e.g. "Are you making a boat? I'll help". - Can use a range of spoken, signed or augmentative strategies to express needs and feelings, sometimes with prompting from an adult or	- Independently uses a range of spoken, signed or augmentative strategies to join play and social situations. - Uses language to interact and collaborate with one or more children on projects and activities. - Can use language to express	**Cu 1.1** When speaking, students: - construct brief texts for a small range of purposes - maintain a topic in a brief text by drawing on personal experience or knowledge of familiar texts - ask questions to clarify information and to gain

Becoming aware	Exploring	Making connections	Applying	Links to Level 1
	remember to use language rather than physical strategies to express needs and feelings.	another child.	needs and feelings independently. • Uses language to help other children settle conflict and join play.	additional information • communicate with and interact in small groups in familiar social situations • experiment with different ways of presenting ideas and information. When listening, students:
• Needs reminding to join group times. • Is reluctant to speak in group discussions.	• Needs reminding to look and listen to the speaker without interrupting during group times and to wait for a turn to speak. • Often loses interest in the discussions and attends to other aspects of the classroom environment or introduces another topic of discussion.	• Shows more sustained interest in group times and contributes to the discussions, usually by waiting for a turn to speak. • Often contributes ideas and shares information in group settings, responding to others, usually when asked.	• Uses the behaviours established for group learning times, including looking at the speaker, attentive listening, taking turns. • Takes the initiative in sharing information and ideas with others in informal and group settings.	• interpret a small range of familiar text types • recall significant clearly stated information related to the topic • respond appropriately to speakers in familiar school situations • make meaning of short spoken and multimodal texts.
Expanding language systems in Standard Australian English (SAE)				**Operational strand: Using language systems**
• Needs support to label and describe objects and people. • Uses single words from a limited vocabulary to describe objects and people.	• Uses simple sentences, e.g. "I made this boat". • Often overgeneralises grammatical structures, e.g. "I *finded* this in the sandpit." • Uses simple vocabulary and criteria to sort and label items, e.g. size, colour. • Needs support to discuss attributes of objects and people and the consequences of actions. • Needs help to give enough	• Uses more elaborated sentences, usually linked by "and", "then", "because", e.g. "These things sank because they're heavy". • Is extending vocabulary and sentence structures required for school learning, e.g. comparing, classifying, describing attributes and quantities, explaining simple cause and effect occurrences.	• Links sentences to create short, sequenced texts. • Uses appropriate vocabulary for classroom experiences involving classification, comparisons, describing attributes and quantities, explaining cause and effect. • Uses wider range of vocabulary in discussions and descriptions.	**Op 1.1** When speaking, students: • sequence information in intelligible ways and link ideas using simple conjunctions • use the patterns of simple sentences and some topic-related words • use volume to suit the social situation and audience size

Becoming aware	Exploring	Making connections	Applying	Links to Level 1
• Is interested in watching others following an instruction. • Needs the help of another person to carry out a very simple instruction.	information for others to follow instructions in games, e.g. in barrier games, needs teacher modelling of useful instructions. • Follows a simple instruction requiring one action, sometimes needing the instruction repeated or clarified, e.g. "Put the book on the shelf".	• Is developing more accurate instructions and descriptions for others to follow in games and play, e.g. "You put the red one on the black one." • Interprets body language, facial expressions and tone of voice in one-to-one situations. • Follows simple instructions requiring one or two actions with little prompting.	• Gives appropriate instructions that others can follow. • Chooses body language and tone of voice appropriate to the social situation. • Is able to follow simple one- or two-step instructions independently and reliably.	• use intonation appropriate for statement, question or command • use facial expressions, volume of voice, sound effects or music. When listening, students: • show awareness of basic stages of generic structure • interpret the meaning of topic-related words • respond appropriately to statements, questions or commands • identify and respond to changes in intonation patterns, volume, facial expressions, music or sound effects.
Metalinguistic and phonological awareness are described in the writing & shaping descriptors.				

Language learning & communication: Reading & viewing

Learning statement: Children become readers and viewers by using emerging understandings to predict and make meanings from a variety of written, visual and multimodal texts.

Becoming aware	Exploring	Making connections	Applying	Links to Level 1
With explicit support, the child participates in experiences involving texts and draws on personal understandings to interpret a small range of familiar texts.	*With support, the child assigns personal meanings to symbol systems and interprets texts in personal ways in classroom contexts.*	*With prompts, the child uses emerging reading and viewing strategies and understandings to interpret symbol systems and texts for personal and classroom purposes.*	*The child uses shared understandings of symbol systems to interpret and make meaning from a range of familiar simply structured text types.*	**English: Reading & Viewing** *Students interpret and construct simply structured brief texts that make connections with own experiences in familiar situations. They use textual resources including awareness of stages of the generic structure of texts, patterns of simple sentence, words, letters, images, sounds and voice. They identify similarities between textual representations and own experiences.*
Making meanings from texts				**Cultural strand: Making meanings in contexts**
• Interacts with texts in a random manner, unless guided by an adult, e.g. flips through a book because other children are reading, attends briefly to a video that others are watching then wanders off, randomly clicks on pictures or icons in electronic texts. • With explicit support, provides personal responses to meanings of familiar texts and	• Uses texts for familiar and specific purposes, e.g. role play reads to a friend or asks to use the computer after watching a friend use a software program. • Points out an aspect of a paper-based, electronic or video text when reading or viewing and makes links to	• Reads and views for personal purposes, e.g. selects a book, website, video, computer program for information or enjoyment; reads a chart to see whose turn it is to use the computer. • Predicts the topic of paper-based, electronic and video texts from illustrations and prior knowledge, when	• Reads and views for a wider range of social, personal and classroom purposes, e.g. during an investigation of caterpillars, looks for information in books and on the internet. • Predicts what comes next when reading or viewing a text using prior knowledge, print and other sources of	**Cu 1.2** When reading and viewing, students: • select and interpret texts to suit a small range of purposes for reading and viewing • make connections between their own experiences and the ideas and information in the text

Becoming aware	Exploring	Making connections	Applying	Links to Level 1
makes links to their own experience, e.g. "I've got a dog like that at home"; "I've got that video"; hears a video jingle and sings along; says "The green man means you can walk". **(R A5)** • With explicit support, responds to some features of familiar texts, e.g. points to a logo on their T-shirt that is also on the website; points to words in a book and says, "Lots of names."	their own experiences, e.g. "Look at those ants. There's lots carrying a leaf"; "What's that for?" • With support, discusses some features of print, electronic or video texts that help to convey meaning, e.g. points to title of a book and asks "Can you read that for me?" or when asked how they knew a storm was brewing in a video they say, "I heard the bang" (crash of thunder)." • Knows when a mistake is made in the re-reading of a favourite book**. (R B1)**	collaboratively reading or viewing. • Focuses on making meaning from symbols, familiar words and pictures when reading and viewing, rather than print. **(R B2)**	information.	• identify text type and suggest audience of well structured supportive texts • make meaning of and respond to a small range of familiar paper and electronic texts.
• With explicit support or in collaboration with others, participates in collaboratively reading paper based, electronic and video texts, e.g. joins in chorus of repetitive, familiar text.	• Makes up a story based on the images they see in a text, using oral language patterns, often with support.	• Retells a favourite story from memory, although not always in sequence, or shares information using some written language patterns from paper-based, electronic or video texts, e.g. "Run, run as fast as you can!" (**R B3**) • Retells segments of familiar stories while playing with felt or magnetic story pieces.	• Retells a story, in mostly correct sequence, from a paper-based, electronic or video text, using some of the language patterns and vocabulary of the text.	• retell events, recall key information and make simple inferences between closely related pieces of information in texts.

Becoming aware	Exploring	Making connections	Applying	Links to Level 1
Developing reading and viewing strategies				**Operational strand: Using language systems**
• Displays reading-like behaviour, e.g. holding a book the right way, turning the pages, making meaning from the visual cues, rather than the print. **(R A1)** • Role plays adult behaviours in using computers, e.g. says "I'm going to check my email" while tapping on a keyboard. • Discusses familiar television and/or video programs, e.g. comments on a favourite television program or talks about a character in a computer program or a book.	• Recognises some everyday texts — own name, traffic signs, logos on packets, birthday cards, television guides, familiar books, computer games, e.g. "That says Barbie dot com". **(R A6)** • "Reads" familiar texts using memory of text and the visual cues, e.g. "reads" the pictures. • Can point to print when asked "Show me where to read". **(R A3)** • With support, interprets images, words, logos, movement, sound, using prior knowledge, when interacting with computer programs. • With support, identifies some forms of television, video or computer program and describes them, e.g. advertisements, news, cartoons or family shows on television.	• During shared reading, uses knowledge of topic, visual cues, familiar words and some known letter-sound relationships to join in shared reading of a text. **(R B5)** • Holds the book the right way, turning pages, looking at illustrations, familiar words, demonstrating concept of book and print when reading or viewing self-chosen texts, e.g. cover, titles, where body of text starts. • "Reads" some familiar words in charts, signs, packages or books but may not recognise them out of their context. **(R B4)** • Discusses, individually or in a group, images and colour in different forms of television and/or video texts, or computer programs.	• Uses information from more than one source when independently reading short, predictable texts or electronic texts, e.g. from prior knowledge, known words, visual cues, computer symbols and commands, repetitive sentence patterns, letter-sound relationships, letter patterns, language patterns. • Displays one-to-one correspondence between spoken and printed words. • Selects appropriate icons, interacts with options, attends to words and pictures, when reading and viewing familiar electronic texts. • Predicts text type and topic using sound and aspects of visual images such as colour, movement, body language and position, e.g. says "This is going to be a video about looking after baby animals" at the start of viewing a video.	**OP 1.2** When reading and viewing, students: • draw on awareness of some stages of generic structure • use repeated and cumulative sentence patterns across whole texts to make meaning • make meaning from some topic words and draw on words and phrases that are repeated throughout the text • draw on salient colour, size or repeated parts of images and facial expressions
• Listens to discussions about texts, e.g. discussions about words, images and sounds between the teacher and others, but needs explicit support to join in. • Manipulates 3-D letters and	• Hears and identifies, with support, a few initial consonant sounds in words, especially in own name. • Uses the words "letters" and "numbers" to name letters.	• Knows the names of most letters of the alphabet. • Can match some identified sounds in words to letters. • Uses the terms "words" and "letters" correctly.	• Can identify the name and most common sound of most letters of the English alphabet. • Combines information, e.g. contextual information, prior knowledge, some letter and visual cues to work out	• predict and confirm by using prior knowledge, supportive visuals and semantic, syntactic and graphophonic cues.

Becoming aware	Exploring	Making connections	Applying	Links to Level 1
numbers without naming or categorising them. • Experiments with visual images (drawn or cut out) print and sound (music, jingles).	• May identify any collection of letters or letter-like symbols and numbers as being a word, e.g. writes BR56S and says, "That says Stop".		unknown words when reading a supportive text. • Uses the terms "word", "letter", "sound" and "sentence" correctly. • Can identify a letter by its name and shape.	
Beginning to critique texts				**Critical strand: Evaluating and reconstructing meanings in texts**
• With support, listens to discussions about different representations in texts of people, places, objects and events and possible alternatives.	• With support, participates in discussions about the fairness and accuracy of representations of people, objects and events in texts.	• During discussions, identifies and discusses how representations in texts of people, places, objects and events are depicted unfairly and inaccurately and discusses how these can be changed.	• In group discussions, begins to question and compare how or why people, places, objects and events have been represented in particular ways in texts and generates some possible alternatives. • Provides their personal viewpoint on how a character or event is depicted in a particular way in a text and can suggest changes, e.g. refers to facial expression, colours and actions etc. when asked, "How did the writer/illustrator make a character look nasty?"	**Cr 1.2** When reading and viewing, students: • identify similarities between own experiences and representations of people, places, events and things in texts and refer to choice of: - salient colour and size of image - repeated elements in an image, background or setting - simple font choices - simple facial expressions.
Metalinguistic and phonological awareness are described in the writing & shaping descriptors.				

Language learning & communication: Writing & shaping

Learning statement: Children become writers and shapers by experimenting with emerging understandings of written, visual and multimodal texts to communicate meanings.

Becoming aware	Exploring	Making connections	Applying	Links to Level 1
With explicit support, the child participates in writing and shaping experiences and draws on personal understandings to interpret their own or shared texts.	*With support, the child experiments with writing and shaping using approximations of conventional symbol systems for personal purposes.*	*With prompts, the child uses emergent understandings of conventional symbol systems to write and shape texts for a small range of personal and classroom purposes.*	*The child writes and shapes texts mainly using conventional symbol systems, for a range of personal and classroom purposes.*	**English: Writing & Shaping** *Students interpret and construct simply structured brief texts that make connections with own experiences in familiar situations. They use textual resources including awareness of stages of the generic structure of texts, patterns of simple sentence, words, letters, images, sounds and voice. They identify similarities between textual representations and own experiences.*
Using written language to convey meaning				**Cultural strand: Making meanings in contexts**
• Observes teacher and other children discussing and making texts to communicate with others, record ideas and events, e.g. asks questions such as "What's that for?" • Participates in supported communication experiences using different mediums, e.g. drawing, role-play, sound	• Role plays writing, e.g. uses scribble, letter-like shapes, numbers, keyboards to create objects for play, such as menu, lists, messages, emails. • May "read" own writing. The message may not be constant each time. **(W A1)** • Experiments with ways to communicate to others — speaking, writing, finger spelling, drawing, using	• Understands that shaping and writing are useful and purposeful activities, e.g. suggests a need for written instructions for the class on how to use a new resource; draws the design of a block building so it can be built again. • Uses body movement, sound, and 2- and 3-dimensional representations to communicate meaning, e.g.	• Is able to suggest the appropriate text for a particular purpose, e.g. list for excursion; letter to parents; email to contact the museum; story for imagining. • Chooses an appropriate medium or combination of mediums for communicating for a specific purpose, e.g.	**Cu 1.3** When writing and shaping, students: • construct texts with a small range of familiar cultural purposes • maintain a topic • construct texts for a small range of familiar supportive audiences • use a small range of familiar paper and electronic texts to

Becoming aware	Exploring	Making connections	Applying	Links to Level 1
effects, gestures.	gestures and facial expressions, construction. • Can differentiate between writing and drawing. **(W A2)**	creates a puppet show with support; engages in dramatic play. • Identifies a number of ways to communicate, e.g. through writing, typing an email, drawing or illustration, dramatic play, construction, creating sound effects.	makes signs and costumes and uses music for a circus grand parade.	communicate.
Learning to encode meanings				**Operational strand: Using language systems**
• Shows an interest in familiar texts, e.g. grocery cartons, railway crossing signs, cards, toy catalogues. • Observes and sometimes participates in shared writing when the teacher is modelling writing, e.g. watches when the teacher is writing down spoken words during group time.	• Makes a card, traffic sign, writes a list, creating an object that looks like the particular text intended, using any mixture of drawing, collage, letters, word approximations, numerals. **(W A4)** • Copies signs to communicate to others, understanding the message rather than the print, e.g. copies a sign which says "Please don't break my…" to place near a Mobilo construction. **(W A3)** • Asks a writer to scribe labels for drawings or words for signs, dictating the words, thus demonstrating that they know speech can be turned into written language and used to communicate to others.	• Discusses dominant features of familiar texts during shared writing, e.g. says that a postal letter starts with "Dear". • Uses writing approximations, drawing (or alternative augmented forms of communication) to share ideas and information, seeking help when needed, e.g. notes, signs, lists of friends, labels, gardening diaries. **(W B2; W B4)** • Uses oral language patterns when dictating texts, e.g. I *runned fast on sports day.*	• Demonstrates increased understanding of what the structure of familiar text types look like — including paper-based and electronic texts — in own writing and shaping experiences, e.g. letters start with "Dear" and end with "from"; items in a list are written under each other; brochures have images and text. • Produces simple texts to communicate imaginative ideas, information and experiences, usually using a mix of oral and written language patterns — some known words and writing approximations, e.g. "Circus tks hir"; "I sw a gropa at the jte". **(W B3, W B5)** • Reads back what they have written. **(W B1)**	**Op 1.3** When writing and shaping, students: • replicate some stages of generic structure of a small range of modelled or familiar texts • use simple sentences and questions • use a small range of topic words • link ideas using modelled sentence structures • link ideas using images and simple fonts in some texts • include music, transitions or sound effects in some texts.

Becoming aware	Exploring	Making connections	Applying	Links to Level 1
Metalinguistic and phonological awareness				**Operational strand: Using language systems**
• Enjoys listening to games, stories, chants using rhyming jingles. • Listens to discussions of sounds but is not able to identify the first sound of their own name.	• Identifies some rhyming words in familiar rhyming games and rhyming texts, e.g. "Brown Bear", "Wibberly, wooberly, wee, my name begins with B". • Responds to rhythms/patterns by clapping, stamping feet etc. • Identifies words with an interesting/funny/scary sound, e.g. plink, plonk; whizzle, frizzle; cock-a-doodle-do • Hears and identifies some initial consonants in words especially own name. • Experiments with using letters and numbers on the keyboard to produce something on screen. • Copies letters, numbers and words, although sometime confusing the direction of letters and numbers, e.g. writing them backwards or upside down.	• Enjoys playing with spoken language and identifies rhyming patterns and sounds in language. • Produces a suitable rhyming word to finish a spoken rhyme. • Can segment their own names and commonplace words into syllables, e.g. hap-py birth-day. • Can identify when a word does not finish a rhyme, e.g. Humpty Dumpty sat on a wall, Humpty Dumpty had a big breakfast. • Can identify the individual spoken words in a piece of written text, e.g. "Wombat stew", "our school garden". • Can point to a letter or word when asked. • Identifies a small number of letter names and their sounds, in scaffolded situations. • Demonstrates an emerging understanding of some sound-letter relationships when writing. • Uses some initial sound of words in their writing, e.g. "D M ʼfor "Dear Mum".	• Makes up own rhymes and games. • Can recite, sing or chant familiar jingles including rhymes and onset and rime, e.g. "Once upon a time there were three bears, b-ears – bears, b-ears – bears". • Can blend familiar single syllable words from onset and rime to words, e.g. c-at to cat. • Can separate familiar single syllable words into onset and rime, e.g. c-at, b-at, h-at. • Can identify letters by name and shape. • Can match most common sounds to letters. • Can form most lower and upper case letters. • Knows how to use an alphabet chart. • Can write several of the sounds in words they write, relying on most obvious sounds, e.g. "Wok Lk A GrLA". **(W B8)** • Can assign letters to first, last	When writing and shaping, students: • accurately spell frequently used words and spell unknown words using sound/ visual (graphophonic) patterns, meaning patterns, knowledge of word function and simple endings.

Becoming aware	Exploring	Making connections	Applying	Links to Level 1
		• Can sometimes identify what is meant by "first" and "last" letter, "starts with". • Experiments with letters, words, symbols, drawings to write or shape simple texts. • Writes left to right. • Can identify where to start reading a text when asked, i.e. the first word in a text.	and some medial sounds. • May use capital letters and full stops more accurately. • Usually writes letters, numbers, words and sentences, left to right, top to bottom. **(W B6)** • Uses one-to-one correspondence between spoken and written words. **(W B7)** • Spells a small number of words accurately relying on visual memory plus letter-sound associations. • Usually leaves a space between their words. • Usually uses the enter key and spacebar on a keyboard appropriately.	

Early mathematical understandings

Learning statement: Children build early mathematical understandings about number, patterns & algebra, measurement, chance & data and space by:

- **investigating and communicating ideas about quantities and their representations, and attributes of objects and collections**
- **investigating and communicating ideas about position, movement and direction**
- **investigating and communicating ideas about order, sequence and pattern.**

Becoming aware	Exploring	Making connections	Applying	Links to Level 1
With explicit support, the child participates in discussions about early mathematical ideas and sometimes uses modelled practices.	*With support, the child investigates early mathematical ideas by experimenting with objects, representations and modelled strategies to solve problems of personal interest.*	*With prompts, the child investigates own and shared mathematical problems using familiar objects and representations, sometimes suggesting strategies needed to proceed.*	*The child identifies and uses strategies to solve early mathematical problems and communicates about number, patterns & algebra, measurement, chance & data and space.*	**Mathematics** *Identify, distinguish between and use relevant mathematical knowledge, procedures and strategies in life-related situations at Level 1.*
Investigating and communicating ideas about number				**Mathematics: number**
• Mimics counting, e.g. "One, four, seven, five". • Randomly assigns familiar numbers to collections. • Responds to suggestions about having/needing "more". • Plays randomly with materials and resources available. **(A6)**	• Recites number names to at least five by rote. **(N B5)** • Counts small collections to approximately three. • Makes and rearranges collections and assigns numbers at random. • Recognises a need for "more" items without knowing exactly how many**. (N B9)** • Experiments with combining objects and parts to make a whole, e.g. a jigsaw, a Mobilo truck.	• Counts small collections in different arrangements and from different starting points. • Recognises familiar numbers, e.g. "That's five like me". **(N B7)** • Identifies "how many" in a small collection, to at least five objects. • Identifies collections with exaggerated differences for "more" or "less", e.g. compares collections of 50 to collections of two or three. **(N B6)**	• Counts consistently using the standard counting sequence. **(N B1)** • Counts objects to 10 with one-to-one correspondence. **(N B2)** • With support, counts to identify the next number in a counting sequence. • Makes collections of different quantities and identifies the number of objects. **(N B4)** • Compares small collections to identify which has "more" or "less" using one-to-one correspondence. **(N B8)**	**N 1.1** Students identify, compare and order small whole numbers, make and match representations of these numbers and identify coins, notes and their uses. **N 1.2** Students identify and solve addition and subtraction problems involving small whole numbers.

Becoming aware	Exploring	Making connections	Applying	Links to Level 1
		• Represents the quantities of small collections in different ways, e.g. makes five playdough snakes; finds five things to eat for lunch.	• Identifies the quantity of a collection and represents it in different ways, e.g. drawing, labelling using numerals or words, making different collections of the same quantity.	**N 1.3** Students identify and describe equal groups and equal sharing within everyday situations.
		• Recognises the required number of items needed to complete a planned task. • Recognises parts of a whole, e.g. a slice of cake, a bit of an apple, parts of a construction, parts of the body.	• Uses knowledge of a whole and its parts to put together and take apart objects, e.g. construction, puzzles, patterns, sequences in routines.	
Investigating and communicating ideas about money				
• Observes other children pretending to exchange money in play.	• With prompts, gives money to people in play situations, for the exchange of goods and services.	• Imitates exchange processes as part of play.	• Identifies a random monetary cost for the exchange of goods or services. **(B 10)** • Recognises the difference between coins and notes. **(B 10)**	
Investigating and communicating ideas about attributes of objects and collections				**Mathematics: Measurement, space**
• Responds to familiar language of experientially based measurement attributes, e.g. big, full, high, small.	• Uses personal understandings of everyday measurement language during play and interactions, e.g. lifting a bucket and saying "This is big!" meaning "heavy". **(N A3)** • Self corrects and imitates modelled language.	• Identifies and describes attributes of objects as long, short, empty, full, heavy, light. • Uses comparative language when comparing two objects or pictures, e.g. "The red balloon is bigger than the blue balloon". • Sorts collections by single attributes such as shape,	• Links each attribute with the appropriate measuring processes, e.g. When finding "how long" knows to measure between two designated points. When finding out "how heavy" knows to compare weight in two hands or on a scale. • Identifies and describes similar	**M 1.1** Students select the appropriate attribute to compare and order the size of objects and measure with non-standard units. **S 1.1** Students identify

Becoming aware	Exploring	Making connections	Applying	Links to Level 1
		colour or size of objects. • Identifies and describes attributes of objects according to shape. • Identifies and describes shapes as having straight or curved sides.	characteristics and attributes when matching**. (N B4)** • Identifies categories for sorting collections. **(N B4)**	everyday shapes and objects using geometric names and make and describe simple representations of them.
Investigating and communicating ideas about movement, position and direction				**Mathematics: Space**
• Imitates the placement of objects or self in different positions, e.g. in, on, under, up, down, over. • Imitates movement/s, e.g. follow the leader and music games.	• Responds with support to directions involving positional language, e.g. "Stand on the plank", "Put the cup in the sink". • Uses some positional language in play, e.g. in sand play, "The truck goes under the bridge".	• Uses familiar positional language to communicate own position, the position of others and objects. • Interprets familiar language of position to place or locate self, others or objects. • With support, interprets less familiar positional language.	• Combines positional language to describe positions and locations of self, others or objects, e.g. "It's on the shelf next to the truck". • Interprets combinations of positional language to locate others, or objects in different contexts, e.g. "Your lunchbox is over there on the top shelf".	**S 1.2** Students follow and give simple directions to move through familiar environments and locate and place objects in those environments.
Investigating and communicating about order, sequence and pattern				**Mathematics: Patterns & algebra,** **measurement,** **chance & data**
• Makes designs, random patterns and sequences as part of play.	• With support, copies patterns, identifying the order of items within the repeating elements. **(N A5)** • Enjoys repetition of actions and movements. **(N A1)** • Follows simple routines with support.	• Identifies the repeating element of a simple pattern and continues pattern. **(N B3)** • Identifies patterns in the environment, e.g. roof tiles, clothing • Follows the sequence or pattern in order, e.g. a simple routine, threading beads. • Represents sequences of familiar events. • Identifies points in time with prompts.	• Creates and describes own patterns or designs as part of play. **(N C4)** • Explains the sequences of familiar events within a session or activity. • Creates and demonstrates alternative routine sequences in familiar contexts, e.g. suggests re-routing the obstacle course through the sandpit. • Identifies familiar points in time such as lunchtime, going home time, before, after, first,	**PA 1.1** Students identify, describe and create patterns and change based on simple rules. **PA 1.2** Students compare and describe arrangements of objects and combinations of numbers to 10 using the language of equivalence. **M 1.2** Students sequence familiar events related to days and weeks, and

Becoming aware	Exploring	Making connections	Applying	Links to Level 1
			last, next.	directly compare the duration of events.
• Asks when events might happen or when changes in routines are likely to occur.	• Anticipates the occurrence of an event from prior experiences of familiar routines, e.g. "We're tidying up. Is it music now?" **(N A2**)	• In discussions, sometimes identifies that an event might or might not happen.	• In familiar situations, identifies that an event might or might not happen.	**CD 1.1** Students use everyday language when commenting on aspects of chance in practical activities and familiar events. **CD 1.2** Students collect and classify data to investigate particular situations and create and interpret simple displays.

Active learning processes: Thinking

Learning statement: Children think and enquire by generating and discussing ideas and plans and solving problems.

Becoming aware	Exploring	Making connections	Applying	Links to Level 1
With explicit support, the child identifies problems and randomly experiments with ways to find personal solutions to problems.	*With support, the child uses a small range of thinking strategies and experiments with ways to solve problems in familiar situations.*	*With prompts, the child draws on their own experiences to identify relevant thinking strategies and plans ways to solve problems in familiar situations.*	*The child uses and discusses a small range of thinking strategies and solves problems individually or collectively in a range of familiar situations.*	*Thinking is developed through all of the key learning area syllabuses.*
Using thinking processes				
• With explicit support, shows interest in discussions about situations, actions and relationships of personal interest, e.g. "I kicked the ball and it went high" or discusses why another child cried when hosed or why their bag won't close.	• With support, observes and discusses obvious relationships by: - comparing, e.g. "My shirt is the same colour as yours". - exploring cause and effect relationships, e.g. pours water on a wilting plant and observes change. - exploring part-whole relationships, e.g. explores how to put pieces together in a puzzle or combine materials in a collage.	• With prompts, asks questions about and explores possible explanations for relationships by: - comparing and contrasting, e.g. the weight or speed of objects. - inferring relationships e.g. "I'm sweating because I'm hot". - observing/predicting cause and effect relationships e.g. "The blocks were crooked, so the building fell down". - observing part-whole relationships, e.g. combines shapes pieces to make a picture or labels objects used in a box construction.	• Explores alternative explanations for relationships by: - comparing and contrasting, e.g. "Your ramp is the same as my bridge, but my ramp slopes down — it'll' still help the trucks get across the river". - making inferences, e.g. asks whether it rained or whether the sprinkler has been on because the grass is wet. - predicting and considering cause and effect relationships, e.g. "Why did the heavy ball leave a deeper hole than the tennis ball when we dropped it in the sand?" - considering part-whole relationships, e.g. combines the same pieces of a construction set to create two	

Becoming aware	Exploring	Making connections	Applying	Links to Level 1
			different machines or identifies that two different patterns use the same objects in different sequences. • Asks questions to clarify understandings.	
	• With support, follows suggestions for how to plan and makes simple choices from a small range of familiar options, based on personal interest, e.g. follows directions to gather materials needed for a task or chooses from two play choices.	• Makes simple plans and chooses materials and actions, asking for help when needed, e.g. "I'm going to make a box castle; I'll need some boxes, sticky-tape and paint. I'll need paper for the flags".	• Initiates plans, chooses familiar materials and processes, follows through plan, and, with support evaluates plans and considers some alternatives.	
		• Gathers information and explores information sources, including using communication and information technology, in collaboration with others, e.g. finds out how to use a tape player and tapes a song. • With some prompts, makes links between prior experiences and familiar information to help solve a problem, manage a task, choose an action/material.	• Participates in collaborative plans — gathers, organises, uses and begins to evaluate information gathered from familiar sources, e.g. web page, book and asking an adult. • In familiar contexts, transfers information and understandings to solve new problems, manage new tasks and select appropriate actions and materials.	

Becoming aware	Exploring	Making connections	Applying	Links to Level 1
Engaging in problem solving				
• With support, listens to and observes adults and others as they use problem-solving strategies and language. • Randomly experiments to find personal solutions to problems, e.g. uses force to push pieces of a jigsaw into place.	• Uses trial and error strategies to solve personal problems, e.g. tries to join two pieces of wood without checking the length of the nail. • With support, solves problems of personal interest in real-life and play situations, e.g. makes a tunnel bigger to fit a truck. • With support, experiments with options for solving problems while collaborating with adults, e.g. changes actions or materials, asking for help, finding information.	• Uses known strategies to solve familiar problems, often with scaffolding from others, e.g. responds to suggestions such as "What have you tried already? Why do you think it keeps falling over? What other materials can you try for its legs?" • With support, identifies some obvious features of a problem and works with an adult to generate and try out a solution. • Is beginning to formulate a plan for solving a personal problem, e.g. selects appropriate sized wood for object to be made.	• In familiar contexts, perseveres to investigate and approach a problem. • In familiar contexts, analyses important features of a simple problem, generates possible solutions, selects and tries a solution and is prepared to try other alternatives, e.g. when making a horse, will independently try out matching lengths of wood for the legs.	
Talking about thinking and problem solving				
• With support, listens to others talk about thinking and ways to solve problems.	• With support, remembers some actions or ideas used when thinking or solving a problem using everyday language, e.g. "I used my brain and thought no, no, that's too big to fit there." or "I tried this colour and then that one and it was the same".	• In discussion with others, talks about thinking and ways to solve problems using familiar specific language that has been modelled, e.g. "If that doesn't work I could try another way"; "The display fell down because it didn't have enough pins" or "If I can't do the puzzle, I do the top part of the puzzle first, because I remember what it looks like".	• With prompts, explains thinking and problem-solving strategies using familiar specific language and discusses alternative strategies, e.g. "My mushrooms didn't grow because they got too much water and they only need to be damp. Next time we should just spray the soil like Dylan did, instead of using a watering can". or "I think we'll need six cakes altogether because there are four kids at that big table and two more at the little table. Four and two more makes six."	

Active learning processes: Investigating the natural world

Learning statement: Children think and enquire by:

- **investigating their ideas about phenomena in the natural world**
- **developing shared understandings about these phenomena.**

Becoming aware	Exploring	Making connections	Applying	Links to Level 1
With explicit support, the child observes familiar natural phenomena and comments on them.	*With support, the child investigates familiar natural phenomena and discusses personal ideas about them.*	*With prompts, investigates and describes own and others' ideas about the natural world and phenomena.*	*The child investigates and makes predictions about familiar natural phenomena and discusses personal and shared understandings about group investigations.*	**Science: science & society** *Students describe their ideas about natural phenomena. They understand that information is collected in different ways to suit different purposes. Students understand some of the ways that science is applied in their daily lives.*
Investigating the natural world and phenomena				
• Randomly experiments with materials, simple tools and equipment to explore something of personal interest, e.g. uses a plastic spade to dig in the sandpit; plays with magnets.	• With support and demonstrations, experiments with materials and actions and makes simple observations, e.g. copies a teacher's actions to experiment with changes in colour or test what floats and sinks; uses a trowel to look for worms in the garden; uses a cup to pour water into a water wheel.	• Participates in simple investigations using familiar tools and equipment • Makes predictions and observations, e.g. investigates how to make shadows bigger, or predicts what will roll and what will slide; uses a magnifying glass provided by a teacher to observe tiny hairs on a caterpillar.	• Suggests ways to test ideas and gather information and represent observations during investigations, e.g. asks the teacher to use the thermometer to measure a temperature change; or suggests that a measuring cup could be used to measure the water needed to make ginger beer.	**Science** **1.1** Students discuss their own thinking about natural phenomena. **1.2** Students collect information about natural phenomena and recognise that some ways of collecting information are more appropriate than others in different situations.
Communicates understandings about the natural world and phenomena				
• With explicit support, labels or describes personal experiences with the natural world and phenomena in	• With support, shares observations and comments about personal understandings of the	• In discussions, shares personal understandings, poses questions and wonders about the natural world.	• Willingly shares theories and discusses their own and others' understandings about the natural world and	**Science** **1.1** Students discuss their own

Becoming aware	Exploring	Making connections	Applying	Links to Level 1
everyday language, e.g. "That's slippery." "One's green and one's red."	immediate natural world, e.g. "That flower is tipping over" when looking at a wilting flower.	• With prompts, selects ways to represent understandings about the natural world in different ways, e.g. through discussion, drawing, dictating/writing, using a simple diagram or graph or making a construction.	phenomena, e.g. after experimenting with the effect of placing whole eggs in vinegar suggests that vinegar would make seashells rubbery too. • Describes, represents and compares different understandings about the natural world and phenomena, e.g. draws a series of pictures to represent changes in a growing plant or helps to make a list of possible explanations for the ways differently shaped objects move.	thinking about natural phenomena. **1.3** Students illustrate different ways that applications of science affect their daily lives. **D 1.4** Students make generalisations from observations made during an investigation.

Active learning processes: Investigating technology

Learning statement: Children think and enquire by investigating technology and considering how it affects everyday life.

Becoming aware	Exploring	Making connections	Applying	Links to Level 1
With explicit support, the child talks about the information and communication technologies (ICTs, products, processes, etc.) that they randomly explore in the learning environment.	*With support, the child experiments with different technologies and, talks about some of the purposes they serve at home or in the learning environment.*	*With prompts, the child uses familiar technologies and talks about how these technologies help them to learn, play or live at home or in their communities.*	*The child uses some available technologies for personal or learning needs, and talks about how these technologies might work, or help people in their communities.*	**Technology — technology practice** *Students gather information from familiar environments, generate design ideas and communicate these through experimentation, play and pictures. They make products and describe the production procedures used. Students express opinions about their own and others' design ideas and products.* **Systems** *Students identify and describe familiar systems used in everyday life. They sequence steps to develop simple systems for familiar tasks.*
• Interacts and role-plays with some products of technology in the immediate environment, e.g. turns the knobs on an old radio during role play and says "Lets put some music on"; holds a phone receiver and pretends to listen. • Randomly experiments with materials.	• With support, identifies some familiar products and processes of technology used in their everyday life, e.g. suggests using a DVD player to view a DVD about insects; learns about the scanner and barcodes used in the library borrowing system. • With support, investigates components of familiar products, e.g. tries out the	• Talks about and creates own products and systems from their observations and use of technology, asking for help when needed, e.g. makes a torch from junk materials and uses it during role-play taking place in a dark cave; designs and constructs a roadway in the playground. • In discussions, identifies ways in which technology	• Designs and creates products and systems for personal or group interests and needs, e.g. collaboratively designs a system for recycling the food lunch scraps for compost; creates an esky for a class excursion using a styrofoam box and alfoil. • Discusses the features of their design and how it may	**Technology practice** **TP 1.1** Students gather knowledge, ideas and data from familiar environments and consider how they will use this information to meet design challenges. **TP 1.2** Students generate design ideas and communicate these through experimentation, play and pictures. **TP 1.3** Students make products that are

Becoming aware	Exploring	Making connections	Applying	Links to Level 1
	keys on the computer keyboard and looks at the results on the screen. • With support, represents understandings, e.g. uses a cardboard box as a wheelie bin and says "I'm lifting the lid to put the rubbish in."	helps people in everyday life, e.g. the garbage system; the postal system; discusses what transport system they use to come to school. • Is willing to use information and communication technologies to meet personal or learning needs, e.g. plays an audio tape while reading a book at the listening post; asks the teacher to help them email a friend; posts a letter in the classroom mailbox. • With prompts, can use computers for different purposes in the learning environment.	meet their needs, e.g. "I put alfoil in the styrofoam box because it keeps our drinks cold. If we use it as an esky it might need a handle." • In group discussions, can identify some ways in which technology helps people in everyday life.	meaningful to them, and describe their production procedures. **TP 1.4** Students express thoughts and opinions to evaluate their own and others' design ideas and products. **Systems** **SYS 1.1** Students identify familiar systems and describe how these are used in everyday life. **SYS 1.2** Students sequence steps to develop simple systems to carry out familiar tasks.

Active learning processes: Investigating environments

Learning statement: Children think and enquire by investigating features of, and ways to sustain, environments.

Becoming aware	Exploring	Making connections	Applying	Links to Level 1
With explicit support, the child makes personal comments about features of their school or home environment.	*With support, the child investigates the features of a range of familiar environments and shares personal ideas about them.*	*With prompts, the child investigates and compares features of familiar environments and collaborates on ways to care for them.*	*The child investigates familiar environments and discusses simple plans to help sustain them.*	**SOSE: Place and space** *Students understand the relationship between themselves and elements of familiar environments and can participate in caring for a place they use. They also understand ways in which information about their local environment can be represented and can reflect on personal actions in a significant place.*
• Identifies features of personal interest in their familiar environment, e.g. talks about the features of their home.	• Uses understanding about maintaining their home and school environments experimentally in their play, e.g. clearing the dirty dishes in the classroom coffee shop. • Represents familiar places symbolically through drawings, models and constructions.	• Is beginning to show a desire to care for people, objects and living things in the immediate environment, e.g. asks if it is their turn to feed the class guinea pigs; suggests that others use a rubbish bin when they are looking for a place to put unwanted paper. • In discussions, identifies ways to take care of people, objects and living things in the home, learning and community environment. • With prompts, willingly contributes to caring for the classroom environment, e.g. wipes the tables after eating or working in an area, opens a door for a friend in a wheelchair to fit through.	• Shares and represents ideas and feelings about caring for the home, classroom and community environment, e.g. makes a poster showing which types of household junk can be recycled. • In discussions, questions some practices used to maintain home, classroom and community environments, e.g. "I saw rubbish in my drain, that's not good for the fishes". • Contributes to collaborative plans and actions for caring for their environment. Reflects on the results of actions, e.g. makes suggestions for a list of items needed to make the play area safe and shady.	**SOSE** **PS 1.1** Students match relationships between environmental conditions and people's clothes, food, shelter, work and leisure. **PS 1.2** Students make connections between elements of simple ecosystems. **PS 1.3** Students participate in a cooperative project to cater for the needs of living things. **TCC 1.4** Students describe effects of a change over time in a familiar environment. **SRP1.1** Students identify how elements in their environment

				meet their needs and wants. **Science: Science and society, earth and beyond, life and living**

Active learning processes: Imagining and responding

Children generate, represent and respond to ideas, experiences and possibilities by:

- **experimenting with materials and processes in a variety of creative, imaginative and innovative ways**
- **discussing and responding to the qualities of their own and others' representations, experiences and artistic works.**

Becoming aware	Exploring	Making connections	Applying	Links to Level 1
The child randomly experiments with materials and, with explicit support, tries out observed techniques and responds in personal ways to representations and artistic works.	*With support, the child experiments with ways to generate and represent ideas and experiences that are personally meaningful and participates in discussions about representations and artistic works.*	*With prompts, the child experiments with ways to imaginatively generate and represent ideas and experiences for personal purposes and talks about features of representations and artistic works.*	*The child experiments with ways to generate and represent ideas and experiences for personal and shared purposes and discusses their responses to features of representations and artistic works.*	
Generating possibilities				
• Randomly explores materials and ways to use them, e.g. when painting, dips brush in each colour and looks at result on paper; runs hands through collage materials, exploring textures.	• With support, experiments with ideas for creating or establishing imaginative play, that evolves progressively as materials, processes and information are incorporated, e.g. the child decides to make a boat but needs support to select appropriate materials and ways to combine material. **(N A6)**	• With some prompts, experiments with generating ideas and imaginative designs for play and real-life purposes. • With prompts, describes features and functions of their own or others' imaginative designs and plans.	• Generates and experiments with designs and plans for their own individual or group purposes. • With support, evaluates their own and others' ideas, designs and plans, e.g. evaluates another child's creation against a collaboratively constructed set of features — boats must be light to float, must stay up, must have a mast etc.	**The Arts** **VA 1.1** Students make images and objects by exploring elements and concepts. **VA 1.2** Students visually represent and explain their experiences, feelings, ideas and observations through making images and objects. **VA 1.3** Students describe elements and concepts in a variety of images and objects. **ME 1.1** Students combine images, sounds and words to

Becoming aware	Exploring	Making connections	Applying	Links to Level 1
				communicate. **Technology** **TP 1.2** Students generate design ideas and communicate these through experimentation, play and pictures. **TP 1.3** Students make products that are meaningful to them, and describe their production procedures.
Ways to represent				
• With explicit support, copies ways of representing ideas creatively that they have observed others use, e.g. makes swirls for a map or makes a snake and a ball with dough after the teacher models. • With explicit support, listens to and responds to music, singing and musical games, e.g. dances or claps or says, "I know that one". • Shows interest in others as they explore ways to express feelings and represent ideas through music and singing.	• With support, begins to try out different ways to represent ideas, experiences and possibilities, e.g. draw, construct, model, make a diagram or map, role-play, move to music; tape recording everyday sounds or voice. **(N A7)** • With support, joins in simple singing and musical games. • With support, begins to recognise that music can be used to express feelings and represent ideas.	• With some prompts, experiments with using different ways to imaginatively represent experiences, ideas and designs, e.g. flapping their arms to represent a bird flying; making birds out of clay; using different textured materials to represent bird feathers. • With some prompts, experiments with ways to represent ideas through singing and playing simple musical instruments.	• Experiments with using different ways to imaginatively represent experiences, ideas and designs, e.g. experiments with different materials when making props for role-play — creates masks that show the differences between two characters; experiments with using a range of movements to create personal dances. • Joins in singing/musical games. • Experiments with expressing feelings and representing ideas through singing and creating music.	**The Arts** **ME 1.1** Students combine images, sounds and words to communicate. **DR 1.1** Students create and accept roles while participating in dramatic play. **Technology** **MAT 1.2** Students explore equipment and techniques when joining and combining materials for meaningful purposes.

Becoming aware	Exploring	Making connections	Applying	Links to Level 1
Ways to respond and describe				
• With explicit support, may comment in own words on obvious features and sensory qualities of environments/ materials and their own and others' artworks and art experiences, e.g. "It's got spots", "I like the colours"; "It feels gooey". • With support, shows interest in the ways others talk about features and sensory qualities of their own or others' artworks and art experiences, e.g. listens to a teacher describe changes in colours, or follows suggestions to move faster/slower to music.	• With support, uses familiar language to describe features and sensory qualities of familiar environments/materials and their own or others' artworks and art experiences. • With support, copies and experiments with new language for describing the features and sensory qualities of their own or others' artworks and art experiences, e.g. "I used lines and spots for my pattern" or "He doesn't look like a doctor, he needs a stethoscope" or "I can hear the drum going boom, boom, boom".	• With prompts, describes some features of interest in their own or others' artworks and representations using some specific language associated with the arts, e.g. "There's a pattern", "I like the loud music and when she jumped high"; "I liked the crocodile mask. It had big pointy teeth to make it scary". • In discussions, finds ways to describe responses to different forms/styles of artworks and ways to represent ideas, e.g. discusses responses to abstract or modern art, talks about advertisements they like, or why they like a particular piece of music.	• Describes and talks about the use of particular features in their own or others' artworks and art experiences using specific language associated with the arts. • With some prompts, discusses personal responses to artworks in their own and others' lives, e.g. "I was scared when I heard the loud music" or "I like the colours — it made me feel happy" or "I used red and gold for 'luck' on my Chinese New Year flag". • With support, discusses some ways that people/places/ objects/ideas/feelings are represented in different ways through dance, drama, art, media and music, e.g. depictions of animals in a video, a dance and a piece of music.	**The Arts** **VA 1.3** Students describe elements and concepts in a variety of images and objects **DA 1.3** Students describe their personal responses to their own and others' dance. **ME 1.2** Students communicate their personal responses to familiar media texts and experiences. **DMU 1.5** Students describe and express their responses to musical experiences using appropriate vocabulary.