

# Foundation Statements Kindergarten

## English

### Talking and Listening ■ Reading ■ Writing

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

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

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

## Mathematics

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

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

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

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

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

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

## Science and Technology

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

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

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

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

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

## Human Society and Its Environment

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

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

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

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

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

## Creative Arts

### Visual Arts ■ Music ■ Drama ■ Dance

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

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

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

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

## Personal Development, Health and Physical Education

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

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

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

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