

Programming Tool for Home Schooling: Kindergarten – Year 2

Introduction

The *Programming Tool for Home Schooling: Kindergarten – Year 2* may assist home schooling parents in documenting an educational program based on NESA syllabuses for home schooling.

This version of the programming tool has been created to include the new K-2 NESA syllabuses for English and Mathematics (*for implementation in 2023*). The other curriculum areas retain the same information as the previous version of the programming tool, in a new look table.

The Programming Tool identifies learning outcomes, content and stage statements (where applicable) for each NESA syllabus in each key learning area for Early Stage 1 (Kindergarten) and Stage 1 (Years 1 and 2).

The information provided in this programming tool may be useful when:

- preparing your educational program by cutting and pasting the selected outcomes, content areas and/or stage statements
- preparing a reference point or checklist for tracking learning and achievement.

The Programming Tool for Home Schooling for children in Stages 2-5 remains unchanged and can be accessed on the NESA website at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/regulation/home-schooling/home-schooling-registration/support-information>

Important Notes:

1. The curriculum requirements for home schooling registration are detailed in Sections 7-10 of NESA's [Guidelines for Home Schooling Registration in NSW](#).
2. NESA's syllabuses are published on the NSW Curriculum website at <https://curriculum.nsw.edu.au/>.
3. This Programming Tool document is not, and should not be taken to be, a substitute for the NESA syllabuses as published on the NSW Curriculum website.
4. If there is any difference between the information in this programming tool and the NESA syllabuses, the NESA syllabuses are to apply.
5. All applications for home schooling registration submitted **after 7 April 2023** will need to demonstrate, at the time of assessment, that their educational programs are using the new K-2 English and Mathematics syllabuses. Parents may however wish to implement the new syllabus sooner than this.

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Early Stage 1 (Kindergarten) – Syllabus Content and Outcomes

English (from 2023)

The English syllabus and further information can be found at: [NESA Curriculum Reform – English K-10 Information](#). Parents can access this user-friendly, interactive digital curriculum site which includes syllabus information, a glossary, teaching advice, teaching and learning support, assessment information, access content points for children with significant intellectual disability, and examples for each learning content area and outcome.

Overview of English K-2

The organisation of outcomes and content highlights the importance of strong foundations in the early years across **oral language, reading and writing**. It supports the **development of early literacy knowledge and skills**, while continuing to acknowledge the importance of **learning about and enjoying literature**.

All the outcomes for English K–2 fall under:

- **Understanding texts**
- **Creating texts**

ES1 English Syllabus Content	Outcomes* - <i>A child:</i>
Oral language and communication	communicates effectively by using interpersonal conventions and language with familiar peers and adults ENE-OLC-01
Vocabulary	understands and effectively uses Tier 1 words and Tier 2 words ¹ in familiar contexts ENE-VOCAB-01
Phonological awareness	identifies, blends, segments and manipulates phonological units in spoken words as a strategy for reading and creating texts ENE-PHOAW-01
Print conventions	tracks written text from left to right and from top to bottom of the page and identifies visual and spatial features of print ENE-PRINT-01
Phonic knowledge	uses single-letter grapheme–phoneme correspondences and common digraphs to decode and encode words when reading and creating texts ENE-PHOKW-01
Reading fluency	reads decodable texts aloud with automaticity ENE-REFLU-01
Reading comprehension	comprehends independently read texts using background knowledge, word knowledge and understanding of how sentences connect ENE-RECOM-01
Creating written texts	creates written texts that include at least 2 related ideas and correct simple sentences ENE-CWT-01
Spelling	applies phonological, orthographic and morphological generalisations and strategies to spell taught familiar and high-frequency words when creating texts ENE-SPELL-01
Handwriting	produces all lower-case and upper-case letters to create texts ENE-HANDW-01

¹ Information regarding this can be found in the syllabus Glossary found on <https://curriculum.nsw.edu.au/syllabuses/english-k-10>

ES1 English Syllabus Outcomes* - A child: Content	
Understanding and responding to literature.	understands and responds to literature read to them ENE-UARL-01

* Accessing the outcomes via the [digital curriculum](#) also provides a range of content points for each outcome to help demonstrate the type of learning captured within each.

Literature and Text Selection
<p>Understanding and creating a wide range of texts is central to the study of English. In K–2 the term ‘texts’ refers to print, digital or spoken forms of communication and includes fiction and nonfiction works.</p> <p>The act of creating texts involves:</p> <ul style="list-style-type: none"> • selecting the language appropriate to purpose • adapting and experimenting with language • using textual elements from different styles, modes and text forms. <p>Across a year of learning, children should have daily opportunities to be read to, to read decodable texts² to practice their skills, for wide reading, and for wide writing.</p> <p>As parents identify what their children need to learn at particular points in time, they can select texts to facilitate the learning. Across a year of learning, the selection of texts should give students opportunities to engage with a variety of texts, including:</p> <ul style="list-style-type: none"> • texts by Aboriginal and Torres Strait Islander Peoples • Australian literature • picture books • poetry and texts that feature wordplay and figurative language • classic and contemporary literature which include cultural and linguistic diversity • narrative texts that include examples of character • texts that provide information in different forms • texts that include persuasive arguments presented in different forms • plays • decodable texts.

Notes on Oral Language and Communication

Content in **Oral Language and Communication** focuses on speaking and listening. For some deaf or hard of hearing children, this will be through signing and watching Auslan as well as, or instead of, speaking and listening. In English K–2, **complementary content** has been provided as alternative means to demonstrate aspects of the outcome for children who use other forms of communication to supplement or replace speech. Content should be taught through speaking and listening experiences, as appropriate, in combination with the child’s preferred communication forms.

Notes on Handwriting

Content in **Handwriting** focuses on the skills and processes of handwriting. Some children may require appropriate aids and supports to achieve the outcome. In English K–2, **complementary content** has been provided as alternative means to demonstrate aspects of the outcomes for children who are unable to produce handwriting.

Complementary content can be accessed via the [digital curriculum](#) website.

² Information regarding this can be found in the syllabus Glossary found on <https://curriculum.nsw.edu.au/syllabuses/english-k-10>

Mathematics (from 2023)

The Mathematics syllabus and further information can be found at: [NESA Curriculum Reform – Mathematics K-10 Information](#). Parents can access this interactive digital curriculum site which includes syllabus information, a glossary, teaching advice, teaching and learning support, assessment information, access content points for children with significant intellectual disability, and examples for each learning content area and outcome.

Overview of Mathematics K-2	
<p>The new structure of the Mathematics syllabus illustrates the important role working mathematically plays across all areas of mathematics and reflects the need to strengthen connections between concepts in mathematics.</p> <p>Outcomes and their related content are organised in:</p> <ul style="list-style-type: none"> • Number and algebra • Measurement and space • Statistics and probability. 	

ES1 Mathematics Syllabus Content		Outcomes* - <i>A child:</i>
Number and Algebra	Representing whole numbers	demonstrates an understanding of how whole numbers indicate quantity MAE-RWN-01
		reads numerals and represents whole numbers to at least 20 MAE-RWN-02
	Combining and separating quantities	reasons about number relations to model addition and subtraction by combining and separating, and comparing collections MAE-CSQ-01
		represents the relations between the parts that form the whole, with numbers up to 10 MAE-CSQ-02
	Forming groups	recognises, describes and continues repeating patterns MAE-FG-01
		forms equal groups by sharing and counting collections of objects MAE-FG-02
Measurement and Space	Geometric measure	describes position and gives and follows simple directions MAE-GM-01
		describes and compares lengths MAE-GM-02
		identifies half the length and the halfway point MAE-GM-03
	Two-dimensional (2D) spatial structure	sorts, describes, names and makes two-dimensional shapes, including triangles, circles, squares and rectangles MAE-2DS-01
		describes and compares areas of similar shapes MAE-2DS-02
	Three-dimensional (3D) spatial structure	manipulates, describes and sorts familiar three-dimensional objects MAE-3DS-01
		describes and compares volumes MAE-3DS-02
	Non-spatial Measure	describes and compares the masses of objects MAE-NSM-01
sequences events and reads hour time on clocks MAE-NSM-02		
Statistics	Data	contributes to collecting data and interprets data displays made from objects MAE-DATA-01

ES1 Mathematics skills	Outcome – A child:
Working mathematically	develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly MAE-WM-01
<p>The working mathematically outcome describes the <i>thinking</i> and <i>doing</i> of mathematics. In doing so, the outcome indicates the breadth of mathematical actions that needs emphasis.</p> <p>Working mathematically requires students to:</p> <ul style="list-style-type: none"> • explore and connect mathematical concepts [understanding/fluency] • choose and apply efficient techniques to solve problems [fluency/problem-solving] • communicate their thinking and reasoning coherently and clearly [communicating/reasoning]. 	

* Accessing the outcomes via the [digital curriculum](#) also provides a range of content points for each outcome to help demonstrate the type of learning captured within each.

Science and Technology (from 2017)

The Science and Technology syllabus and further information can be found at: [NESA Science and Technology K-6 Syllabus](https://curriculum.nsw.edu.au/). This site includes further NESA syllabus detail and content information for this Key learning area. As new syllabuses are released by NESA, information will be available at: <https://curriculum.nsw.edu.au/>.

Stage Statement (Early Stage 1)

By the end of Early Stage 1, students engage in the processes of Working Scientifically, and Design and Production to make sense of the world around them. They explore their immediate surroundings and ask questions about their observations and experiences. They collect data and communicate their ideas and observations in a variety of ways. Students investigate possibilities and solutions, individually and in collaboration with others, and use the design process to develop solutions. They effectively use a range of classroom equipment and learn to work safely when using resources and materials.

Students recognise that living things have different features and basic needs which can be met. They recognise that plants and animals can be used for food, clothing and shelter. Students identify that objects are made from materials that have observable properties, and that these properties influence their design and use. They describe how objects move and observe the effects of push and pull forces. Students identify daily and seasonal changes in the environment. Students also identify familiar digital systems and follow a simple set of instructions.

ES1 Science & Technology content strands	Outcomes - <i>A child:</i>
Skills - Working Scientifically - Design and Production	observes, questions and collects data to communicate ideas STe-1WS-S
	develops solutions to an identified need STe-2DP-T
Knowledge and Understanding - Living World - Material World - Physical World - Earth and Space - Digital Technologies	explores the characteristics, needs and uses of living things STe-3LW-ST
	identifies that objects are made of materials that have observable properties STe-4MW-ST
	observes the way objects move and relates changes in motion to push and pull forces STe-5PW-ST
	identifies how daily and seasonal changes in the environment affect humans and other living things Ste-6ES-S
	identifies digital systems and explores how instructions are used to control digital devices STe-7DI-T

Human Society and its Environment (HSIE) - History (from 2012)

The Human Society and its Environment - History syllabus and further information can be found at: [NESA History K-10 Syllabus](#). This site includes further NESA syllabus detail and content information for this Key learning area. As new syllabuses are released by NESA, information will be available at: <https://curriculum.nsw.edu.au/>.

Stage Statement (Early Stage 1)

By the end of Early Stage 1, students communicate stories of their own family heritage and the heritage of others. They identify similarities and differences between families and recognise how important family events are commemorated.

Students sequence familiar events in order and pose questions about their own and their family's past. They identify and compare the features of objects from the past and the present. Students acquire information by direct observation, talking to others and by viewing, reading and/or listening to texts. Students relate a story about their past using a range of texts and language associated with time and change.

ES1 HSIE (History) Content	Outcomes - <i>A child:</i>
Personal and Family Histories	communicates stories of their own family heritage and the heritage of others HTe-1
	demonstrates developing skills of historical inquiry and communication HTe-2

Human Society and its Environment (HSIE) - Geography (from 2015)

The Human Society and its Environment - Geography syllabus and further information can be found at: [NESA Geography K-10 Syllabus](#). This site includes further NESA syllabus detail and content information for this Key learning area. As new syllabuses are released by NESA, information will be available at: <https://curriculum.nsw.edu.au/>.

Stage Statement (Early Stage 1)

By the end of Early Stage 1, students identify familiar places and recognise why some places are special or important to people and how they care for them. They recognise that places can be represented on maps.

Students acquire information by observing, talking to others and viewing, reading and/or listening to texts. They use geographical tools and communicate geographical information in a range of forms. Students reflect on their learning from the findings of their inquiry.

ES1 HSIE (Geography) Content	Outcomes - A child:
People Live in Places	identifies places and develops an understanding of the importance of places to people GEE-1
	communicates geographical information and uses geographical tools GEE-2

Personal Development, Health and Physical Education (from 2018)

The Personal Development, Health and Physical Education (PDHPE) syllabus and further information can be found at: [NESA PDHPE K-10 Syllabus](#). This site includes further NESA syllabus detail and content information for this Key learning area. As new syllabuses are released by NESA, information will be available at: <https://curriculum.nsw.edu.au/>.

Stage Statement (Early Stage 1)

By the end of Early Stage 1, students identify personal characteristics and strengths, recognise how they are growing and changing and identify different parts of the body. They describe the different emotions people experience. Students practise interpersonal skills to interact positively with others. They identify people who can assist and recognise actions that help them to be resilient, healthy, safe and active. Students explore contextual factors that influence an individual's health, safety, wellbeing and participation in physical activity. They identify skills and strategies to stay safe and be supported. With developing self-control, students explore emotional responses and cooperate positively with others in a variety of play and group situations.

Students explore how their body responds to movement. They practise body movement and control, demonstrating different ways the body can move in relation to space, time, objects, effort and people. Students compose and sequence simple movements. They show awareness and consideration of others during play situations. Students perform fundamental movement skills and explore possible solutions to movement challenges through participation in a range of activities.

ES1 PDHPE content strands	Outcomes - A child:
Health, Wellbeing and Relationships	identifies who they are and how people grow and change PDe-1
	identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe PDe-2
	communicates ways to be caring, inclusive and respectful of others PDe-3
Movement Skill and Performance	practises and demonstrates movement skills and sequences using different body parts PDe-4
	explores possible solutions to movement challenges through participation in a range of activities PDe-5
Health, Safe and Active Lifestyles	explores contextual factors that influence an individual's health, safety, wellbeing and participation in physical activity PDe-6
	identifies actions that promote health, safety, wellbeing and physically active spaces PDe-7
	explores how regular physical activity keeps individuals healthy PDe-8
Skills Domains <ul style="list-style-type: none"> - Self management - Interpersonal Skills - Movement Skills 	practises self-management skills in familiar and unfamiliar scenarios PDe-9
	uses interpersonal skills to effectively interact with others PDe-10
	demonstrates how the body moves in relation to space, time, objects, effort and people PDe-11

Creative Arts – Visual Arts, Music, Drama, Dance (from 2006)

The Creative Arts syllabus and further information can be found at: [NESA Creative Arts K-10 Syllabus](https://www.nesa.nsw.edu.au/creative-arts). This site includes further NESA syllabus detail and content information for this key learning area. As new syllabuses are released by NESA, information will be available at: <https://curriculum.nsw.edu.au/>.

Stage Statement (Early Stage 1)

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.

ES1 Creative Arts content strands	Outcomes - <i>A child:</i>
Visual Arts – Making – Appreciating	makes simple pictures and other kinds of artworks about things and experiences VAES1.1
	experiments with a range of media in selected forms VAES1.2
	recognises some of the qualities of different artworks and begins to realise that artists make artworks VAES1.3
	communicates their ideas about pictures and other kinds of artworks VAES1.4
Music	participates in simple speech, singing playing and moving activities, demonstrating an awareness of musical concepts MUES1.1
	creates own rhymes, games, songs and simple compositions MUES1.2
	listens to and responds to music MUSE1.4
Drama	uses imagination and the elements of drama in imaginative play and dramatic situations DRAES1.1
	dramatises personal experiences using movement, space and objects DRAES1.3
	responds to dramatic experiences DRAES1.4
Dance	participates* in dance activities and demonstrates an awareness of body parts, control over movement and expressive qualities DAES1.1
	explores movement in response to a stimulus to express ideas, feelings or moods DAES1.2
	responds to and communicates about the dances they view and/or experience DAES1.3

*Performing in all stages should be appropriate to body types, developmental needs and physical abilities of students.

Stage 1 (Years 1 and 2) – Syllabus Content and Outcomes

English (from 2023)

The English syllabus and further information can be found at: [NESA Curriculum Reform – English K-10 Information](#). Parents can access this interactive digital curriculum site which includes syllabus information, a glossary, teaching advice, teaching and learning support, assessment information, access content points for children with significant intellectual disability, and examples for each learning content area and outcome.

Overview of English K-2

The organisation of outcomes and content highlights the importance of strong foundations in the early years across **oral language, reading and writing**. It supports the **development of early literacy knowledge and skills**, while continuing to acknowledge the importance of **learning about and enjoying literature**.

All the outcomes for English K–2 fall under:

- **Understanding texts**
- **Creating texts**

S1 English Syllabus content	Outcomes* - <i>A child:</i>
Oral language and communication	communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions. EN1-OLC-01
Vocabulary	understands and effectively uses Tier 1, taught Tier 2 and Tier 3 vocabulary ³ to extend and elaborate ideas. EN1-VOCAB-01
Phonic knowledge	uses initial and extended phonics, including vowel digraphs, trigraphs to decode and encode words when reading and creating texts. EN1-PHOKW-01
Reading fluency	sustains reading unseen texts with automaticity and prosody and self-corrects errors. EN1-REFLU-01
Reading comprehension	comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning. EN1-RECOM-01
Creating written texts	plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure. EN1-CWT-01
Spelling	applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of writing contexts. EN1-SPELL-01
Handwriting	uses a legible, fluent and automatic handwriting style, and digital technology, including word-processing applications, when creating texts. EN1-HANDW-01
Understanding and responding to literature.	understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose. EN1-UARL-01

³ Information regarding this can be found in the syllabus Glossary found on <https://curriculum.nsw.edu.au/syllabuses/english-k-10>

* Accessing the outcomes via the [digital curriculum](#) also provides a range of content points for each outcome to help demonstrate the type of learning captured within each.

Literature and Text Selection

Understanding and creating a wide range of texts is central to the study of English. In K–2 the term 'texts' refers to print, digital or spoken forms of communication and includes fiction and nonfiction works.

The act of creating texts involves:

- selecting the language appropriate to purpose
- adapting and experimenting with language
- using textual elements from different styles, modes and text forms.

Across a year of learning, children should have daily opportunities to be read to, to read decodable texts⁴ to practice their skills, for wide reading, for wide writing.

As parents identify what their children need to learn at particular points in time, they can select texts to facilitate the learning. **Across a year of learning**, the selection of texts should give students opportunities to engage with a variety of texts, including:

- texts by Aboriginal and Torres Strait Islander Peoples
- Australian literature
- picture books
- poetry and texts that feature wordplay and figurative language
- classic and contemporary literature which include cultural and linguistic diversity
- narrative texts that include examples of character
- texts that provide information in different forms
- texts that include persuasive arguments presented in different forms
- plays
- decodable texts
- a range of digital texts.

Notes on Oral Language and Communication

Content in **Oral Language and Communication** focuses on speaking and listening. For some deaf or hard of hearing children, this will be through signing and watching Auslan as well as, or instead of, speaking and listening. In English K–2, **complementary content** has been provided as alternative means to demonstrate aspects of the outcome for children who use other forms of communication to supplement or replace speech. Content should be taught through speaking and listening experiences, as appropriate, in combination with the child's preferred communication forms.

Notes on Handwriting

Content in **Handwriting** focuses on the skills and processes of handwriting. Some children may require appropriate aids and supports to achieve the outcome. In English K–2, **complementary content** has been provided as alternative means to demonstrate aspects of the outcomes for children who are unable to produce handwriting.

Complementary content can be accessed via the [digital curriculum](#) website.

⁴ Information regarding this can be found in the syllabus Glossary found on <https://curriculum.nsw.edu.au/syllabuses/english-k-10>

Mathematics (from April 2023)

The Mathematics syllabus and further information can be found at: [NESA Curriculum Reform – Mathematics K-10 Information](#). Parents can access this interactive digital curriculum site which includes syllabus information, a glossary, teaching advice, teaching and learning support, assessment information, access content points for children with significant intellectual disability, and examples for each learning content area and outcome.

Overview of Mathematics K-2	
<p>The new structure of the Mathematics syllabus illustrates the important role working mathematically plays across all areas of mathematics and reflects the need to strengthen connections between concepts in mathematics.</p> <p>Outcomes and their related content are organised in:</p> <ul style="list-style-type: none"> • Number and algebra • Measurement and space • Statistics and probability. 	

S1 Mathematics Syllabus Content		Outcomes - <i>A child:</i>
Number & Algebra	Representing whole numbers	applies an understanding of place value and the role of zero to read, write and order two- and three-digit numbers. MA1-RWN-01
		reasons about representations of whole numbers to 1000, partitioning numbers to use and record quantity values. MA1-RWN-02
	Combining and separating quantities	uses number bonds and the relationship between addition and subtraction to solve problems involving partitioning. MA1-CSQ-01
	Forming groups	uses the structure of equal groups to solve multiplication problems, and shares or groups to solve division problems. MA1-FG-01
Measurement & Space	Geometric measure	represents and describes the positions of objects in familiar locations. MA1-GM-01
		measures, records, compares and estimates lengths and distances using uniform informal units, as well as metres and centimetres. MA1-GM-02
		creates and recognises halves, quarters and eighths as part measures of a whole length. MA1-GM-03
	Two-dimensional (2D) spatial structure	recognises, describes and represents shapes including quadrilaterals and other common polygons. MA1-2DS-01
		measures and compares areas using uniform informal units in rows and columns. MA1-2DS-02
	Three-dimensional (3D) spatial structure	recognises, describes and represents familiar three-dimensional objects. MA1-3DS-01
		measures, records, compares and estimates internal volumes (capacities) and volumes using uniform informal units. MA1-3DS-02
Non-spatial Measure	measures, records, compares and estimates the masses of objects using uniform informal units. MA1-NSM-01	
	describes, compares and orders durations of events, and reads half- and quarter-hour time. MA1-NSM-02	

S1 Mathematics Syllabus Content		Outcomes - A child:
Statistics & Probability	Data	gathers and organises data, displays data in lists, tables and picture graphs. MA1-DATA-01
		reasons about representations of data to describe and interpret the results. MA1-DATA-02
	Chance	represents and describes the positions of objects in familiar locations. MA1-GM-01

S1 Mathematics skills	Outcome – A child:
Working mathematically	develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly MA1-WM-01
<p>The working mathematically outcome describes the <i>thinking</i> and <i>doing</i> of mathematics. In doing so, the outcome indicates the breadth of mathematical actions that needs emphasis.</p> <p>Working mathematically requires students to:</p> <ul style="list-style-type: none"> • explore and connect mathematical concepts [understanding/fluency] • choose and apply efficient techniques to solve problems [fluency/problem-solving] • communicate their thinking and reasoning coherently and clearly [communicating/reasoning]. 	

* Accessing the outcomes via the [digital curriculum](#) also provides a range of content points for each outcome to help demonstrate the type of learning captured within each.

Science and Technology (from 2017)

The Science and Technology syllabus and further information can be found at: [NESA Science and Technology K-6 Syllabus](https://curriculum.nsw.edu.au/). This site includes further NESA syllabus detail and content information for this key learning area. As new syllabuses are released by NESA, information will be available at: <https://curriculum.nsw.edu.au/>.

Stage Statement (Stage 1)

By the end of Stage 1, students engage in the processes of Working Scientifically, and Design and Production. They participate in guided investigations, pose and respond to questions and make predictions. Students collect and represent information using a variety of methods. They safely manipulate equipment and materials, making sustainable and time-efficient choices. Students generate and develop design ideas and solutions that they communicate with labelled drawings and models and through the use of digital technologies where appropriate. They provide explanations about what they have done and evaluate their ideas using predetermined criteria.

Students describe the external features, changes and growth of living things and how their environments provide for their needs. They identify how plants and animals are produced for food and fibre. Students investigate the characteristics and properties of materials, how they can be changed and combined for a purpose. Students identify heat, light and sound energy and explore how forces and energy can be used. They are able to identify observable changes that occur on the Earth and in the sky and how humans care for the environment and Earth's resources. Students identify the components of digital systems and explore how data is represented through pictures, symbols and diagrams. They describe, follow and represent algorithms that are needed to solve problems.

S1 Science & Technology content strands	Outcomes - <i>A child:</i>
Skills <ul style="list-style-type: none"> - Working Scientifically - Design and Production 	observes, questions and collects data to communicate and compare ideas ST1-1WS-S
	uses materials, tools and equipment to develop solutions for a need or opportunity ST1-2DP-T
	describes, follows and represents algorithms to solve problems ST1-3DP-T
Knowledge and Understanding <ul style="list-style-type: none"> - Living World - Material World - Physical World - Earth and Space - Digital Technologies 	describes observable features of living things and their environments ST1-4LW-S
	identifies how plants and animals are used for food and fibre products ST1-5LW-T
	identifies that materials can be changed or combined ST1-6MW-S
	describes how the properties of materials determine their use ST1-7MW-T
	describes common forms of energy and explores some characteristics of sound energy ST1-8PW-S
	investigates how forces and energy are used in products ST1-9PW-ST
	recognises observable changes occurring in the sky and on the land and identifies Earth's resources ST1-10ES-S
	identifies the components of digital systems and explores how data is represented ST1-11DI-T

Human Society and its Environment - History (from 2012)

The Human Society and its Environment - History syllabus and further information can be found at: [NESA History K-10 Syllabus](#). This site includes further NESA syllabus detail and content information for this Key learning area. As new syllabuses are released by NESA, information will be available at: <https://curriculum.nsw.edu.au/>.

Stage Statement (Stage 1)

By the end of Stage 1, students identify change and continuity in family and daily life using appropriate historical terms. They relate stories about their families' and communities' past and explore a point of view within an historical context. They identify and describe significant people, events, places and sites in the local community over time. Students describe the effects of changing technology on people's lives over time.

Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided (such as physical, visual, oral) to answer these questions. They compare objects from the past and present. Students develop a narrative about the past using a range of texts.

S1 HSIE (History) Content	Outcomes - <i>A child:</i>
Present and Past Family Life	communicates an understanding of change and continuity in family life using appropriate historical terms HT1-1
The Past in the Present	identifies and describes significant people, events, places and sites in the local community over time HT1-2
Across content areas	describes the effects of changing technology on people's lives over time HT1-3
	demonstrates skills of historical inquiry and communication HT1-4

Human Society and its Environment - Geography (from 2015)

The Human Society and its Environment – Geography syllabus and further information can be found at: [NESA Geography K-10 Syllabus](#). This site includes further NESA syllabus detail and content information for this key learning area. As new syllabuses are release by NESA, information will be available at: <https://curriculum.nsw.edu.au/>.

Stage Statement (Stage 1)

By the end of Stage 1, students describe the natural features of different places, including the weather and seasons, and recognise that places exist across a range of scales. They describe human features of places, including how spaces can be arranged for different purposes. Students investigate how places are managed and cared for and discuss the connections people have to different places.

Students pose questions and collect and record information to answer these questions. They represent data in tables and on maps. They interpret geographical information to draw conclusions. Students present findings in a range of communication forms using simple geographical terms. They reflect on their learning and suggest actions in response to the findings of their inquiry.

S1 HSIE (Geography) Content	Outcomes - <i>A child</i> :
Features of Places People and Places	describes features of places and the connections people have with places. GE1-1
	identifies ways in which people interact with and care for places. GE1-2
	communicates geographical information and uses geographical tools for inquiry. GE1-3

Personal Development, Health and Physical Education (from 2018)

The Personal Development, Health and Physical Education (PDHPE) syllabus and further information can be found at: [NESA PDHPE K-10 Syllabus](#). This site includes further NESA syllabus detail and content information for this key learning area. As new syllabuses are released by NESA, information will be available at: <https://curriculum.nsw.edu.au/>.

Stage Statement (Stage 1)

By the end of Stage 1, students describe changes that occur as they grow older, and recognise characteristics of personal identity and how these are influenced by strengths and achievements. They recognise and demonstrate positive ways to interact with others and identify how emotional responses have an impact on others' feelings. Students explore different types of relationships and describe the qualities needed to develop and maintain respectful relationships. They understand contextual factors that influence health decisions and describe how to keep themselves and others healthy, safe and active. Students recognise environments which promote health, safety and physical activity and practise a range of protective strategies for responding to various situations. They follow instructions to keep themselves safe and are able to ask for help with tasks or problems.

Students identify areas where they can be active and participate in a range of opportunities that promote physical activity. They demonstrate movement skills in a variety of sequences and situations and propose alternatives to solve movement challenges. Students perform fundamental movement skills and apply movement concepts to perform simple sequences that incorporate the elements of space, time, objects, effort and people with developing competence. They demonstrate cooperation, fair play and positive ways to interact and include others.

S1 PDHPE content strands	Outcomes - <i>A child:</i>
Health, Wellbeing and Relationships	describes the qualities and characteristics that make them similar and different to others. PD1-1
	recognises and describes strategies people can use to feel comfortable, resilient and safe in situations. PD1-2
	recognises and describes the qualities that enhance inclusive and respectful relationships. PD1-3
Movement Skill and Performance	performs movement skills in a variety of sequences and situations. PD1-4
	proposes a range of alternatives to solve movement challenges through participation in a range of activities. PD1-5
Health, Safe and Active Lifestyles	understands contextual factors that influence themselves and others' health, safety, wellbeing and participation in physical activity. PD1-6
	explores actions that help make home and school healthy, safe and physically active spaces. PD1-7
	participates in a range of opportunities that promote physical activity. PD1-8
Skills Domains – Self management – Interpersonal Skills – Movement Skills	demonstrates self-management skills in taking responsibility for their own actions. PD1-9
	describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong. PD1-10
	incorporates elements of space, time, objects, effort and people in creating and performing simple movement sequences. PD1-11

Creative Arts – Visual Arts, Music, Drama, Dance (from 2006)

The Creative Arts syllabus and further information can be found at: [NESA Creative Arts K-10 Syllabus](https://www.nesa.nsw.edu.au/creative-arts). This site includes further NESA syllabus detail and content information for this key learning area. As new syllabuses are released by NESA, information will be available at: <https://curriculum.nsw.edu.au/>.

Stage Statement (Stage 1)

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

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

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

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

S1 Creative Arts content strands	Outcomes - A child:
Visual Arts – Making – Appreciating	makes artworks in a particular way about experiences of real and imaginary things. VAS1.1
	uses the forms to make artworks according to varying requirements. VAS1.2
	realises what artists do, who they are and what they make. VAS1.3
	begins to interpret the meaning of artworks, acknowledging the roles of artist and audience. VAS1.4
Music	sings, plays and moves to a range of music, demonstrating an awareness of musical concepts. MUS1.1
	explores, creates, selects and organises sound in simple structures. MUS1.2
	uses symbol systems to represent sounds. MUS1.3
	responds to a range of music, expressing likes and dislikes and the reasons for these choices. MUS1.4
Drama	takes on roles in drama to explore familiar and imagined situations. DRAS1.1
	conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice. DRAS1.2
	interacts collaboratively to communicate the actions of the drama with others. DRAS1.3
	appreciates dramatic work during the making of their own drama and the drama of others. DRAS1.4
Dance	performs* dances demonstrating expressive qualities and control over a range of locomotor and non-locomotor movement. DAS1.1
	explores and selects movement using the elements of dance to make dance express ideas, feelings or moods. DAS1.2

**S1 Creative Arts
content strands****Outcomes - A child:**

	gives personal opinions about the dances and their purpose that they view and/or experience DAS1.3
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**Performing in all stages should be appropriate to body types, developmental needs and physical abilities of students.*