Personal and Social Capability Skills:

Self-awareness
- compare their emotional responses with those of their peers
- identify and describe personal interests, skills and achievements and explain how these contribute to family and school life
- discuss their strengths and weaknesses as learners and identify some learning strategies to assist them

Self-management
- describe ways to express emotions to show awareness of the feelings and needs of others
- set goals in learning and personal organisation by completing tasks within a given time
- work independently on routine tasks and experiment with strategies to complete other tasks where appropriate
- undertake and persist with short tasks, within the limits of personal safety

Social awareness
- describe similarities and differences in points of view between themselves and people in their communities
- describe how they contribute to their homes, classrooms and local communities, and how others care for and assist them
- identify ways to care for others, including ways of making and keeping friends

Social management
- discuss the use of verbal and nonverbal communication skills to respond appropriately to adults and peers
- identify cooperative behaviours in a range of group activities
- practise individual and group decision making in situations such as class meetings and when working in pairs and small groups
- practise solving simple interpersonal problems, recognising there are many ways to solve conflict

Information and Communication Technology Skills

Applying social and ethical protocols and practices when using ICT
- recognise ownership over their own digital work
- follow class rules about using digital information
- follow class rules when sharing personal information with known audiences and demonstrate an awareness of applying social protocols when using ICT to communicate
- identify how they use ICT in multiple ways on multiple devices

Investigating with ICT
- use ICT to identify where information is located
- use icons to locate or generate required information
- explain how located data or information was used

Creating with ICT
- use ICT to follow or contribute to a simple plan for a solution
- use ICT as a creative tool to generate simple solutions, modifications or data representations for personal or school purposes

Communicating with ICT
- use purposefully selected ICT tools safely to view information shared by trusted adults
- understand that messages are recorded, viewed or sent in computer mediated communications for others to receive

Managing and operating ICT
- identify and safely operate ICT systems to complete relevant simple specified tasks and seek help when encountering a problem
- identify common consumer ICT systems with input and output functions
- save and retrieve digital data with support

Critical and Creative Thinking:

Inquiring – identifying, exploring and organising information and ideas
- pose questions to identify and clarify issues, and compare information in their world
- identify and explore information and ideas from source materials
- organise information based on similar or relevant ideas from several sources

Generating ideas, possibilities and actions
- build on what they know to create ideas and possibilities in ways that are new to them
- identify and compare creative ideas to think broadly about a given situation or problem
- investigate options and predict possible outcomes when putting ideas into action

Reflecting on thinking and processes
- describe the thinking strategies used in given situations and tasks
- outline the details and sequence in a whole task and separate it into workable parts
- use information from a previous experience to inform a new idea

Analysing, synthesising and evaluating reasoning and procedures
- identify reasoning used in choices or actions in specific situations
- identify alternative courses of action or possible conclusions when presented with new information
- evaluate whether they have accomplished what they set out to achieve
### Mathematics: Achievement Standard

By the end of Year 1, students describe number sequences resulting from skip counting by 2s, 5s and 10s. They identify representations of one half. They recognise Australian coins according to their value. Students explain time durations. They describe two-dimensional shapes and three-dimensional objects. Students describe data displays. Students count to and from 100 and locate numbers on a number line. They carry out simple additions and subtractions using counting strategies. They partition numbers using place value. They continue simple patterns involving numbers and objects. Students order objects based on lengths and capacities using informal units. They tell time to the half-hour. They use the language of direction to move from place to place. Students classify outcomes of simple familiar events. They collect data by asking questions, draw simple data displays and make simple inferences.

### Technologies: Achievement Standard

To be developed in 2015 using (assessment) work sample evidence to ‘set’ standards through paired comparisons.