

NSW BOARD OF STUDIES  
 OUTCOMES FOR ALL K–6 KEY LEARNING AREAS  
 (includes new 2002 Mathematics outcomes)

ENGLISH

Strands and substrands	Early Stage 1	Stage 1	Stage 2	Stage 3
<b>Talking and Listening</b>				
<i>Talking and Listening</i>	TES1.1 Communicates with peers and known adults in informal situations and structured activities dealing briefly with familiar topics.	TS1.1 Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities.	TS2.1 Communicates in informal and formal classroom activities in school and social situations for an increasing range of purposes on a variety of topics across the curriculum.	TS3.1 Communicates effectively for a range of purposes and with a variety of audiences to express well-developed, well-organised ideas dealing with more challenging topics.
<i>Skills and Strategies</i>	TES1.2 Demonstrates basic skills of classroom and group interaction, makes brief oral presentations and listens with reasonable attentiveness.	TS1.2 Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively.	TS2.2 Interacts effectively in groups and pairs, adopting a range of roles, uses a variety of media and uses various listening strategies for different situations.	TS3.2 Interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and strategies and listens attentively.
<i>Context and Text</i>	TES1.3 Recognises that there are different kinds of spoken texts and shows emerging awareness of school purposes and expectations for using spoken language.	TS1.3 Recognises a range of purposes and audiences for spoken language and considers how own talking and listening are adjusted in different situations.	TS2.3 Identifies the effect of purpose and audience on spoken texts and distinguishes between different varieties of English.	TS3.3 Discusses ways in which spoken language differs from written language and how spoken language varies according to different contexts.
<i>Language Structures and Features</i>	TES1.4 With teacher guidance, identifies some basic language features of familiar spoken texts.	TS1.4 Recognises that different types of predictable spoken texts have different organisational patterns and features.	TS2.4 Identifies common organisational patterns and some characteristic language features of a few types of predictable spoken texts.	TS3.4 Evaluates the organisational patterns of some more challenging spoken texts and some characteristic language features.
<b>Reading</b>				
<i>Reading and Viewing Texts</i>	RES1.5 Demonstrates developing reading skills to read short, predictable written texts on familiar topics.	RS1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.	RS2.5 Reads independently a wide range of texts on increasingly challenging topics and justifies own interpretation of ideas, information and events.	RS3.5 Reads independently an extensive range of texts with increasing content demands and responds to themes and issues.
<i>Skills and Strategies</i>	RES1.6 Demonstrates developing reading skills and strategies when reading books, dealing with print and comprehending texts.	RS1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts.	RS2.6 Uses efficiently an integrated range of skills and strategies when reading and interpreting written texts.	RS3.6 Uses a comprehensive range of skills and strategies appropriate to the type of text being read.
<i>Context and Text</i>	RES1.7 Demonstrates an emerging awareness that written and visual texts convey meaning and recognises that there are different kinds of texts that serve different purposes.	RS1.7 Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter.	RS2.7 Discusses how writers relate to their readers in different ways, how they create a variety of worlds through language and how they use language to achieve a wide range of purposes.	RS3.7 Critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience.
<i>Language Structures and Features</i>	RES1.8 Identifies some basic language structures and features of texts.	RS1.8 Identifies the text structure and basic grammatical features of a limited range of text types.	RS2.8 Discusses the text structure of a range of text types and the grammatical features that are characteristic of those text types.	RS3.8 Identifies the text structure of a wider range of more complex text types and discusses how the characteristic grammatical features work to influence readers' and viewers' understanding of texts.

<b>Writing</b>				
<i>Producing Texts</i>	WES1.9 Engages in writing texts with the intention of conveying an idea or message.	WS1.9 Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers.	WS2.9 Drafts, revises, proofreads and publishes well-structured texts that are more demanding in terms of topic, audience and written language features.	WS3.9 Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.
<i>Grammar and Punctuation</i>	WES1.10 Produces simple texts that show the emergence of the grammar and punctuation needed to achieve the purpose of the text.	WS1.10 Produces texts using the basic grammatical features and punctuation conventions of the text type.	WS2.10 Produces texts clearly, effectively and accurately, using the sentence structure, grammatical features and punctuation conventions of the text type.	WS3.10 Uses knowledge of sentence structure, grammar and punctuation to edit own writing.
<i>Spelling</i>	WES1.11 Begins to use letters to represent known words when spelling.	WS1.11 Uses knowledge of sight words and letter-sound correspondences and a variety of strategies to spell familiar words.	WS2.11 Uses knowledge of letter-sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words.	WS3.11 Spells most common words accurately and uses a range of strategies to spell unfamiliar words.
<i>Handwriting and Computer Technology</i>	WES1.12 Produces most lower-case and upper-case letters and uses computer technology to begin to construct texts.	WS1.12 Produces texts using letters of consistent size and slope in NSW Foundation Style and using computer technology.	WS2.12 Uses joined letters when writing in NSW Foundation Style and demonstrates basic desktop publishing skills on the computer.	WS3.12 Produces texts in a fluent and legible style and uses computer technology to present these effectively in a variety of ways.
<i>Context and Text</i>	WES1.13 Recognises some different purposes for writing and that own texts differ in various ways.	WS1.13 Identifies how own texts differ according to their purpose, audience and subject matter.	WS2.13 Discusses how own texts are adjusted to relate to different readers, how they develop the subject matter and how they serve a wide variety of purposes.	WS3.13 Critically analyses own texts in terms of how well they have been written, how effectively they present the subject matter and how they influence the reader.
<i>Language Structures and Features</i>	WES1.14 Recognises overall text structure and basic grammatical features of simple texts and some conventions of written language.	WS1.14 Identifies the structure of own literary and factual texts and names a limited range of related grammatical features and conventions of written language.	WS2.14 Discusses how own texts have been structured to achieve their purpose and the grammatical features characteristic of the various text types used.	WS3.14 Critically evaluates how own texts have been structured to achieve their purpose and discusses ways of using related grammatical features and conventions of written language to shape readers' and viewers' understanding of texts.

## MATHEMATICS

<b>Strands and substrands</b>	<b>Early Stage 1</b>	<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b>
<b>Number</b>				
<i>Whole Numbers</i>	NES1.1 Counts to 30, and orders, reads and represents numbers in the range 0 to 20.	NS1.1 Counts, orders, reads and represents two- and three-digit numbers.	NS2.1 Counts, orders, reads and records numbers up to four digits.	NS3.1 Orders, reads and writes numbers of any size.
<i>Addition and Subtraction</i>	NES1.2 Combines, separates and compares collections of objects, describes using everyday language and records using informal methods.	NS1.2 Uses a range of mental strategies and informal recording methods for addition and subtraction involving one- and two-digit numbers.	NS2.2 Uses mental and written strategies for addition and subtraction involving two-, three- and four-digit numbers.	NS3.2 Selects and applies appropriate strategies for addition and subtraction with counting numbers of any size.
<i>Multiplication and Division</i>	NES1.3 Groups, shares and counts collections of objects, describes using everyday language and records using informal	NS1.3 Uses a range of mental strategies and concrete materials for multiplication and division.	NS2.3 Uses mental and informal written strategies for multiplication and division.	NS3.3 Selects and applies appropriate strategies for multiplication and division.

	methods.			
<i>Fractions and Decimals</i>	NES1.4 Describes halves, encountered in everyday contexts, as two equal parts of an object.	NS1.4 Describes and models halves and quarters, of objects and collections, occurring in everyday situations.	NS2.4 Models, compares and represents commonly used fractions and decimals, adds and subtracts decimals to two decimal places, and interprets everyday percentages.	NS3.4 Compares, orders and calculates with decimals, simple fractions and simple percentages.
<i>Chance</i>	No outcome at this stage.	NS1.5 Recognises and describes the element of chance in everyday events.	NS2.5 Describes and compares chance events in social and experimental contexts.	NS3.5 Orders the likelihood of simple events on a number line from zero to one.
<b>Patterns and Algebra</b>				
<i>Patterns and Algebra</i>	PAES1.1 Recognises, describes, creates and continues repeating patterns and number patterns that increase or decrease.	PAS1.1 Creates, represents and continues a variety of number patterns, supplies missing elements in a pattern and builds number relationships.	PAS2.1 Generates, describes and records number patterns using a variety of strategies and completes simple number sentences by calculating missing values.	PAS3.1a Records, analyses and describes geometric and number patterns that involve one operation using tables and words.
				PAS3.1b Constructs, verifies and completes number sentences involving the four operations with a variety of numbers.
<b>Data</b>				
<i>Data</i>	DES1.1 Represents and interprets data displays made from objects and pictures.	DS1.1 Gathers and organises data, displays data using column and picture graphs, and interprets the results.	DS2.1 Gathers and organises data, displays data using tables and graphs, and interprets the results.	DS3.1 Displays and interprets data in graphs with scales of many-to-one correspondence.
<b>Measurement</b>				
<i>Length</i>	MES1.1 Describes length and distance using everyday language and compares lengths using direct comparison.	MS1.1 Estimates, measures, compares and records lengths and distances using informal units, metres and centimetres.	MS2.1 Estimates, measures, compares and records lengths, distances and perimeters in metres, centimetres and millimetres.	MS3.1 Selects and uses the appropriate unit and device to measure lengths, distances and perimeters.
<i>Area</i>	MES1.2 Describes area using everyday language and compares areas using direct comparison.	MS1.2 Estimates, measures, compares and records areas using informal units.	MS2.2 Estimates, measures, compares and records the areas of surfaces in square centimetres and square metres.	MS3.2 Selects and uses the appropriate unit to calculate area, including the area of squares, rectangles and triangles.
<i>Volume and Capacity</i>	MES1.3 Compares the capacities of containers and volumes of objects or substances using direct comparison.	MS1.3 Estimates, measures, compares and records volumes and capacities using informal units.	MS2.3 Estimates, measures, compares and records volumes and capacities using litres, millilitres and cubic centimetres.	MS3.3 Selects and uses the appropriate unit to estimate and measures volumes and capacity, including the volume of rectangular prisms.
<i>Mass</i>	MES1.4 Compares the masses of two objects and describes mass using everyday language.	MS1.4 Estimates, measures, compares and records the masses of two or more objects using informal units.	MS2.4 Estimates, measures, compares and records masses using kilograms and grams.	MS3.4 Selects and uses the appropriate unit measuring device to find the mass of objects.
<i>Time</i>	MES1.5 Sequences events and uses everyday language to describe the duration of activities.	MS1.5 Compares the duration of events using informal methods and reads clocks on the half-hour.	MS2.5 Reads and records time in one-minute intervals and makes comparisons between time units.	MS3.5 Uses twenty-four hour time and am and pm notation in real-life situations and constructs timelines.

<b>Space and Geometry</b>				
<i>Three-dimensional Space</i>	SGES1.1 Manipulates, sorts and represents three-dimensional objects and describes them using everyday language.	SGS1.1 Models, sorts, describes and represents three-dimensional objects including cones, cubes, cylinders, spheres and prisms, and recognises them in pictures and the environment.	SGS2.1 Makes, compares, describes and names three-dimensional objects including pyramids, and represents them in drawings.	SG3.1.1 Identifies three-dimensional objects, including particular prisms and pyramids, on the basis of their properties, and visualises, sketches and constructs them given drawings of different views.
<i>Two-dimensional Space</i>	SGES1.2 Manipulates, sorts and describes representations of two-dimensional shapes using everyday language.	SGS1.2 Manipulates, sorts, represents, describes and explores various two-dimensional shapes.	SGS2.2a Manipulates, compares, sketches and names two-dimensional shapes and describes their features.	SGS3.2a Manipulates, classifies and draws two-dimensional shapes and describes side and angle properties.
			SGS2.2b Identifies, compares and describes angles in practical situations.	SGS3.2b Measures, constructs and classifies angles.
<i>Position</i>	SGES1.3 Uses everyday language to describe position and give and follow simple directions.	SGS1.3 Represents the position of objects using models and drawings and describes using everyday language.	SGS2.3 Uses simple maps and grids to represent position and follow routes.	SGS3.3 Uses a variety of mapping skills.
<b>Working Mathematically</b>				
<i>Questioning</i>	WMES1.1 Asks questions that could be explored using mathematics in relation to Early Stage 1 content.	WMS1.1 Asks questions that could be explored using mathematics in relation to Stage 1 content.	WMS2.2 Asks questions that could be explored using mathematics in relation to Stage 2 content.	WMS3.1 Asks questions that could be explored using mathematics in relation to Stage 3 content.
<i>Applying Strategies</i>	WMES1.2 Uses objects, actions, imagery, technology and/or trial and error to explore mathematical problems.	WMS1.2 Uses objects, diagrams, imagery and technology to explore mathematical problems.	WMS2.2 Selects and uses appropriate mental or written strategies, or technology, to solve problems.	WMS3.2 Selects and applies appropriate problem-solving strategies, including technological applications, in undertaking investigations.
<i>Communicating</i>	WMES1.3 Describes mathematical situations using everyday language, actions, materials and informal recordings.	WMS1.3 Describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols.	WMS2.3 Uses appropriate terminology to describe, and symbols to represent, mathematical ideas.	WMS3.3 Describes and represents a mathematical situation in a variety of ways using mathematical terminology and some conventions.
<i>Reasoning</i>	WMES1.4 Uses concrete materials and/or pictorial representations to support conclusions.	WMS1.4 Supports conclusions by explaining or demonstrating how answers were obtained.	WMS2.4 Checks the accuracy of a statement and explains the reasoning used.	WMS3.4 Gives a valid reason for supporting one possible solution over another.
<i>Reflecting</i>	WMES1.5 Links mathematical ideas and makes connections with, and generalisations about, existing knowledge and understanding in relation to Early Stage 1 content.	WMS1.5 Links mathematical ideas and makes connections with, and generalisations about, existing knowledge and understanding in relation to Stage 1 content.	WMS2.5 Links mathematical ideas and makes connections with, and generalisations about, existing knowledge and understanding in relation to Stage 2 content.	WMS3.5 Links mathematical ideas and makes connections with, and generalisations about, existing knowledge and understanding in relation to Stage 3 content.

## HUMAN SOCIETY AND ITS ENVIRONMENT

Strands and substrands	Early Stage 1	Stage 1	Stage 2	Stage 3
<b>Change and Continuity</b>				
<i>Significant Events and People</i>	CCES1 Describes events or retells stories that demonstrate their own heritage and the heritage of others.	CCS1.1 Communicates the importance of past and present people days and events in their life, in the lives of family and community members and in other communities.	CCS2.1 Describes events and actions related to the British colonisation of Australia and assesses changes and consequences.	CCS3.1 Explains the significance of particular people, groups, places, actions and events in the past in developing Australian identities and heritage.
<i>Time and Change</i>	Outcome CCES1 also applies here.	CCS1.2 Identifies changes and continuities in their own life and in the local community.	CCS2.2 Explains changes in the community and family life and evaluates the effects of these on different individuals, groups and environments.	CCS3.2 Explains the development of the principles of Australian democracy.
<b>Cultures</b>				
<i>Identities</i>	CUES1 Communicates some common characteristics that all people share, as well as some of the differences.	CUS1.3 Identifies customs, practices, symbols, languages and traditions of their family and other families.	CUS2.3 Explains how shared customs, practices, symbols, languages and traditions in communities contribute to Australian and community identities.	CUS3.3 Describes different cultural influences and their contribution to Australian identities.
<i>Cultural Diversity</i>	Outcome CUES1 also applies here.	CUS1.4 Describes the cultural, linguistic and religious practices of their family, their community and other communities.	CUS2.4 Describes different viewpoints, ways of living, languages and belief systems in a variety of communities.	CUS3.4 Examines how cultures change through interactions with other cultures and the environment.
<b>Environments</b>				
<i>Patterns of Place and Location</i>	ENES1 Gathers information about natural and built environments and communicates some of the ways in which they interact with, and can care for, these environments.	ENS1.5 Compares and contrasts natural and built features in their local area and the ways in which people interact with these features.	ENS2.5 Describes places in the local area and other parts of Australia and explains their significance.	ENS3.5 Demonstrates an understanding of the interconnectedness between Australia and global environments and how individuals and groups can act in an ecologically responsible manner.
<i>Relationship with Places</i>	Outcome ENES1 also applies here.	ENS1.6 Demonstrates an understanding of the relationship between environments and people.	ENS2.6 Describes people's interactions with environments and identifies responsible ways of interacting with environments.	ENS3.6 Explains how various beliefs and practices influence the ways in which people interact with, change and value their environment.
<b>Social Systems and Structures</b>				
<i>Resource Systems</i>	SSES1 Identifies ways in which their own needs and the needs of others are met, individually and cooperatively.	SSS1.7 Explains how people and technologies in systems link to provide goods and services to satisfy needs and wants.	SSS2.7 Describes how and why people and technologies interact to meet needs and explains the effects of these interactions on people and the environment.	SSS3.7 Describes how Australian people, systems and communities are globally interconnected and recognises global responsibilities, cultural influences and their contribution to Australian identities.
<i>Roles, Rights and Responsibilities</i>	Outcome SSES1 also applies here.	SSS1.8 Identifies roles and responsibilities within families, schools and the local community, and determines ways in which they should interact with others.	SSS2.8 Investigates rights, responsibilities and decision-making processes in the school and community and demonstrates how participation can contribute to the quality of their school and community life.	SSS3.8 Explains the structures, roles, responsibilities and decision-making processes of State and federal governments and explains why Australians value fairness and socially just principles.

## SCIENCE AND TECHNOLOGY

Strands and substrands	Early Stage 1	Stage 1	Stage 2	Stage 3
<b>Content</b>				
<i>Built Environments</i>	BEE1.1 Explores and identifies ways in which built environments suit their users.	BES1.1 Creates, modifies or models built environments to suit the needs of users.	BES2.1 Creates, models and evaluates built environments, reflecting consideration of functional and aesthetic factors.	BES3.1 Creates and evaluates built environments, demonstrating consideration of sustainability and aesthetic, cultural, safety and functional issues.
<i>Information and Communication</i>	ICES1.2 Recognises and uses various means of communication.	ICS1.2 Creates a range of information products and communicates using a variety of media.	ICS2.2 Creates and evaluates information products demonstrating an understanding of the needs of particular audiences.	ICS3.2 Creates and evaluates information products and processes, demonstrating consideration of the type of media, form, audience and ethical issues.
<i>Living Things</i>	LTES1.3 Identifies ways in which living things are different and have different needs.	LTS1.3 Identifies and describes ways in which living things grow and change.	LTS2.3 Identifies and describes the structure and function of living things and ways in which living things interact with other living things and their environment.	LTS3.3 Identifies, describes and evaluates the interactions between living things and their effects on the environment.
<i>Physical Phenomena</i>	PPES1.4 Explores and identifies ways some forms of energy are used in their daily lives.	PPS1.4 Identifies and describes different ways some forms of energy are used in the community.	PPS2.4 Identifies various forms and sources of energy and devises systems that use energy.	PPS3.4 Identifies and applies processes involved in manipulating, using and changing the form of energy.
<i>Products and Services</i>	PSES1.5 Recognises the relationship between everyday products and people's needs.	PSS1.5 Grows, makes or processes some products using a range of techniques and materials.	PSS2.5 Creates and evaluates products and services, considering aesthetic and functional factors.	PSS3.5 Creates and evaluates products and services, demonstrating consideration of sustainability, aesthetic, cultural, safety and functional issues.
<i>Earth and Its Surroundings</i>	ESES1.6 Explores and identifies ways the environment influences their daily lives.	ESS1.6 Identifies and describes ways in which people and other living things depend upon the earth and its environments.	ESS2.6 Identifies some of the features of the solar system and describes interactions that affect conditions on earth.	ESS3.6 Recognises that the earth is the source of most materials and resources, and describes phenomena and processes, both natural and human, that form and change the earth over time.
<b>Processes</b>				
<i>Investigating</i>	INVES1.7 Investigates their surroundings by observing, questioning, exploring and reporting.	INVS1.7 Conducts guided investigations by observing, questioning, predicting, collecting and recording data, and suggesting possible explanations.	INVS2.7 Conducts investigations by observing, questioning, predicting, testing, collecting, recording and analysing data, and drawing conclusions.	INVS3.7 Conducts their own investigations and makes judgements based on the results of observing, questioning, planning, predicting, testing, collecting, recording and analysing data, and drawing conclusions.
<i>Designing and Making</i>	DMES1.8 Generates own ideas and designs through trial and error, play, modelling and making.	DMS1.8 Develops and implements own design ideas in response to an investigation of needs and wants.	DMS2.8 Develops, implements and evaluates ideas using drawings, models and prototypes at appropriate stages of the design process.	DMS3.8 Develops and resolves a design task by planning, implementing managing and evaluating design processes.
<i>Using Technology</i>	UTES1.9 Identifies and uses a limited range of equipment, computer-based technology, materials and other resources when undertaking exploration and production.	UTS1.9 Selects and uses a range of equipment, computer-based technology, materials and other resources to undertake an investigation or design task.	UTS2.9 Selects and uses a range of equipment, computer-based technology, materials and other resources with developing skill to enhance investigation and design tasks.	UTS3.9 Evaluates, selects and uses a range of equipment, computer-based technology, materials and other resources to meet the requirements and constraints of investigation and design tasks.

## PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Strands and substrands	Early Stage 1	Stage 1	Stage 2	Stage 3
<b>Skills</b>				
<i>Communicating</i>	COES1.1 Expresses feelings, needs and wants in appropriate ways.	COS1.1 Communicates appropriately in a variety of ways.	COS2.1 Uses a variety of ways to communicate with and within groups.	COS3.1 Communicates confidently in a variety of situations.
<i>Decision-making</i>	DMES1.2 Identifies some options available when making simple decisions.	DMS1.2 Recalls past experiences in making decisions.	DMS2.2 Makes decisions as an individual and as a group member.	DMS3.2 Makes informed decisions and accepts responsibility for consequences.
<i>Interacting</i>	INES1.3 Relates well to others in work and play situations.	INS1.3 Develops positive relationships with peers and other people.	INS2.3 Makes positive contributions in group activities.	INS3.3 Acts in ways that enhance the contribution of self and others in a range of cooperative situations.
<i>Moving</i>	MOES1.4 Demonstrates a general awareness of how basic movement skills apply in play and other introductory movement experiences.	MOS1.4 Demonstrates maturing performance of basic movement and compositional skills in a variety of predictable situations.	MOS2.4 Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations.	MOS3.4 Refines and applies movement skills creatively to a variety of challenging situations.
<i>Problem-solving</i>	PSES1.5 Seeks help as needed when faced with simple problems.	PSS1.5 Draws on past experiences to solve familiar problems.	PSS2.5 Uses a range of problem-solving strategies.	PSS3.5 Suggests, considers and selects appropriate alternatives when resolving problems.
<b>Content</b>				
<i>Active Lifestyle</i>	ALES1.6 Develops a repertoire of physical activities in which they can participate.	ALS1.6 Participates in physical activity, recognising that it can be both enjoyable and important for health.	ALS2.6 Discusses the relationship between regular and varied physical activity and health.	ALS3.6 Shows how to maintain and improve the quality of an active lifestyle.
<i>Dance</i>	DAES1.7 Moves in response to various stimuli.	DAS1.7 Performs simple dance sequences incorporating basic movement skills and patterns.	DAS2.7 Performs familiar movement patterns in a variety of dance situations.	DAS3.7 Performs a range of dance styles and sequences confidently.
<i>Games and Sports</i>	GSES1.8 Demonstrates fundamental movement skills while playing with and sharing equipment.	GSS1.8 Performs fundamental movement skills with equipment in minor games.	GSS2.8 Participates and uses equipment in a variety of games and modified sports.	GSS3.8 Applies movement skills in games and sports that require communication, cooperation, decision-making and observation of rules.
<i>Growth and Development</i>	GDES1.9 Identifies how people grow and change.	GDS1.9 Describes the characteristics that make them both similar to others and unique.	GDS2.9 Describes life changes and associated feelings.	GDS3.9 Explains and demonstrates strategies for dealing with life changes.
<i>Gymnastics</i>	GYES1.10 Performs basic movement patterns to show actions of the whole body.	GYS1.10 Follows a simple sequence that links basic movement patterns.	GYS2.10 Demonstrates control in performing sequences of introductory gymnastic movements.	GYS3.10 Demonstrates coordinated actions of the body when performing gymnastic sequences.
<i>Interpersonal Relationships</i>	IREES1.11 Identifies how individuals care for each other.	IRS1.11 Identifies the ways in which they communicate, cooperate and care for others.	IRS2.11 Describes how relationships with a range of people enhance well-being.	IRS3.11 Describes roles and responsibilities in developing and maintaining positive relationships.
<i>Personal Health Choices</i>	PHES1.2 Displays basic positive health practices.	PHS1.12 Recognises that positive health choices can promote well-being.	PHS2.12 Discusses the factors influencing personal health choices.	PHS3.12 Explains the consequences of personal lifestyle choices.
<i>Safe Living</i>	SLES1.13 Demonstrates a developing awareness of the concepts of safe and unsafe living.	SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others.	SLS2.13 Discusses how safe practices promote personal well-being.	SLS3.13 Describes safe practices that are appropriate to a range of situations and environments.

## CREATIVE ARTS

Art forms and substrands	Early Stage 1	Stage 1	Stage 2	Stage 3
<b>Visual Arts</b>				
<i>Making</i>	VAES1.1 Makes simple pictures and other kinds of artworks about things and experiences.	VAS1.1 Makes artworks in a particular way about experiences of real and imaginary things.	VAS2.1 Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter.	VAS3.1 Investigates subject matter in an attempt to represent likenesses of things in the world.
	VAES1.2 Experiments with a range of media in selected forms.	VAS1.2 Uses the forms to make artworks according to varying requirements.	VAS2.2 Uses the forms to suggest the qualities of subject matter.	VAS3.2 Makes artworks for different audiences, assembling materials in a variety of ways.
<i>Appreciating</i>	VAES1.3 Recognises some of the qualities of different artworks and begins to realise that artists make artworks.	VAS1.3 Realises what artists do, who they are and what they make.	VAS2.3 Acknowledges that artists make artworks for different reasons and that various interpretations are possible.	VAS3.3 Acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks.
	VAES1.4 Communicates their ideas about pictures and other kinds of artworks.	VAS1.4 Begins to interpret the meaning of artworks, acknowledging the roles of artist and audience.	VAS2.4 Identifies connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques.	VAS3.4 Communicates about the ways in which subject matter is represented in artworks.
<b>Music</b>				
<i>Performing</i>	MUES1.1 Participates in simple speech, singing, playing and moving activities, demonstrating an awareness of musical concepts.	MUS1.1 Sings, plays and moves to a range of music, demonstrating an awareness of musical concepts.	MUS2.1 Sings, plays and moves to a range of music, demonstrating a basic knowledge of musical concepts.	MUS3.1 Sings, plays and moves to a range of music, individually and in groups, demonstrating a knowledge of musical concepts.
<i>Organising Sound</i>	MUES1.2 Creates own rhymes, games, songs and simple compositions.	MUS1.2 Explores, creates, selects and organises sound in simple structures.	MUS2.2 Improvises musical phrases, organises sounds and explains reasons for choices.	MUS3.2 Improvises, experiments, selects, combines and orders sound using musical concepts.
		MUS1.3 Uses symbol systems to represent sounds.	MUS2.3 Uses commonly understood symbols to represent own work.	MUS3.3 Notates and discusses own work and the work of others.
<i>Listening</i>	MUES1.4 Listens to and responds to music.	MUS1.4 Responds to a range of music, expressing likes and dislikes and the reasons for these choices.	MUS2.4 Identifies the use of musical concepts and musical symbols in a range of repertoire.	MUS3.4 Identifies the use of musical concepts and symbols in a range of musical styles.
<b>Drama</b>				
<i>Making</i>	DRAES1.1 Uses imagination and the elements of drama in imaginative play and dramatic situations.	DRAS1.1 Takes on roles in drama to explore familiar and imagined situations.	DRAS2.1 Takes on and sustains roles in a variety of drama forms to express meaning in a wide range of imagined situations.	DRAS3.1 Develops a range of in-depth and sustained roles.
		DRAS1.2 Conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice.	DRAS2.2 Builds the action of the drama by using the elements of drama, movement and voice skills.	DRAS3.2 Interprets and conveys dramatic meaning by using the elements of drama and a range of movement and voice skills in a variety of drama forms.
<i>Performing</i>	DRAES1.3 Dramatises personal experiences using movement, space and objects.	DRAS1.3 Interacts collaboratively to communicate the action of the drama with others.	DRAS2.3 Sequences the action of the drama to create meaning for an audience.	DRAS3.3 Devises, acts and rehearses drama for performance to an audience.
<i>Appreciating</i>	DRAES1.4 Responds to dramatic experiences.	DRAS1.4 Appreciates dramatic work during the making of their own drama and the drama of others.	DRAS2.4 Responds to, and interprets, drama experiences and performances.	DRAS3.4 Responds critically to a range of drama works and performance styles.

<b>Dance</b>				
<i>Performing</i>	DAES1.1 Participates in dance activities and demonstrates an awareness of body parts, control over movement and expressive qualities.	DAS1.1 Performs dances demonstrating expressive qualities and control over a range of locomotor and non-locomotor movement.	DAS2.1 Performs dances from a range of contexts demonstrating movement skills, expressive qualities and an understanding of the elements of dance.	DAS3.1 Performs and interprets dances from particular contexts, using a wide range of movement skills and appropriate expressive qualities.
<i>Composing</i>	DAES1.2 Explores movement, using the elements of dance in response to a stimulus to express ideas, feelings or moods.	DAS1.2 Explores and selects movement, using the elements of dance to express ideas, feelings or moods.	DAS2.2 Explores, selects and combines movement, using the elements of dance to communicate ideas, feelings or moods.	DAS3.2 Explores, selects, organises and refines movement, using the elements of dance to communicate intent.
<i>Appreciating</i>	DAES1.3 Responds to and communicates about the dances they view and/or experience.	DAS1.3 Gives personal opinions about the dances and their purpose that they view and/or experience.	DAS2.3 Gives personal opinions about the use of elements and meaning in their own and others' dances.	DAS3.3 Discusses and interprets the relationship between content, meaning and context of their own and others' dances.