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| Study of Society & Environment  |  | Health and Physical Education |  | The Arts  |  | Technology |
| Students are able to:• pose questions for investigations• plan simple investigations based on questions• identify and collect information and evidence from narratives and familiar sources• make judgments about the usefulness of the information and evidence• draw conclusions and give explanations, using information and evidence• communicate social and environmental ideas, using texts and terminology to match audience and purpose• share ideas, and plan and enact responses to group or community issues• participate in group decision making to achieve goals• reflect on and identify values associated with fairness, protecting the environment and behaving peacefully• reflect on learning to identify new understandings. |  | Students are able to:• pose questions and plan simple activities and investigations• identify and collect information and evidence• draw conclusions and make decisions• propose and take action to promote health and wellbeing, movement capacities and personal development• apply fundamental movement skills when participating in physical activities• create and sequence simple movement patterns in response to stimuli• apply personal development skills when interacting with others• follow guidelines to apply safe practices• reflect on and identify how behaviours, skills and actions influence health and wellbeing, movement capacities and personal development• reflect on learning to identify new understandings. |  | Students are able to:• select ideas for arts works, considering particular audiences and particular purposes, using arts elements and languages• create and shape arts works by combining arts elements to express personal ideas, feelings and experiences• practise arts works, using interpretive and technical skills• present arts works to familiar audiences, using arts techniques, skills and processes• follow guidelines to apply safe practices• respond to arts works and describe initial impressions and personal interpretations, using arts elements and languages• reflect on learning to identify new understandings. |  | Students are able to:• identify the purpose for design ideas• generate simple ideas for designs• communicate major features of their designs, using 2D or 3D visual representations and words• select resources, simple techniques and tools to make products• plan and sequence main steps in production procedures• make products by following production procedures to manipulate and process resources• follow guidelines to apply safe practices• evaluate products and processes by identifying what worked well, what did not and ways to improve• reflect on the uses of technology and describe the impact in everyday situations• reflect on learning to identify new understandings. |

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| Languages |  |  |
| Beginner | Elementary | Lower Intermediate |
| Students are able to:• identify the purpose or main topic in simple spoken and written texts, using visual and verbal language• respond to familiar statements and questions in simple conversations and discussions, using key words, phrases and memorised material• identify and use non-verbal communication strategies in familiar contexts• construct simple spoken and written texts in familiar contexts• notice and compare aspects of the target language and English and/or other familiar languages• notice and compare aspects of their own cultures and of the target cultures• reflect on and evaluate the suitability of language choices in familiar contexts• reflect on learning to identify new understandings and future applications. | Students are able to:• interpret a range of spoken and written texts in different contexts where familiar and some unfamiliar language is used• interpret and respond by manipulating some elements of language to contribute to conversations for different purposes, contexts and audiences• recognise and use appropriate verbal and non-verbal language to support the development of communicative competence• select and apply strategies to adjust verbal and nonverbal language for a variety of purposes, contexts and audiences, and respond appropriately to feedback• construct simple, cohesive spoken and written texts for different contexts, displaying some concept of register• notice and compare similarities and differences between the target language and English and/or other familiar languages• notice and compare their own beliefs, attitudes and practices and those reflected in the target culture• reflect on and evaluate the suitability of language choices for purpose, context and audience• reflect on learning, apply new understandings and identify future applications. | Students are able to:• interpret ideas and information in spoken and written texts and make judgments about the ways that people, places, events and things are represented• locate, analyse and respond in the target language to information on topics and issues of significance to members of the target cultures of a similar age• plan, monitor and adjust verbal and non-verbal language to suit the role, purpose, context and audience• construct spoken and written texts that present an argument, perspective or opinion• recognise that texts are culturally constructed, and analyse embedded cultural information• notice and compare similarities and differences in text formats, language and style between similar texts in the target language and English, and/or other familiar languages, to inform intercultural communication• notice and compare beliefs, values and practices in target language texts to identify the author’s purpose and audience• reflect on and evaluate the appropriateness of their own and others’ language choices in target language texts for purpose, context and audience• reflect on and evaluate learning to evaluate and apply new understandings and future applications. |