

Year 1 Learning Statements

Queensland Studies Authority

Year 1 Learning Statements identify what should be taught and what is important for children to have opportunities to know, understand and be able to do by the end of Year 1.

The statements support continuity in learning between the Prep Year and Year 1 and also link to future learning by providing a foundation that leads to the demonstration of *Essential Learnings* by the end of Year 3.

Early learning areas	Learning Statements	Link to KLA
Social and personal learning	<p><i>Sense of self and others</i></p> <p>Children build knowledge, understanding and skills to:</p> <ul style="list-style-type: none">investigate their sense of self as a member of different communities including home, school and broader cultural groupsparticipate in the development of social rules and suggest roles and responsibilities for maintaining these rulesrespond positively to changes in learning environments and other school contextsresolve conflicts in peaceful wayspersevere with new learning experiencesdemonstrate responsibility for materials and behaviour in the learning environmentidentify and discuss values associated with being fair and behaving with respectreflect on and identify how strategies contribute to fairness and respectful behaviour.	Health and Physical Education
Health and physical learning	<p><i>Health</i></p> <p>Children build knowledge, understanding and skills to:</p> <ul style="list-style-type: none">identify and plan actions and routines that support personal hygieneplan and use safe behaviours when interacting with people and in a variety of school contextsidentify healthy food choicesdescribe the main roles of familiar health services and workersreflect on and identify how choices and actions influence health and wellbeing. <p><i>Fundamental movement skills</i></p> <p>Children build knowledge, understanding and skills to:</p> <ul style="list-style-type: none">use different locomotor and non-locomotor movements, positions, actions and changes of direction with increasing strength, flexibility, balance and coordinationintegrate fine-motor movements to manipulate materials, tools and objects with coordination and controldiscuss how parts of their body function in movement activitiesparticipate in physical activity and describe the physical and emotional effects that resultreflect on and identify how choices and actions influence participation in physical activity.	Health and Physical Education

Speaking and listening

Children build knowledge, understanding and skills to:

- communicate for different purposes including to build relationships, express and explore ideas, tell stories, identify feelings and opinions, give and follow directions and instructions, describe events, and to get things done
- interpret and construct a range of text types for different purposes and contexts in Standard Australian English (SAE) including explanations, oral recounts, simple rhymes and stories, greetings and farewells, and observation-comments
- participate in conversations and discussions in one-on-one, small and large group situations
- use and respond appropriately to statements, questions and commands to support the purpose for speaking
- use active listening strategies and agreed conventions for speaking to participate in conversations and discussions
- use language conventions, vocabulary and connectives of time to link ideas clearly in texts
- recognise and use vocabulary about different topics to label, categorise, describe and explain
- use figurative language to represent feelings and imagery or establish a voice in texts
- interpret imagery in literary texts including poetry, oral stories and stories read aloud and attend to voice, pitch, volume, facial expressions and gestures in spoken texts
- reflect on how or why people, characters, places, events and things have been represented in particular ways in texts and generate possible alternatives.

Reading and viewing

Children build knowledge, understanding and skills to:

- read or view a range of print and electronic text types for different purposes and contexts including narratives, recounts, rhymes, instructions, invitations and recipes
- use concepts of print, including alphabetic knowledge and knowledge of symbols, when reading written, electronic or multimodal texts
- read with automaticity and fluency using prior knowledge and by predicting and confirming words using graphophonic, semantic and syntactic cues
- use a range of strategies to make meaning from the language, visual and structural features of text
- draw on a range of strategies to maintain meaning including sub-vocalising, reading on and re-reading
- understand supportive texts by recalling and locating information directly stated in the text, retelling events in appropriate sequence to summarise, and drawing simple inferences from visual and print information contained in the text
- explore how texts use figurative language to make images, or to create rhyme or rhythm in the language
- reflect on how texts represent people, characters, places, events and things in different ways depending on the type of text and the choices the author makes.

Writing and designing

Children build knowledge, understanding and skills to:

- identify a purpose and topic for writing and designing a small range of text types including personal recount, observation-comment and simple description
- plan and organise own writing using models, drawings, discussions and other activities
- use some stages of modelled text types to organise own writing
- select vocabulary that relates to the topic and maintains the meaning of the text
- use language features such as noun and verb groups to describe meaning about events, places or things
- use correct grammar and punctuation for proper nouns and simple sentences including statements, questions and commands
- use conjunctions and pronoun referencing, and maintain tense to keep cohesion in own texts
- spell high-frequency words and familiar words correctly
- use strategies to spell unfamiliar words and to check words using authoritative sources including word lists or personal dictionaries
- edit own writing for meaning and proofread for misspelt words and basic punctuation errors (capitals and full stops)
- reflect on how figurative language or visuals add meaning and imagery to own texts or represent people, characters, places, events and things.

Number

Children build knowledge, understanding and skills to:

- count up to 100 and identify and represent whole numbers to at least 50
- order and position whole numbers to 20 using 0 and 10 as key reference points
- identify and compare the quantity of whole numbers to at least 50 using place value (tens and ones) and non-standard partitions
- represent numerals to 20 and number words to 10
- identify a “whole” and a “half” as one of two equal parts of whole collections and lengths
- identify from situations and visuals whether combining, adding, taking away or finding the difference is required for everyday situations and stories
- work out basic facts and mental strategies to combine, add, take away or find the difference required in everyday situations and explain the processes used
- solve adding and taking away problems involving single-digit whole numbers and check the reasonableness of the solution
- create adding and taking away stories using drawings or actions to represent number expressions ($2 + 3$)
- identify from given situations and visuals whether repeated addition (combining) or repeated subtraction (sharing) is occurring and give reasons
- count or subitise (identify small groups without counting) the number of groups or rows and the number of objects in each group or row and record this using drawings and diagrams
- solve grouping problems for single-digit whole numbers and check the reasonableness of the solution
- create, using drawings and words, multiplication stories to represent situations using repeated addition or repeated subtraction (two groups of three is equal to six)
- maintain equivalent value when exchanging a single coin or note for multiples of one type of a lesser value coin or note
- reflect on strategies used to represent number and calculations using small whole numbers for different contexts.

Patterns and algebra

Children build knowledge, understanding and skills to:

- identify, create, and extend increasing or decreasing patterns and describe the rules used in words
- identify the repeating elements in a pattern and make the same pattern using different materials, actions or colours
- communicate equivalence as “balances”, “equal to” and “same as” using the guess and check strategy
- reflect on strategies to create patterns and maintain balance (equivalence).

Measurement

Children build knowledge, understanding and skills to:

- directly compare measurable attributes of objects and describe the relationship (longer/shorter, bigger/smaller, holds more/less, heavier/lighter)
- order the length of three objects by aligning their bases and for mass by hefting, and describe the order (long/longer/longest and heavy/heavier/heaviest)
- describe ways to measure length, area, and volume using multiple repeats of uniform non-standard units and attending to gaps and overlaps, and for mass by hefting
- make reasonable estimates of length and area using mind pictures of different non-standard units
- name days of the week and identify o'clock times for daily routines
- compare the duration of familiar events using the same starting time (point in time); describe differences as “more time” or “less time” and identify the passing of time using “yesterday”, “today” and “tomorrow”
- reflect on strategies for measuring.

Early learning areas	Learning Statements	Link to KLA
Early mathematical understandings (cont.)	<p>Space Children build knowledge, understanding and skills to:</p> <ul style="list-style-type: none"> • identify the shape and number of faces and corners (vertices) of 3D shapes and the number of sides and corners of 2D shapes • identify common 3D shapes (cubes, cylinders, spheres, cones) in everyday environments and non-typical representations of triangles and rectangles including squares • classify common shapes and objects using one defining geometric feature • describe the position of an object or location in two different ways, and two pathways to get to it using positional language • follow and give simple directions using turns to change the direction of movement • reflect on strategies to construct shapes and move through familiar environments. 	Mathematics Numeracy across the curriculum (cont.)
	<p>Chance and data Children build knowledge, understanding and skills to:</p> <ul style="list-style-type: none"> • explain that events may not always occur as expected (randomness) using “might/could happen”, “sometimes happens” and “might not happen” • collect data from observations using tally marks, lists or tables to resolve issues, problems and questions of interest • organise collected data into broad categories for data displays • represent, read and compare categories of data on object/people/picture graphs identifying “most”, “more”, “not many” and “least” • reflect on the impact that a random event can have on daily routines • reflect on strategies to collect, organise and represent data and how the data is used to resolve issues, problems or questions of interest. 	
Active learning processes	<p>Scientific inquiry Children build knowledge, understanding and skills to:</p> <ul style="list-style-type: none"> • pose questions about the natural and physical world • plan and conduct investigations, collect data, record or report on observations • discuss and investigate phenomena related to living things, energy and its effect, the earth and observable environment, and the ways materials may or may not change • reflect on observations and discuss why things happen, and consider other points of view. 	Science
	<p>Social and environmental inquiry Children build knowledge, understanding and skills to:</p> <ul style="list-style-type: none"> • pose questions and communicate ideas about social and environmental points of view • explore sustainable practices to conserve a natural feature of their local environment • identify and collect information and stories about their families and the practices and contributions of people in their communities • explore the stories and contributions that Indigenous people make to their communities • discuss rights and responsibilities and codes of behaviour in their classroom and school • reflect on contributions individuals and families make to communities and the environment. 	Studies of Society and Environment
	<p>Investigating technology Children build knowledge, understanding and skills to:</p> <ul style="list-style-type: none"> • investigate appropriate resources to meet design needs • design and communicate ideas through play, drawings or concrete materials • make products to respond to personal or group needs • reflect on the use of technology in everyday life including the use of technology by Indigenous Australians and different cultural groups. 	Technology
	<p>Imagining and responding Children build knowledge, understanding and skills to:</p> <ul style="list-style-type: none"> • create and shape arts works (dance, drama, media, music and visual art), experimenting with arts elements to express ideas, feelings and experiences • present arts works to familiar audiences • reflect on and respond to arts works, including the works of Indigenous Australians and different cultural groups. 	The Arts