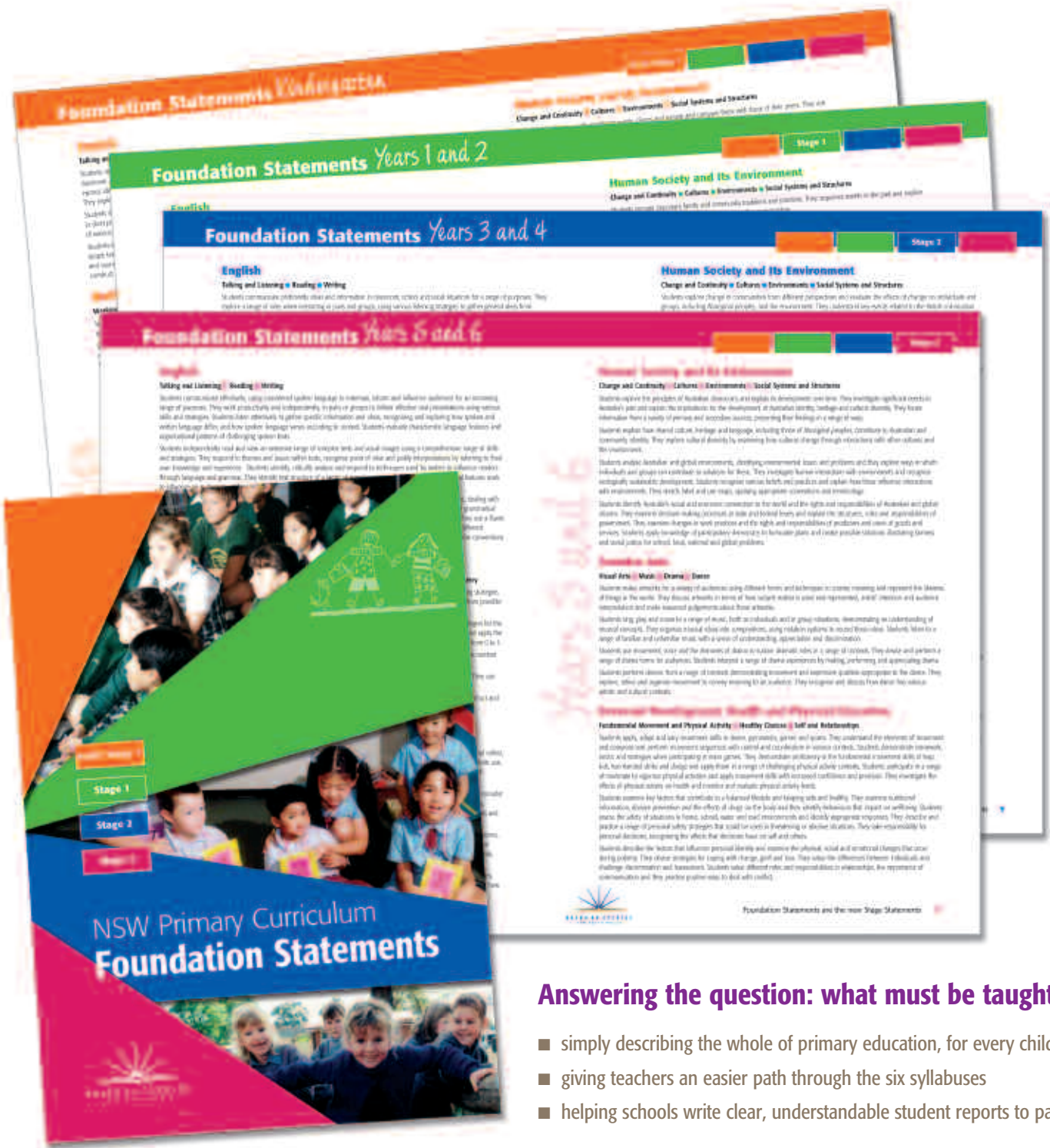


# NSW Primary Curriculum Foundation Statements



## Answering the question: what must be taught?

- simply describing the whole of primary education, for every child
- giving teachers an easier path through the six syllabuses
- helping schools write clear, understandable student reports to parents

# Foundation Statements



I am pleased to present the new Foundation Statements, the result of extensive work by the NSW Board of Studies, school sectors and thousands of primary school teachers, principals and parents.

The 24 Foundation Statements are short, clear descriptions of the knowledge and skills that each student should develop at each stage of primary education, regardless of which school they attend. They answer the question: 'What must be taught?'

There are 24 Foundation Statements because there is a statement for each of the six primary syllabus areas and each of the four stages of primary education.

For the first time, all NSW parents and teachers of primary students have a clear and shared set of descriptions of what must be taught to every student, in every school. School sectors will now work with their principals, teachers and parents to ensure that student assessment and reports are consistent with the Foundation Statements.

I thank all who have contributed to the development of these statements – the foundation of all primary education in NSW.

**Carmel Tebbutt MP**

NSW Minister for Education and Training

## What is taught?

**The six primary syllabuses cover:**

### English

- Talking and Listening
- Reading
- Writing.

### Mathematics

- Working Mathematically
- Number
- Patterns and Algebra
- Measurement and Data
- Space and Geometry.

### Science and Technology

- Investigating Scientifically
- Designing and Making
- The Natural Environment
- The Made Environment.

### Human Society and Its Environment (HSIE)

- Change and Continuity
- Cultures
- Environments
- Social Systems and Structures.

### Creative Arts

- Visual Arts
- Music
- Dance
- Drama.

### Personal Development, Health and Physical Education (PDHPE)

- Fundamental Movement and Physical Activity
- Healthy Choices
- Self and Relationships.

**The four stages of primary education are:**

Kindergarten

**Early Stage 1**

Years 1 and 2

**Stage 1**

Years 3 and 4

**Stage 2**

Years 5 and 6

**Stage 3**

## What do the Foundation Statements do?

The Foundation Statements:

- describe the key knowledge, skills and understanding contained in the current syllabuses and do not add new content or concepts to the curriculum
- enable teachers to select the appropriate syllabus outcomes and content needed for individual students
- support clearer and simpler reporting to parents, making it easier for parents to understand what their child should know and be able to do, as well as what they have actually accomplished
- reinforce the need to teach all students the common foundation skills required to succeed at school and beyond, particularly in the areas of literacy, numeracy and the use of technology.

## How do Foundation Statements help?

The statements answer the question 'What must be taught?' in the statewide curriculum and help ensure a balance in what all students learn, while giving teachers more freedom to focus on the individual learning needs of their students.

Teachers will not need to formally assess and report on student achievement for individual syllabus outcomes. Instead, it is anticipated that teachers and schools will assess and report against the Foundation Statements.

In 2006, school authorities and the Board of Studies will give schools more support and advice to help them establish Foundation Statements as the basis for better reporting for parents.

Years 1 and 2

### English

#### Talking and Listening ■ Reading ■ Writing

Students communicate with a wide range of people on familiar and introduced topics to achieve a variety of purposes. They interact effectively, adopting new speaking skills, in order to give confident oral presentations. They listen to instructions and share ideas with peers to complete tasks. Students recognise that spoken language has a range of purposes and audiences and use this knowledge when attempting to communicate effectively with others. They investigate the different types and organisational patterns of common spoken texts and recognise features within them.

Students read and view short literary and factual texts, using an increasing variety of skills and strategies including context, grammar, word usage and phonics to make connections between their own experiences and information in texts. Students read, interpret and discuss texts, including visual and multimedia texts, using a range of skills and strategies. They explore and identify ways texts differ according to purpose, audience and subject and understand that people produce texts. Students recognise the basic structure and grammatical features of a limited range of text types.

Students write simple literary and factual texts on familiar topics for known readers by planning and reviewing their writing. They write using basic grammatical features and conventions of punctuation, showing awareness of different purposes, audiences and subject matter. Students spell using knowledge of sight words, letter-sound correspondence and other strategies. They write using letters of consistent size and slope in NSW Foundation Style and use computer technology to produce texts, recognising simple conventions, language and functions.

Source: Stage 1, Board of Studies NSW Primary Curriculum Foundation Statements

# Foundation Statements

## More help for teachers

The Board of Studies has developed sample weekly time allocations for each syllabus area, devoting most time (45–55%) to literacy and numeracy. These samples can be found on the Board's website.

The time allocations are a guide only and give teachers confidence that they are balancing the six different syllabus areas while also having flexibility to focus on the individual needs of students.

The guidelines for time allocation can be found at [k6.boardofstudies.nsw.edu.au](http://k6.boardofstudies.nsw.edu.au)

Years 3 and 4

## Mathematics

**Working Mathematically** ■ **Number** ■ **Patterns and Algebra** ■ **Measurement and Data** ■ **Space and Geometry**

Students ask questions and use appropriate mental or written strategies, and technology, to solve problems. They use appropriate terminology to describe and link mathematical ideas, check statements for accuracy and explain reasoning.

Students count, order, read and record numbers up to 9999 and use mental and written strategies, including the formal written algorithm, to solve addition and subtraction problems involving numbers of up to four digits. They use mental strategies to recall multiplication facts up to  $10 \times 10$  and related division facts and use informal written strategies for multiplication and division of two-digit numbers by one-digit numbers. Students model, compare and represent simple fractions and recognise percentages in everyday situations and they model, compare, represent, add and subtract decimals to two decimal places. Students perform simple calculations with money and conduct simple chance experiments.

Students generate, describe and record number patterns and relate multiplication and division facts to at least  $10 \times 10$ . Students estimate, measure, compare and record length, area, volume, capacity and mass using some formal units. They read and record time in hours and minutes in digital and analogue notation and make comparisons between time units. Students gather and organise data to create and interpret tables and graphs.

Students name, describe and sketch particular 3D objects and 2D shapes. They compare angles using informal means and describe a 'right angle'. Students use coordinates to describe position and compass points to give and follow directions.

Source: Stage 2, Board of Studies NSW Primary Curriculum Foundation Statements

## Further information

All 24 Foundation Statements can be found on the Board of Studies special primary website at [k6.boardofstudies.nsw.edu.au](http://k6.boardofstudies.nsw.edu.au)

In addition, printed copies of the Foundation Statements have been sent to every primary school teacher in NSW. Further support material will be distributed in 2006.

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