



The Australian International School of Bangkok

Mathematics and English Learning Outcomes For Years 1, 2 and 3

This document gives an indication of the outcomes our primary school students are working towards for their end of year reports. Teachers use these outcomes to assist them in the planning and assessment phases of the teaching cycle.

The attached outcomes for Mathematics and English come from the New South Wales syllabus in these two learning areas. Stage 1 and 2 outcomes are provided as these are typically achieved in years 1 – 4. Although most students will achieve the outcomes of each stage in the years indicated, there are some students who have special learning needs which will dictate that they will be working towards outcomes at an early or later stage.

Outcomes for the other learning areas - [Science and Technology](#), [Human Society and its Environment \(HSIE\)](#), [Personal Development, Health and Physical Education \(PDHPE\)](#) and [Creative Arts](#), can be viewed on line at www.boardofstudies.nsw.edu.au/k-6 .

NSW MATHEMATICS SYLLABUS – Stage 1 and 2

The following outcomes have been taken from the NSW Board of Studies K-6 Mathematics Syllabus.

STRAND	Stage 1	Stage 2
Substrand	Typically year 1 – 2	Typically year 3 - 4
NUMBER		
Whole Numbers - Students develop a sense of the relative size of whole numbers and the role of place value in their representation	NS1.1 Counts, orders, reads and represents two- and three-digit numbers	NS2.1 Counts, orders, reads and records numbers up to four digits
Addition and Subtraction - Students develop facility with number facts and computation with progressively larger numbers in addition and subtraction and an appreciation of the relationship between those facts	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
Multiplication and Division - Students develop facility with number facts and computation with progressively larger numbers in multiplication and division and an appreciation of the relationship between those facts	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
Fractions and Decimals - Students develop an understanding of the parts of a whole, and the relationships between the different representations of fractions	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
Chance - Students develop an understanding of the application of chance in everyday situations and an appreciation of the difference between theoretical and experimental probabilities	NS1.5 Recognises and describes the element of chance in everyday events	NS2.5 Describes and compares chance events in social and experimental contexts
PATTERNS AND ALGEBRA		
Patterns and Algebra - Students develop skills in creating, describing and recording number patterns as well as an understanding of the relationships between numbers	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
DATA		
Data - Students inform their inquiries through gathering, organising, tabulating and graphing data	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
MEASUREMENT		
Length - Students distinguish the attribute of length and use informal and metric units for measurement	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
Area - Students distinguish the attribute of area and use informal and metric units for measurement	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
Volume and Capacity - Students recognise the attribute of volume and use informal and metric units for measuring capacity or volume	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
Mass - Students recognise the attribute of mass through indirect and direct comparisons, and use informal and metric units for measurement	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
Time - Students develop an understanding of the passage of time, its measurement and representations, through the use of everyday language and experiences	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
SPACE AND GEOMETRY		
Three-dimensional Space - Students develop verbal, visual and mental representations of three-dimensional objects, their parts and properties, and different orientations	SGS1.1 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
Two-dimensional Space - Students develop verbal, visual and mental representations of lines, angles and two-dimensional shapes, their parts and properties, and different orientations	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 SGS2.2b Identifies, compares and describes angles in practical situations
Position - Students develop their representation of position through precise language and the use of grids and compass 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

Please note: Although most students will achieve the outcomes of each stage in the years listed above, there are some students who have numeracy learning needs which will dictate that they will be working towards outcomes at an early or later stage.

Further information, including the syllabus document, can be found at www.boardofstudies.nsw.edu.au/k-6/

NSW ENGLISH SYLLABUS – Stage 1 and 2

The following outcomes have been taken from the NSW Board of Studies K-6 English Syllabus.

STRAND	Stage 1	Stage 2
Substrand	Typically year 1 – 2	Typically year 3 - 4
TALKING AND LISTENING – LEARNING TO TALK AND LISTEN	<i>These outcomes will be used to plan and assess students' talking and listening and the development of associated talking and listening skills and strategies.</i>	
<i>Talking and Listening</i>	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	TS 2.1 Communicates in information and formal classroom activities in school and social situations for an increasing range of purposes on a variety of topics across the curriculum.
<i>Skills and strategies</i>	TS 1.2 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.
TALKING AND LISTENING – LEARNING ABOUT TALKING AND LISTENING	<i>These outcomes will be used to plan and assess the development of explicit knowledge of how spoken language works in context and of how to talk about the structures and features of spoken language.</i>	
<i>Context and text</i>	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.
<i>Language structures and features</i>	TS1.4 Recognises that different types of predictable spoken texts have different organizational patterns and features.	TS 2.4 Identifies common organizational patterns and some characteristic language features of a few types of predictable spoken texts.
LEARNING TO READ	<i>These outcomes will be used to plan and assess students' reading of a range of texts and the development of associated reading skills and strategies.</i>	
<i>Reading and viewing texts</i>	RS 1.5 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.
<i>Skills and Strategies</i>	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.
LEARNING ABOUT READING	<i>These outcomes will be used to plan and assess the development of explicit knowledge of how written language works in context and of how to talk about the structures and features of written language.</i>	
<i>Context and text</i>	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.
<i>Language structures and features</i>	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.
LEARNING TO WRITE	<i>These outcomes will be used to plan and assess students' writing and the development of associated writing skills and strategies.</i>	
<i>Producing texts</i>	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 structures texts that are more demanding in terms of topic, audience and written language features.
<i>Skills and Strategies - Grammar and Punctuation</i>	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 sentence structure, grammatical features and punctuation conventions of the text type.
<i>Skills and Strategies - Spelling</i>	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.
<i>Skills and Strategies - Handwriting and computer technology</i>	WS1.12 Produces texts using letters of consistent size and slope, in NSW Foundation Style and using computer technology.	WA2.12 Uses joined letters when writing in NSW Foundation Style and demonstrates basic desktop publishing skills on the computer.
LEARNING ABOUT WRITING	<i>These outcomes will be used to plan and assess the development of explicit knowledge of how written language works in context and of how to talk about the structures and features of written language.</i>	
<i>Context and text</i>	WS1.13 Identifies how own texts differ according to their purpose, audience and subject matter.	WS 2.13 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.
<i>Language structures and features</i>	WS 1.14 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 structures to achieve their purpose and the grammatical features characteristic of the various text types used.

Please note: Although most students will achieve the outcomes of each stage in the years listed above, there are some students who have language learning needs which will dictate that they will be working towards outcomes at an early or later stage.

Further information, including the syllabus document, can be found at www.boardofstudies.nsw.edu.au/k-6/