NELI and NELI Whole Class Australian Curriculum chart - Year 1

(Nuffield Early Language Intervention) link to curriculum:

link to curriculum: Home V9 Australian Curriculum					NELI Whole Class										
	Content descriptions	Topic 1: My Body	Topic 2: Things We Wear	Topic 3: People Who Help Us	Topic 4: Growing	Topic 5: Journey	Topic 6: Time		1: My Body	2: Things We Wear	opic 3: Peopie wno Help US Topic 4: Growing	Topic 5: Journey	Topic 6: Time		
English															
Language	AC9E1LA01 understand how language, facial expressions and gestures are used to interact with others when asking for and providing information,	1	1	1	1			-	_		-	1			
Language for interacting with others	making offers, exclaiming, requesting and giving commands	•	•	•	•	•	•	•	•	•	•	•	•		
	AC9E1LA02 explore language to provide reasons for likes, dislikes and preferences	•	•	•	•	•	•	•	•	•	•	•	•		
Text structure and organisation	AC9E1LA03 explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain														
	AC9E1LA04 explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs														
	AC9E1LA05 understand how print and screen texts are organised using features such as page numbers, tables of content, headings and titles, navigation buttons, swipe screens, verbal commands, links and images														
Language for expressing and developing ideas	AC9E1LA06 understand that a simple sentence consists of a single independent clause representing a single event or idea														
	ACSE1LA07 understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs)	•	•	•	•	•	•	•	•	•	•	•	•		
	AC9E1LA08 compare how images in different types of texts contribute to meaning														
	AC9E1LA09 recognise the vocabulary of learning area topics	•	•	•	•	•	•	•	•	•	•	•	•		
	ACSEILA10 understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns														
Literature															
Literature and contexts	ACSEILE01 discuss how language and images are used to create characters, settings and events in literature by First Nations Australian, and wideranging Australian and world authors and illustrators	•	•	•	•	•	•	•	•	•	•	•	•		
Engaging with and responding to literature	ACSE1LEO2 discuss literary texts and share responses by making connections with students' own experiences							•	•	•	•	•	•		
Examining literature	AC9E1LE03 discuss plot, character and setting, which are features of stories	•	•	•	•	•	•	•	•	•	•	•	•		
	AC9E1LE04 listen to and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme	•	•	•	•	•	•	•	•	•	•	•	•		
	AC9E1LE05 or ally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a familiar text,														
Creating literature	through role-play, writing, drawing or digital tools	•	•	•	•	•	•	•	•	•	•	•	•		
Literacy	ACCURATIONS discuss different and district and factors and district an		I												
Texts in context Interacting with others	ACSEILY01 discuss different texts and identify some features that indicate their purposes ACSEILY02 use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions	•	•	•	•	•		•				•	•		
Analysing, interpreting and evaluating	AC9E1LY03 describe some similarities and differences between imaginative, informative and persuasive texts	_	•	•	•		•	_		_	•				
and the state of t	ACSELIVO4 read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and monitoring meaning using context and grammatical knowledge														
	AC9E1LY05 use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures								١.						
Creating texts	ACSELLY06 create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words										•	•	•		
	AC9E1LY07 create and deliver short oral and/or multimodal presentations on personal and learnt topics, which include an opening, middle and concluding statement; some topic-specific vocabulary and appropriate gesture, volume and pace	•	•	•	•	•	•	•	•	•	•	•	•		

	AC9E1LY08 write words using unjoined lower-case and upper-case letters													
Phonic and word knowledge	AC9E1LY09 segment words into separate phonemes (sounds) including consonant blends or clusters at the beginnings and ends of words (phonological awareness)				•	•	•							
	AC9E1LY10 orally manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (phonological awareness)				•	•	•							
	AC9E1LY11 use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words													
	AC9E1LY12 understand that a letter can represent more than one sound and that a syllable must contain a vowel sound													
	AC9E1LY13 spell one- and two-syllable words with common letter patterns													
	AC9E1LY14 read and write an increasing number of high-frequency words													
	AC9E1LY15 recognise and know how to use grammatical morphemes to create word families													
The Arts														
Music														
Developing practices and skills	AC9AMU2D01 develop listening skills and skills for singing and playing instruments	•	•	•	•	•	•		•	•	•	•	•	•
	AC9AMU2P01 sing and play music in informal settings	•	•	•	•	•	•		•	•	•	•	•	•
Health & Physical Education														
Personal, social and community health			,											
Identities and change	AC9HP2P01 describe their personal qualities and those of others, and explain how they contribute to developing identities								•	•	•	•	•	•
Interacting with others	AC9HP2P02 identify and explore skills and strategies to develop respectful relationships	•	•	•	•	•	•		•	•	•	•	•	•
	AC9HP2P03 identify how different situations influence emotional responses								•	•	•	•	•	•
	AC9HP2P04 practise strategies they can use when they need to seek, give or deny permission respectfully				•	•	•					•	•	•
Movement and physical activity		1	1		1						ı	ı		
Moving our bodies	AC9HP2M01 practise fundamental movement skills and apply them in a variety of movement situations								•	•				
Mathematics														
Number sense & algebra	AC9MFN01 name, represent and order numbers including zero to at least 20, using physical and virtual materials and numerals								•	•	•	•	•	•
Algebra	AC9M1A02 recognise, continue and create repeating patterns with numbers, symbols, shapes and objects, identifying the repeating unit									•				
7.15co.10	AC9M1M01 compare directly and indirectly and order objects and events using attributes of length, mass, capacity and duration, communicating													
Measurement	reasoning								•	•	•	•	•	•
	AC9M1M03 describe the duration and sequence of events using years, months, weeks, days and hours													•
Science														
Science understanding														
Biological sciences	AC951U01 identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs											•		
General Capabilities (i.e.there are opportu	unities to practise and develop these)													
Critical and creative thinking														
Inquiring														
Develop question	s Level 2: Develop questions to explore a familiar idea or topic							4 .	•	•	•	•	•	•
Identify, process & evaluate information	Level 2: identify and explain similarities and differences in selected information								•	•	•	•	•	•
Literacy														
Speaking and listening	T	1	1		1		1				1	1		
Listening	Level 2: responds to short spoken texts relying on key words, obvious cues, tone of voice and intonation	•	•	•	•	•	•	4	•	•	•	•	•	•
	Level 2: follows a simple command	•	•	•	•	•	•		•	•	•	•	•	•
	Level 2: repeats familiar words heard in a text or conversation	•	•	•	•	•	•	. .	•	•	•	•	•	•
Interacting	Level 2: contributes simple ideas and opinions to class or small group discussions	•	•	•	•	•	•		•	•	•	•	•	•
	Level 2: shows signs of active listening, by sustaining attention across a short, spoken text	•	•	•	•	•	•		•	•	•	•	•	•
	Level 2: shows beginning awareness of discussion conventions	•	•	•	•	•	•		•	•	•	•	•	•
	Level 2: uses appropriate language or dialect to interact with speakers of the same language	•	•	•	•	•	•	1	•	•	•	•	•	•
Speaking		•	•	•	•	•	•	_			•	•		•
Crafting idea	Level 2: retells personal events and experiences to peers and known adults	•	•	•	•	•	•	7 [•	•	•	•	•	•
Crarting lidea	· · · · · · · · · · · · · · · · · · ·							_	-				_	_

	Level 2: shares feelings and thoughts about the events and characters in a text	•	•	•	•	•	•		•	•	•	•	•	•
	Level 2: retells key details or points from a learning experience or text viewed or heard	•	•	•	•	•	•		•	•	•	•	•	•
	Level 2: uses mainly appropriate word order	•	•	•	•	•	•		•	•	•	•	•	•
	Level 2: uses appropriate volume for small audiences													
	Level 2: uses rehearsed phrases to introduce themselves (e.g. "Good morning, my name is")													
Vocabulary	Level 2: uses simple connectives to join ideas	•	•	•	•	•	•		•	•	•	•	•	•
	Level 2: uses familiar spoken language to communicate connected ideas	•	•	•	•	•	•		•	•	•	•	•	•
	Level 2: uses simple adjectives and adverbs to add detail (e.g. "yellow", "quickly")	•	•	•	•	•	•		•	•	•	•	•	•
	Level 2: uses a small range of qualifying adjectives	•	•	•	•	•	•		•	•	•	•	•	•
	Level 2: uses simple language to compare and contrast	•	•	•	•	•	•	1	•	•	•	•	•	•
	Level 2: uses common time and causal connectives to relate ideas	•	•	•	•	•	•		•	•	•	•	•	•
Numeracy														
Number sense & algebra														
Number & place value														
	Level 2: identifies and names numerals in the range of 1-10 (e.g. when asked 'which is 3?' points to the numeral 3; when shown the numeral 5, says													•
Numeral recognition & identification	(riat 5.5.)							ا ل	•		•	•	•	•
Counting processes	Level 2: counts in stable counting order from one within a known number range (e.g. engages with counting in nursery rhymes, songs, and children's							1 [
Counting sequences									•	•	•	•	•	•
Perceptual counting	Level 2: counts a small number of items, typically less than four								•	•	•	•	•	•
Multiplicative strategies														
	Level 2: represents authentic situations involving equal sharing and equal grouping with drawings and physical or virtual materials (e.g. draws a													
Perceptual multiples	picture to represent 4 tables that seat 6 people to determine how many chairs they will need)											•		
Number patterns & algebraic thinking			1			1	1	_						1
Identifying & creating patterns	Level 2: identifies the pattern unit with a simple repeating pattern (e.g. identifies the repeating pattern red, blue, red, blue with red then blue; identifies the repeating patterns in everyday activities, days of the week or seasons of the year)									•				
	Level 2: determines a missing element within a pattern involving shapes, physical or virtual materials									•				
Measurement & geometry														
Understanding units of measurement			1			1	1	_						1
Comparing and ordering objects	Level 2: uses direct comparison to compare 2 objects and indicates whether they are the same or different based on attributes such as length, height,	•							•	•			•	•
Companing and ordering objects	Level 2: uses comparative language to compare 2 objects (e.g. states which is shorter or longer, lighter or heavier)	÷							•					-
Measuring time	Level 2. uses comparative language to compare 2 objects (e.g. states which is shorter or longer, lighter or neaver)													
9	Level 2: uses and justifies the appropriate unit of time to describe the duration of events (e.g. uses minutes to describe time taken to clean teeth;						I	-						
	uses hours to describe the duration of a long-distance car trip)													•
	Level 2: identifies that the clockface is a circle subdivided into 12 parts and uses these to allocate hour markers													•
	Level 2: names and orders days of the week [and months of the year]	•	•	•	•	•	•	1 1	•	•	•	•	•	•
Personal & Social Capability*														
Self awareness														
Emotional awareness	Level 2: describe the emotional responses of themselves and others	•	•	•	•	•	•		•	•	•	•	•	•
Self management														
Perservance and adaptability	Level 2: demonstrate perservance and adaptability with unfamiliar tasks	•	•	•	•	•	•		•	•	•	•	•	•

^{*} Although not stated teaching objectives of NELI (no activities target this), the improvements made to language through the program have been shown to have positive impacts on various elements of personal and social capability; through using the program, teachers will observe improvements in self-regulation and social skills.

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