

Foundation Victorian Curriculum Mapping

Curriculum Area	Strand/Element	Lesson Number															Integrated Lesson			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	1	2	3	
Personal & Social Capabilities	Self-Awareness and Self-Management	■	■		■		■	■		■	■	■	■	■	■	■		■	■	■
	Social Awareness and Social Management		■	■		■	■	■	■									■	■	■
Learning about Aboriginal and Torres Strait Islander histories and cultures	English	■	■	■	■				■		■	■	■	■	■	■	■			
	Geography	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■		
English	Reading and Viewing																	■	■	■
	Writing																	■	■	
	Speaking and Listening			■						■								■	■	■
Mathematics	Measurement & Geometry																■			
Health & Physical Education	Personal, Social & Community Health				■							■	■					■	■	
The Arts	Visual Arts		■				■	■												
Creative and Critical Thinking	Questions and Possibilities							■		■										
	Metacognition											■		■	■					

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Lesson # Title Theme	1 “Feelings” Emotional Literacy	2 “Gratitude Chain” Gratitude	3 “Being a Helper” Empathy
Learning Intention	<ul style="list-style-type: none"> We are learning to identify different feelings. 	<ul style="list-style-type: none"> We are learning what gratitude means and how it makes us feel. 	<ul style="list-style-type: none"> We are learning that helping others is a part of understanding and showing empathy.
VIC. Curriculum	<p><u>PERSONAL AND SOCIAL CAPABILITY</u> Self-Awareness and Management Recognition and expression of emotions Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations (VCPSCSE001)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES English Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students’ own experiences (VCELT148) Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (VCELA164) Geography Aboriginal and Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander peoples, and the ways in which they maintain special connections to particular Country/Place (VCGGK066)</p>	<p><u>PERSONAL AND SOCIAL CAPABILITY</u> Self-Awareness and Management Recognition and expression of emotions Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations (VCPSCSE001)</p> <p>Social Awareness and Management Collaboration Name and practise basic skills required to work collaboratively with peers (VCPSCSO006) Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict (VCPSCSO007)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES English Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students’ own experiences (VCELT148) Understand that English is one of many languages spoken in Australia and that different languages</p>	<p><u>PERSONAL AND SOCIAL CAPABILITY</u> Self-Awareness and Management Development of resilience Identify their likes and dislikes, needs and wants, abilities and strengths (VCPSCSE002) Recognise that problems or challenges are a normal part of life and that there are actions that can be undertaken to manage problems (VCPSCSE003)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES English Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students’ own experiences (VCELT148) Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (VCELA164) Geography Aboriginal and Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and</p>

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	<p>Definition of places as parts of the Earth's surface that have been given meaning by people, and how places can be defined at a variety of scales (VCGGK064)</p>	<p>may be spoken by family, classmates and community (VCELA164)</p> <p>Geography</p> <p>Aboriginal and Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander peoples, and the ways in which they maintain special connections to particular Country/Place (VCGGK066)</p> <p>Definition of places as parts of the Earth's surface that have been given meaning by people, and how places can be defined at a variety of scales (VCGGK064)</p> <p>VISUAL ARTS</p> <p>Present and Perform</p> <p>Create and display artworks (VCAVAP019)</p>	<p>Torres Strait Islander peoples, and the ways in which they maintain special connections to particular Country/Place (VCGGK066)</p> <p>Definition of places as parts of the Earth's surface that have been given meaning by people, and how places can be defined at a variety of scales (VCGGK064)</p> <p>ENGLISH</p> <p>Speaking and Listening</p> <p>Literature</p> <p>Responding to literature</p> <p>Expressing preferences and evaluating texts Share feelings and thoughts about the events and characters in texts (VCELT171)</p> <p>Literacy</p> <p>Interacting with others</p> <p>Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak (VCELY174)</p>
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Lesson # Title Theme	4 “Mindful now” Mindfulness	5 “A good friend” Emotional Literacy	6 “Sharing is caring” Emotional Literacy
Learning Intention	<ul style="list-style-type: none"> We are learning to recall what mindfulness is and how it makes us feel. 	<ul style="list-style-type: none"> We are learning to identify what makes a good friend. 	<ul style="list-style-type: none"> We are learning to understand that some problems can be solved by sharing.
VIC. Curriculum	<p><u>PERSONAL AND SOCIAL CAPABILITY</u></p> <p>Self-Awareness and Management</p> <p>Recognition and expression of emotions</p> <p>Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations (VCPSCSE001)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</p> <p>English</p> <p>Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students’ own experiences (VCELT148)</p> <p>Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (VCELA164)</p> <p>Geography</p> <p>Aboriginal and Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander peoples, and the ways in which they maintain special connections to particular Country/Place (VCGGK066)</p>	<p><u>PERSONAL AND SOCIAL CAPABILITY</u></p> <p>Social Awareness and Management</p> <p>Relationships and diversity</p> <p>Identify a range of groups to which they, their family and members of their class belong (VCPSCSO004)</p> <p>Practise the skills required to include others and make friends with peers, teachers and other adults (VCPSCSO005)</p> <p>Collaboration</p> <p>Name and practise basic skills required to work collaboratively with peers (VCPSCSO006)</p> <p>Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict (VCPSCSO007)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</p> <p>Geography</p> <p>Aboriginal and Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander peoples, and the ways in which they maintain special connections to particular Country/Place (VCGGK066)</p>	<p><u>PERSONAL AND SOCIAL CAPABILITY</u></p> <p>Self-Awareness and Management</p> <p>Recognition and expression of emotions</p> <p>Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations (VCPSCSE001)</p> <p>Development of resilience</p> <p>Identify their likes and dislikes, needs and wants, abilities and strengths (VCPSCSE002)</p> <p>Recognise that problems or challenges are a normal part of life and that there are actions that can be undertaken to manage problems (VCPSCSE003)</p> <p>Social Awareness and Management</p> <p>Relationships and diversity</p> <p>Practise the skills required to include others and make friends with peers, teachers and other adults (VCPSCSO005)</p> <p>Collaboration</p> <p>Name and practise basic skills required to work collaboratively with peers (VCPSCSO006)</p> <p>Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict (VCPSCSO007)</p>

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	<p>Definition of places as parts of the Earth's surface that have been given meaning by people, and how places can be defined at a variety of scales (VCGGK064)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Contributing to healthy and active communities</p> <p>Identify actions that promote health, safety and wellbeing (VCHPEP062)</p>	<p>Definition of places as parts of the Earth's surface that have been given meaning by people, and how places can be defined at a variety of scales (VCGGK064)</p>	<p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</p> <p>Geography</p> <p>Aboriginal and Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander peoples, and the ways in which they maintain special connections to particular Country/Place (VCGGK066)</p> <p>Definition of places as parts of the Earth's surface that have been given meaning by people, and how places can be defined at a variety of scales (VCGGK064)</p> <p>VISUAL ARTS</p> <p>Present and Perform</p> <p>Create and display artworks (VCAVAP019)</p>
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Lesson # Title Theme	7 "Please and thank you" Gratitude	8 "Friends I am grateful for" Gratitude	9 "Help" Empathy
Learning Intention	<ul style="list-style-type: none"> We are learning to recognise the importance of using manners. 	<ul style="list-style-type: none"> We are learning to recognise new friendships in Foundation and why we should be grateful for them. 	<ul style="list-style-type: none"> We are learning that helping others is a part of understanding and showing empathy.
VIC. Curriculum	<p><u>PERSONAL AND SOCIAL CAPABILITY</u></p> <p>Self-Awareness and Management</p> <p>Recognition and expression of emotions Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations (VCPSCSE001)</p> <p>Social Awareness and Management</p> <p>Collaboration Name and practise basic skills required to work collaboratively with peers (VCPSCSO006) Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict (VCPSCSO007)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</p> <p>Geography Aboriginal and Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander peoples, and the ways in which they maintain special connections to particular Country/Place (VCGGK066)</p>	<p><u>PERSONAL AND SOCIAL CAPABILITY</u></p> <p>Social Awareness and Management</p> <p>Relationships and diversity Identify a range of groups to which they, their family and members of their class belong (VCPSCSO004) Practise the skills required to include others and make friends with peers, teachers and other adults (VCPSCSO005)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</p> <p>English Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (VCELT148) Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (VCELA164)</p> <p>Geography Aboriginal and Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and</p>	<p><u>PERSONAL AND SOCIAL CAPABILITY</u></p> <p>Self-Awareness and Management</p> <p>Recognition and expression of emotions Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations (VCPSCSE001)</p> <p>Social Awareness and Management</p> <p>Relationships and diversity Identify a range of groups to which they, their family and members of their class belong (VCPSCSO004) Practise the skills required to include others and make friends with peers, teachers and other adults (VCPSCSO005)</p> <p>Collaboration Name and practise basic skills required to work collaboratively with peers (VCPSCSO006) Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict (VCPSCSO007)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</p>

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	<p>Definition of places as parts of the Earth's surface that have been given meaning by people, and how places can be defined at a variety of scales (VCGGK064)</p> <p><u>VISUAL ARTS</u> Present and Perform Create and display artworks (VCAVAP019)</p>	<p>Torres Strait Islander peoples, and the ways in which they maintain special connections to particular Country/Place (VCGGK066)</p> <p>Definition of places as parts of the Earth's surface that have been given meaning by people, and how places can be defined at a variety of scales (VCGGK064)</p> <p><u>CRITICAL AND CREATIVE THINKING</u> Questions and Possibilities</p> <p>Identify, describe and use different kinds of question stems to gather information and ideas (VCCCTQ001)</p> <p>Consider personal reactions to situations or problems and how these reactions may influence thinking (VCCCTQ002)</p> <p>Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities (VCCCTQ003)</p>	<p>Geography Aboriginal and Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander peoples, and the ways in which they maintain special connections to particular Country/Place (VCGGK066)</p> <p>Definition of places as parts of the Earth's surface that have been given meaning by people, and how places can be defined at a variety of scales (VCGGK064)</p> <p>ENGLISH <u>Speaking and Listening</u> Literacy Interacting with others</p> <p>Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak (VCELY174)</p>
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Lesson # Title Theme	10 “Cooperation” Empathy	11 “Mindful breathing” Mindfulness	12 “Feel the music” Mindfulness
Learning Intention	<ul style="list-style-type: none"> We are learning to cooperate in the classroom. 	<ul style="list-style-type: none"> We are learning to recognise that breathing can help us to be mindful. We are learning to understand that breathing can help us when we feel worried. 	<ul style="list-style-type: none"> We are learning to identify how we can change our mood through music.
VIC. Curriculum	<p><u>PERSONAL AND SOCIAL CAPABILITY</u></p> <p>Self-Awareness and Management</p> <p>Relationships and diversity</p> <p>Identify a range of groups to which they, their family and members of their class belong (VCPSCSO004)</p> <p>Practise the skills required to include others and make friends with peers, teachers and other adults (VCPSCSO005)</p> <p>Collaboration</p> <p>Name and practise basic skills required to work collaboratively with peers (VCPSCSO006)</p> <p>Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict (VCPSCSO007)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</p> <p>English</p> <p>Recognise that texts are created by authors who tell stories and share experiences that may be</p>	<p><u>PERSONAL AND SOCIAL CAPABILITY</u></p> <p>Self-Awareness and Management</p> <p>Recognition and expression of emotions</p> <p>Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations (VCPSCSE001)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</p> <p>English</p> <p>Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students’ own experiences (VCELT148)</p> <p>Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (VCELA164)</p> <p>Geography</p> <p>Aboriginal and Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander peoples, and the ways in</p>	<p><u>PERSONAL AND SOCIAL CAPABILITY</u></p> <p>Self-Awareness and Management</p> <p>Recognition and expression of emotions</p> <p>Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations (VCPSCSE001)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</p> <p>English</p> <p>Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students’ own experiences (VCELT148)</p> <p>Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (VCELA164)</p> <p>Geography</p> <p>Aboriginal and Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander peoples, and the ways in</p>

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	<p>similar or different to students' own experiences (VCELT148)</p> <p>Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (VCELA164)</p> <p>Geography</p> <p>Aboriginal and Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander peoples, and the ways in which they maintain special connections to particular Country/Place (VCGGK066)</p> <p>Definition of places as parts of the Earth's surface that have been given meaning by people, and how places can be defined at a variety of scales (VCGGK064)</p> <p><u>CRITICAL AND CREATIVE THINKING</u></p> <p>Questions and Possibilities</p> <p>Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities (VCCCTQ003)</p>	<p>which they maintain special connections to particular Country/Place (VCGGK066)</p> <p>Definition of places as parts of the Earth's surface that have been given meaning by people, and how places can be defined at a variety of scales (VCGGK064)</p> <p>HEALTH AND PHYSICAL EDUCATION</p> <p>Personal, Social and Community Health</p> <p>Contributing to healthy and active communities</p> <p>Identify actions that promote health, safety and wellbeing (VCHPEP062)</p>	<p>which they maintain special connections to particular Country/Place (VCGGK066)</p> <p>Definition of places as parts of the Earth's surface that have been given meaning by people, and how places can be defined at a variety of scales (VCGGK064)</p> <p>CRITICAL AND CREATIVE THINKING</p> <p>Metacognition</p> <p>Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self (VCCCTM007)</p>
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Lesson # Title Theme	13 “Changing faces” Emotional Literacy	14 “Picturing Emotion” Emotional literacy	15 “Emotional timeline” Emotional literacy
Learning Intention	<ul style="list-style-type: none"> We are learning to understand that our feelings (emotions) can change in different situations. 	<ul style="list-style-type: none"> We are learning to match emotions to a picture. 	<ul style="list-style-type: none"> We are learning to identify different feelings. We are learning to match feelings to a situation.
VIC. Curriculum	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management Recognition and expression of emotions Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations (VCPCSE001)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES English Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students’ own experiences (VCELT148) Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (VCELA164) Geography Aboriginal and Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and</p>	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management Recognition and expression of emotions Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations (VCPCSE001)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES English Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students’ own experiences (VCELT148) Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (VCELA164) Geography Aboriginal and Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal</p>	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management Recognition and expression of emotions Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations (VCPCSE001) Development of resilience Recognise that problems or challenges are a normal part of life and that there are actions that can be undertaken to manage problems (VCPCSE003)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES English Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students’ own experiences (VCELT148) Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (VCELA164) Geography</p>

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	<p>Torres Strait Islander peoples, and the ways in which they maintain special connections to particular Country/Place (VCGGK066)</p> <p>Definition of places as parts of the Earth's surface that have been given meaning by people, and how places can be defined at a variety of scales (VCGGK064)</p>	<p>and Torres Strait Islander peoples, and the ways in which they maintain special connections to particular Country/Place (VCGGK066)</p> <p>Definition of places as parts of the Earth's surface that have been given meaning by people, and how places can be defined at a variety of scales (VCGGK064)</p> <p><u>CRITICAL AND CREATIVE THINKING</u></p> <p>Metacognition</p> <p>Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self (VCCCTM007)</p>	<p>Aboriginal and Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander peoples, and the ways in which they maintain special connections to particular Country/Place (VCGGK066)</p> <p>Definition of places as parts of the Earth's surface that have been given meaning by people, and how places can be defined at a variety of scales (VCGGK064)</p> <p><u>CRITICAL AND CREATIVE THINKING</u></p> <p>Metacognition</p> <p>Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self (VCCCTM007)</p>
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INTEGRATED LESSONS			
Lesson #	1	2	3
Title	“Gratitude Chains”	“Friendship Stew”	“I Share, You Share, We All Share”
Theme	Gratitude	Emotional Literacy	Emotional Literacy
Learning Intention	<ul style="list-style-type: none"> We are learning to explore ‘length’ and ‘gratitude’ language. (M) We are learning to Identify and describe who and what we are grateful for at school and at home. (GEM) We are learning to compare and measure the length of the different chains. (GEM) 	<ul style="list-style-type: none"> We are learning to write a recipe for a ‘Friendship Stew.’ (W) We are learning to understand and describe what makes a ‘good friend’. (GEM) We are learning to discuss what happened in the story and how the characters were being good friends. (GEM) 	<ul style="list-style-type: none"> We are learning to create a different ending. (S & L) We are learning to share. (R) We are learning to discuss what happened in the story. (GEM)
VIC. Curriculum	<p>PERSONAL AND SOCIAL CAPABILITY</p> <p>Social Awareness and Management</p> <p>Relationships and diversity</p> <p>Identify a range of groups to which they, their family and members of their class belong (VCPSCSO004)</p> <p>Practise the skills required to include others and make friends with peers, teachers and other adults (VCPSCSO005)</p> <p>Collaboration</p> <p>Name and practise basic skills required to work collaboratively with peers (VCPSCSO006)</p> <p>Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict (VCPSCSO007)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</p> <p>English</p>	<p>PERSONAL AND SOCIAL CAPABILITY</p> <p>Self-Awareness and Management</p> <p>Recognition and expression of emotions</p> <p>Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations (VCPSCSE001)</p> <p>Development of resilience</p> <p>Recognise that problems or challenges are a normal part of life and that there are actions that can be undertaken to manage problems (VCPSCSE003)</p> <p>Social Awareness and Management</p> <p>Relationships and diversity</p> <p>Identify a range of groups to which they, their family and members of their class belong (VCPSCSO004)</p> <p>Practise the skills required to include others and make friends with peers, teachers and other adults (VCPSCSO005)</p>	<p>PERSONAL AND SOCIAL CAPABILITY</p> <p>Self-awareness and Management</p> <p>Recognition and expression of emotions</p> <p>Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations (VCPSCSE001)</p> <p>Development of resilience</p> <p>Recognise that problems or challenges are a normal part of life and that there are actions that can be undertaken to manage problems (VCPSCSE003)</p> <p>Social Awareness and Management</p> <p>Collaboration</p> <p>Name and practise basic skills required to work collaboratively with peers (VCPSCSO006)</p>

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	<p>Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (VCELT148)</p> <p>Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (VCELA164)</p> <p>Geography</p> <p>Aboriginal and Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander peoples, and the ways in which they maintain special connections to particular Country/Place (VCGGK066)</p> <p>Definition of places as parts of the Earth's surface that have been given meaning by people, and how places can be defined at a variety of scales (VCGGK064)</p> <p>ENGLISH Reading and Viewing Expressing and developing ideas</p> <p>Recognise that sentences are key units for expressing ideas (VCELA143)</p> <p>Writing Text structure and organisation</p> <p>Understand that some language in written texts is unlike everyday spoken language (VCELA155)</p> <p>Understand that punctuation is a feature of written text different from letters and recognise how capital letters are used for names, and that capital letters</p>	<p>Collaboration</p> <p>Name and practise basic skills required to work collaboratively with peers (VCPSCSO006)</p> <p>Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict (VCPSCSO007)</p> <p>ENGLISH Reading and Viewing Literature Examining literature</p> <p>Recognise some different types of literary texts and identify some characteristic features of literary texts (VCELT149)</p> <p>Identify some features of texts including events and characters and retell events from a text (VCELT150)</p> <p>Literacy Interpreting, analysing, evaluating</p> <p>Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (VCELY153)</p> <p>Writing Language Text structure and organisation</p> <p>Understand that some language in written texts is unlike everyday spoken language (VCELA155)</p> <p>Understand that punctuation is a feature of written text different from letters and recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (VCELA156)</p>	<p>Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict (VCPSCSO007)</p> <p>ENGLISH Reading and Viewing Language Text structure and organisation</p> <p>Understand that texts can take many forms and that imaginative and informative texts have different purposes (VCELA155)</p> <p>Literature Examining literature</p> <p>Recognise some different types of literary texts and identify some characteristic features of literary texts (VCELT149)</p> <p>Identify some features of texts including events and characters and retell events from a text (VCELT150)</p> <p>Literacy Interpreting, analysing, evaluating</p> <p>Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (VCELY153) (VCELY153)</p> <p>Identify some differences between imaginative and informative texts (VCELY154)</p> <p>Speaking and Listening Language Language for interaction</p> <p>Explore how language is used differently at home and school depending on the relationships between people (VCELA165)</p>
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	<p>and full stops signal the beginning and end of sentences (VCELA156)</p> <p>Phonics and word knowledge</p> <p>Understand that punctuation is a feature of written text different from letters and recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (VCELA157)</p> <p><u>*Integration Prompt</u></p> <p>ENGLISH <u>Speaking and Listening</u> Language Language for interaction</p> <p>Explore how language is used differently at home and school depending on the relationships between people (VCELA165)</p> <p>MATHEMATICS Measurement and Geometry Using Units of Measurement</p> <p>Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language (VCMMG078)</p>	<p>Phonics and word knowledge</p> <p>Understand that spoken sounds and words can be written and know how to write some high-frequency words and other familiar words including their name (VCELA157)</p> <p>Literacy Creating texts</p> <p>Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (VCELY160)</p> <p>Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (VCELY161)</p> <p>Understand that sounds in English are represented by upper- and lower-case letters that can be written using learned letter formation patterns for each case (VCELY162)</p> <p><u>Speaking and Listening</u> Language Language for interaction</p> <p>Explore how language is used differently at home and school depending on the relationships between people (VCELA165)</p> <p>Understand that language can be used to explore ways of expressing needs, likes and dislikes (VCELA166)</p> <p>Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (VCELA167)</p> <p>Responding to literature</p> <p>Respond to texts, identifying favourite stories, authors and illustrators (VCELT170)</p>	<p>Understand that language can be used to explore ways of expressing needs, likes and dislikes (VCELA166)</p> <p>Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (VCELA167)</p> <p>Responding to literature</p> <p>Respond to texts, identifying favourite stories, authors and illustrators (VCELT170)</p> <p>Literature Responding to literature</p> <p>Respond to texts, identifying favourite stories, authors and illustrators (VCELT170)</p> <p>Share feelings and thoughts about the events and characters in texts (VCELT171)</p> <p>Literacy Language for interaction</p> <p>Explore how language is used differently at home and school depending on the relationships between people (VCELA165)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Communicating and interacting for health and wellbeing</p> <p>Practise personal and social skills to interact with others (VCHPEP060)</p> <p>Identify and describe emotional responses people may experience in different situations (VCHPEP061)</p> <p>Contributing to healthy and active communities</p>
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		<p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Being healthy, safe and active Identify personal strengths (VCHPEP057)</p> <p>Contributing to healthy and active communities Identify actions that promote health, safety and wellbeing (VCHPEP062)</p>	<p>Identify actions that promote health, safety and wellbeing (VCHPEP062)</p> <p>Participate in play that promotes engagement with outdoor settings including aquatic and the natural environment (VCHPEP063)</p>
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