

Year 1 Victorian Curriculum Mapping

Lesson # Title Theme	1 "Garden of Gratitude" Gratitude	2 "Different Views Empathy	3 "Mindful Colouring" Mindfulness
Learning Intention	<ul style="list-style-type: none"> We are learning to explain what gratitude is. We are learning to recognise things we are grateful for. 	<ul style="list-style-type: none"> We are learning about other people's views so we can show empathy. 	<ul style="list-style-type: none"> We are learning to use colouring to practice being mindful.
VIC. Curriculum	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management Recognition and expression of emotions</p> <p>Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (VCPSCSE008)</p> <p>Understand that the purposes texts serve shape their structure in predictable ways (VCELA176)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES English</p> <p>Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (VCELT192)</p> <p>Discuss how authors create characters using language and images (VCELT205)</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</p>	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management Recognition and expression of emotions</p> <p>Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (VCPSCSE008)</p> <p>Social Awareness and Management Relationships and diversity</p> <p>Listen to others' ideas, and recognise that others may see things differently (VCPSCSO012)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES 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>Identify and describe the features of places at a local scale and how they change, recognising that</p>	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management Recognition and expression of emotions</p> <p>Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (VCPSCSE008)</p> <p>Development of resilience</p> <p>Identify personal strengths and describe how these strengths are useful in school or family life (VCPSCSE009)</p> <p>Explain how being prepared to try new things can help identify strategies when faced with unfamiliar or challenging situations (VCPSCSE010)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES English</p> <p>Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (VCELT192)</p> <p>Discuss how authors create characters using language and images (VCELT205)</p> <p>Geography</p>

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	<p>in which they maintain special connections to particular Country/Place (VCGGK066)</p> <p>Identify and describe the features of places at a local scale and how they change, recognising that people describe the features of places differently (VCGGC057)</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 Personal, Social and Community Health Communicating and interacting for health and wellbeing</p> <p>Describe ways to include others to make them feel that they belong (VCHPEP075)</p> <p>Identify and practise emotional responses that account for own and others' feelings (VCHPEP076)</p> <p>Examine health messages and how they relate to health decisions and behaviours (VCHPEP077)</p> <p>VISUAL ARTS Present and Perform</p> <p>Create and display artworks to express ideas to an audience (VCAVAP023)</p>	<p>people describe the features of places differently (VCGGC057)</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 Language Text structure and organisation</p> <p>Understand that the purposes texts serve shape their structure in predictable ways (VCELA176)</p> <p>Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links (VCELA177)</p> <p>Expressing and developing ideas</p> <p>Identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is involved?' and the surrounding circumstances (VCELA178)</p> <p>Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (VCELA179)</p> <p>Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (VCELA180)</p> <p>Phonics and word knowledge</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>Identify and describe the features of places at a local scale and how they change, recognising that people describe the features of places differently (VCGGC057)</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 Language Text structure and organisation</p> <p>Understand that the purposes texts serve shape their structure in predictable ways (VCELA176)</p> <p>Expressing and developing ideas</p> <p>Identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is involved?' and the surrounding circumstances (VCELA178)</p> <p>Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (VCELA179)</p>
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		<p>Recognise short vowels, common long vowels and consonant digraphs, and consonant blends (VCELA181)</p> <p>Understand how to spell one and two syllable words with common letter patterns (VCELA182)</p> <p>Understand that a letter can represent more than one sound, and that a syllable must contain a vowel sound (VCELA183)</p> <p>Literacy</p> <p>Literature and context</p> <p>Respond to texts drawn from a range of cultures and experiences (VCELY185)</p> <p>Interpreting, analysing, evaluating</p> <p>Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (VCELY186)</p> <p>Describe some differences between imaginative, informative and persuasive texts, and identify the audience of imaginative, informative and persuasive texts (VCELY188)</p> <p>Writing</p> <p>Language</p> <p>Text structure and organisation</p> <p>Understand patterns of repetition and contrast in simple texts (VCELA189)</p> <p>Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make</p>	<p>Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (VCELA180)</p> <p>Phonics and word knowledge</p> <p>Recognise short vowels, common long vowels and consonant digraphs, and consonant blends (VCELA181)</p> <p>Understand how to spell one and two syllable words with common letter patterns (VCELA182)</p> <p>Understand that a letter can represent more than one sound, and that a syllable must contain a vowel sound (VCELA183)</p> <p>Literacy</p> <p>Literature and context</p> <p>Respond to texts drawn from a range of cultures and experiences (VCELY185)</p> <p>Interpreting, analysing, evaluating</p> <p>Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (VCELY186)</p> <p>Describe some differences between imaginative, informative and persuasive texts, and identify the audience of imaginative, informative and persuasive texts (VCELY188)</p> <p>Writing</p> <p>Phonics and word knowledge</p>
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		<p>statements, ask questions, express emotion or give commands (VCELA190)</p> <p>Phonics and word knowledge</p> <p>Recognise and know how to use simple grammatical morphemes in word families (VCELA191)</p> <p>Understand how to use visual memory to write high-frequency words, and that some high-frequency words have regular and irregular spelling components (VCELA184)</p> <p>Literacy</p> <p>Creating texts</p> <p>Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation (VCELY195)</p> <p>Understand how to use learned formation patterns to represent sounds and write words using combinations of unjoined upper- and lower-case letters (VCELY196)</p> <p>Speaking and Listening</p> <p>Language</p> <p>Language for interaction</p> <p>Understand that language is used in combination with other means of communication (VCELA199)</p> <p>Understand that there are different ways of asking for information, making offers and giving commands (VCELA200)</p> <p>Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (VCELA201)</p>	<p>Recognise and know how to use simple grammatical morphemes in word families (VCELA191)</p> <p>Understand how to use visual memory to write high-frequency words, and that some high-frequency words have regular and irregular spelling components (VCELA184)</p> <p>Literacy</p> <p>Creating texts</p> <p>Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation (VCELY195)</p> <p>Understand how to use learned formation patterns to represent sounds and write words using combinations of unjoined upper- and lower-case letters (VCELY196)</p> <p>Speaking and Listening</p> <p>Language</p> <p>Language for interaction</p> <p>Understand that language is used in combination with other means of communication (VCELA199)</p> <p>Understand that there are different ways of asking for information, making offers and giving commands (VCELA200)</p> <p>Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (VCELA201)</p> <p>Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and</p>
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		<p>Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (VCELA202)</p> <p>Literature Responding to literature Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with own experiences (VCELT207)</p> <p>Literature and context Discuss how authors create characters using language and images (VCELT208)</p> <p>Examining Literature Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (VCELT209)</p> <p>Literacy Interacting with others Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (VCELY210)</p>	<p>informal terms of address in different contexts (VCELA202)</p> <p>Literature Responding to literature Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with own experiences (VCELT207)</p> <p>Examining Literature Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (VCELT209)</p> <p>Literacy Interacting with others Make short presentations, speaking clearly and using appropriate voice and pace, and using some introduced text structures and language (VCELY211)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Being healthy, safe and active Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (VCHPEP071) Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these (VCHPEP072) Practise strategies they can use when they need help with a task, problem or situation at home and/or at school (VCHPEP073)</p>
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			Recognise situations and opportunities to promote their own health, safety and wellbeing (VCHPEP074)
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Lesson # Title Theme	4 "Feeling and bodies" Emotional Literacy	5 "I am thankful for..." Gratitude	6 "Tree of gratitude" Gratitude
Learning Intention	<ul style="list-style-type: none"> We are learning to recognise that emotions can affect our bodies and minds. 	<ul style="list-style-type: none"> We are learning to understand we have many things to be grateful for. 	<ul style="list-style-type: none"> We are learning to recognise what we can be grateful for.
VIC. Curriculum	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management Recognition and expression of emotions Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (VCPCSE008)</p> <p>Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links (VCELA177)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES English Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (VCELT192) Discuss how authors create characters using language and images (VCELT205) Geography Aboriginal and Torres Strait Islander Country/Place on which the school is located and</p>	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management Recognition and expression of emotions Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (VCPCSE008)</p> <p>Social Awareness and Management Relationships and diversity Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour (VCPSCSO013)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES English Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (VCELT192) Discuss how authors create characters using language and images (VCELT205) Geography</p>	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management Recognition and expression of emotions Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (VCPCSE008)</p> <p>Social Awareness and Management Relationships and diversity Listen to others' ideas, and recognise that others may see things differently (VCPSCSO012)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES English Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (VCELT192) Discuss how authors create characters using language and images (VCELT205) 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>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>Identify and describe the features of places at a local scale and how they change, recognising that people describe the features of places differently (VCGGC057)</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 Language Expressing and developing ideas</p> <p>Identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is involved?' and the surrounding circumstances (VCELA178)</p> <p>Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (VCELA179)</p> <p>Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (VCELA180)</p> <p>Literature Examining literature</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>Identify and describe the features of places at a local scale and how they change, recognising that people describe the features of places differently (VCGGC057)</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 Personal, Social and Community Health Communicating and interacting for health and wellbeing</p> <p>Identify and practise emotional responses that account for own and others' feelings (VCHPEP076)</p>	<p>Torres Strait Islander peoples, and the ways in which they maintain special connections to particular Country/Place (VCGGK066)</p> <p>Identify and describe the features of places at a local scale and how they change, recognising that people describe the features of places differently (VCGGC057)</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 Language Phonics and word knowledge</p> <p>Recognise short vowels, common long vowels and consonant digraphs, and consonant blends (VCELA181)</p> <p>Understand how to spell one and two syllable words with common letter patterns (VCELA182)</p> <p>Understand that a letter can represent more than one sound, and that a syllable must contain a vowel sound (VCELA183)</p> <p>Literature Examining literature</p> <p>Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (VCELA179)</p>
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	<p>Recognise short vowels, common long vowels and consonant digraphs, and consonant blends (VCELA181)</p> <p>Understand how to spell one and two syllable words with common letter patterns (VCELA182)</p> <p>Understand that a letter can represent more than one sound, and that a syllable must contain a vowel sound (VCELA183)</p> <p>Literacy</p> <p>Literature and context</p> <p>Respond to texts drawn from a range of cultures and experiences (VCELY185)</p> <p>Interpreting, analysing, evaluating</p> <p>Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (VCELY186)</p> <p>Read texts with familiar features and structures using developing phrasing, fluency, phonic, semantic, contextual, and grammatical knowledge and emerging text processing strategies, including prediction, monitoring meaning and rereading (VCELY187)</p> <p>Describe some differences between imaginative, informative and persuasive texts, and identify the audience of imaginative, informative and persuasive texts (VCELY188)</p> <p>Writing</p> <p>Language</p>		<p>Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (VCELA180)</p> <p>Recognise short vowels, common long vowels and consonant digraphs, and consonant blends (VCELA181)</p> <p>Understand how to spell one and two syllable words with common letter patterns (VCELA182)</p> <p>Understand that a letter can represent more than one sound, and that a syllable must contain a vowel sound (VCELA183)</p> <p>Literacy</p> <p>Literature and context</p> <p>Respond to texts drawn from a range of cultures and experiences (VCELY185)</p> <p>Interpreting, analysing, evaluating</p> <p>Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (VCELY186)</p> <p>Describe some differences between imaginative, informative and persuasive texts, and identify the audience of imaginative, informative and persuasive texts (VCELY188)</p> <p>Writing</p> <p>Language</p> <p>Phonics and word knowledge</p>
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	<p>Text structure and organisation Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (VCELA190)</p> <p>Phonics and word knowledge Recognise and know how to use simple grammatical morphemes in word families (VCELA191)</p> <p>Understand how to use visual memory to write high-frequency words, and that some high-frequency words have regular and irregular spelling components (VCELA184)</p> <p>Literature Creating Literature Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (VCELT192) Build on familiar texts by using similar characters, repetitive patterns or vocabulary (VCELT193)</p> <p>Literacy Creating texts Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements (VCELY194) Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation (VCELY195)</p>		<p>Recognise and know how to use simple grammatical morphemes in word families (VCELA191)</p> <p>Understand how to use visual memory to write high-frequency words, and that some high-frequency words have regular and irregular spelling components (VCELA184)</p> <p>Literacy Creating texts Understand how to use learned formation patterns to represent sounds and write words using combinations of unjoined upper- and lower-case letters (VCELY196)</p> <p>Speaking and Listening Language Language for interaction Understand that language is used in combination with other means of communication (VCELA199) Understand that there are different ways of asking for information, making offers and giving commands (VCELA200) Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (VCELA201) Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (VCELA202)</p> <p>Literature Responding to literature</p>
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	<p>Understand how to use learned formation patterns to represent sounds and write words using combinations of unjoined upper- and lower-case letters (VCELY196)</p> <p>Speaking and Listening</p> <p>Language</p> <p>Language for interaction</p> <p>Understand that language is used in combination with other means of communication (VCELA199)</p> <p>Understand that there are different ways of asking for information, making offers and giving commands (VCELA200)</p> <p>Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (VCELA201)</p> <p>Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (VCELA202)</p> <p>Literature</p> <p>Responding to literature</p> <p>Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with own experiences (VCELT207)</p> <p>Literature and context</p> <p>Discuss how authors create characters using language and images (VCELT208)</p> <p>Literacy</p> <p>Interacting with others</p>		<p>Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with own experiences (VCELT207)</p> <p>Discuss how authors create characters using language and images (VCELT208)</p> <p>Literacy</p> <p>Interacting with others</p> <p>Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (VCELY210)</p>
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	<p>Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (VCELY210)</p> <p>HEALTH & PHYSICAL EDUCATION Personal, Social and Community Health Communicating and interacting for health and wellbeing</p> <p>Identify and practise emotional responses that account for own and others' feelings (VCHPEP076)</p>		
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Lesson # Title Theme	7 “Encouraging” Empathy	8 “Helpful Superhero” Empathy	9 “Belly breathing” Mindfulness
Learning Intention	<ul style="list-style-type: none"> We are learning to identify how we can help others. 	<ul style="list-style-type: none"> We are learning to realise we can make a difference to others. 	<ul style="list-style-type: none"> We are learning to belly breath.
VIC. Curriculum	<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>Identify and describe the features of places at a local scale and how they change, recognising that people describe the features of places differently (VCGGC057)</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>Explore actions that help make the classroom a healthy, safe and active place (VCHPEP078)</p>	<p>PERSONAL AND SOCIAL CAPABILITY</p> <p>Self-Awareness and Management</p> <p>Recognition and expression of emotions</p> <p>Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (VCPSCSE008)</p> <p>Social Awareness and Management</p> <p>Relationships and diversity</p> <p>Listen to others’ ideas, and recognise that others may see things differently (VCPSCSO12)</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>Identify and describe the features of places at a local scale and how they change, recognising that people describe the features of places differently (VCGGC057)</p>	<p>PERSONAL AND SOCIAL CAPABILITY</p> <p>Self-Awareness and Management</p> <p>Recognition and expression of emotions</p> <p>Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (VCPSCSE008)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</p> <p>English</p> <p>Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (VCELT192)</p> <p>Discuss how authors create characters using language and images (VCELT205)</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>Identify and describe the features of places at a local scale and how they change, recognising that</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>ENGLISH <u>Reading and Viewing</u> Language Text structure and organisation Understand that the purposes texts serve shape their structure in predictable ways (VCELA176) Expressing and developing ideas Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (VCELA179) Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (VCELA180) Phonics and word knowledge Recognise short vowels, common long vowels and consonant digraphs, and consonant blends (VCELA181) Understand how to spell one and two syllable words with common letter patterns (VCELA182) Understand that a letter can represent more than one sound, and that a syllable must contain a vowel sound (VCELA183)</p> <p>Literature Examining literature</p>	<p>people describe the features of places differently (VCGGC057)</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>Reading and Viewing</u> Language Text structure and organisation Understand that the purposes texts serve shape their structure in predictable ways (VCELA176) Literacy Literature and context Respond to texts drawn from a range of cultures and experiences (VCELY185) Interpreting, analysing, evaluating Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (VCELY186) Writing Language Phonics and word knowledge Recognise and know how to use simple grammatical morphemes in word families (VCELA191) Understand how to use visual memory to write high-frequency words, and that some</p>
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	<p>Recognise short vowels, common long vowels and consonant digraphs, and consonant blends (VCELA181)</p> <p>Understand how to spell one and two syllable words with common letter patterns (VCELA182)</p> <p>Understand that a letter can represent more than one sound, and that a syllable must contain a vowel sound (VCELA183)</p> <p>Literacy</p> <p>Interpreting, analysing, evaluating</p> <p>Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (VCELY186)</p> <p>Describe some differences between imaginative, informative and persuasive texts, and identify the audience of imaginative, informative and persuasive texts (VCELY188)</p> <p>Writing</p> <p>Language</p> <p>Phonics and word knowledge</p> <p>Recognise and know how to use simple grammatical morphemes in word families (VCELA191)</p> <p>Understand how to use visual memory to write high-frequency words, and that some high-frequency words have regular and irregular spelling components (VCELA184)</p>	<p>high-frequency words have regular and irregular spelling components (VCELA184)</p> <p>Literature</p> <p>Creating Literature</p> <p>Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (VCELT192)</p> <p>Literacy</p> <p>Creating texts</p> <p>Understand how to use learned formation patterns to represent sounds and write words using combinations of unjoined upper- and lower-case letters (VCELY196)</p> <p>Speaking and Listening</p> <p>Language</p> <p>Language for interaction</p> <p>Understand that language is used in combination with other means of communication (VCELA199)</p> <p>Understand that there are different ways of asking for information, making offers and giving commands (VCELA200)</p> <p>Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (VCELA201)</p> <p>Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (VCELA202)</p> <p>Literature</p> <p>Literature and context</p>
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		<p>Literature Creating Literature Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (VCELT192)</p> <p>Literacy Creating texts Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation (VCELY195)</p> <p>Understand how to use learned formation patterns to represent sounds and write words using combinations of unjoined upper- and lower-case letters (VCELY196)</p> <p>Speaking and Listening Language Language for interaction Understand that language is used in combination with other means of communication (VCELA199)</p> <p>Understand that there are different ways of asking for information, making offers and giving commands (VCELA200)</p> <p>Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (VCELA201)</p> <p>Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (VCELA202)</p> <p>Literature</p>	<p>Discuss how authors create characters using language and images (VCELT208)</p> <p>Literacy Interacting with others Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (VCELY210)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Being healthy, safe and active Practise strategies they can use when they need help with a task, problem or situation at home and/or at school (VCHPEP073)</p> <p>Recognise situations and opportunities to promote their own health, safety and wellbeing (VCHPEP074)</p>
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		<p>Responding to literature</p> <p>Express preferences for specific texts and authors and listen to the opinions of others (VCELT206)</p> <p>Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with own experiences (VCELT207)</p> <p>Literature and context</p> <p>Discuss how authors create characters using language and images (VCELT208)</p> <p>Literacy</p> <p>Interacting with others</p> <p>Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (VCELY210)</p> <p>ETHICAL CAPABILITY</p> <p>Understanding concepts</p> <p>Explore the meaning of right and wrong, good and bad, as concepts concerned with the outcomes of acts (VCECU001)</p> <p>Decision making and actions</p> <p>Explore the type of acts often considered right and those often considered wrong and the reasons why they are considered so (VCECD002)</p> <p>VISUAL ARTS</p> <p>Present and Perform</p> <p>Create and display artworks to express ideas to an audience (VCAVAP023)</p>	
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Lesson # Title Theme	10 "More mindfulness" Mindfulness	11 "No you can't play" Emotional Literacy	12 "Wilma Jean the Worry Machine" Emotional Literacy
Learning Intention	<ul style="list-style-type: none"> We are learning to recognise that yoga can help us to be mindful. We are learning to identify that being mindful can affect our feelings. 	<ul style="list-style-type: none"> We are learning to communicate our feelings nicely to others. We are learning to identify strategies when we have no one to play with. 	<ul style="list-style-type: none"> We are learning to recognise that we can control some of our worries.
VIC. Curriculum	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management Recognition and expression of emotions Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (VCPSCSE008)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES English Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (VCELT192) Discuss how authors create characters using language and images (VCELT205) 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>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management Recognition and expression of emotions Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (VCPSCSE008)</p> <p>Social Awareness and Management Relationships and diversity Listen to others' ideas, and recognise that others may see things differently (VCPSCSO012)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES 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) Identify and describe the features of places at a local scale and how they change, recognising that</p>	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management Recognition and expression of emotions Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (VCPSCSE008)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES 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) Identify and describe the features of places at a local scale and how they change, recognising that people describe the features of places differently (VCGGC057) Definition of places as parts of the Earth's surface that have been given meaning by people, and</p>

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	<p>Identify and describe the features of places at a local scale and how they change, recognising that people describe the features of places differently (VCGGC057)</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>Reading and Viewing</u> Language Phonics and word knowledge</p> <p>Recognise short vowels, common long vowels and consonant digraphs, and consonant blends (VCELA181)</p> <p>Understand how to spell one and two syllable words with common letter patterns (VCELA182)</p> <p>Understand that a letter can represent more than one sound, and that a syllable must contain a vowel sound (VCELA183)</p> <p><u>Writing</u> Language Text structure and organisation</p> <p>Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (VCELA190)</p> <p>Phonics and word knowledge</p>	<p>people describe the features of places differently (VCGGC057)</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>Reading and Viewing</u> Language Text structure and organisation</p> <p>Understand that the purposes texts serve shape their structure in predictable ways (VCELA176)</p> <p>Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links (VCELA177)</p> <p>Expressing and developing ideas</p> <p>Identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is involved?' and the surrounding circumstances (VCELA178)</p> <p>Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (VCELA179)</p> <p>Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (VCELA180)</p> <p>Phonics and word knowledge</p>	<p>how places can be defined at a variety of scales (VCGGK064)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Being healthy, safe and active</p> <p>Practise strategies they can use when they need help with a task, problem or situation at home and/or at school (VCHPEP073)</p> <p>Communicating and interacting for health and wellbeing</p> <p>Identify and practise emotional responses that account for own and others' feelings (VCHPEP076)</p>
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	<p>Recognise and know how to use simple grammatical morphemes in word families (VCELA191)</p> <p>Understand how to use visual memory to write high-frequency words, and that some high-frequency words have regular and irregular spelling components (VCELA184)</p> <p>Literature Creating Literature Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (VCELT192) Build on familiar texts by using similar characters, repetitive patterns or vocabulary (VCELT193)</p> <p>Literacy Creating texts Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements (VCELY194) Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation (VCELY195) Understand how to use learned formation patterns to represent sounds and write words using combinations of unjoined upper- and lower-case letters (VCELY196)</p> <p><u>Speaking and Listening</u> Language Language for interaction</p>	<p>Recognise short vowels, common long vowels and consonant digraphs, and consonant blends (VCELA181)</p> <p>Understand how to spell one and two syllable words with common letter patterns (VCELA182)</p> <p>Understand that a letter can represent more than one sound, and that a syllable must contain a vowel sound (VCELA183)</p> <p>Literacy Literature and context Respond to texts drawn from a range of cultures and experiences (VCELY185) Interpreting, analysing, evaluating Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (VCELY186) Read texts with familiar features and structures using developing phrasing, fluency, phonic, semantic, contextual, and grammatical knowledge and emerging text processing strategies, including prediction, monitoring meaning and rereading (VCELY187) Describe some differences between imaginative, informative and persuasive texts, and identify the audience of imaginative, informative and persuasive texts (VCELY188)</p> <p><u>Writing</u> Language Text structure and organisation</p>	
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	<p>Understand that language is used in combination with other means of communication (VCELA199)</p> <p>Understand that there are different ways of asking for information, making offers and giving commands (VCELA200)</p> <p>Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (VCELA201)</p> <p>Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (VCELA202)</p> <p>Interacting with others</p> <p>Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (VCELY210)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health</p> <p>Being healthy, safe and active</p> <p>Practise strategies they can use when they need help with a task, problem or situation at home and/or at school (VCHPEP073)</p> <p>Recognise situations and opportunities to promote their own health, safety and wellbeing (VCHPEP074)</p> <p>Communicating and interacting for health and wellbeing</p>	<p>Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (VCELA190)</p> <p>Phonics and word knowledge</p> <p>Recognise and know how to use simple grammatical morphemes in word families (VCELA191)</p> <p>Understand how to use visual memory to write high-frequency words, and that some high-frequency words have regular and irregular spelling components (VCELA184)</p> <p>Literature Creating Literature</p> <p>Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (VCELT192)</p> <p>Build on familiar texts by using similar characters, repetitive patterns or vocabulary (VCELT193)</p> <p>Literacy Creating texts</p> <p>Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements (VCELY194)</p> <p>Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation (VCELY195)</p> <p>Understand how to use learned formation patterns to represent sounds and write words using</p>	
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	<p>Identify and practise emotional responses that account for own and others' feelings (VCHPEP076)</p> <p>Contributing to healthy and active communities</p> <p>Explore actions that help make the classroom a healthy, safe and active place (VCHPEP078)</p> <p>DRAMA</p> <p>Explore and Express Ideas</p> <p>Explore roles, characters and dramatic action in dramatic play, improvisation and process drama (VCADRE021)</p>	<p>combinations of unjoined upper- and lower-case letters (VCELY196)</p> <p>Construct texts that incorporate supporting images using software including word processing programs (VCELY197)</p> <p><u>Speaking and Listening</u></p> <p>Language</p> <p>Language for interaction</p> <p>Understand that language is used in combination with other means of communication (VCELA199)</p> <p>Understand that there are different ways of asking for information, making offers and giving commands (VCELA200)</p> <p>Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (VCELA201)</p> <p>Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (VCELA202)</p> <p>Literature</p> <p>Literature and context</p> <p>Discuss how authors create characters using language and images (VCELT208)</p> <p>Examining Literature</p> <p>Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (VCELT209)</p> <p>Literacy</p>	
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		<p>Interacting with others</p> <p>Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (VCELY210)</p> <p>HEALTH AND PHYSICAL EDUCATION</p> <p>Personal, Social and Community Health</p> <p>Being healthy, safe and active</p> <p>Practise strategies they can use when they need help with a task, problem or situation at home and/or at school (VCHPEP073)</p> <p>Communicating and interacting for health and wellbeing</p> <p>Describe ways to include others to make them feel that they belong (VCHPEP075)</p> <p>Identify and practise emotional responses that account for own and others' feelings (VCHPEP076)</p>	
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Lesson # Title Theme	13 "Attitude of Gratitude" Gratitude	14 "Reactions" Empathy	15 "Friendship" Empathy
Learning Intention	<ul style="list-style-type: none"> We are learning that having an attitude of gratitude makes us see the good things around us. 	<ul style="list-style-type: none"> We are learning to react to situations in different ways. 	<ul style="list-style-type: none"> We are learning to identify what makes a good friend.
VIC. Curriculum	<p>PERSONAL AND SOCIAL CAPABILITY Social Awareness and Management Collaboration</p> <p>Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (VCPSCSO014)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES 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>Identify and describe the features of places at a local scale and how they change, recognising that people describe the features of places differently (VCGGC057)</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>PERSONAL AND SOCIAL CAPABILITY Social Awareness and Management Relationships and diversity</p> <p>Listen to others' ideas, and recognise that others may see things differently (VCPSCSO012)</p> <p>Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour (VCPSCSO013)</p> <p>Collaboration</p> <p>Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (VCPSCSO014)</p> <p>Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict (VCPSCSO015)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES 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</p>	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management Development of resilience</p> <p>Identify personal strengths and describe how these strengths are useful in school or family life (VCPSCSE009)</p> <p>Social Awareness and Management Relationships and diversity</p> <p>Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour (VCPSCSO013)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES 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>

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	<p>ENGLISH</p> <p><u>Reading and Viewing</u></p> <p>Language</p> <p>Text structure and organisation</p> <p>Respond to texts drawn from a range of cultures and experiences (VCELY185)</p> <p>Literacy</p> <p>Interpreting, analysing, evaluating</p> <p>Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (VCELY186)</p> <p>Describe some differences between imaginative, informative and persuasive texts, and identify the audience of imaginative, informative and persuasive texts (VCELY188)</p> <p><u>Writing</u></p> <p>Language</p> <p>Text structure and organisation</p> <p>Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (VCELA190)</p> <p>Phonics and word knowledge</p> <p>Recognise and know how to use simple grammatical morphemes in word families (VCELA191)</p>	<p>Torres Strait Islander peoples, and the ways in which they maintain special connections to particular Country/Place (VCGGK066)</p> <p>Identify and describe the features of places at a local scale and how they change, recognising that people describe the features of places differently (VCGGC057)</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><u>Reading and Viewing</u></p> <p>Language</p> <p>Expressing and developing ideas</p> <p>Phonics and word knowledge</p> <p>Recognise short vowels, common long vowels and consonant digraphs, and consonant blends (VCELA181)</p> <p>Understand how to spell one and two syllable words with common letter patterns (VCELA182)</p> <p>Understand that a letter can represent more than one sound, and that a syllable must contain a vowel sound (VCELA183)</p> <p><u>Writing</u></p> <p>Language</p> <p>Phonics and word knowledge</p>	<p>Identify and describe the features of places at a local scale and how they change, recognising that people describe the features of places differently (VCGGC057)</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>
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	<p>Understand how to use visual memory to write high-frequency words, and that some high-frequency words have regular and irregular spelling components (VCELA184)</p> <p>Literature Creating Literature Build on familiar texts by using similar characters, repetitive patterns or vocabulary (VCELT193)</p> <p>Literacy Creating texts Understand how to use learned formation patterns to represent sounds and write words using combinations of unjoined upper- and lower-case letters (VCELY196)</p> <p><u>Speaking and Listening</u> Language Language for interaction Understand that language is used in combination with other means of communication (VCELA199) Understand that there are different ways of asking for information, making offers and giving commands (VCELA200) Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (VCELA201) Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (VCELA202)</p> <p>Literature</p>	<p>Recognise and know how to use simple grammatical morphemes in word families (VCELA191)</p> <p>Understand how to use visual memory to write high-frequency words, and that some high-frequency words have regular and irregular spelling components (VCELA184)</p> <p>Literacy Creating texts Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements (VCELY194)</p> <p>Understand how to use learned formation patterns to represent sounds and write words using combinations of unjoined upper- and lower-case letters (VCELY196)</p> <p><u>Speaking and Listening</u> Language Language for interaction Understand that language is used in combination with other means of communication (VCELA199) Understand that there are different ways of asking for information, making offers and giving commands (VCELA200) Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (VCELA201) Understand the use of vocabulary in everyday contexts as well as a growing number of school</p>	
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	<p>Responding to literature</p> <p>Express preferences for specific texts and authors and listen to the opinions of others (VCELT206)</p> <p>Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with own experiences (VCELT207)</p> <p>Literature and context</p> <p>Discuss how authors create characters using language and images (VCELT208)</p> <p>Examining Literature</p> <p>Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (VCELT209)</p> <p>Literacy</p> <p>Interacting with others</p> <p>Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (VCELY210)</p> <p>HEALTH AND PHYSICAL EDUCATION</p> <p>Personal, Social and Community Health</p> <p>Communicating and interacting for health and wellbeing</p> <p>Identify and practise emotional responses that account for own and others' feelings (VCHPEP076)</p>	<p>contexts, including appropriate use of formal and informal terms of address in different contexts (VCELA202)</p> <p>Literacy</p> <p>Interacting with others</p> <p>Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (VCELY210)</p>	
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	<p>VISUAL ARTS</p> <p>Present and Perform</p> <p>Create and display artworks to express ideas to an audience (VCAVAP023)</p>		
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Lesson # Title Theme	16 "Calming down" Mindfulness	17 "Musical emotions" Emotional Literacy	18 "Emotional performances" Emotional Literacy
Learning Intention	<ul style="list-style-type: none"> We are learning to use mindful strategies to calm our bodies and minds. 	<ul style="list-style-type: none"> We are learning to explore how music affects our emotions. 	<ul style="list-style-type: none"> We are learning to demonstrate how emotions can be communicated through our body language.
VIC. Curriculum	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management Recognition and expression of emotions Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (VCPSCSE008)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES English Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (VCELT192) Discuss how authors create characters using language and images (VCELT205) 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) Identify and describe the features of places at a local scale and how they change, recognising that</p>	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management Recognition and expression of emotions Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (VCPSCSE008)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES 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) Identify and describe the features of places at a local scale and how they change, recognising that people describe the features of places differently (VCGGC057) 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>PERSONAL AND SOCIAL CAPABILITY Social Awareness and Management Relationships and diversity Listen to others' ideas, and recognise that others may see things differently (VCPSCSO012) Collaboration Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (VCPSCSO014) Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict (VCPSCSO015)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES 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) Identify and describe the features of places at a local scale and how they change, recognising that</p>

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	<p>people describe the features of places differently (VCGGC057)</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><u>Reading and Viewing</u></p> <p>Language</p> <p>Text structure and organisation</p> <p>Understand that the purposes texts serve shape their structure in predictable ways (VCELA176)</p> <p>Expressing and developing ideas</p> <p>Identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is involved?' and the surrounding circumstances (VCELA178)</p> <p>Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (VCELA179)</p> <p>Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (VCELA180)</p> <p>Phonics and word knowledge</p> <p>Recognise short vowels, common long vowels and consonant digraphs, and consonant blends (VCELA181)</p> <p>Understand how to spell one and two syllable words with common letter patterns (VCELA182)</p>	<p>HEALTH & PHYSICAL EDUCATION</p> <p>Personal, Social and Community Health</p> <p>Communicating and interacting for health and wellbeing</p> <p>Identify and practise emotional responses that account for own and others' feelings (VCHPEP076)</p>	<p>people describe the features of places differently (VCGGC057)</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>DRAMA</p> <p>Present and Perform</p> <p>Present drama that communicates ideas, including stories from their community, to an audience (VCADRP023)</p>
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	<p>Understand that a letter can represent more than one sound, and that a syllable must contain a vowel sound (VCELA183)</p> <p>Literacy</p> <p>Literature and context</p> <p>Respond to texts drawn from a range of cultures and experiences (VCELY185)</p> <p>Interpreting, analysing, evaluating</p> <p>Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (VCELY186)</p> <p>Describe some differences between imaginative, informative and persuasive texts, and identify the audience of imaginative, informative and persuasive texts (VCELY188)</p> <p>Writing</p> <p>Language</p> <p>Phonics and word knowledge</p> <p>Recognise and know how to use simple grammatical morphemes in word families (VCELA191)</p> <p>Understand how to use visual memory to write high-frequency words, and that some high-frequency words have regular and irregular spelling components (VCELA184)</p> <p>Literature</p> <p>Creating Literature</p>		
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	<p>Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (VCELT192)</p> <p>Build on familiar texts by using similar characters, repetitive patterns or vocabulary (VCELT193)</p> <p>Literacy</p> <p>Creating texts</p> <p>Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements (VCELY194)</p> <p>Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation (VCELY195)</p> <p>Understand how to use learned formation patterns to represent sounds and write words using combinations of unjoined upper- and lower-case letters (VCELY196)</p> <p>Construct texts that incorporate supporting images using software including word processing programs (VCELY197)</p> <p><u>Speaking and Listening</u></p> <p>Language</p> <p>Language for interaction</p> <p>Understand that language is used in combination with other means of communication (VCELA199)</p> <p>Understand that there are different ways of asking for information, making offers and giving commands (VCELA200)</p>		
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	<p>Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (VCELA201)</p> <p>Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (VCELA202)</p> <p>Literature</p> <p>Responding to literature</p> <p>Express preferences for specific texts and authors and listen to the opinions of others (VCELT206)</p> <p>Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with own experiences (VCELT207)</p> <p>Literature and context</p> <p>Discuss how authors create characters using language and images (VCELT208)</p> <p>Examining Literature</p> <p>Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (VCELT209)</p> <p>Literacy</p> <p>Interacting with others</p> <p>Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (VCELY210)</p>		
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	<p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health</p> <p>Contributing to healthy and active communities</p> <p>Explore actions that help make the classroom a healthy, safe and active place (VCHPEP078)</p> <p>Practise strategies they can use when they need help with a task, problem or situation at home and/or at school (VCHPEP073)</p> <p>Recognise situations and opportunities to promote their own health, safety and wellbeing (VCHPEP074)</p> <p>Communicating and interacting for health and wellbeing</p> <p>Identify and practise emotional responses that account for own and others' feelings (VCHPEP076)</p> <p>Contributing to healthy and active communities</p> <p>Explore actions that help make the classroom a healthy, safe and active place (VCHPEP078)</p>		
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Lesson # Title Theme	19 “Why are rules important” Empathy	20 “Body Clues” Emotional Literacy	21 “How do you feel?” Emotional Literacy
Learning Intention	We are learning to recognise why rules in life are important.	<ul style="list-style-type: none"> We are learning to understand how feelings can keep us safe. 	<ul style="list-style-type: none"> We are learning to recognise feelings.
	<p>PERSONAL AND SOCIAL CAPABILITIES Self-Awareness and Management</p> <p>Development of resilience</p> <p>Explain how being prepared to try new things can help identify strategies when faced with unfamiliar or challenging situations (VCPSCSE010)</p> <p>Social Awareness and Management</p> <p>Relationships and diversity</p> <p>Listen to others’ ideas, and recognise that others may see things differently (VCPSCSO012)</p> <p>Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour (VCPSCSO013)</p> <p>Collaboration</p> <p>Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (VCPSCSO014)</p> <p>Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict (VCPSCSO015)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</p>	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management</p> <p>Recognition and expression of emotions</p> <p>Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (VCPSCSE008)</p> <p>Development of resilience</p> <p>Explain how being prepared to try new things can help identify strategies when faced with unfamiliar or challenging situations (VCPSCSE010)</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>Identify and describe the features of places at a local scale and how they change, recognising that people describe the features of places differently (VCGGC057)</p>	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management</p> <p>Recognition and expression of emotions</p> <p>Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (VCPSCSE008)</p> <p>Collaboration</p> <p>Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (VCPSCSO014)</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>Identify and describe the features of places at a local scale and how they change, recognising that people describe the features of places differently (VCGGC057)</p>

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	<p>English Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (VCELT192) Discuss how authors create characters using language and images (VCELT205)</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) Identify and describe the features of places at a local scale and how they change, recognising that people describe the features of places differently (VCGGC057) 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>Reading and Viewing</u> Language Expressing and developing ideas Phonics and word knowledge Recognise short vowels, common long vowels and consonant digraphs, and consonant blends (VCELA181) Understand how to spell one and two syllable words with common letter patterns (VCELA182)</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>Reading and Viewing</u> Language Text structure and organisation Understand that the purposes texts serve shape their structure in predictable ways (VCELA176) Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links (VCELA177) Expressing and developing ideas Identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is involved?' and the surrounding circumstances (VCELA178) Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (VCELA179) Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (VCELA180)</p> <p>Phonics and word knowledge</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>
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	<p>Understand that a letter can represent more than one sound, and that a syllable must contain a vowel sound (VCELA183)</p> <p>Literacy</p> <p>Literature and context</p> <p>Respond to texts drawn from a range of cultures and experiences (VCELY185)</p> <p>Interpreting, analysing, evaluating</p> <p>Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (VCELY186)</p> <p>Writing</p> <p>Language</p> <p>Phonics and word knowledge</p> <p>Recognise and know how to use simple grammatical morphemes in word families (VCELA191)</p> <p>Understand how to use visual memory to write high-frequency words, and that some high-frequency words have regular and irregular spelling components (VCELA184)</p> <p>Literature</p> <p>Creating Literature</p> <p>Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (VCELT192)</p> <p>Build on familiar texts by using similar characters, repetitive patterns or vocabulary (VCELT193)</p> <p>Literacy</p>	<p>Recognise short vowels, common long vowels and consonant digraphs, and consonant blends (VCELA181)</p> <p>Understand how to spell one and two syllable words with common letter patterns (VCELA182)</p> <p>Understand that a letter can represent more than one sound, and that a syllable must contain a vowel sound (VCELA183)</p> <p>Literacy</p> <p>Literature and context</p> <p>Respond to texts drawn from a range of cultures and experiences (VCELY185)</p> <p>Interpreting, analysing, evaluating</p> <p>Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (VCELY186)</p> <p>Read texts with familiar features and structures using developing phrasing, fluency, phonic, semantic, contextual, and grammatical knowledge and emerging text processing strategies, including prediction, monitoring meaning and rereading (VCELY187)</p> <p>Describe some differences between imaginative, informative and persuasive texts, and identify the audience of imaginative, informative and persuasive texts (VCELY188)</p> <p>Writing</p> <p>Language</p>	
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	<p>Creating texts Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements (VCELY194) Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation (VCELY195) Understand how to use learned formation patterns to represent sounds and write words using combinations of unjoined upper- and lower-case letters (VCELY196)</p> <p>Speaking and Listening</p> <p>Literature</p> <p>Responding to literature Express preferences for specific texts and authors and listen to the opinions of others (VCELT206) Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with own experiences (VCELT207)</p> <p>Literature and context Discuss how authors create characters using language and images (VCELT208)</p> <p>Examining Literature Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (VCELT209)</p> <p>Literacy</p>	<p>Text structure and organisation Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (VCELA190)</p> <p>Phonics and word knowledge Recognise and know how to use simple grammatical morphemes in word families (VCELA191) Understand how to use visual memory to write high-frequency words, and that some high-frequency words have regular and irregular spelling components (VCELA184)</p> <p>Literature</p> <p>Creating Literature Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (VCELT192) Build on familiar texts by using similar characters, repetitive patterns or vocabulary (VCELT193)</p> <p>Literacy</p> <p>Creating texts Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements (VCELY194) Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation (VCELY195)</p>	
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	<p>Interacting with others Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (VCELY210)</p>	<p>Understand how to use learned formation patterns to represent sounds and write words using combinations of unjoined upper- and lower-case letters (VCELY196) Construct texts that incorporate supporting images using software including word processing programs (VCELY197)</p> <p>Speaking and Listening Language Language variation and change Discuss how authors create characters using language and images (VCELT205) Language for interaction Understand that language is used in combination with other means of communication (VCELA199) Understand that there are different ways of asking for information, making offers and giving commands (VCELA200) Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (VCELA201) Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (VCELA202)</p> <p>Expressing and developing ideas Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and</p>	
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		<p>informal terms of address in different contexts (VCELA202)</p> <p>Literature</p> <p>Responding to literature</p> <p>Express preferences for specific texts and authors and listen to the opinions of others (VCELT206)</p> <p>Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with own experiences (VCELT207)</p> <p>Literature and context</p> <p>Discuss how authors create characters using language and images (VCELT208)</p> <p>Examining Literature</p> <p>Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (VCELT209)</p> <p>Literacy</p> <p>Interacting with others</p> <p>Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (VCELY210)</p> <p>Make short presentations, speaking clearly and using appropriate voice and pace, and using some introduced text structures and language (VCELY211)</p> <p>HEALTH & PHYSICAL EDUCATION</p>	
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		<p>Personal, Social and Community Health</p> <p>Being healthy, safe and active</p> <p>Practise strategies they can use when they need help with a task, problem or situation at home and/or at school (VCHPEP073)</p> <p>Communicating and interacting for health and wellbeing</p> <p>Identify and practise emotional responses that account for own and others' feelings (VCHPEP076)</p>	
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INTEGRATED LESSONS			
Lesson #	1	2	3
Title	“Share to be fair”	“Gratitude Poems”	“Tricky’s bad Day Turnaround
Theme	Emotional Literacy	Gratitude	Emotional Literacy
Learning Intention	<ul style="list-style-type: none"> We are learning to share things fairly with our friends. (GEM) We are learning to use division to share things equally. (M) 	<ul style="list-style-type: none"> We are learning to write an acrostic poem. (W) We are learning to understand and describe what it means to show gratitude. (GEM) 	<ul style="list-style-type: none"> We are learning to compare the beginning and ending of a story. (R) We are learning to identify different feelings and moods. (GEM) We are learning that different experiences affect our moods. (GEM)
VIC. Curriculum	<p>PERSONAL AND SOCIAL CAPABILITY Social Awareness and Management Relationships and diversity</p> <p>Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour (VCPSCSO013)</p> <p>Collaboration</p> <p>Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (VCPSCSO014)</p> <p>Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict (VCPSCSO015)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Communicating and interacting for health and wellbeing</p> <p>Describe ways to include others to make them feel that they belong (VCHPEP075)</p> <p>Identify and practise emotional responses that account for own and others’ feelings (VCHPEP076)</p>	<p>PERSONAL AND SOCIAL CAPABILITY Self-awareness and Management Recognition and expression of emotions</p> <p>Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (VCPSCSE008)</p> <p>Development of resilience</p> <p>Identify personal strengths and describe how these strengths are useful in school or family life (VCPSCSE009)</p> <p>Social Awareness and Management Relationships and diversity</p> <p>Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour (VCPSCSO013)</p> <p>ENGLISH Writing Language Phonics and word knowledge</p>	<p>PERSONAL AND SOCIAL CAPABILITY Self-awareness and Management Recognition and expression of emotions</p> <p>Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (VCPSCSE008)</p> <p>Development of resilience</p> <p>Identify personal strengths and describe how these strengths are useful in school or family life (VCPSCSE009)</p> <p>ENGLISH Reading and Viewing Language Expressing and developing ideas</p> <p>Identify the parts of a simple sentence that represent ‘What’s happening?’, ‘Who or what is involved?’ and the surrounding circumstances (VCELA178)</p> <p>Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives)</p>

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	<p>MATHEMATICS Number and Algebra Number and Place Value Represent practical situations that model sharing (VCMNA090)</p> <p>ETHICAL CAPABILITY Decision making and actions Explore the type of acts often considered right and those often considered wrong and the reasons why they are considered so (VCECD002)</p>	<p>Recognise and know how to use simple grammatical morphemes in word families (VCELA191)</p> <p>Understand how to use visual memory to write high-frequency words, and that some high-frequency words have regular and irregular spelling components (VCELA184)</p> <p>Literature Creating Literature Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (VCELT192)</p> <p>Literacy Creating texts Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements (VCELY194)</p> <p>Understand how to use learned formation patterns to represent sounds and write words using combinations of unjoined upper- and lower-case letters (VCELY196)</p> <p>Speaking and Listening Literacy Interacting with others Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (VCELY210)</p> <p>Make short presentations, speaking clearly and using appropriate voice and pace, and using some</p>	<p>and details such as when, where and how (adverbs) (VCELA179)</p> <p>Literacy Interpreting, analysing, evaluating Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (VCELY186)</p> <p>Read texts with familiar features and structures using developing phrasing, fluency, phonic, semantic, contextual, and grammatical knowledge and emerging text processing strategies, including prediction, monitoring meaning and rereading</p> <p>Writing Literature Creating Literature Build on familiar texts by using similar characters, repetitive patterns or vocabulary (VCELT193)</p> <p>Literacy Creating texts Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements (VCELY194)</p> <p>Understand how to use learned formation patterns to represent sounds and write words using combinations of unjoined upper- and lower-case letters (VCELY196)</p> <p>Speaking and Listening</p>
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		<p>introduced text structures and language (VCELY211)</p> <p>ETHICAL CAPABILITY Understanding concepts Explore the meaning of right and wrong, good and bad, as concepts concerned with the outcomes of acts (VCECU001)</p> <p>Decision making and actions Explore the type of acts often considered right and those often considered wrong and the reasons why they are considered so (VCECD002)</p>	<p>Literature Responding to literature Express preferences for specific texts and authors and listen to the opinions of others (VCELT206) Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with own experiences (VCELT207)</p> <p>Examining Literature Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (VCELT209)</p> <p>Interacting with others Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (VCELY210) Make short presentations, speaking clearly and using appropriate voice and pace, and using some introduced text structures and language (VCELY211)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Communicating and interacting for health and wellbeing Identify and practise emotional responses that account for own and others' feelings (VCHPEP076)</p>
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