

			Lesson Number								Integrated Lessons														
Curriculum Area	Strand/Element	1	2	3	4	<u>5</u>	<u>6</u>	7	8	<u>9</u>	<u>10</u>	11	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>1</u> 6	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	1	2	<u>3</u>
Personal & Social Capabilities	Self-Awareness and Self-Management																								
	Social Awareness and Social Management																								
Learning about Aboriginal and Torres	English																								
Strait Islander histories and cultures	Geography																								
English	Reading and Viewing																								
	Writing																								
	Speaking and Listening																								
Mathematics	Number and Algebra																								
Health & Physical Education	Personal, Social & Community Health																								
The Arts	Visual Arts																								
	Drama																								
Ethical Capability	Understanding Concepts																								
	Decision Making and Actions																								



Lesson #	1	2	3
Title	"Garden of Gratitude"	"Different Views	"Mindful Colouring"
Theme	Gratitude	Empathy	Mindfulness
Learning	 We are learning to explain what gratitude is. We are learning to recognise things we are grateful for. 	 We are learning about other people's views	We are learning to use colouring to practice
Intention		so we can show empathy.	being mindful.
VIC. Curriculum	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) Understand that the purposes texts serve shape their structure in predictable ways (VCELA176) 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	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) Social Awareness and Management Relationships and diversity Listen to others' ideas, and recognise that others may see things differently (VCPSCS0012) 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	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) Development of resilience Identify personal strengths and describe how these strengths are useful in school or family life (VCPSCSE009) Explain how being prepared to try new things can help identify strategies when faced with unfamiliar or challenging situations (VCPSCSE010) 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)



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	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)	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)
and how places can be defined at a variety of scales (VCGGK064)	ENGLISH <u>Reading and Viewing</u> Language	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
Personal, Social and Community Health Communicating and interacting for health and wellbeing Describe ways to include others to make them feel that they belong (VCHPEP075) Identify and practise emotional responses that	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)	that have been given meaning by people, and how places can be defined at a variety of scales (VCGGK064) ENGLISH Reading and Viewing Language Text structure and organisation
(VCHPEP076) Examine health messages and how they relate to health decisions and behaviours (VCHPEP077)	Identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is involved?' and the surrounding circumstances (VCELA178)	Understand that the purposes texts serve shape their structure in predictable ways (VCELA176) Expressing and developing ideas Identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is
Present and Perform Create and display artworks to express ideas to	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	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)
	surface that have been given meaning by people, and how places can be defined at a variety of	 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 data (afferently (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) HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Communicating and interacting for health and wellbeing Describe ways to include others to make them feel that they belong (VCHPEP075) Identify and practise emotional responses that account for own and others' feelings (VCHPEP076) Examine health messages and how they relate to health decisions and behaviours (VCHPEP077) VISUAL ARTS Present and Perform Create and display artworks to express ideas to an audience (VCAVAP023) Identify the parts of a simple sentence that represent works to express ideas to an audience (VCAVAP023)



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	Recognise short vowels, common long vowels and consonant digraphs, and consonant blends (VCELA181)	Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (VCELA180)
	(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) 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)	 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) Literature and context Respond to texts drawn from a range of cultures and experiences (VCELY185) Interpreting, analysing, evaluating
	Describe some differences between imaginative, informative and persuasive texts, and identify the audience of imaginative, informative and persuasive texts (VCELY188) <u>Writing</u> Language Text structure and organisation	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) Describe some differences between imaginative, informative and persuasive texts, and identify the audience of imaginative, informative and persuasive texts (VCELY188)
	Understand patterns of repetition and contrast in simple texts (VCELA189) Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make	Writing Phonics and word knowledge



	statements, ask questions, express emotion or give commands (VCELA190)	Recognise and know how to use simple grammatical morphemes in word families
	Phonics and word knowledge	(VCELA191)
	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
	Understand how to use visual memory to write	spelling components (VCELA184)
	high-frequency words, and that some	Literacy
	high-frequency words have regular and irregular	Creating texts
	spelling components (VCELA184)	Reread student's own texts and discuss possible
	Literacy	changes to improve meaning, spelling and
	Creating texts	punctuation (VCELY195)
	Reread student's own texts and discuss possible	Understand how to use learned formation patterns to represent sounds and write words using
	changes to improve meaning, spelling and punctuation (VCELY195)	combinations of unjoined upper- and lower-case
	Understand how to use learned formation patterns	letters (VCELY196)
	to represent sounds and write words using	
	combinations of unjoined upper- and lower-case	Speaking and Listening
	letters (VCELY196)	Language
		Language for interaction
	Speaking and Listening	Understand that language is used in combination
	Language	with other means of communication (VCELA199)
	Language for interaction	Understand that there are different ways of asking
	Understand that language is used in combination with other means of communication (VCELA199)	for information, making offers and giving commands (VCELA200)
	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)
	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



		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)	informal terms of address in different contexts (VCELA202) Literature Responding to literature
	Li Re Di te: m (V Li Di	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)	Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with own experiences (VCELT207) Examining Literature Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound
		Literature and context Discuss how authors create characters using language and images (VCELT208)	patterns including alliteration and rhyme (VCELT209)
		Examining Literature	Interacting with others
		Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (VCELT209)	Make short presentations, speaking clearly and using appropriate voice and pace, and using some introduced text structures and language (VCELY211)
		Literacy	
		Interacting with others	HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health
		Engage in conversations and discussions, using active listening, showing interest, and contributing	Being healthy, safe and active
	idea	ideas, information and questions, taking turns and recognising the contributions of others (VCELY210)	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)



	Recognise situations and opportunities to promote their own health, safety and wellbeing (VCHPEP074)



Lesson #	4	5	6
Title	"Feeling and bodies"	"I am thankful for"	"Tree of gratitude"
Theme	Emotional Literacy	Gratitude	Gratitude
Learning Intention	• We are learning to recognise that emotions can affect our bodies and minds.	• We are learning to understand we have many things to be grateful for.	 We are learning to recognise what we can be grateful for.
	PERSONAL AND SOCIAL CAPABILITY	PERSONAL AND SOCIAL CAPABILITY	PERSONAL AND SOCIAL CAPABILITY
	Self-Awareness and Management	Self-Awareness and Management	Self-Awareness and Management
	Recognition and expression of emotions	Recognition and expression of emotions	Recognition and expression of emotions
	Extend their vocabulary through which to	Extend their vocabulary through which to	Extend their vocabulary through which to
	recognise and describe emotions and when, how	recognise and describe emotions and when, how	recognise and describe emotions and when, how
	and with whom it is appropriate to share emotions	and with whom it is appropriate to share emotions	and with whom it is appropriate to share emotions
	(VCPSCSE008)	(VCPSCSE008)	(VCPSCSE008)
VIC.		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	Social Awareness and Management Relationships and diversity Listen to others' ideas, and recognise that others may see things differently (VCPSCS0012)
Curriculum	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	behaviour (VCPSCSO013) 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 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



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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)	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	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)
	how places can be defined at a variety of scales	ENGLISH
ENGLISH	(VCGGK064)	Reading and Viewing
Beading and ViewingLanguageExpressing and developing ideasIdentify 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	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)	Language 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) Literature Examining literature Explore differences in words that represent
contribute to meaning (VCELA180) Literature Examining literature		people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (VCELA179)



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)

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)

<u>Writing</u> Language Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (VCELA180)

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)

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)

Describe some differences between imaginative, informative and persuasive texts, and identify the audience of imaginative, informative and persuasive texts (VCELY188)

Writing Language Phonics and word knowledge



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)

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)

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)

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)

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)

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)

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)

Literature

Responding to literature



Understand how to use learned formation patterns to represent sounds and write words using combinations of unjoined upper- and lower-case letters (VCELY196)

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)

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)

Literature and context

Discuss how authors create characters using language and images (VCELT208)

Literacy

Interacting with others

Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with own experiences (VCELT207)

Discuss how authors create characters using language and images (VCELT208)

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)



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)	
HEALTH & 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)	



Lesson # Title Theme	7 "Encouraging" Empathy	8 "Helpful Superhero" Empathy	9 "Belly breathing" Mindfulness
Learning Intention	• We are learning to identify how we can help others.	• We are learning to realise we can make a difference to others.	• We are learning to belly breath.
	ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES Geography	PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management Recognition and expression of emotions	PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management Recognition and expression of emotions
	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	Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (VCPSCSE008) Social Awareness and Management	Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (VCPSCSE008)
VIC. Curriculum	 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) HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Contributing to healthy and active communities Explore actions that help make the classroom a healthy, safe and active place (VCHPEP078) 	Relationships and diversity	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



	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) ENGLISH	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)
	Reading and Viewing	
	Language	
	Text structure and organisation	Reading and Viewing
	Understand that the purposes texts serve shape	Language
	their structure in predictable ways (VCELA176)	Text structure and organisation
	Expressing and developing ideas	Understand that the purposes texts serve shape their structure in predictable ways (VCELA176)
	Explore differences in words that represent	Literacy
	people, places and things (nouns, including pronouns), happenings and states (verbs),	•
	qualities (adjectives) and details such as when,	Literature and context
	where and how (adverbs) (VCELA179)	Respond to texts drawn from a range of cultures and experiences (VCELY185)
	Compare different kinds of images in narrative	Interpreting, analysing, evaluating
	and informative texts and discuss how they contribute to meaning (VCELA180)	Use comprehension strategies to build literal and inferred meaning about key events, ideas and
	Phonics and word knowledge	information in texts that they listen to, view and
	Recognise short vowels, common long vowels	read by drawing on growing knowledge of
	and consonant digraphs, and consonant blends	context, text structures and language features
	(VCELA181)	(VCELY186)
	Understand how to spell one and two syllable	<u>Writing</u>
	words with common letter patterns (VCELA182)	Language
	Understand that a letter can represent more than	Phonics and word knowledge
	one sound, and that a syllable must contain a	Recognise and know how to use simple grammatical morphemes in word families
	vowel sound (VCELA183)	(VCELA191)
	Literature	Understand how to use visual memory to write
	Examining literature	high-frequency words, and that some



	Recognise short vowels, common long vowels and consonant digraphs, and consonant blends (VCELA181)	high-frequency words have regular and irregular spelling components (VCELA184) Literature
	 (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) 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) Describe some differences between imaginative, informative and persuasive texts, and identify the audience of imaginative, informative and persuasive texts (VCELY188) 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 	
	high-frequency words have regular and irregular spelling components (VCELA184)	Literature and context



	(VCELY210) HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Being healthy, safe and active Practise strategies they can use when they help with a task, problem or situation at hor and/or at school (VCHPEP073) Recognise situations and opportunities to promote their own health, safety and wellbe (VCHPEP074) sing	Literature Creating Literature Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (VCELT192) Literacy Creating texts Reread student's own texts and discuss possible changes to improve meaning, spelling and bunctuation (VCELY195) Understand how to use learned formation oatterns to represent sounds and write words using combinations of unjoined upper- and ower-case letters (VCELY196) 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, ncluding 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 nformal terms of address in different contexts (VCELA202) Literature	ELT208) and discussions, using interest, and contributing estions, taking turns and ons of others EDUCATION nmunity Health inctive n use when they need or situation at home 073) opportunities to
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	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)	
	Literature and context	
	Discuss how authors create characters using	
	language and images (VCELT208)	
	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)	
	(VCELTZTO)	
	ETHICAL CAPABILITY	
	Understanding concepts	
	Explore the meaning of right and wrong, good and	
	bad, as concepts concerned with the outcomes of	
	acts (VCECU001)	
	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)	
	VISUAL ARTS	
	Present and Perform	
	Create and display artworks to express ideas to	
	an audience (VCAVAP023)	



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	 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. 	 We are learning to communicate our feelings nicely to others. We are learning to identify strategies when we have no one to play with. 	We are learning to recognise that we can control some of our worries.
	PERSONAL AND SOCIAL CAPABILITY	PERSONAL AND SOCIAL CAPABILITY	PERSONAL AND SOCIAL CAPABILITY
	Self-Awareness and Management	Self-Awareness and Management	Self-Awareness and Management
	Recognition and expression of emotions Extend their vocabulary through which to recognise and describe emotions and when, how	Recognition and expression of emotions Extend their vocabulary through which to recognise and describe emotions and when, how	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)	and with whom it is appropriate to share emotions (VCPSCSE008)	and with whom it is appropriate to share emotions (VCPSCSE008)
		Social Awareness and Management	
	ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES	Relationships and diversity Listen to others' ideas, and recognise that others may see things differently (VCPSCS0012)	ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES
VIC. Curriculum	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)	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	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



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)	how places can be defined at a variety of scales (VCGGK064)
people describe the features of places differently	Definition of places as parts of the Earth's surface	
(VCGGC057)	that have been given meaning by people, and how	HEALTH AND PHYSICAL EDUCATION
Definition of places as parts of the Earth's surface	places can be defined at a variety of scales	Personal, Social and Community Health
that have been given meaning by people, and	(VCGGK064)	Being healthy, safe and active
how places can be defined at a variety of scales (VCGGK064)	ENGLISH	Practise strategies they can use when they nee help with a task, problem or situation at home
	Reading and Viewing	and/or at school (VCHPEP073)
ENGLISH	Language	Communicating and interacting for health a
Reading and Viewing	Text structure and organisation	wellbeing
Language	Understand that the purposes texts serve shape	Identify and practise emotional responses that
Phonics and word knowledge	their structure in predictable ways (VCELA176)	account for own and others' feelings
Recognise short vowels, common long vowels	Understand concepts about print and screen,	(VCHPEP076)
and consonant digraphs, and consonant blends	including how different types of texts are organised	
(VCELA181)	using page numbering, tables of content, headings	
Understand how to spell one and two syllable	and titles, navigation buttons, bars and links (VCELA177)	
words with common letter patterns (VCELA182)	Expressing and developing ideas	
Understand that a letter can represent more than	Identify the parts of a simple sentence that	
one sound, and that a syllable must contain a	represent 'What's happening?', 'Who or what is	
vowel sound (VCELA183)	involved?' and the surrounding circumstances	
Writing	(VCELA178)	
Language	Explore differences in words that represent people,	
Text structure and organisation	places and things (nouns, including pronouns),	
Recognise that different types of punctuation,	happenings and states (verbs), qualities	
including full stops, question marks and	(adjectives) and details such as when, where and $(adjectives) = 0.0000000000000000000000000000000000$	
exclamation marks, signal sentences that make	how (adverbs) (VCELA179)	
statements, ask questions, express emotion or give commands (VCELA190)	Compare different kinds of images in narrative and	
	informative texts and discuss how they contribute to meaning (VCELA180)	
Phonics and word knowledge		
	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)

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)

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)

Speaking and Listening Language Language for interaction 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)

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)

<u>Writing</u>

Language

Text structure and organisation



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)	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)	
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)	 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) 	
Interacting with others	Literature	
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)	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)	
HEALTH AND PHYSICAL EDUCATION	Literacy	
Personal, Social and Community Health	Creating texts	
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)	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)	
Recognise situations and opportunities to promote their own health, safety and wellbeing (VCHPEP074)	Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation (VCELY195)	
Communicating and interacting for health and wellbeing	Understand how to use learned formation patterns to represent sounds and write words using	



Identify and practise emotional responses that account for own and others' feelings (VCHPEP076) Contributing to healthy and active communities Explore actions that help make the classroom a	combinations of unjoined upper- and lower-case letters (VCELY196) Construct texts that incorporate supporting images using software including word processing programs (VCELY197)		
healthy, safe and active place (VCHPEP078)	Speaking and Listening		
DRAMA Explore and Express Ideas Explore roles, characters and dramatic action in dramatic play, improvisation and process drama (VCADRE021)	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)		
	Literature		
	Literature and context		
	Discuss how authors create characters using language and images (VCELT208)		
	Examining Literature Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (VCELT209)		
	Literacy		



 		1
	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)	
	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)	
	Communicating and interacting for health and wellbeing	
	Describe ways to include others to make them feel that they belong (VCHPEP075)	
	Identify and practise emotional responses that account for own and others' feelings (VCHPEP076)	



Lesson # Title Theme	13 "Attitude of Gratitude" Gratitude	14 "Reactions" Empathy	15 "Friendship" Empathy
Learning Intention	• We are learning that having an attitude of gratitude makes us see the good things around us.	 We are learning to react to situations in different ways. 	 We are learning to identify what makes a good friend.
	PERSONAL AND SOCIAL CAPABILITY	PERSONAL AND SOCIAL CAPABILITY	PERSONAL AND SOCIAL CAPABILITY
	Social Awareness and Management	Social Awareness and Management	Self-Awareness and Management
	Collaboration	Relationships and diversity	Development of resilience
	Use basic skills required for participation in group tasks and respond to simple questions about	Listen to others' ideas, and recognise that others may see things differently (VCPSCS0012)	Identify personal strengths and describe how these strengths are useful in school or family life
	their contribution to group tasks (VCPSCSO014) ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES	Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour (VCPSCS0013)	(VCPSCSE009) Social Awareness and Management Relationships and diversity
	Geography	Collaboration	Describe ways of making and keeping friends, including how actions and words can help or hurt
VIC. Curriculum	Aboriginal and Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and	Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (VCPSCS0014)	others, and the effects of modifying their behaviour (VCPSCS0013)
	Torres Strait Islander peoples, and the ways in which they maintain special connections to particular Country/Place (VCGGK066)	Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict (VCPSCS0015)	ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES Geography
	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	ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES Geography Aboriginal and Torres Strait Islander Country/Place on which the school is located and	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)
	(VCGGK064)	why Country/Place is important to Aboriginal and	



ENGLISH

Reading and Viewing

Language

Text structure and organisation

Respond to texts drawn from a range of cultures and experiences (VCELY185)

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)

Describe some differences between imaginative, informative and persuasive texts, and identify the audience of imaginative, informative and persuasive texts (VCELY188)

<u>Writing</u>

Language

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)

Phonics and word knowledge

Recognise and know how to use simple grammatical morphemes in word families (VCELA191)

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)

ENGLISH

Reading and Viewing

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) Understand that a letter can represent more than one sound, and that a syllable must contain a vowel sound (VCELA183)

Writing

Language Phonics and word knowledge 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)



Understand how to use visual memory to write high-frequency words, and that some high-frequency words have regular and irregular spelling components (VCELA184)

Literature

Creating Literature

Build on familiar texts by using similar characters, repetitive patterns or vocabulary (VCELT193)

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)

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)

Literature

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)

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)

Understand how to use learned formation patterns to represent sounds and write words using combinations of unjoined upper- and lower-case letters (VCELY196)

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



Responding to literature

Express preferences for specific texts and authors and listen to the opinions of others $(\ensuremath{\mathsf{VCELT206}})$

Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with own experiences (VCELT207)

Literature and context

Discuss how authors create characters using language and images (VCELT208)

Examining Literature

Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (VCELT209)

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)

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) contexts, including appropriate use of formal and informal terms of address in different contexts (VCELA202)

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)





Lesson # Title Theme	16 "Calming down" Mindfulness	17 "Musical emotions" Emotional Literacy	18 "Emotional performances" Emotional Literacy
Learning Intention	We are learning to use mindful strategies to calm our bodies and minds.	We are learning to explore how music affects our emotions.	• We are learning to demonstrate how emotions can be communicated through our body language.
	PERSONAL AND SOCIAL CAPABILITY	PERSONAL AND SOCIAL CAPABILITY	PERSONAL AND SOCIAL CAPABILITY
	Self-Awareness and Management	Self-Awareness and Management	Social Awareness and Management
	Recognition and expression of emotions	Recognition and expression of emotions	Relationships and diversity
	Extend their vocabulary through which to recognise and describe emotions and when, how	Extend their vocabulary through which to recognise and describe emotions and when, how	Listen to others' ideas, and recognise that others may see things differently (VCPSCS0012)
	and with whom it is appropriate to share emotions (VCPSCSE008)	and with whom it is appropriate to share emotions (VCPSCSE008)	Collaboration
	ABORIGINAL AND TORRES STRAIT ISLANDER	ABORIGINAL AND TORRES STRAIT ISLANDER	Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (VCPSCS0014)
VIC. Curriculum	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	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)	Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict (VCPSCSO015) 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) ENGLISH Reading and Viewing	HEALTH & 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)	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) DRAMA Present and Perform
Language Text structure and organisation Understand that the purposes texts serve shape their structure in predictable ways (VCELA176)		Present drama that communicates ideas, including stories from their community, to an audience (VCADRP023)
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)		
 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) 		



Creating Literature	
Literature	
Understand how to use visual memory to write high-frequency words, and that some high-frequency words have regular and irregular spelling components (VCELA184)	
Recognise and know how to use simple grammatical morphemes in word families (VCELA191)	
Phonics and word knowledge	
<u>Writing</u> Language	
persuasive texts (VCELY188)	
Describe some differences between imaginative, informative and persuasive texts, and identify the audience of imaginative, informative and	
read by drawing on growing knowledge of context, text structures and language features (VCELY186)	
Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and	
Interpreting, analysing, evaluating	
Respond to texts drawn from a range of cultures and experiences (VCELY185)	
Literature and context	
Literacy	
vowel sound (VCELA183)	
one sound, and that a syllable must contain a	



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)	
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)	
Construct texts that incorporate supporting images using software including word processing programs (VCELY197)	
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)	
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)	
Literature and context	
Discuss how authors create characters using language and images (VCELT208)	
Examining Literature	
Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (VCELT209)	
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)	



HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health
Contributing to healthy and active communities
Explore actions that help make the classroom a healthy, safe and active place (VCHPEP078)
Practise strategies they can use when they need help with a task, problem or situation at home and/or at school (VCHPEP073)
Recognise situations and opportunities to promote their own health, safety and wellbeing (VCHPEP074)
Communicating and interacting for health and wellbeing
Identify and practise emotional responses that account for own and others' feelings (VCHPEP076)
Contributing to healthy and active communities
Explore actions that help make the classroom a healthy, safe and active place (VCHPEP078)



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.	• We are learning to understand how feelings can keep us safe.	We are learning to recognise feelings.
	PERSONAL AND SOCIAL CAPABILITIES Self-Awareness and Management	PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management	PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management
	Development of resilience	Recognition and expression of emotions	Recognition and expression of emotions
	Explain how being prepared to try new things can help identify strategies when faced with unfamiliar or challenging situations (VCPSCSE010)	Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions	Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions
	Social Awareness and Management	(VCPSCSE008)	(VCPSCSE008)
	Relationships and diversity	Development of resilience	Collaboration
	Listen to others' ideas, and recognise that others may see things differently (VCPSCS0012)	help identify strategies when faced with unfamiliar	Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (VCDSCSC014)
	Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour (VCPSCS0013)	or challenging situations (VCPSCSE010) ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES	contribution to group tasks (VCPSCSO014) ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES
	Collaboration	Geography	Geography
	Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (VCPSCS0014)	Aboriginal and Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and	Aboriginal and Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and
	Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict (VCPSCS0015)	Torres Strait Islander peoples, and the ways in which they maintain special connections to particular Country/Place (VCGGK066)	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	Identify and describe the features of places at a local scale and how they change, recognising that
	ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES	people describe the features of places differently (VCGGC057)	people describe the features of places differently (VCGGC057)



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 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)

ENGLISH

Reading and Viewing

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)

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)

ENGLISH

Reading and Viewing

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)

Phonics and word knowledge

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)



Understand that a letter can represent more than one sound, and that a syllable must contain a vowel sound (VCELA183)

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)

<u>Writing</u>

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 high-frequency words have regular and irregular spelling components (VCELA184)

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)

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)

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)

<u>Writing</u> Language



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)

Speaking and Listening 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)

Literature and context

Discuss how authors create characters using language and images (VCELT208)

Examining Literature

Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (VCELT209)

Literacy

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)

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)

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)

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)



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)	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)	
	Speaking and Listening	
	Language variation and change	
	Discuss how authors create characters using language and images (VCELT205)	
	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)	
	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	



informal terms of address in different contexts (VCELA202)	
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)	
Literature and context	
Discuss how authors create characters using language and images (VCELT208)	
Examining Literature	
Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (VCELT209)	
Literacy	
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)	
HEALTH & PHYSICAL EDUCATION	
	(VCELA202) 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) Literature and context Discuss how authors create characters using language and images (VCELT208) Examining Literature Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (VCELT209) 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) Make short presentations, speaking clearly and using appropriate voice and pace, and using some introduced text structures and language (VCELY211)



	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)	
	Communicating and interacting for health and wellbeing	
	Identify and practise emotional responses that account for own and others' feelings (VCHPEP076)	



		INTEGRATED LESSONS	
Lesson # Title Theme	1 "Share to be fair" Emotional Literacy	2 "Gratitude Poems" Gratitude	3 "Tricky's bad Day Turnaround Emotional Literacy
Learning Intention	 We are learning to share things fairly with our friends. (GEM) We are learning to use division to share things equally. (M) 	 We are learning to write an acrostic poem. (W) We are learning to understand and describe what it means to show gratitude. (GEM) 	 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.	PERSONAL AND SOCIAL CAPABILITY	PERSONAL AND SOCIAL CAPABILITY	PERSONAL AND SOCIAL CAPABILITY
Curriculum	Social Awareness and Management	Self-awareness and Management	Self-awareness and Management
	Relationships and diversity	Recognition and expression of emotions	Recognition and expression of emotions
	Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour (VCPSCS0013)	Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (VCPSCSE008)	Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (VCPSCSE008)
	Collaboration	Development of resilience	Development of resilience
	Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (VCPSCS0014)	Identify personal strengths and describe how these strengths are useful in school or family life (VCPSCSE009)	Identify personal strengths and describe how these strengths are useful in school or family life (VCPSCSE009)
	Recognise that conflict occurs and distinguish	Social Awareness and Management	
	between appropriate and inappropriate ways to deal with conflict (VCPSCS0015)	Relationships and diversity	ENGLISH
		Describe ways of making and keeping friends,	Reading and Viewing
		including how actions and words can help or hurt	Language
	HEALTH AND PHYSICAL EDUCATION	others, and the effects of modifying their behaviour	Expressing and developing ideas
	Personal, Social and Community Health	(VCPSCSO013)	Identify the parts of a simple sentence that
	Communicating and interacting for health and wellbeing	ENGLISH	represent 'What's happening?', 'Who or what is
		Writing	involved?' and the surrounding circumstances (VCELA178)
	Describe ways to include others to make them feel that they belong (VCHPEP075)	Language	Explore differences in words that represent people,
	Identify and practise emotional responses that account for own and others' feelings (VCHPEP076)	Phonics and word knowledge	places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives)



MATHEMATICS Number and Algebra

Number and Place Value

Represent practical situations that model sharing (VCMNA090)

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)

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)

Literature

Creating Literature

Recreate texts imaginatively using drawing, writing performance and digital forms of communication (VCELT192)

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)

Understand how to use learned formation patterns to represent sounds and write words using combinations of unjoined upper- and lower-case letters (VCELY196)

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) Make short presentations, speaking clearly and using appropriate voice and pace, and using some

and details such as when, where and how (adverbs) (VCELA179)

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)

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

Writing

Literature

Creating Literature

Build on familiar texts by using similar characters, repetitive patterns or vocabulary (VCELT193)

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)

Understand how to use learned formation patterns to represent sounds and write words using combinations of unjoined upper- and lower-case letters (VCELY196)

Speaking and Listening



introduced text structures and language	Literature
(VCELY211)	Responding to literature
ETHICAL CAPABILITY Understanding concepts Explore the meaning of right and wrong, good and bad, as concepts concerned with the outcomes of acts (VCECU001) 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)	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) Examining Literature