

Year 2 Victorian Curriculum Mapping

Lesson # Title Theme	1 "Gratitude hearts" Gratitude	2 "Empathy Role-play" Empathy	3 "Happy minds" Mindfulness
Learning Intention	<ul style="list-style-type: none"> We are learning to reflect on things we are grateful for. 	<ul style="list-style-type: none"> We are learning to develop an understanding of empathy. 	<ul style="list-style-type: none"> We are learning to practice meditation as a mindfulness strategy.
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) Development of resilience Identify personal strengths and describe how these strengths are useful in school or family life (VCPSCSE009)</p> <p>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) Contributing to healthy and active communities Explore actions that help make the classroom a healthy, safe and active place (VCHPEP078)</p>	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management Relationships and diversity Identify how families can have a range of relationships (VCPSCSO011) Listen to others' ideas, and recognise that others may see things differently (VCPSCSO012) 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>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)</p> <p>DRAMA Drama Practices Use voice, facial expression, movement and space to imagine and establish role and situation (VCADRD022)</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>ENGLISH Reading and Viewing Language Expressing and developing ideas Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (VCELA214)</p> <p>Writing Language Phonics and word knowledge Use visual memory to write high-frequency words and words whose spelling is not predictable from the sounds (VCELA227)</p> <p>Literacy Creating texts</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>	<p>Present and Perform</p> <p>Present drama that communicates ideas, including stories from their community, to an audience (VCADRP023)</p>	<p>Re-read and edit text for spelling, sentence-boundary punctuation and text structure (VCELY231)</p> <p>Write words and sentences legibly using upper- and lower-case letters that are applied with growing fluency using an appropriate pen/pencil grip and body position (VCELY232)</p> <p><u>Speaking and Listening</u></p> <p>Language</p> <p>Language for interaction</p> <p>Identify language that can be used for appreciating texts and the qualities of people and things (VCELA236)</p> <p>Expressing and developing ideas</p> <p>Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (VCELA237)</p> <p>Literature</p> <p>Examining Literature</p> <p>Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (VCELT243)</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>Contributing to healthy and active communities</p>
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			Explore actions that help make the classroom a healthy, safe and active place (VCHPEP078)
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Lesson # Title Theme	4 "Emoji emotional faces" Emotional Literacy ***	5 "Gratitude jar" Gratitude	6 "Gratitude Appreciation" Gratitude
Learning Intention	<ul style="list-style-type: none"> We are learning to identify different emotions. 	<ul style="list-style-type: none"> We are learning to identify things that we are grateful for in our lives 	<ul style="list-style-type: none"> We are learning to understand we have many things to be grateful for.
VIC. Curriculum	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management</p> <p>Recognition and expression of emotion 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>Relationships and diversity Listen to others' ideas, and recognise that others may see things differently (VCPSCSO012)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health</p> <p>Communicating and interacting for health and wellbeing Identify and practise emotional responses that account for own and others' feelings (VCHPEP076)</p>	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management</p> <p>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</p> <p>Collaboration 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>CRITICAL AND CREATIVE THINKING</p> <p>Questions and Possibilities Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities (VCCCTQ003)</p> <p>Meta-Cognition Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self (VCCCTM007)</p>	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management</p> <p>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>ENGLISH</p> <p><u>Reading and Viewing</u></p> <p>Literacy</p> <p>Interpreting, analysing, evaluating Read familiar and some unfamiliar texts with phrasing and fluency by combining phonic, semantic, contextual and grammatical knowledge using text processing strategies, including monitoring meaning, predicting, rereading and self-correcting (VCELY221)</p> <p><u>Writing</u></p> <p>Language</p> <p>Phonics and word knowledge Recognise that capital letters signal proper nouns and commas are used to separate items in lists (VCELA225)</p>

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			<p>Use visual memory to write high-frequency words and words whose spelling is not predictable from the sounds (VCELA227)</p> <p>Literacy</p> <p>Creating texts</p> <p>Re-read and edit text for spelling, sentence-boundary punctuation and text structure (VCELY231)</p> <p>Write words and sentences legibly using upper- and lower-case letters that are applied with growing fluency using an appropriate pen/pencil grip and body position (VCELY232)</p> <p>Speaking and Listening</p> <p>Language</p> <p>Language for interaction</p> <p>Identify language that can be used for appreciating texts and the qualities of people and things (VCELA236)</p> <p>Expressing and developing ideas</p> <p>Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (VCELA237)</p> <p>Literacy</p> <p>Interacting with others</p> <p>Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner (VCELY244)</p>
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			<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>
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Lesson # Title Theme	7 “Inclusion” Empathy	8 “In their shoes” Empathy	9 “Mindfulness Jar” Mindfulness
Learning Intention	<ul style="list-style-type: none"> We are learning to describe how people may feel when they are excluded. 	<ul style="list-style-type: none"> We are learning to suggest how other people may feel. 	<ul style="list-style-type: none"> We are learning to be mindful using our mindful jars.
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>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 Social Awareness and Management Relationships and diversity</p> <p>Listen to others’ ideas, and recognise that others may see things differently (VCPSCSO012)</p> <p>ENGLISH Reading and Viewing Language Expressing and developing ideas</p> <p>Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (VCELA214)</p> <p>Identify visual representations of characters’ actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (VCELA215)</p> <p>Recognise most letter–sound matches including silent letters, trigraphs, vowel digraphs and common long vowels, and understand that a sound can be represented by various letter combinations (VCELA218)</p> <p>Literacy</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>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>Recognise situations and opportunities to promote their own health, safety and wellbeing (VCHPEP074)</p>

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		<p>Texts in context Discuss different texts on a similar topic, identifying similarities and differences between the texts (VCELY220)</p> <p>Interpreting, analysing, evaluating Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (VCELY222)</p> <p>Analyse how different texts use nouns to represent people, places, things and ideas in particular ways (VCELY223)</p> <p>Writing</p> <p>Language</p> <p>Text structure and organisation Recognise that capital letters signal proper nouns and commas are used to separate items in lists (VCELA225)</p> <p>Phonics and word knowledge Recognise that capital letters signal proper nouns and commas are used to separate items in lists (VCELA225)</p> <p>Use visual memory to write high-frequency words and words whose spelling is not predictable from the sounds (VCELA227)</p> <p>Literacy</p> <p>Creating texts Re-read and edit text for spelling, sentence-boundary punctuation and text structure (VCELY231)</p> <p>Write words and sentences legibly using upper- and lower-case letters that are applied with</p>	
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		<p>growing fluency using an appropriate pen/pencil grip and body position (VCELY232)</p> <p><u>Speaking and Listening</u></p> <p>Language</p> <p>Language for interaction Identify language that can be used for appreciating texts and the qualities of people and things (VCELA236)</p> <p>Expressing and developing ideas Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (VCELA237)</p> <p>Literature</p> <p>Literature and context Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (VCELT240)</p> <p>Literacy</p> <p>Interacting with others Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner (VCELY244)</p> <p>HEALTH AND PHYSICAL EDUCATION</p> <p>Personal, Social and Community Health</p> <p>Communicating and interacting for health and wellbeing</p>	
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		Identify and practise emotional responses that account for own and others' feelings (VCHPEP076)	
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Lesson # Title Theme	10 "Cloud Dreaming" Mindfulness	11 "Bouncing back" Emotional Literacy	12 "Together everyone achieves more" Emotional Literacy
Learning Intention	<ul style="list-style-type: none"> We are learning to be in the moment when we are being mindful. 	<ul style="list-style-type: none"> We are learning to bounce back when things don't go our way. 	<ul style="list-style-type: none"> We are learning to identify strategies to improve teamwork.
VIC. Curriculum	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management</p> <p>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>ENGLISH Reading and Viewing Language Text structure and organisation Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (VCELA212) Expressing and developing ideas Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (VCELA214) Recognise most letter-sound matches including silent letters, trigraphs, vowel digraphs and common long vowels, and understand that a sound can be represented by various letter combinations (VCELA218) Writing Language</p>	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management</p> <p>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)</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) Collaboration 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 Being healthy, safe and active</p>	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management</p> <p>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)</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) 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>ENGLISH</p>

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<p>Text structure and organisation Recognise that capital letters signal proper nouns and commas are used to separate items in lists (VCELA225)</p> <p>Phonics and word knowledge Recognise that capital letters signal proper nouns and commas are used to separate items in lists (VCELA225)</p> <p>Use visual memory to write high-frequency words and words whose spelling is not predictable from the sounds (VCELA227)</p> <p>Literacy</p> <p>Creating texts Re-read and edit text for spelling, sentence-boundary punctuation and text structure (VCELY231)</p> <p>Write words and sentences legibly using upper- and lower-case letters that are applied with growing fluency using an appropriate pen/pencil grip and body position (VCELY232)</p> <p>Construct texts featuring print, visual and audio elements using software, including word processing programs (VCELY233)</p> <p>Speaking and Listening</p> <p>Language</p> <p>Language for interaction Identify language that can be used for appreciating texts and the qualities of people and things (VCELA236)</p> <p>Expressing and developing ideas Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (VCELA237)</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 Identify and practise emotional responses that account for own and others' feelings (VCHPEP076)</p> <p>Contributing to healthy and active communities Explore actions that help make the classroom a healthy, safe and active place (VCHPEP078)</p>	<p>Reading and Viewing</p> <p>Language</p> <p>Text structure and organisation Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (VCELA212)</p> <p>Expressing and developing ideas Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (VCELA215)</p> <p>Literature</p> <p>Examining literature Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (VCELT219)</p> <p>Literacy</p> <p>Texts in context Discuss different texts on a similar topic, identifying similarities and differences between the texts (VCELY220)</p> <p>Interpreting, analysing, evaluating Read familiar and some unfamiliar texts with phrasing and fluency by combining phonic, semantic, contextual and grammatical knowledge using text processing strategies, including monitoring meaning, predicting, rereading and self-correcting (VCELY221)</p> <p>Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (VCELY222)</p>
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	<p>Literacy Interacting with others Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner (VCELY244)</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) Recognise situations and opportunities to promote their own health, safety and wellbeing (VCHPEP074)</p>		<p>Analyse how different texts use nouns to represent people, places, things and ideas in particular ways (VCELY223)</p> <p>Speaking and Listening Literature Responding to literature Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (VCELT241) Compare opinions about characters, events and settings in and between texts (VCELT242)</p> <p>Literacy Interacting with others Rehearse and deliver short presentations on familiar and new topics, speaking clearly and varying tone, volume and pace appropriately, and using supportive props (VCELY245) Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner (VCELY244)</p> <p>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) Contributing to healthy and active communities Explore actions that help make the classroom a healthy, safe and active place (VCHPEP078)</p>
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Lesson # Title Theme	13 "Family gratitude" Gratitude	14 "Role plays with a challenge" Empathy	15 "Cooperation" Empathy
Learning Intention	<ul style="list-style-type: none"> We are learning to show gratitude to our carers. 	<ul style="list-style-type: none"> We are learning to react to different situations 	<ul style="list-style-type: none"> We are learning to play cooperatively
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>Development of resilience 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 Identify how families can have a range of relationships (VCPSCSO011)</p> <p>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)</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 Identify how families can have a range of relationships (VCPSCSO011)</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 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>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management Development of resilience 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>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>Collaboration 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>CRITICAL AND CREATIVE THINKING Metacognition</p>

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		<p>CRITICAL AND CREATIVE THINKING</p> <p>Metacognition</p> <p>Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self (VCCCTM007)</p> <p>Explore some learning strategies, including planning, repetition, rewording, memorisation and use of mnemonics (VCCCTM008)</p> <p>Investigate ways to problem-solve, using egocentric and experiential language (VCCCTM009)</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>Explore the effects that personal feelings can have on how people behave in situations where ethical issues are involved (VCECD003)</p>	<p>Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self (VCCCTM007)</p> <p>Explore some learning strategies, including planning, repetition, rewording, memorisation and use of mnemonics (VCCCTM008)</p> <p>Investigate ways to problem-solve, using egocentric and experiential language (VCCCTM009)</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>Explore the effects that personal feelings can have on how people behave in situations where ethical issues are involved (VCECD003)</p>
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Lesson # Title Theme	16 “Mindful time” Mindfulness	17 “Emotional me” Emotional Literacy	18 “Emotional body” Emotional Literacy
Learning Intention	<ul style="list-style-type: none"> We are learning to describe our emotions after we have been mindful. 	<ul style="list-style-type: none"> We are learning to identify our own emotions. We are learning to demonstrate positive ways to react in different situations. 	<ul style="list-style-type: none"> We are learning to describe different emotions.
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) Development of resilience Identify personal strengths and describe how these strengths are useful in school or family life (VCPSCSE009)</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) Recognise situations and opportunities to promote their own health, safety and wellbeing (VCHPEP074) Communicating and interacting for health and wellbeing</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) Social Awareness and Management Relationships and diversity Listen to others’ ideas, and recognise that others may see things differently (VCPSCSO012) 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>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>	<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>ENGLISH Reading and Viewing Language Text structure and organisation Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (VCELA212) Expressing and developing ideas Identify visual representations of characters’ actions, reactions, speech and thought processes in narratives, and consider how these images add</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>to or contradict or multiply the meaning of accompanying words (VCELA215)</p> <p>Understand that nouns represent people, places, things and ideas and include common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives (VCELA216)</p> <p>Literacy</p> <p>Texts in context</p> <p>Discuss different texts on a similar topic, identifying similarities and differences between the texts (VCELY220)</p> <p>Interpreting, analysing, evaluating</p> <p>Comprehension strategies</p> <p>Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (VCELY222)</p> <p>Analysing and evaluating</p> <p>Analyse how different texts use nouns to represent people, places, things and ideas in particular ways (VCELY223)</p> <p>Writing</p> <p>Language</p> <p>Text structure and organisation</p> <p>Recognise that capital letters signal proper nouns and commas are used to separate items in lists (VCELA225)</p> <p>Phonics and word knowledge</p> <p>Recognise that capital letters signal proper nouns and commas are used to separate items in lists (VCELA225)</p>
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			<p>Use visual memory to write high-frequency words and words whose spelling is not predictable from the sounds (VCELA227)</p> <p>Literacy</p> <p>Creating texts</p> <p>Re-read and edit text for spelling, sentence-boundary punctuation and text structure (VCELY231)</p> <p>Write words and sentences legibly using upper- and lower-case letters that are applied with growing fluency using an appropriate pen/pencil grip and body position (VCELY232)</p> <p>Construct texts featuring print, visual and audio elements using software, including word processing programs (VCELY233)</p> <p>Speaking and Listening</p> <p>Language</p> <p>Interacting with others</p> <p>Identify language that can be used for appreciating texts and the qualities of people and things (VCELA236)</p> <p>Expressing and developing ideas</p> <p>Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (VCELA237)</p> <p>Literature</p> <p>Literature and context</p> <p>Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (VCELT240)</p> <p>Responding to literature</p>
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			<p>Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (VCELT241)</p> <p>Compare opinions about characters, events and settings in and between texts (VCELT242)</p> <p>Literacy</p> <p>Interacting with others</p> <p>Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner (VCELY244)</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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Year 2 Victorian Curriculum Mapping

Lesson # Title Theme	19 "Kindness Tree" Empathy	20 "When I grow up" Empathy	21 "My emotional thermometer" Emotional Literacy
Learning Intention	<ul style="list-style-type: none"> We are learning to identify our emotions when we show and receive kindness. 	<ul style="list-style-type: none"> We are learning to understand that different jobs can help others 	<ul style="list-style-type: none"> We are learning to identify physical reactions to emotions. We are learning to compare different emotional responses.
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>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>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)</p>	<p>PERSONAL AND SOCIAL CAPABILITY 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)</p> <p>CRITICAL AND CREATIVE THINKING Reasoning Examine words that show reasons and words that show conclusions (VCCCTR004) Compare and contrast information and ideas in own and others reasoning (VCCCTR005)</p> <p>Meta-Cognition Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self (VCCCTM007)</p>	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management 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)</p> <p>Social Awareness and Management 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>ENGLISH Writing Language Phonics and word knowledge Recognise that capital letters signal proper nouns and commas are used to separate items in lists (VCELA225)</p>

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			<p>Use visual memory to write high-frequency words and words whose spelling is not predictable from the sounds (VCELA227)</p> <p>Creating texts</p> <p>Re-read and edit text for spelling, sentence-boundary punctuation and text structure (VCELY231)</p> <p>Write words and sentences legibly using upper- and lower-case letters that are applied with growing fluency using an appropriate pen/pencil grip and body position (VCELY232)</p> <p>Speaking and Listening</p> <p>Literacy</p> <p>Interacting with others</p> <p>Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner (VCELY244)</p> <p>CRITICAL AND CREATIVE THINKING</p> <p>Questions and Possibilities</p> <p>Identify, describe and use different kinds of question stems to gather information and ideas (VCCCTQ001)</p> <p>Consider personal reactions to situations or problems and how these reactions may influence thinking (VCCCTQ002)</p> <p>Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities (VCCCTQ003)</p> <p>Meta-Cognition</p>
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			<p>Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self (VCCCTM007)</p> <p>Investigate ways to problem-solve, using egocentric and experiential language (VCCCTM009)</p> <p>ETHICAL CAPABILITY</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>Explore the effects that personal feelings can have on how people behave in situations where ethical issues are involved (VCECD003)</p>
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Lesson # Title Theme	22 "It is ok to be alone" Emotional Literacy
Learning Intention	<ul style="list-style-type: none"> We are learning what to do when we have no one to play with, and that it is ok to be alone sometimes.
VIC. Curriculum	<p>PERSONAL AND SOCIAL CAPABILITY</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>CRITICAL AND CREATIVE THINKING</p> <p>Questions and Possibilities</p> <p>Consider personal reactions to situations or problems and how these reactions may influence thinking (VCCCTQ002)</p> <p>Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities (VCCCTQ003)</p>

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INTEGRATED LESSONS			
Lesson #	1	2	3
Title	“Empathy 3-Dimensional Shapes”	“Feelings Character”	“The Power of Teamwork”
Theme	Empathy	Emotional Literacy	Emotional Literacy
Learning Intention	<ul style="list-style-type: none"> We are learning to identify and describe the features of 2-dimensional and 3- dimensional shapes. (M) We are learning to develop an understanding of empathy. (GEM) We are learning to show and demonstrate empathy and kindness towards other people. (GEM) 	<ul style="list-style-type: none"> We are learning to create and write about a ‘feelings character’ using adjectives, synonyms and verbs. (W) We are learning to identify different feelings/ emotions and reflect on how these make us feel. (GEM) 	<ul style="list-style-type: none"> We are learning to understand that visual representations can have a powerful message. (R) We are learning to analyse and respond to visual texts. (R) We are learning to understand what teamwork means. (GEM) We are learning to understand what working as a team involves. (GEM)
VIC. Curriculum	<p>PERSONAL AND SOCIAL CAPABILITY Social 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>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>ETHICAL CAPABILITY 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>Explore the effects that personal feelings can have on how people behave in situations where ethical issues are involved (VCECD003)</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>Collaboration</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</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>Explain how being prepared to try new things can help identify strategies when faced with unfamiliar or challenging situations (VCPSCSE010)</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>

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	<p>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)</p> <p>MATHEMATICS Measurement and Geometry Shape Describe and draw two-dimensional shapes, with and without digital technologies (VCMMG120) Describe the features of three-dimensional objects (VCMMG121)</p>	<p>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)</p> <p>ENGLISH Reading and Viewing Language Expressing and developing ideas Understand that nouns represent people, places, things and ideas and include common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives (VCELA216) Literacy Interpreting, analysing, evaluating Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (VCELY222)</p> <p>Writing Language Text structure and organisation Recognise that capital letters signal proper nouns and commas are used to separate items in lists (VCELA225) Phonics and word knowledge</p>	<p>HEALTH AND PHYSICAL EDUCATION 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> <p>ENGLISH Language Text structure and organisation Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (VCELA212) Expressing and developing ideas Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (VCELA215) Understand that nouns represent people, places, things and ideas and include common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives (VCELA216) Speaking and Listening Language Language variation and change Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the</p>
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		<p>Recognise that capital letters signal proper nouns and commas are used to separate items in lists (VCELA225)</p> <p>Literacy Creating texts Write words and sentences legibly using upper- and lower-case letters that are applied with growing fluency using an appropriate pen/pencil grip and body position (VCELY232)</p> <p>Speaking and Listening Literature Responding to literature Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (VCELT241) Compare opinions about characters, events and settings in and between texts (VCELT242)</p> <p>Literacy Interacting with others Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner (VCELY244)</p> <p>VISUAL ARTS Explore and Express Ideas Explore ideas, experiences, observations and imagination and express them through subject matter in visual artworks they create (VCAVAE021)</p>	<p>audience, purpose, context and cultural background (VCELA234)</p> <p>Interacting with others Identify language that can be used for appreciating texts and the qualities of people and things (VCELA236)</p> <p>Literature Literature and context Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (VCELT240)</p> <p>Literacy Interacting with others Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner (VCELY244)</p> <p>VISUAL ARTS Explore and Express Ideas Explore ideas, experiences, observations and imagination and express them through subject matter in visual artworks they create (VCAVAE021)</p> <p>Present and Perform Create and display artworks to express ideas to an audience (VCAVAP023)</p>
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