



## Year 3 Victorian Curriculum Mapping

Lesson # Title Theme	1 “What is Gratitude?” Gratitude	2 “What is Empathy?” Empathy	3 “Mind Full vs Mindful” Mindfulness
Learning Intention	<ul style="list-style-type: none"> <li>We are learning to define gratitude.</li> </ul>	<ul style="list-style-type: none"> <li>We are learning to understand the meaning of empathy and the importance of showing it.</li> </ul>	<ul style="list-style-type: none"> <li>We are learning to describe the difference between mind full and mindful.</li> </ul>
VIC. Curriculum	<p><b>HEALTH AND PHYSICAL EDUCATION</b> Personal, Social and Community Health <b>Communicating and interacting for health and wellbeing</b> Describe factors that can positively influence relationships and personal wellbeing (VCHPEP092)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b> The many Countries/Places of Aboriginal and Torres Strait Islander peoples throughout Australia, and the custodial responsibility they have for Country/Place, and how this influences views about sustainability (<a href="#">VCGGK080</a>) Similarities and differences in individuals’ and groups’ feelings and perceptions about places, and how they influence views about the protection of these places (VCGGK083) <b>History</b></p>	<p><b>PERSONAL &amp; SOCIAL CAPABILITY</b> Self-Awareness and Management <b>Recognition and expression of emotions</b> Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCSE016) <b>Development of resilience</b> Identify personal strengths and select personal qualities that could be further developed (VCPSCSE017) Identify how persistence and adaptability can be used when faced with challenging situations and change (VCPSCSE018)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b> The many Countries/Places of Aboriginal and Torres Strait Islander peoples throughout Australia, and the custodial responsibility they have for Country/Place, and how this influences views about sustainability (<a href="#">VCGGK080</a>)</p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b> Self-Awareness and Management <b>Recognition and expression of emotions</b> Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCSE016)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b> The many Countries/Places of Aboriginal and Torres Strait Islander peoples throughout Australia, and the custodial responsibility they have for Country/Place, and how this influences views about sustainability (<a href="#">VCGGK080</a>) Similarities and differences in individuals’ and groups’ feelings and perceptions about places, and how they influence views about the protection of these places (VCGGK083) <b>History</b></p>

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	<p>The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area (<a href="#">VCHHK072</a>)</p> <p>The diversity and longevity of Australia’s first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives (<a href="#">VCHHK078</a>)</p> <p>Significance of days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems, including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day (<a href="#">VCHHK076</a>)</p> <p><b>English</b></p> <p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors’ reasons (<a href="#">VCELT274</a>)</p>	<p>Similarities and differences in individuals’ and groups’ feelings and perceptions about places, and how they influence views about the protection of these places (VCGGK083)</p> <p><b>History</b></p> <p>The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area (<a href="#">VCHHK072</a>)</p> <p>The diversity and longevity of Australia’s first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives (<a href="#">VCHHK078</a>)</p> <p>Significance of days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems, including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day (<a href="#">VCHHK076</a>)</p> <p><b>English</b></p> <p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors’ reasons (<a href="#">VCELT274</a>)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b></p> <p><b>Personal, Social and Community Health</b></p> <p><b>Communicating and interacting for health and wellbeing</b></p> <p>Describe factors that can positively influence relationships and personal wellbeing (<a href="#">VCHPEP092</a>)</p>	<p>The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area (<a href="#">VCHHK072</a>)</p> <p>The diversity and longevity of Australia’s first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives (<a href="#">VCHHK078</a>)</p> <p>Significance of days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems, including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day (<a href="#">VCHHK076</a>)</p> <p><b>English</b></p> <p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors’ reasons (<a href="#">VCELT274</a>)</p>
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Lesson # Title Theme	4 "Introduction to Emotional Literacy" Emotional Literacy	5 "My Character Strengths" Character Strengths	6 "Spotting character strengths" Empathy
Learning Intention	<ul style="list-style-type: none"> <li>We are learning to identify and describe different emotions.</li> </ul>	<ul style="list-style-type: none"> <li>We are learning to identify our character strengths.</li> </ul>	<ul style="list-style-type: none"> <li>We are learning to understand that our character strengths can help others.</li> </ul>
VIC. Curriculum	<p><b>PERSONAL &amp; SOCIAL CAPABILITY</b> <b>Self-Awareness and Management</b> <b>Recognition and expression of emotions</b></p> <p>Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCSE016)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b></p> <p>The many Countries/Places of Aboriginal and Torres Strait Islander peoples throughout Australia, and the custodial responsibility they have for Country/Place, and how this influences views about sustainability (VCGGK080)</p> <p>Similarities and differences in individuals' and groups' feelings and perceptions about places, and how they influence views about the protection of these places (VCGGK083)</p> <p><b>History</b></p> <p>The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area (VCHHK072)</p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Self-Awareness and Management</b> <b>Development of resilience</b></p> <p>Identify personal strengths and select personal qualities that could be further developed (VCPSCSE017)</p> <p>Identify how persistence and adaptability can be used when faced with challenging situations and change (VCPSCSE018)</p> <p>Name and describe the skills required to work independently (VCPSCSE019)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b></p> <p>The many Countries/Places of Aboriginal and Torres Strait Islander peoples throughout Australia, and the custodial responsibility they have for Country/Place, and how this influences views about sustainability (VCGGK080)</p> <p>Similarities and differences in individuals' and groups' feelings and perceptions about places, and how they influence views about the protection of these places (VCGGK083)</p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Self-Awareness and Management</b> <b>Development of resilience</b></p> <p>Identify personal strengths and select personal qualities that could be further developed (VCPSCSE017)</p> <p>Identify how persistence and adaptability can be used when faced with challenging situations and change (VCPSCSE018)</p> <p>Name and describe the skills required to work independently (VCPSCSE019)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b></p> <p>The many Countries/Places of Aboriginal and Torres Strait Islander peoples throughout Australia, and the custodial responsibility they have for Country/Place, and how this influences views about sustainability (VCGGK080)</p> <p>Similarities and differences in individuals' and groups' feelings and perceptions about places, and how they influence views about the protection of these places (VCGGK083)</p>

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	<p>The diversity and longevity of Australia’s first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives <a href="#">(VCHHK078)</a></p> <p>Significance of days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems, including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day <a href="#">(VCHHK076)</a></p> <p><b>English</b></p> <p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors’ reasons <a href="#">(VCELT274)</a></p> <p><b>ENGLISH</b></p> <p><b><u>Reading and Viewing</u></b></p> <p><b>Language</b></p> <p><b>Text structure and organisation</b></p> <p>Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context including tense and types of sentences <a href="#">(VCELA246)</a></p> <p><b>Expressing and developing ideas</b></p> <p>Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments <a href="#">(VCELA248)</a> <a href="#">(VCELA249)</a></p> <p><b>Literature</b></p>	<p><b>History</b></p> <p>The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area <a href="#">(VCHHK072)</a></p> <p>The diversity and longevity of Australia’s first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives <a href="#">(VCHHK078)</a></p> <p>Significance of days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems, including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day <a href="#">(VCHHK076)</a></p> <p><b>English</b></p> <p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors’ reasons <a href="#">(VCELT274)</a></p>	<p><b>History</b></p> <p>The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area <a href="#">(VCHHK072)</a></p> <p>The diversity and longevity of Australia’s first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives <a href="#">(VCHHK078)</a></p> <p>Significance of days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems, including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day <a href="#">(VCHHK076)</a></p> <p><b>English</b></p> <p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors’ reasons <a href="#">(VCELT274)</a></p> <p><b>HEALTH AND PHYSICAL EDUCATION</b></p> <p><b>Personal, Social and Community Health</b></p> <p><b>Communicating and interacting for health and wellbeing</b></p> <p>Describe factors that can positively influence relationships and personal wellbeing <a href="#">(VCHPEP092)</a></p>
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	<p><b>Examining literature</b></p> <p>Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (VCELT253)</p> <p>Discuss the nature and effects of some language devices used to enhance meaning and shape the reader’s reaction, including rhythm and onomatopoeia in poetry and prose (VCELT254)</p> <p><b>Responding to literature</b></p> <p>Draw connections between personal experiences and the worlds of texts, and share responses with others (VCELT251)</p> <p><b>Literacy</b></p> <p><b>Texts in context</b></p> <p>Identify the point of view in a text and suggest alternative points of view (VCELY255)</p> <p><b>Interpreting, analysing, evaluating</b></p> <p>Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (VCELY257)</p> <p>Analyse how different texts use verb groups to represent different processes (action, thinking, feeling, saying, relating) (VCELY258)</p> <p><b>Writing</b></p> <p><b>Language</b></p> <p><b>Expressing and developing ideas</b></p> <p>Understand that verbs represent different processes (doing, thinking, saying, and relating)</p>		
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	<p>and that these processes are anchored in time through tense (VCELA262)</p> <p><b>Phonics and word knowledge</b></p> <p>Understand how to use letter–sound relationships and less common letter combinations to spell words (VCELA263)</p> <p><b>Literature</b></p> <p><b>Creating Literature</b></p> <p>Create imaginative texts based on characters, settings and events from students’ own and other cultures including through the use of visual features (VCELT264)</p> <p>Create texts that adapt language features and patterns encountered in literary texts (VCELT265)</p> <p><b>Literacy</b></p> <p><b>Creating texts</b></p> <p>Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (VCELY267)</p> <p>Understand the conventions for writing words and sentences using joined letters that are clearly formed and consistent in size (VCELY268)</p> <p><b><u>Speaking and Listening</u></b></p> <p><b>Language</b></p> <p><b>Language variation and change</b></p> <p>Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (VCELA270)</p> <p><b>Expressing and developing ideas</b></p>		
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	<p>Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (VCELA273)</p> <p><b>Language for interaction</b></p> <p>Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (VCELA271)</p> <p>Examine how evaluative language can be varied to be more or less forceful (VCELA272)</p> <p><b>Literacy</b></p> <p><b>Interacting with others</b></p> <p>Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications (VCELY275)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b></p> <p><b>Personal, Social and Community Health</b></p> <p><b>Communicating and interacting for health and wellbeing</b></p> <p>Describe factors that can positively influence relationships and personal wellbeing (VCHPEP092)</p>		
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## Year 3 Victorian Curriculum Mapping

Lesson # Title Theme	7 "Moments of Gratitude" Gratitude	8 "Gratitude Journal" Gratitude	9 "Identifying how others Feel" Empathy
Learning Intention	<ul style="list-style-type: none"> <li>We are learning to recall times when we have been grateful.</li> </ul>	<ul style="list-style-type: none"> <li>We are learning to reflect on grateful moments.</li> </ul>	<ul style="list-style-type: none"> <li>We are learning to identify emotions in others.</li> </ul>
VIC. Curriculum	<p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b></p> <p><b>Geography</b></p> <p>The many Countries/Places of Aboriginal and Torres Strait Islander peoples throughout Australia, and the custodial responsibility they have for Country/Place, and how this influences views about sustainability (<a href="#">VCGGK080</a>)</p> <p>Similarities and differences in individuals' and groups' feelings and perceptions about places, and how they influence views about the protection of these places (<a href="#">VCGGK083</a>)</p> <p><b>History</b></p> <p>The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area (<a href="#">VCHHK072</a>)</p> <p>The diversity and longevity of Australia's first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives (<a href="#">VCHHK078</a>)</p> <p>Significance of days and weeks celebrated or commemorated in Australia and the importance of</p>	<p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b></p> <p><b>History</b></p> <p>The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area (<a href="#">VCHHK072</a>)</p> <p>The diversity and longevity of Australia's first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives (<a href="#">VCHHK078</a>)</p> <p>Significance of days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems, including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day (<a href="#">VCHHK076</a>)</p> <p><b>English</b></p> <p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (<a href="#">VCELT274</a>)</p>	<p><b>PERSONAL &amp; SOCIAL CAPABILITY</b></p> <p><b>Social Awareness and Management</b></p> <p><b>Relationships and diversity</b></p> <p>Describe the ways in which similarities and differences can affect relationships (<a href="#">VCPSCSO021</a>)</p> <p>Identify the importance of including others in activities, groups and games (<a href="#">VCPSCSO022</a>)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b></p> <p><b>History</b></p> <p>The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area (<a href="#">VCHHK072</a>)</p> <p>The diversity and longevity of Australia's first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives (<a href="#">VCHHK078</a>)</p> <p>Significance of days and weeks celebrated or commemorated in Australia and the importance of</p>

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	<p>symbols and emblems, including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day (<a href="#">VCHHK076</a>)</p> <p><b>English</b></p> <p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (<a href="#">VCELT274</a>)</p> <p><b>ENGLISH</b></p> <p><b><u>Reading and Viewing</u></b></p> <p><b>Language</b></p> <p><b>Expressing and developing ideas</b></p> <p>Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments (<a href="#">VCELA248</a>)</p> <p><b>Phonics and word knowledge</b></p> <p>Recognise most high-frequency words, know how to use common prefixes and suffixes, and know some homophones and generalisations for adding a suffix to a base word (<a href="#">VCELA250</a>)</p> <p><b>Literature</b></p> <p><b>Responding to literature</b></p> <p>Draw connections between personal experiences and the worlds of texts, and share responses with others (<a href="#">VCELT251</a>)</p> <p><b>Literacy</b></p> <p><b>Texts in context</b></p> <p>Identify the point of view in a text and suggest alternative points of view (<a href="#">VCELY255</a>)</p> <p><b>Interpreting, analysing, evaluating</b></p>	<p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (<a href="#">VCELT274</a>)</p> <p><b>ENGLISH</b></p> <p><b><u>Reading and Viewing</u></b></p> <p><b>Language</b></p> <p><b>Text structure and organisation</b></p> <p>Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context including tense and types of sentences (<a href="#">VCELA246</a>)</p> <p><b>Expressing and developing ideas</b></p> <p>Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments (<a href="#">VCELA248</a>)</p> <p><b>Phonics and word knowledge</b></p> <p>Understand how to apply knowledge of letter-sound relationships, and blending and segmenting to read and use more complex words with less common consonant and vowel clusters (<a href="#">VCELA249</a>)</p> <p>Recognise most high-frequency words, know how to use common prefixes and suffixes, and know some homophones and generalisations for adding a suffix to a base word (<a href="#">VCELA250</a>)</p> <p><b>Literature</b></p> <p><b>Examining literature</b></p> <p>Discuss how language is used to describe the settings in texts, and explore how the settings</p>	<p>symbols and emblems, including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day (<a href="#">VCHHK076</a>)</p> <p><b>English</b></p> <p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (<a href="#">VCELT274</a>)</p> <p><b>English</b></p> <p>Create texts that adapt language features and patterns encountered in literary texts (<a href="#">VCELT265</a>)</p> <p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (<a href="#">VCELT274</a>)</p>
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	<p>Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (VCELY257)</p> <p><b><u>Writing</u></b>  <b>Language</b>  <b>Text structure and organisation</b>          Understand that paragraphs are a key organisational feature of written texts (VCELA259)  <b>Expressing and developing ideas</b>          Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense (VCELA262)  <b>Literacy</b>  <b>Creating texts</b>          Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (VCELY267)          Understand the conventions for writing words and sentences using joined letters that are clearly formed and consistent in size (VCELY268)</p> <p><b><u>Speaking and Listening</u></b>  <b>Language</b>  <b>Expressing and developing ideas</b>          Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (VCELA273)  <b>Language for interaction</b></p>	<p>shape the events and influence the mood of the narrative (VCELT253)</p> <p><b>Responding to literature</b>          Draw connections between personal experiences and the worlds of texts, and share responses with others (VCELT251)</p> <p><b>Literacy</b>  <b>Texts in context</b>          Identify the point of view in a text and suggest alternative points of view (VCELY255)  <b>Interpreting, analysing, evaluating</b>          Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (VCELY257)          Analyse how different texts use verb groups to represent different processes (action, thinking, feeling, saying, relating) (VCELY258)</p> <p><b><u>Writing</u></b>  <b>Language</b>  <b>Expressing and developing ideas</b>          Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (VCELA261)          Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense (VCELA262)  <b>Phonics and word knowledge</b></p>	
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	<p>Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (VCELA271)</p> <p>Examine how evaluative language can be varied to be more or less forceful (VCELA272)</p> <p><b>Literacy</b></p> <p><b>Interacting with others</b></p> <p>Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications (VCELY275)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b></p> <p><b>Personal, Social and Community Health</b></p> <p><b>Communicating and interacting for health and wellbeing</b></p> <p>Describe factors that can positively influence relationships and personal wellbeing (VCHPEP092)</p>	<p>Understand how to use letter–sound relationships and less common letter combinations to spell words (VCELA263)</p> <p><b>Literature</b></p> <p><b>Creating Literature</b></p> <p>Create texts that adapt language features and patterns encountered in literary texts (VCELT265)</p> <p><b>Literacy</b></p> <p><b>Creating texts</b></p> <p>Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (VCELY267)</p> <p>Understand the conventions for writing words and sentences using joined letters that are clearly formed and consistent in size (VCELY268)</p> <p><b>Speaking and Listening</b></p> <p><b>Language</b></p> <p><b>Language variation and change</b></p> <p>Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (VCELA270)</p> <p><b>Expressing and developing ideas</b></p> <p>Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (VCELA273)</p> <p><b>Literature and Context</b></p> <p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors’ reasons (VCELT274)</p> <p><b>Language for interaction</b></p>	
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		<p>Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (VCELA271)          Examine how evaluative language can be varied to be more or less forceful (VCELA272)</p> <p><b>Literacy</b>  <b>Interacting with others</b>          Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications (VCELY275)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <b>Communicating and interacting for health and wellbeing</b>          Describe factors that can positively influence relationships and personal wellbeing (VCHPEP092)</p>	
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## Year 3 Victorian Curriculum Mapping

Lesson # Title Theme	10 “Responding to others” Empathy	11 “Introduction to Mindfulness Part 1” Mindfulness	12 “Introduction to Mindfulness Part 2” Mindfulness
Learning Intention	<ul style="list-style-type: none"> <li>We are learning to develop strategies to help those in need.</li> </ul>	<ul style="list-style-type: none"> <li>We are learning to define what mindfulness is and practise meditation as a mindfulness strategy.</li> </ul>	<ul style="list-style-type: none"> <li>We are learning to practise meditation as a mindfulness technique.</li> </ul>
VIC. Curriculum	<p><b>PERSONAL &amp; SOCIAL CAPABILITY</b> <b>Social Awareness and Management</b> <b>Relationships and diversity</b> Describe the ways in which similarities and differences can affect relationships (VCPSCSO021) <b>Collaboration</b> Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate (VCPSCSO023)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>History</b> The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area (VCHHK072) The diversity and longevity of Australia’s first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and</p>	<p><b>PERSONAL &amp; SOCIAL CAPABILITY</b> <b>Self-Awareness and Management</b> <b>Recognition and expression of emotions</b> Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCSE016)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b> The many Countries/Places of Aboriginal and Torres Strait Islander peoples throughout Australia, and the custodial responsibility they have for Country/Place, and how this influences views about sustainability (VCGGK080) Similarities and differences in individuals’ and groups’ feelings and perceptions about places, and how they influence views about the protection of these places (VCGGK083) <b>History</b> The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area (VCHHK072)</p>	<p><b>PERSONAL &amp; SOCIAL CAPABILITY</b> <b>Self-Awareness and Management</b> <b>Recognition and expression of emotions</b> Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCSE016)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b> The many Countries/Places of Aboriginal and Torres Strait Islander peoples throughout Australia, and the custodial responsibility they have for Country/Place, and how this influences views about sustainability (VCGGK080) Similarities and differences in individuals’ and groups’ feelings and perceptions about places, and how they influence views about the protection of these places (VCGGK083) <b>History</b> The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area (VCHHK072)</p>

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	<p>skies) and the effects on their daily lives (<a href="#">VCHHK078</a>)</p> <p>Significance of days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems, including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day (<a href="#">VCHHK076</a>)</p> <p><b>English</b></p> <p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (<a href="#">VCELT274</a>)</p>	<p>The diversity and longevity of Australia's first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives (<a href="#">VCHHK078</a>)</p> <p>Significance of days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems, including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day (<a href="#">VCHHK076</a>)</p> <p><b>English</b></p> <p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (<a href="#">VCELT274</a>)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b></p> <p><b>Personal, Social and Community Health</b></p> <p><b>Communicating and interacting for health and wellbeing</b></p> <p>Describe factors that can positively influence relationships and personal wellbeing (<a href="#">VCHPEP092</a>)</p>	<p>The diversity and longevity of Australia's first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives (<a href="#">VCHHK078</a>)</p> <p>Significance of days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems, including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day (<a href="#">VCHHK076</a>)</p> <p><b>English</b></p> <p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (<a href="#">VCELT274</a>)</p> <p><b>ENGLISH</b></p> <p><b><u>Reading and Viewing</u></b></p> <p><b>Language</b></p> <p><b>Expressing and developing ideas</b></p> <p>Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments (<a href="#">VCELA248</a>)</p> <p><b>Phonics and word knowledge</b></p> <p>Recognise most high-frequency words, know how to use common prefixes and suffixes, and know some homophones and generalisations for adding a suffix to a base word (<a href="#">VCELA250</a>)</p> <p><b>Writing</b></p>
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			<p><b>Language</b></p> <p><b>Text structure and organisation</b></p> <p><b>Expressing and developing ideas</b></p> <p>Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (VCELA261)</p> <p>Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense (VCELA262)</p> <p><b>Phonics and word knowledge</b></p> <p>Understand how to use letter–sound relationships and less common letter combinations to spell words (VCELA263)</p> <p><b>Literature</b></p> <p><b>Creating Literature</b></p> <p>Create imaginative texts based on characters, settings and events from students’ own and other cultures including through the use of visual features (VCELT264)</p> <p>Create texts that adapt language features and patterns encountered in literary texts (VCELT265)</p> <p><b>Literacy</b></p> <p><b>Creating texts</b></p> <p>Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (VCELY267)</p> <p>Understand the conventions for writing words and sentences using joined letters that are clearly formed and consistent in size (VCELY268)</p> <p><b>Speaking and Listening</b></p>
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			<p><b>Language</b></p> <p><b>Language for interaction</b> Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (VCELA271)</p> <p><b>Literacy</b></p> <p><b>Interacting with others</b> Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications (VCELY275)</p> <p>Plan and deliver short presentations, providing some key details in logical sequence, using appropriate tone, pace, pitch and volume (VCELY276)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b></p> <p><b>Personal, Social and Community Health</b></p> <p><b>Communicating and interacting for health and wellbeing</b> Describe factors that can positively influence relationships and personal wellbeing (VCHPEP092)</p>
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Lesson # Title Theme	13 “Mood Changers” Emotional Literacy	14 “What influences our emotions?” Emotional Literacy	15 “Bucket filling” Gratitude
Learning Intention	<ul style="list-style-type: none"> <li>We are learning to identify when we are feeling negatively, or in a ‘bad mood’ and identify different strategies to help us to feel more positive.</li> </ul>	<ul style="list-style-type: none"> <li>We are learning to understand that helpful thinking can change how we feel.</li> </ul>	<ul style="list-style-type: none"> <li>We are learning to give compliments and express gratitude.</li> </ul>
VIC. Curriculum	<p><b>PERSONAL &amp; SOCIAL CAPABILITY</b> <b>Self-Awareness and Management</b> <b>Recognition and expression of emotions</b> Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCSE016)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>History</b> The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area (VCHHK072)</p> <p>The diversity and longevity of Australia’s first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives (VCHHK078)</p> <p>Significance of days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems, including Australia Day, ANZAC Day, Harmony Week, National</p>	<p><b>PERSONAL &amp; SOCIAL CAPABILITY</b> <b>Self-Awareness and Management</b> <b>Recognition and expression of emotions</b> Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCSE016)</p> <p><b>Social Awareness and Management</b> <i>Relationships and diversity</i> - Describe the ways in which similarities and differences can effect relationships.</p> <p><b>Relationships and diversity</b> Describe the ways in which similarities and differences can affect relationships (VCPSCSO021)</p> <p>Identify the importance of including others in activities, groups and games (VCPSCSO022)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b> The many Countries/Places of Aboriginal and Torres Strait Islander peoples throughout Australia, and the custodial responsibility they have for</p>	<p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b> The many Countries/Places of Aboriginal and Torres Strait Islander peoples throughout Australia, and the custodial responsibility they have for Country/Place, and how this influences views about sustainability (VCGGK080)</p> <p>Similarities and differences in individuals’ and groups’ feelings and perceptions about places, and how they influence views about the protection of these places (VCGGK083)</p> <p><b>History</b> The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area (VCHHK072)</p> <p>The diversity and longevity of Australia’s first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives (VCHHK078)</p>

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	<p>Reconciliation Week, NAIDOC week and National Sorry Day (<a href="#">VCHHK076</a>)</p> <p><b>English</b></p> <p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (<a href="#">VCELT274</a>)</p>	<p>Country/Place, and how this influences views about sustainability (<a href="#">VCGGK080</a>)</p> <p>Similarities and differences in individuals' and groups' feelings and perceptions about places, and how they influence views about the protection of these places (VCGGK083)</p> <p><b>History</b></p> <p>The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area (<a href="#">VCHHK072</a>)</p> <p>The diversity and longevity of Australia's first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives (<a href="#">VCHHK078</a>)</p> <p>Significance of days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems, including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day (<a href="#">VCHHK076</a>)</p> <p><b>English</b></p> <p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (<a href="#">VCELT274</a>)</p> <p><b>ENGLISH</b></p> <p><b><u>Reading and Viewing</u></b></p> <p><b>Language</b></p> <p><b>Text structure and organisation</b></p>	<p>Significance of days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems, including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day (<a href="#">VCHHK076</a>)</p> <p><b>English</b></p> <p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (<a href="#">VCELT274</a>)</p> <p><b>ENGLISH</b></p> <p><b><u>Reading and Viewing</u></b></p> <p><b>Language</b></p> <p><b>Expressing and developing ideas</b></p> <p>Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments (<a href="#">VCELA248</a>)</p> <p><b>Literature</b></p> <p><b>Responding to literature</b></p> <p>Draw connections between personal experiences and the worlds of texts, and share responses with others (<a href="#">VCELT251</a>)</p> <p><b>Literacy</b></p> <p><b>Texts in context</b></p> <p>Identify the point of view in a text and suggest alternative points of view (<a href="#">VCELY255</a>)</p> <p><b>Interpreting, analysing, evaluating</b></p> <p>Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text</p>
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## Year 3 Victorian Curriculum Mapping

		<p>Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context including tense and types of sentences (VCELA246)</p> <p><b>Expressing and developing ideas</b></p> <p>Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments (VCELA248)</p> <p><b>Phonics and word knowledge</b></p> <p>Understand how to apply knowledge of letter–sound relationships, and blending and segmenting to read and use more complex words with less common consonant and vowel clusters (VCELA249)</p> <p>Recognise most high-frequency words, know how to use common prefixes and suffixes, and know some homophones and generalisations for adding a suffix to a base word (VCELA250)</p> <p><b>Literature</b></p> <p><b>Examining literature</b></p> <p>Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (VCELT253)</p> <p>Discuss the nature and effects of some language devices used to enhance meaning and shape the reader’s reaction, including rhythm and onomatopoeia in poetry and prose (VCELT254)</p> <p><b>Responding to literature</b></p>	<p>structures and language features (VCELY257)</p> <p><b>Writing</b></p> <p><b>Language</b></p> <p><b>Text structure and organisation</b></p> <p><b>Expressing and developing ideas</b></p> <p>Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (VCELA261)</p> <p><b>Creating texts</b></p> <p>Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (VCELY267)</p> <p>Understand the conventions for writing words and sentences using joined letters that are clearly formed and consistent in size (VCELY268)</p> <p><b>Speaking and Listening</b></p> <p><b>Language</b></p> <p><b>Language variation and change</b></p> <p>Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (VCELA270)</p> <p><b>Expressing and developing ideas</b></p> <p>Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (VCELA273)</p> <p><b>Literature and Context</b></p> <p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors’ reasons (VCELT274)</p>
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		<p>Draw connections between personal experiences and the worlds of texts, and share responses with others (VCELT251)</p> <p>Develop criteria for establishing personal preferences for literature (VCELT252)</p> <p><b>Literacy</b></p> <p><b>Texts in context</b></p> <p>Identify the point of view in a text and suggest alternative points of view (VCELY255)</p> <p><b>Interpreting, analysing, evaluating</b></p> <p>Read an increasing range of imaginative, informative and persuasive texts by combining phonic, semantic, contextual and grammatical knowledge, using text processing strategies, including confirming, rereading and cross-checking (VCELY256)</p> <p>Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (VCELY257)</p> <p>Analyse how different texts use verb groups to represent different processes (action, thinking, feeling, saying, relating) (VCELY258)</p> <p><b>Writing</b></p> <p><b>Language</b></p> <p><b>Text structure and organisation</b></p> <p><b>Expressing and developing ideas</b></p> <p>Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (VCELA261)</p>	<p><b>Language for interaction</b></p> <p>Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (VCELA271)</p> <p>Examine how evaluative language can be varied to be more or less forceful (VCELA272)</p> <p><b>Literacy</b></p> <p><b>Interacting with others</b></p> <p>Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications (VCELY275)</p> <p>Plan and deliver short presentations, providing some key details in logical sequence, using appropriate tone, pace, pitch and volume (VCELY276)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b></p> <p><b>Personal, Social and Community Health</b></p> <p><b>Being healthy, safe and active</b></p> <p>Explore strategies to manage physical, social and emotional change (VCHPEP089)</p> <p>Identify and practise strategies to promote health, safety and wellbeing (VCHPEP091)</p>
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		<p>Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense (VCELA262)</p> <p><b>Phonics and word knowledge</b></p> <p>Understand how to use letter–sound relationships and less common letter combinations to spell words (VCELA263)</p> <p><b>Creating texts</b></p> <p>Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (VCELY267)</p> <p>Understand the conventions for writing words and sentences using joined letters that are clearly formed and consistent in size (VCELY268)</p> <p><b><u>Speaking and Listening</u></b></p> <p><b>Language</b></p> <p><b>Language variation and change</b></p> <p>Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (VCELA270)</p> <p><b>Expressing and developing ideas</b></p> <p>Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (VCELA273)</p> <p><b>Literature and Context</b></p> <p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors’ reasons (VCELT274)</p> <p><b>Language for interaction</b></p>	
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		<p>Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (VCELA271)          Examine how evaluative language can be varied to be more or less forceful (VCELA272)</p> <p><b>Literacy</b></p> <p><b>Interacting with others</b></p> <p>Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications (VCELY275)</p>	
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Lesson # Title Theme	16 “Gratitude Letter” Gratitude	17 “Empathy and friendship” Empathy	18 “Putting others first” Empathy
Learning Intention	<ul style="list-style-type: none"> <li>We are learning to express gratitude to others.</li> </ul>	<ul style="list-style-type: none"> <li>We are learning to demonstrate how empathy can build positive relationships.</li> </ul>	<ul style="list-style-type: none"> <li>We are learning to describe characteristics of an empathetic person.</li> </ul>
VIC. Curriculum	<p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b></p> <p><b>Geography</b></p> <p>The many Countries/Places of Aboriginal and Torres Strait Islander peoples throughout Australia, and the custodial responsibility they have for Country/Place, and how this influences views about sustainability (<a href="#">VCGGK080</a>)</p> <p>Similarities and differences in individuals’ and groups’ feelings and perceptions about places, and how they influence views about the protection of these places (<a href="#">VCGGK083</a>)</p> <p><b>History</b></p> <p>The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area (<a href="#">VCHHK072</a>)</p> <p>The diversity and longevity of Australia’s first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives (<a href="#">VCHHK078</a>)</p> <p>Significance of days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems, including Australia Day,</p>	<p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b></p> <p><b>Geography</b></p> <p>The many Countries/Places of Aboriginal and Torres Strait Islander peoples throughout Australia, and the custodial responsibility they have for Country/Place, and how this influences views about sustainability (<a href="#">VCGGK080</a>)</p> <p>Similarities and differences in individuals’ and groups’ feelings and perceptions about places, and how they influence views about the protection of these places (<a href="#">VCGGK083</a>)</p> <p><b>History</b></p> <p>The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area (<a href="#">VCHHK072</a>)</p> <p>The diversity and longevity of Australia’s first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives (<a href="#">VCHHK078</a>)</p> <p>Significance of days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems, including Australia</p>	<p><b>PERSONAL &amp; SOCIAL CAPABILITY</b></p> <p><b>Social Awareness and Management</b></p> <p><b>Relationships and diversity</b></p> <p>Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion (<a href="#">VCPSCSO020</a>)</p> <p>Describe the ways in which similarities and differences can affect relationships (<a href="#">VCPSCSO021</a>)</p> <p>Identify the importance of including others in activities, groups and games (<a href="#">VCPSCSO022</a>)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b></p> <p><b>Geography</b></p> <p>The many Countries/Places of Aboriginal and Torres Strait Islander peoples throughout Australia, and the custodial responsibility they have for Country/Place, and how this influences views about sustainability (<a href="#">VCGGK080</a>)</p> <p>Similarities and differences in individuals’ and groups’ feelings and perceptions about places, and how they influence views about the protection of these places (<a href="#">VCGGK083</a>)</p>



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	<p>ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day (<a href="#">VCHHK076</a>)</p> <p><b>English</b></p> <p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (<a href="#">VCELT274</a>)</p> <p><b>ENGLISH</b></p> <p><b><u>Reading and Viewing</u></b></p> <p><b>Language</b></p> <p><b>Expressing and developing ideas</b></p> <p>Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments (<a href="#">VCELA248</a>)</p> <p><b>Phonics and word knowledge</b></p> <p>Understand how to apply knowledge of letter-sound relationships, and blending and segmenting to read and use more complex words with less common consonant and vowel clusters (<a href="#">VCELA249</a>)</p> <p>Recognise most high-frequency words, know how to use common prefixes and suffixes, and know some homophones and generalisations for adding a suffix to a base word (<a href="#">VCELA250</a>)</p> <p><b>Literature</b></p> <p><b>Responding to literature</b></p> <p>Draw connections between personal experiences and the worlds of texts, and share responses with others (<a href="#">VCELT251</a>)</p> <p><b>Literacy</b></p>	<p>Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day (<a href="#">VCHHK076</a>)</p> <p><b>English</b></p> <p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (<a href="#">VCELT274</a>)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b></p> <p><b>Personal, Social and Community Health</b></p> <p><b>Communicating and interacting for health and wellbeing</b></p> <p>Describe factors that can positively influence relationships and personal wellbeing (<a href="#">VCHPEP092</a>)</p>	<p><b>History</b></p> <p>The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area (<a href="#">VCHHK072</a>)</p> <p>The diversity and longevity of Australia's first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives (<a href="#">VCHHK078</a>)</p> <p>Significance of days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems, including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day (<a href="#">VCHHK076</a>)</p> <p><b>English</b></p> <p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (<a href="#">VCELT274</a>)</p> <p><b>ENGLISH</b></p> <p><b><u>Reading and Viewing</u></b></p> <p><b>Literature</b></p> <p><b>Phonics and word knowledge</b></p> <p>Recognise most high-frequency words, know how to use common prefixes and suffixes, and know some homophones and generalisations for adding a suffix to a base word (<a href="#">VCELA250</a>)</p> <p><b>Writing</b></p> <p><b>Language</b></p>
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## Year 3 Victorian Curriculum Mapping

<p><b>Texts in context</b> Identify the point of view in a text and suggest alternative points of view (VCELY255)</p> <p><b>Interpreting, analysing, evaluating</b> Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (VCELY257)</p> <p><b>Writing</b></p> <p><b>Language</b></p> <p><b>Text structure and organisation</b></p> <p><b>Expressing and developing ideas</b> Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (VCELA261) Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense (VCELA262)</p> <p><b>Phonics and word knowledge</b> Understand how to use letter–sound relationships and less common letter combinations to spell words (VCELA263)</p> <p><b>Literature</b></p> <p><b>Creating Literature</b> Create imaginative texts based on characters, settings and events from students’ own and other cultures including through the use of visual features (VCELT264) Create texts that adapt language features and patterns encountered in literary texts (VCELT265)</p>		<p><b>Text structure and organisation</b> Understand that paragraphs are a key organisational feature of written texts (VCELA259) Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (VCELA260)</p> <p><b>Expressing and developing ideas</b> Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (VCELA261) Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense (VCELA262)</p> <p><b>Phonics and word knowledge</b> Understand how to use letter–sound relationships and less common letter combinations to spell words (VCELA263)</p> <p><b>Literature</b></p> <p><b>Creating Literature</b> Create imaginative texts based on characters, settings and events from students’ own and other cultures including through the use of visual features (VCELT264) Create texts that adapt language features and patterns encountered in literary texts (VCELT265)</p> <p><b>Literacy</b></p> <p><b>Creating texts</b> Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements</p>
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## Year 3 Victorian Curriculum Mapping

	<p><b>Literacy</b>  <b>Creating texts</b>  Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose (VCELY266)  Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (VCELY267)  Understand the conventions for writing words and sentences using joined letters that are clearly formed and consistent in size (VCELY268)</p> <p><b>Speaking and Listening</b>  <b>Language</b>  <b>Expressing and developing ideas</b>  Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (VCELA273)  <b>Literature and Context</b>  Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (VCELT274)  <b>Language for interaction</b>  Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (VCELA271)  Examine how evaluative language can be varied to be more or less forceful (VCELA272)</p>		<p>appropriate to the audience and purpose (VCELY266)  Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (VCELY269)  Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (VCELY267)  Understand the conventions for writing words and sentences using joined letters that are clearly formed and consistent in size (VCELY268)</p>
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## Year 3 Victorian Curriculum Mapping

	<p><b>Literacy</b>  <b>Interacting with others</b>          Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications (VCELY275)          Plan and deliver short presentations, providing some key details in logical sequence, using appropriate tone, pace, pitch and volume (VCELY276)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <b>Communicating and interacting for health and wellbeing</b>          Describe factors that can positively influence relationships and personal wellbeing (VCHPEP092)</p>		
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## Year 3 Victorian Curriculum Mapping

Lesson # Title Theme	19 “Mindful Safari” Mindfulness	20 “Rock the boat” Mindfulness	21 “Expressing emotions” Emotional Literacy
Learning Intention	<ul style="list-style-type: none"> <li>We are learning to use our senses to help us to be present in nature.</li> </ul>	<ul style="list-style-type: none"> <li>We are learning to use breathing strategies to help us to be mindful.</li> </ul>	<ul style="list-style-type: none"> <li>We are learning to develop strategies to express strong emotions.</li> </ul>
VIC. Curriculum	<p><b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Self-Awareness and Management</b> <b>Recognition and expression of emotions</b></p> <p>Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCSE016)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b></p> <p>The many Countries/Places of Aboriginal and Torres Strait Islander peoples throughout Australia, and the custodial responsibility they have for Country/Place, and how this influences views about sustainability (VCGGK080)</p> <p>Similarities and differences in individuals’ and groups’ feelings and perceptions about places, and how they influence views about the protection of these places (VCGGK083)</p> <p><b>History</b></p> <p>The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area (VCHHK072)</p>	<p><b>PERSONAL &amp; SOCIAL CAPABILITY</b> <b>Self-Awareness and Management</b> <b>Recognition and expression of emotions</b></p> <p>Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCSE016)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b></p> <p>The many Countries/Places of Aboriginal and Torres Strait Islander peoples throughout Australia, and the custodial responsibility they have for Country/Place, and how this influences views about sustainability (VCGGK080)</p> <p>Similarities and differences in individuals’ and groups’ feelings and perceptions about places, and how they influence views about the protection of these places (VCGGK083)</p> <p><b>History</b></p> <p>The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area (VCHHK072)</p>	<p><b>PERSONAL &amp; SOCIAL CAPABILITY</b> <b>Self-Awareness and Management</b> <b>Recognition and expression of emotions</b></p> <p>Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCSE016)</p> <p><b>Development of resilience</b></p> <p>Identify personal strengths and select personal qualities that could be further developed (VCPSCSE017)</p> <p>Identify how persistence and adaptability can be used when faced with challenging situations and change (VCPSCSE018)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b></p> <p>The many Countries/Places of Aboriginal and Torres Strait Islander peoples throughout Australia, and the custodial responsibility they have for Country/Place, and how this influences views about sustainability (VCGGK080)</p>

## Year 3 Victorian Curriculum Mapping

<p>The diversity and longevity of Australia’s first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives (<a href="#">VCHHK078</a>)</p> <p>Significance of days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems, including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day (<a href="#">VCHHK076</a>)</p> <p><b>English</b></p> <p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors’ reasons (<a href="#">VCELT274</a>)</p> <p><b>ENGLISH</b></p> <p><b>Writing</b></p> <p><b>Language</b></p> <p><b>Text structure and organisation</b></p> <p>Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (<a href="#">VCELA260</a>)</p> <p><b>Expressing and developing ideas</b></p> <p>Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (<a href="#">VCELA261</a>)</p> <p>Understand that verbs represent different processes (doing, thinking, saying, and relating)</p>	<p>The diversity and longevity of Australia’s first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives (<a href="#">VCHHK078</a>)</p> <p>Significance of days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems, including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day (<a href="#">VCHHK076</a>)</p> <p><b>English</b></p> <p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors’ reasons (<a href="#">VCELT274</a>)</p>	<p>Similarities and differences in individuals’ and groups’ feelings and perceptions about places, and how they influence views about the protection of these places (<a href="#">VCGGK083</a>)</p> <p><b>History</b></p> <p>The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area (<a href="#">VCHHK072</a>)</p> <p>The diversity and longevity of Australia’s first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives (<a href="#">VCHHK078</a>)</p> <p>Significance of days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems, including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day (<a href="#">VCHHK076</a>)</p> <p><b>English</b></p> <p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors’ reasons (<a href="#">VCELT274</a>)</p> <p><b>ENGLISH</b></p> <p><b>Reading and Viewing</b></p> <p><b>Language</b></p> <p><b>Text structure and organisation</b></p> <p>Understand how different types of texts vary in use of language choices, depending on their</p>
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## Year 3 Victorian Curriculum Mapping

	<p>and that these processes are anchored in time through tense (VCELA262)</p> <p><b>Phonics and word knowledge</b></p> <p>Understand how to use letter–sound relationships and less common letter combinations to spell words (VCELA263)</p> <p><b>Literature</b></p> <p><b>Creating Literature</b></p> <p>Create texts that adapt language features and patterns encountered in literary texts (VCELT265)</p> <p><b>Literacy</b></p> <p><b>Creating texts</b></p> <p>Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (VCELY267)</p> <p>Understand the conventions for writing words and sentences using joined letters that are clearly formed and consistent in size (VCELY268)</p> <p><b>Speaking and Listening</b></p> <p><b>Language</b></p> <p><b>Language for interaction</b></p> <p>Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (VCELA271)</p> <p><b>Literacy</b></p> <p><b>Interacting with others</b></p> <p>Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use</p>		<p>purpose, audience and context including tense and types of sentences (VCELA246)</p> <p><b>Literature</b></p> <p><b>Examining literature</b></p> <p>Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (VCELT253)</p> <p>Discuss the nature and effects of some language devices used to enhance meaning and shape the reader’s reaction, including rhythm and onomatopoeia in poetry and prose (VCELT254)</p> <p><b>Literacy</b></p> <p><b>Interpreting, analysing, evaluating</b></p> <p>Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (VCELY257)</p> <p><b>Writing</b></p> <p><b>Language</b></p> <p><b>Text structure and organisation</b></p> <p><b>Expressing and developing ideas</b></p> <p>Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (VCELA261)</p> <p>Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense (VCELA262)</p> <p><b>Phonics and word knowledge</b></p>
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## Year 3 Victorian Curriculum Mapping

	<p>interaction skills, including active listening and clear, coherent communications (VCELY275)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <b>Contributing to healthy and active communities</b></p> <p>Describe strategies to make the classroom and playground healthy, safe and active spaces (VCHPEP095)</p>		<p>Understand how to use letter–sound relationships and less common letter combinations to spell words (VCELA263)</p> <p><b>Literacy</b>  <b>Creating texts</b></p> <p>Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (VCELY267)</p> <p>Understand the conventions for writing words and sentences using joined letters that are clearly formed and consistent in size (VCELY268)</p>
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## Year 3 Victorian Curriculum Mapping

Lesson # Title Theme	22 “Expressing emotions appropriately” Emotional Literacy	23 “A map of gratitude” Gratitude	24 “Taking things for granted” Gratitude
Learning Intention	<ul style="list-style-type: none"> <li>We are learning to use strategies to express our emotions.</li> </ul>	<ul style="list-style-type: none"> <li>We are learning to express gratitude for our homes by creating a map of our home and labelling it with gratitude.</li> </ul>	<ul style="list-style-type: none"> <li>We are learning to understand the importance of not taking things for granted.</li> </ul>
VIC. Curriculum	<p><b>PERSONAL &amp; SOCIAL CAPABILITY</b> <b>Social Awareness and Management</b> <b>Relationships and diversity</b></p> <p>Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion (VCPSCSO020)</p> <p>Describe the ways in which similarities and differences can affect relationships (VCPSCSO021)</p> <p>Identify the importance of including others in activities, groups and games (VCPSCSO022)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b></p> <p>The many Countries/Places of Aboriginal and Torres Strait Islander peoples throughout Australia, and the custodial responsibility they have for Country/Place, and how this influences views about sustainability (VCGGK080)</p> <p>Similarities and differences in individuals’ and groups’ feelings and perceptions about places,</p>	<p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b></p> <p>The many Countries/Places of Aboriginal and Torres Strait Islander peoples throughout Australia, and the custodial responsibility they have for Country/Place, and how this influences views about sustainability (VCGGK080)</p> <p>Similarities and differences in individuals’ and groups’ feelings and perceptions about places, and how they influence views about the protection of these places (VCGGK083)</p> <p><b>History</b></p> <p>The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area (VCHHK072)</p> <p>The diversity and longevity of Australia’s first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives (VCHHK078)</p>	<p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b></p> <p>The many Countries/Places of Aboriginal and Torres Strait Islander peoples throughout Australia, and the custodial responsibility they have for Country/Place, and how this influences views about sustainability (VCGGK080)</p> <p>Similarities and differences in individuals’ and groups’ feelings and perceptions about places, and how they influence views about the protection of these places (VCGGK083)</p> <p><b>History</b></p> <p>The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area (VCHHK072)</p> <p>The diversity and longevity of Australia’s first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives (VCHHK078)</p>

## Year 3 Victorian Curriculum Mapping

	<p>and how they influence views about the protection of these places (VCGGK083)</p> <p><b>History</b></p> <p>The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area (VCHHK072)</p> <p>The diversity and longevity of Australia’s first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives (VCHHK078)</p> <p>Significance of days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems, including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day (VCHHK076)</p> <p><b>English</b></p> <p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors’ reasons (VCELT274)</p>	<p>Significance of days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems, including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day (VCHHK076)</p> <p><b>English</b></p> <p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors’ reasons (VCELT274)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b></p> <p><b>Personal, Social and Community Health</b></p> <p><b>Being healthy, safe and active</b></p> <p>Examine how success, challenge and failure strengthen personal identities (VCHPEP088)</p>	<p>Significance of days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems, including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day (VCHHK076)</p> <p><b>English</b></p> <p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors’ reasons (VCELT274)</p> <p><b>ENGLISH</b></p> <p><b>Reading and Viewing</b></p> <p><b>Language</b></p> <p><b>Text structure and organisation</b></p> <p>Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context including tense and types of sentences (VCELA246)</p> <p><b>Expressing and developing ideas</b></p> <p>Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments (VCELA248)</p> <p><b>Literature</b></p> <p><b>Examining literature</b></p> <p>Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (VCELT253)</p> <p><b>Responding to literature</b></p>
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## Year 3 Victorian Curriculum Mapping

		<p>Draw connections between personal experiences and the worlds of texts, and share responses with others (VCELT251)</p> <p><b>Literacy</b></p> <p><b>Texts in context</b></p> <p>Identify the point of view in a text and suggest alternative points of view (VCELY255)</p> <p><b>Interpreting, analysing, evaluating</b></p> <p>Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (VCELY257)</p> <p>Analyse how different texts use verb groups to represent different processes (action, thinking, feeling, saying, relating) (VCELY258)</p> <p><b>Writing</b></p> <p><b>Language</b></p> <p><b>Text structure and organisation</b></p> <p><b>Expressing and developing ideas</b></p> <p>Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (VCELA261)</p> <p>Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense (VCELA262)</p> <p><b>Phonics and word knowledge</b></p> <p>Understand how to use letter–sound relationships and less common letter combinations to spell words (VCELA263)</p> <p><b>Literature</b></p>
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## Year 3 Victorian Curriculum Mapping

		<p><b>Creating Literature</b> Create imaginative texts based on characters, settings and events from students' own and other cultures including through the use of visual features (VCELT264)</p> <p><b>Literacy</b> <b>Creating texts</b> Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (VCELY267) Understand the conventions for writing words and sentences using joined letters that are clearly formed and consistent in size (VCELY268)</p> <p><b>Speaking and Listening</b> <b>Language</b> <b>Language variation and change</b> Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (VCELA270) <b>Language for interaction</b> Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (VCELA271)</p> <p><b>Literacy</b> <b>Interacting with others</b> Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use</p>
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## Year 3 Victorian Curriculum Mapping

			<p>interaction skills, including active listening and clear, coherent communications (VCELY275)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <b>Being healthy, safe and active</b></p> <p>Identify and practise strategies to promote health, safety and wellbeing (VCHPEP091)</p>
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## Year 3 Victorian Curriculum Mapping

Lesson # Title Theme	25 “Walking in the shoes of others” Empathy	26 “Kind to you, kind to me, kind to the planet” Empathy	27 “Mind-body Research” Mindfulness
Learning Intention	<ul style="list-style-type: none"> <li>We are learning to consider the feelings of others.</li> </ul>	<ul style="list-style-type: none"> <li>We are learning to identify ways in which we can show kindness and empathy to ourselves, others and the planet.</li> </ul>	<ul style="list-style-type: none"> <li>We are learning to understand the role sleep, eating and physical exercise play in laying the foundations for healthy mind-body connection and investigate how mindfulness can help these activities.</li> </ul>
VIC. Curriculum	<p><b>PERSONAL &amp; SOCIAL CAPABILITY</b> <b>Social Awareness and Management</b> <b>Relationships and diversity</b></p> <p>Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion (VCPSCSO020)</p> <p>Describe the ways in which similarities and differences can affect relationships (VCPSCSO021)</p> <p><b>Collaboration</b></p> <p>Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate (VCPSCSO023)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b></p> <p>The many Countries/Places of Aboriginal and Torres Strait Islander peoples throughout</p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Self-Awareness and Management</b> <b>Development of resilience</b></p> <p>Identify personal strengths and select personal qualities that could be further developed (VCPSCSE017)</p> <p>Identify how persistence and adaptability can be used when faced with challenging situations and change (VCPSCSE018)</p> <p>Name and describe the skills required to work independently (VCPSCSE019)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b></p> <p>The many Countries/Places of Aboriginal and Torres Strait Islander peoples throughout Australia, and the custodial responsibility they have for Country/Place, and how this influences views about sustainability (VCGGK080)</p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Self-Awareness and Management</b> <b>Recognition and expression of emotions</b></p> <p>Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCSE016)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b></p> <p>The many Countries/Places of Aboriginal and Torres Strait Islander peoples throughout Australia, and the custodial responsibility they have for Country/Place, and how this influences views about sustainability (VCGGK080)</p> <p>Similarities and differences in individuals’ and groups’ feelings and perceptions about places, and how they influence views about the protection of these places (VCGGK083)</p> <p><b>History</b></p>

## Year 3 Victorian Curriculum Mapping

	<p>Australia, and the custodial responsibility they have for Country/Place, and how this influences views about sustainability (<a href="#">VCGGK080</a>)</p> <p>Similarities and differences in individuals' and groups' feelings and perceptions about places, and how they influence views about the protection of these places (VCGGK083)</p> <p><b>History</b></p> <p>The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area (<a href="#">VCHHK072</a>)</p> <p>The diversity and longevity of Australia's first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives (<a href="#">VCHHK078</a>)</p> <p>Significance of days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems, including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day (<a href="#">VCHHK076</a>)</p> <p><b>English</b></p> <p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (<a href="#">VCELT274</a>)</p>	<p>Similarities and differences in individuals' and groups' feelings and perceptions about places, and how they influence views about the protection of these places (VCGGK083)</p> <p><b>History</b></p> <p>The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area (<a href="#">VCHHK072</a>)</p> <p>The diversity and longevity of Australia's first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives (<a href="#">VCHHK078</a>)</p> <p>Significance of days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems, including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day (<a href="#">VCHHK076</a>)</p> <p><b>English</b></p> <p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (<a href="#">VCELT274</a>)</p>	<p>The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area (<a href="#">VCHHK072</a>)</p> <p>The diversity and longevity of Australia's first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives (<a href="#">VCHHK078</a>)</p> <p>Significance of days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems, including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day (<a href="#">VCHHK076</a>)</p> <p><b>English</b></p> <p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (<a href="#">VCELT274</a>)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b></p> <p><b>Personal, Social and Community Health</b></p> <p><b>Being healthy, safe and active</b></p> <p>Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (<a href="#">VCHPEP090</a>)</p> <p>Identify and practise strategies to promote health, safety and wellbeing (<a href="#">VCHPEP091</a>)</p>
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## Year 3 Victorian Curriculum Mapping

Lesson # Title Theme	28 “Mindful reflection” Mindfulness	29 “The role of emotions” Emotional Literacy	30 “Emotional vocabulary” Emotional Literacy
Learning Intention	<ul style="list-style-type: none"> <li>We are learning to develop strategies to practise being mindful.</li> </ul>	<ul style="list-style-type: none"> <li>We are learning to recognise the important role emotions have.</li> </ul>	<ul style="list-style-type: none"> <li>We are learning to identify and describe different emotions.</li> </ul>
VIC. Curriculum	<p><b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Self-Awareness and Management</b> <b>Recognition and expression of emotions</b> Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCSE016)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b> The many Countries/Places of Aboriginal and Torres Strait Islander peoples throughout Australia, and the custodial responsibility they have for Country/Place, and how this influences views about sustainability (VCGGK080) Similarities and differences in individuals’ and groups’ feelings and perceptions about places, and how they influence views about the protection of these places (VCGGK083) <b>History</b> The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area (VCHHK072)</p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Social Awareness and Management</b> <b>Relationships and diversity</b> Describe the ways in which similarities and differences can affect relationships (VCPSCSO021) Identify the importance of including others in activities, groups and games (VCPSCSO022)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b> The many Countries/Places of Aboriginal and Torres Strait Islander peoples throughout Australia, and the custodial responsibility they have for Country/Place, and how this influences views about sustainability (VCGGK080) Similarities and differences in individuals’ and groups’ feelings and perceptions about places, and how they influence views about the protection of these places (VCGGK083) <b>History</b></p>	<p><b>PERSONAL &amp; SOCIAL CAPABILITY</b> <b>Social Awareness and Management</b> <b>Relationships and diversity</b> Describe the ways in which similarities and differences can affect relationships (VCPSCSO021)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b> The many Countries/Places of Aboriginal and Torres Strait Islander peoples throughout Australia, and the custodial responsibility they have for Country/Place, and how this influences views about sustainability (VCGGK080) Similarities and differences in individuals’ and groups’ feelings and perceptions about places, and how they influence views about the protection of these places (VCGGK083) <b>History</b> The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area (VCHHK072)</p>



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	<p>The diversity and longevity of Australia’s first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives (<a href="#">VCHHK078</a>)</p> <p>Significance of days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems, including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day (<a href="#">VCHHK076</a>)</p> <p><b>English</b></p> <p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors’ reasons (<a href="#">VCELT274</a>)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b></p> <p><b>Being healthy, safe and active</b></p> <p>Identify and practise strategies to promote health, safety and wellbeing (<a href="#">VCHPEP091</a>)</p>	<p>The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area (<a href="#">VCHHK072</a>)</p> <p>The diversity and longevity of Australia’s first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives (<a href="#">VCHHK078</a>)</p> <p>Significance of days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems, including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day (<a href="#">VCHHK076</a>)</p> <p><b>English</b></p> <p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors’ reasons (<a href="#">VCELT274</a>)</p>	<p>The diversity and longevity of Australia’s first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives (<a href="#">VCHHK078</a>)</p> <p>Significance of days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems, including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day (<a href="#">VCHHK076</a>)</p> <p><b>English</b></p> <p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors’ reasons (<a href="#">VCELT274</a>)</p>
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INTEGRATED LESSONS			
Lesson # Title Theme	1 "Gratitude Angles" Gratitude	2 "A Day I Showed Empathy-Recount" Empathy	3 "Being a Good Sport" Empathy
<b>Learning Intention</b>	<ul style="list-style-type: none"> <li>We are learning to identify different angles (acute, obtuse, reflex, right and straight angles) (M)</li> <li>We are learning to be grateful for things and people in our lives. (GEM)</li> </ul>	<ul style="list-style-type: none"> <li>We are learning to respond to and analyse a digital text. (R)</li> <li>We are learning to write a recount about a time we showed empathy. (W)</li> <li>We are learning to understand empathy and the importance of showing it to others daily. (GEM)</li> </ul>	<ul style="list-style-type: none"> <li>We are learning to respond to, analyse and evaluate an online news article. (R)</li> <li>We are learning to create a visual comic strip in response to the article. (W)</li> <li>We are learning to understand the many forms of showing empathy/kindness. (GEM)</li> </ul>
<b>VIC. Curriculum</b>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Self-Awareness and Management</b> <b>Recognition and expression of emotions</b> Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCSE016)</p> <p><b>Development of resilience</b> Identify personal strengths and select personal qualities that could be further developed (VCPSCSE017)</p> <p>Identify how persistence and adaptability can be used when faced with challenging situations and change (VCPSCSE018)</p> <p><b>Social Awareness and Management</b> <b>Relationships and diversity</b> Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion (VCPSCSO020)</p> <p>Identify the importance of including others in activities, groups and games (VCPSCSO022)</p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Self-Awareness and Management</b> <b>Recognition and expression of emotions</b> Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCSE016)</p> <p><b>Development of resilience</b> Identify personal strengths and select personal qualities that could be further developed (VCPSCSE017)</p> <p>Identify how persistence and adaptability can be used when faced with challenging situations and change (VCPSCSE018)</p> <p><b>Social Awareness and Management</b> <b>Relationships and diversity</b> Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion (VCPSCSO020)</p> <p>Describe the ways in which similarities and differences can affect relationships (VCPSCSO021)</p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Self-Awareness and Management</b> <b>Recognition and expression of emotions</b> Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCSE016)</p> <p><b>Development of resilience</b> Identify personal strengths and select personal qualities that could be further developed (VCPSCSE017)</p> <p>Identify how persistence and adaptability can be used when faced with challenging situations and change (VCPSCSE018)</p> <p><b>Social Awareness and Management</b> <b>Relationships and diversity</b> Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion (VCPSCSO020)</p> <p>Describe the ways in which similarities and differences can affect relationships (VCPSCSO021)</p>

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	<p><b>MATHEMATICS</b>  <b>Measurement and Geometry</b>  <b>Geometric reasoning</b></p> <p>Identify angles as measures of turn and compare angle sizes in everyday situations (VCMMG146)</p>	<p>Identify the importance of including others in activities, groups and games (VCPSCSO022)</p> <p><b>ENGLISH</b>  <u>Reading and Viewing</u>  <b>Literature</b>  <b>Responding to literature</b></p> <p>Draw connections between personal experiences and the worlds of texts, and share responses with others (VCELT251)</p> <p><b>Literacy</b>  <b>Texts in context</b></p> <p>Identify the point of view in a text and suggest alternative points of view (VCELY255)</p> <p><b>Interpreting, analysing, evaluating</b></p> <p>Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (VCELY257)</p> <p>Analyse how different texts use verb groups to represent different processes (action, thinking, feeling, saying, relating) (VCELY258)</p> <p><b>Writing</b>  <b>Literature</b>  <b>Creating Literature</b></p> <p>Create imaginative texts based on characters, settings and events from students' own and other cultures including through the use of visual features (VCELT264)</p> <p><b>Literacy</b>  <b>Creating texts</b></p>	<p>Identify the importance of including others in activities, groups and games (VCPSCSO022)</p> <p><b>ENGLISH</b>  <u>Reading and Viewing</u>  <b>Language</b>  <b>Text structure and organisation</b></p> <p>Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context including tense and types of sentences (VCELA246)</p> <p><b>Literature</b>  <b>Responding to literature</b></p> <p>Draw connections between personal experiences and the worlds of texts, and share responses with others (VCELT251)</p> <p><b>Literacy</b>  <b>Texts in context</b></p> <p>Identify the point of view in a text and suggest alternative points of view (VCELY255)</p> <p><b>Interpreting, analysing, evaluating</b></p> <p>Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (VCELY257)</p> <p>Analyse how different texts use verb groups to represent different processes (action, thinking, feeling, saying, relating) (VCELY258)</p> <p><b>Writing</b>  <b>Literature</b>  <b>Creating Literature</b></p>
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		<p>Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (VCELY267)</p> <p>Understand the conventions for writing words and sentences using joined letters that are clearly formed and consistent in size (VCELY268)</p> <p><b><u>Speaking and Listening</u></b>  <b>Literacy</b>  <b>Interacting with others</b></p> <p>Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications (VCELY275)</p> <p>Plan and deliver short presentations, providing some key details in logical sequence, using appropriate tone, pace, pitch and volume (VCELY276)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <b>Being healthy, safe and active</b></p> <p>Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (VCHPEP090)</p> <p>Identify and practise strategies to promote health, safety and wellbeing (VCHPEP091)</p> <p><b>Communicating and interacting for health and wellbeing</b></p> <p>Describe factors that can positively influence relationships and personal wellbeing (VCHPEP092)</p>	<p>Create imaginative texts based on characters, settings and events from students' own and other cultures including through the use of visual features (VCELT264)</p> <p><b><u>Speaking and Listening</u></b>  <b>Literacy</b>  <b>Interacting with others</b></p> <p>Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications (VCELY275)</p> <p>Plan and deliver short presentations, providing some key details in logical sequence, using appropriate tone, pace, pitch and volume (VCELY276)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <b>Being healthy, safe and active</b></p> <p>Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (VCHPEP090)</p> <p>Identify and practise strategies to promote health, safety and wellbeing (VCHPEP091)</p> <p><b>Communicating and interacting for health and wellbeing</b></p> <p>Describe factors that can positively influence relationships and personal wellbeing (VCHPEP092)</p> <p><b>ETHICAL CAPABILITY</b></p>
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	<p><b>ETHICAL CAPABILITY</b></p> <p><b>Understanding concepts</b> Explore the contested meaning of concepts including fairness and harm and how they can seem to differ in different situations (VCECU004). Explore the extent to which particular acts might be regarded by different people as good or bad, right or wrong, better or worse, and explain why (VCECU005).</p> <p><b>Decision Making and Actions</b> Explore how apparently wrong actions can sometimes lead to good outcomes and the reverse (VCECD007) Discuss the role of personal values and dispositions in ethical decision-making and actions (VCECD008)</p>	<p><b>Understanding concepts</b> Explore the contested meaning of concepts including fairness and harm and how they can seem to differ in different situations (VCECU004). Explore the extent to which particular acts might be regarded by different people as good or bad, right or wrong, better or worse, and explain why (VCECU005).</p> <p><b>Decision Making and Actions</b> Explore how apparently wrong actions can sometimes lead to good outcomes and the reverse (VCECD007) Discuss the role of personal values and dispositions in ethical decision-making and actions (VCECD008)</p>
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