

Year 4 Victorian Curriculum Mapping



Lesson # Title Theme	1 "Introduction to Emotional Literacy" Emotional Literacy	2 "Introduction to Gratitude" Gratitude	3 "What is Empathy?" Empathy
Learning Intention	<ul style="list-style-type: none"> We are learning to identify and describe different emotions in ourselves and others. 	<ul style="list-style-type: none"> We are learning to reflect on times when we have been grateful. 	<ul style="list-style-type: none"> We are learning to understand the meaning of empathy.
VIC. Curriculum	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management Recognition and expression of emotions</p> <p>Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCSE016)</p> <p>Development of resilience</p> <p>Identify how persistence and adaptability can be used when faced with challenging situations and change (VCPSCSE018).</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES Geography</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>History</p> <p>The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area (VCHHK072)</p>	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management Recognition and expression of emotions</p> <p>Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCSE016)</p> <p>Social Awareness and Management Relationships and diversity</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>Identify the importance of including others in activities, groups and games (VCPSCSO022)</p> <p>Collaboration</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>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES Geography</p> <p>The many Countries/Places of Aboriginal and Torres Strait Islander peoples throughout Australia, and the custodial responsibility they</p>	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management Recognition and expression of emotions</p> <p>Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCSE016)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES Geography</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>History</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</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 (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>English</p> <p>Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (VCELA303)</p> <p>ENGLISH <u>Reading and Viewing</u> Language Text structure and organisation</p> <p>Identify features used in imaginative, informative and persuasive texts to meet the purpose of the text, and understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (VCELA277)</p> <p>Expressing and developing ideas</p> <p>Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (VCELA279)</p> <p>Literature Literature and context</p>	<p>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>History</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>English</p> <p>Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (VCELA303)</p> <p>ENGLISH <u>Reading and Viewing</u> Language Text structure and organisation</p> <p>Identify features used in imaginative, informative and persuasive texts to meet the purpose of the text, and understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (VCELA277)</p> <p>Expressing and developing ideas</p> <p>Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (VCELA279)</p> <p>Literature Literature and context</p>	<p>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>English</p> <p>Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (VCELA303)</p> <p>ENGLISH <u>Reading and Viewing</u> Language Text structure and organisation</p> <p>Identify features used in imaginative, informative and persuasive texts to meet the purpose of the text, and understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (VCELA277)</p> <p>Expressing and developing ideas</p> <p>Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (VCELA279)</p> <p>Literature Literature and context</p> <p>Make connections between the ways different authors may represent similar storylines, ideas and relationships (VCELT282)</p> <p>Responding to literature</p>
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	<p>Make connections between the ways different authors may represent similar storylines, ideas and relationships (VCELT282)</p> <p>Responding to literature</p> <p>Describe the effects of ideas, text structures and language features of literary texts (VCELT283)</p> <p>Literacy</p> <p>Interpreting, analysing, evaluating</p> <p>Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (VCELY288)</p> <p>Writing</p> <p>Language</p> <p>Expressing and developing ideas</p> <p>Incorporate new vocabulary from a range of sources, including vocabulary encountered in research, into own texts (VCELA293)</p> <p>Phonics and word knowledge</p> <p>Understand how to use phonic generalisations to identify and write words with more complex letter combinations (VCELA294)</p> <p>Literacy</p> <p>Creating texts</p> <p>Handwrite using clearly-formed joined letters, and develop increased fluency and automaticity (VCELY301)</p> <p>Speaking and Listening</p> <p>Language</p> <p>Language for interaction</p> <p>Understand that social interactions influence the way people engage with ideas and respond to others (VCELA304)</p>	<p>and technicality depending on the approach to the topic, the purpose and the intended audience (VCELA277)</p> <p>Expressing and developing ideas</p> <p>Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (VCELA279)</p> <p>Writing</p> <p>Language</p> <p>Expressing and developing ideas</p> <p>Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (VCELA292)</p> <p>Incorporate new vocabulary from a range of sources, including vocabulary encountered in research, into own texts (VCELA293)</p> <p>Literacy</p> <p>Creating texts</p> <p>Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (VCELY300)</p> <p>Handwrite using clearly-formed joined letters, and develop increased fluency and automaticity (VCELY301)</p> <p>Speaking and Listening</p> <p>Language</p> <p>Language for interaction</p> <p>Understand that social interactions influence the way people engage with ideas and respond to others (VCELA304)</p>	<p>Describe the effects of ideas, text structures and language features of literary texts (VCELT283)</p> <p>Interpreting, analysing, evaluating</p> <p>Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (VCELY288)</p> <p>Writing</p> <p>Language</p> <p>Expressing and developing ideas</p> <p>Incorporate new vocabulary from a range of sources, including vocabulary encountered in research, into own texts (VCELA293)</p> <p>Phonics and word knowledge</p> <p>Understand how to use phonic generalisations to identify and write words with more complex letter combinations (VCELA294)</p> <p>Literature</p> <p>Creating Literature</p> <p>Create literary texts by developing storylines, characters and settings (VCELT297)</p> <p>Create literary texts that explore students' own experiences and imagining (VCELT298)</p> <p>Literacy</p> <p>Creating texts</p> <p>Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (VCELY300)</p> <p>Handwrite using clearly-formed joined letters, and develop increased fluency and automaticity (VCELY301)</p> <p>Speaking and Listening</p>
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	<p>Understand differences between the language of opinion and feeling and the language of factual reporting or recording (VCELA305)</p> <p>Literature</p> <p>Responding to literature</p> <p>Discuss literary experiences with others, sharing responses and expressing a point of view (VCELT306)</p> <p>Literacy</p> <p>Interacting with others</p> <p>Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills (VCELY307)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health</p> <p>Communicating and interacting for health and wellbeing</p> <p>Describe factors that can positively influence relationships and personal wellbeing (VCHPEP092)</p>	<p>Understand differences between the language of opinion and feeling and the language of factual reporting or recording (VCELA305)</p> <p>Literature</p> <p>Responding to literature</p> <p>Discuss literary experiences with others, sharing responses and expressing a point of view (VCELT306)</p> <p>Literacy</p> <p>Interacting with others</p> <p>Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills (VCELY307)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health</p> <p>Communicating and interacting for health and wellbeing</p> <p>Describe factors that can positively influence relationships and personal wellbeing (VCHPEP092)</p>	<p>Language</p> <p>Language for interaction</p> <p>Understand that social interactions influence the way people engage with ideas and respond to others (VCELA304)</p> <p>Understand differences between the language of opinion and feeling and the language of factual reporting or recording (VCELA305)</p> <p>Literature</p> <p>Responding to literature</p> <p>Discuss literary experiences with others, sharing responses and expressing a point of view (VCELT306)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health</p> <p>Communicating and interacting for health and wellbeing</p> <p>Describe factors that can positively influence relationships and personal wellbeing (VCHPEP092)</p>
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Lesson # Title Theme	4 "What is Mindfulness?" Mindfulness	5 "Introduction to Character Strengths" Character Strengths	6 "Strength spotting" Character Strengths
Learning Intention	<ul style="list-style-type: none"> We are learning to develop an understanding of what mindfulness is. 	<ul style="list-style-type: none"> We are learning to develop an understanding of character strengths. 	<ul style="list-style-type: none"> We are learning to identify our own character strengths.
VIC. Curriculum	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management Recognition and expression of emotions Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCSE016)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES Geography 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)</p> <p>History 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>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management Recognition and expression of emotions Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCSE016)</p> <p>Development of resilience Identify how persistence and adaptability can be used when faced with challenging situations and change (VCPSCSE018)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES Geography 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)</p> <p>History The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area (VCHHK072)</p>	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management Recognition and expression of emotions Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCSE016)</p> <p>Development of resilience Identify how persistence and adaptability can be used when faced with challenging situations and change (VCPSCSE018)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES Geography 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)</p> <p>History 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 (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>English</p> <p>Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (VCELA303)</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>English</p> <p>Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (VCELA303)</p> <p>ENGLISH</p> <p><u>Reading and Viewing</u></p> <p>Language</p> <p>Text structure and organisation</p> <p>Identify features used in imaginative, informative and persuasive texts to meet the purpose of the text, and understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (VCELA277)</p> <p>Expressing and developing ideas</p> <p>Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (VCELA279)</p> <p>Literature</p> <p>Responding to literature</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>English</p> <p>Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (VCELA303)</p> <p>ENGLISH</p> <p><u>Reading and Viewing</u></p> <p>Language</p> <p>Text structure and organisation</p> <p>Identify features used in imaginative, informative and persuasive texts to meet the purpose of the text, and understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (VCELA277)</p> <p>Expressing and developing ideas</p> <p>Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (VCELA279)</p> <p>Literature</p>
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		<p>Describe the effects of ideas, text structures and language features of literary texts (VCELT283)</p> <p>Literacy</p> <p>Interpreting, analysing, evaluating</p> <p>Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (VCELY288)</p> <p>Compare and evaluate two texts presenting the same ideas and analyse why one is more comprehensible or engaging than the other (VCELY289)</p> <p>Writing</p> <p>Language</p> <p>Expressing and developing ideas</p> <p>Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (VCELA292)</p> <p>Incorporate new vocabulary from a range of sources, including vocabulary encountered in research, into own texts (VCELA293)</p> <p>Phonics and word knowledge</p> <p>Understand how to use phonic generalisations to identify and write words with more complex letter combinations (VCELA294)</p> <p>Literacy</p> <p>Creating texts</p> <p>Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (VCELY300)</p> <p>Handwrite using clearly-formed joined letters, and develop increased fluency and automaticity (VCELY301)</p>	<p>Examining literature</p> <p>Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques (VCELT284)</p> <p>Responding to literature</p> <p>Describe the effects of ideas, text structures and language features of literary texts (VCELT283)</p> <p>Literacy</p> <p>Interpreting, analysing, evaluating</p> <p>Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (VCELY288)</p> <p>Writing</p> <p>Language</p> <p>Expressing and developing ideas</p> <p>Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (VCELA292)</p> <p>Incorporate new vocabulary from a range of sources, including vocabulary encountered in research, into own texts (VCELA293)</p> <p>Phonics and word knowledge</p> <p>Understand how to use phonic generalisations to identify and write words with more complex letter combinations (VCELA294)</p> <p>Literacy</p> <p>Creating texts</p> <p>Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (VCELY300)</p>
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		<p><u>Speaking and Listening</u> Language Language for interaction Understand that social interactions influence the way people engage with ideas and respond to others (VCELA304) Understand differences between the language of opinion and feeling and the language of factual reporting or recording (VCELA305)</p> <p>Literature Responding to literature Discuss literary experiences with others, sharing responses and expressing a point of view (VCELT306)</p> <p>Literacy Interacting with others Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills (VCELY307)</p>	<p>Handwrite using clearly-formed joined letters, and develop increased fluency and automaticity (VCELY301)</p> <p><u>Speaking and Listening</u> Language Language for interaction Understand that social interactions influence the way people engage with ideas and respond to others (VCELA304) Understand differences between the language of opinion and feeling and the language of factual reporting or recording (VCELA305)</p> <p>Literature Responding to literature Discuss literary experiences with others, sharing responses and expressing a point of view (VCELT306)</p>
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Lesson # Title Theme	7 “My Playground- Part 1” Gratitude	8 “My playground – Part 2” Gratitude	9 “My playground – Part 3” Gratitude
Learning Intention	<ul style="list-style-type: none"> We are learning to understand we have many things to be grateful for. 	<ul style="list-style-type: none"> We are learning to understand we have many things to be grateful for. 	<ul style="list-style-type: none"> We are learning to understand we have many things to be grateful for.
VIC. Curriculum	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management Recognition and expression of emotions</p> <p>Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCE016)</p> <p>Social Awareness and Management Relationships and diversity</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>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES Geography</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>History</p>	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management Recognition and expression of emotions</p> <p>Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCE016)</p> <p>Social Awareness and Management Relationships and diversity</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>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES Geography</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>History</p>	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management Recognition and expression of emotions</p> <p>Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCE016)</p> <p>Social Awareness and Management Relationships and diversity</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>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES Geography</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>History</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 (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>English</p> <p>Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (VCELA303)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Communicating and interacting for health and wellbeing</p> <p>Describe factors that can positively influence relationships and personal wellbeing (VCHPEP092)</p> <p>MATHS Measurement and Geometry Using Units of Measurement</p> <p>Solve problems involving the comparison of lengths and areas using appropriate units (VCMMG224)</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>English</p> <p>Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (VCELA303)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Communicating and interacting for health and wellbeing</p> <p>Describe factors that can positively influence relationships and personal wellbeing (VCHPEP092)</p> <p>MATHS Measurement and Geometry Using Units of Measurement</p> <p>Solve problems involving the comparison of lengths and areas using appropriate units (VCMMG224)</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>English</p> <p>Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (VCELA303)</p> <p>ENGLISH Reading and Viewing Language Text structure and organisation</p> <p>Identify features used in imaginative, informative and persuasive texts to meet the purpose of the text, and understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (VCELA277)</p> <p>Expressing and developing ideas</p> <p>Explore the effect of choices when framing an image, placement of elements in the image, and</p>
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			<p>saliency on composition of still and moving images in a range of types of texts (VCELA279)</p> <p>Literacy</p> <p>Interpreting, analysing, evaluating</p> <p>Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (VCELY288)</p> <p>Speaking and Listening</p> <p>Literature</p> <p>Responding to literature</p> <p>Discuss literary experiences with others, sharing responses and expressing a point of view (VCELT306)</p> <p>HEALTH AND PHYSICAL EDUCATION</p> <p>Personal, Social and Community Health</p> <p>Communicating and interacting for health and wellbeing</p> <p>Describe factors that can positively influence relationships and personal wellbeing (VCHPEP092)</p> <p>MATHS</p> <p>Measurement and Geometry</p> <p>Using Units of Measurement</p> <p>Solve problems involving the comparison of lengths and areas using appropriate units (VCMMG224)</p>
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Lesson # Title Theme	10 “Small acts of kindness” Empathy	11 “Ordinary Mary” Empathy	12 “Five count belly breathing” Mindfulness
Learning Intention	<ul style="list-style-type: none"> We are learning to understand the impact of showing kindness. 	<ul style="list-style-type: none"> We are learning to show a simple act of kindness. 	<ul style="list-style-type: none"> We are learning to develop strategies to help us to meditate.
VIC. Curriculum	<p>PERSONAL AND SOCIAL CAPABILITY Social Awareness and Management Collaboration</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>Identify conflicts that may occur in peer groups and suggest possible causes and resolutions (VCPSCSO024)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES Geography</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>History</p> <p>The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area (VCHHK072)</p>	<p>PERSONAL AND SOCIAL CAPABILITY Social Awareness and Management Relationships and diversity</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>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and management Recognition and expression of emotions</p> <p>Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCSE016)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES Geography</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>History</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</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 (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>English</p> <p>Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (VCELA303)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Communicating and interacting for health and wellbeing</p> <p>Describe factors that can positively influence relationships and personal wellbeing (VCHPEP092)</p>		<p>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>English</p> <p>Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (VCELA303)</p>
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Lesson # Title Theme	13 “Mindfulness Movement” Mindfulness	14 “Emotions influencing our behaviour” Emotional Literacy	15 “Catastrophe scale” Emotional Literacy
Learning Intention	<ul style="list-style-type: none"> We are learning to use yoga to practice being mindful. 	<ul style="list-style-type: none"> We are learning to develop strategies to deal with strong emotions such as anger. 	<ul style="list-style-type: none"> We are learning to understand that some concerns require larger reactions than others. We are learning to develop strategies to cope with strong emotions.
VIC. Curriculum	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management Recognition and expression of emotions</p> <p>Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCSE016)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES Geography</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>History</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</p>	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management Recognition and expression of emotions</p> <p>Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCSE016)</p> <p>Development of resilience</p> <p>Identify how persistence and adaptability can be used when faced with challenging situations and change (VCPSCSE018)</p> <p>ENGLISH Reading and Viewing Language Text structure and organisation</p> <p>Identify features used in imaginative, informative and persuasive texts to meet the purpose of the text, and understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (VCELA277)</p> <p>Expressing and developing ideas</p> <p>Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (VCELA279)</p>	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management Recognition and expression of emotions</p> <p>Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCSE016)</p> <p>Development of resilience</p> <p>Identify how persistence and adaptability can be used when faced with challenging situations and change (VCPSCSE018)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Being healthy, safe and active</p> <p>Explore strategies to manage physical, social and emotional change (VCHPEP089)</p>

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	<p>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>English</p> <p>Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (VCELA303)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Communicating and interacting for health and wellbeing</p> <p>Describe factors that can positively influence relationships and personal wellbeing (VCHPEP092)</p>	<p>Literature</p> <p>Examining literature</p> <p>Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques (VCELT284)</p> <p>Literature and context</p> <p>Make connections between the ways different authors may represent similar storylines, ideas and relationships (VCELT282)</p> <p>Responding to literature</p> <p>Describe the effects of ideas, text structures and language features of literary texts (VCELT283)</p> <p>Literacy</p> <p>Interpreting, analysing, evaluating</p> <p>Read different types of texts for specific purposes by combining phonic, semantic, contextual and grammatical knowledge using text processing strategies, including monitoring meaning, skimming, scanning and reviewing (VCELY287)</p> <p>Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (VCELY288)</p> <p>Writing</p> <p>Language</p> <p>Expressing and developing ideas</p> <p>Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (VCELA292)</p> <p>Incorporate new vocabulary from a range of sources, including vocabulary encountered in research, into own texts (VCELA293)</p> <p>Phonics and word knowledge</p>	
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		<p>Understand how to use phonic generalisations to identify and write words with more complex letter combinations (VCELA294)</p> <p>Literature Creating Literature Create literary texts that explore students' own experiences and imagining (VCELT298)</p> <p>Literacy Creating texts Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (VCELY300) Handwrite using clearly-formed joined letters, and develop increased fluency and automaticity (VCELY301)</p> <p>Speaking and Listening Language Language for interaction Understand that social interactions influence the way people engage with ideas and respond to others (VCELA304) Understand differences between the language of opinion and feeling and the language of factual reporting or recording (VCELA305)</p> <p>Literature Responding to literature Discuss literary experiences with others, sharing responses and expressing a point of view (VCELT306)</p> <p>Literacy Interacting with others Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks</p>	
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		<p>and use information to share and extend ideas and use interaction skills (VCELY307)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Being healthy, safe and active</p> <p>Explore strategies to manage physical, social and emotional change (VCHPEP089)</p>	
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Lesson # Title Theme	16 "Gratitude wall" Gratitude	17 "Thank you poster" Gratitude	18 "Different perspectives" Empathy
Learning Intention	<ul style="list-style-type: none"> We are learning to identify and express things we are most grateful for. 	<ul style="list-style-type: none"> We are learning to show gratitude to a family member. 	<ul style="list-style-type: none"> We are learning to understand the importance of seeing situations from other people's perspectives.
VIC. Curriculum	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management Recognition and expression of emotions</p> <p>Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCSE016)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES Geography</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>History</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</p>	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management Recognition and expression of emotions</p> <p>Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCSE016)</p> <p>Social Awareness and Management Relationships and diversity</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>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES Geography</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>PERSONAL AND SOCIAL CAPABILITY Social Awareness and Management Collaboration</p> <p>Identify conflicts that may occur in peer groups and suggest possible causes and resolutions (VCPSCSO024)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES Geography</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>History</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</p>

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	<p>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>English</p> <p>Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (VCELA303)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Communicating and interacting for health and wellbeing</p> <p>Describe factors that can positively influence relationships and personal wellbeing (VCHPEP092)</p>	<p>History</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>English</p> <p>Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (VCELA303)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Communicating and interacting for health and wellbeing</p> <p>Describe factors that can positively influence relationships and personal wellbeing (VCHPEP092)</p>	<p>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>English</p> <p>Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (VCELA303)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Communicating and interacting for health and wellbeing</p> <p>Describe factors that can positively influence relationships and personal wellbeing (VCHPEP092)</p>
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Lesson # Title Theme	19 “Building strong communities” Empathy	20 “Mindful eating” Mindfulness	21 “Mindful outdoors” Mindfulness
Learning Intention	<ul style="list-style-type: none"> We are learning to understand the importance of belonging to a community. 	<ul style="list-style-type: none"> We are learning to develop strategies to help us to be mindful. 	<ul style="list-style-type: none"> We are learning to use nature to practice being mindful.
VIC. Curriculum	<p>PERSONAL & SOCIAL CAPABILITY Social Awareness and Management Relationships and diversity</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>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</p> <p>Geography</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>History</p>	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management Recognition and expression of emotions</p> <p>Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCSE016)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</p> <p>Geography</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>History</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</p>	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management Recognition and expression of emotions</p> <p>Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCSE016)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</p> <p>Geography</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>History</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</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 (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>English</p> <p>Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (VCELA303)</p> <p>ENGLISH <u>Reading and Viewing</u> Language Text structure and organisation</p> <p>Identify features used in imaginative, informative and persuasive texts to meet the purpose of the text, and understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (VCELA277)</p> <p>Expressing and developing ideas</p> <p>Explore the effect of choices when framing an image, placement of elements in the image, and</p>	<p>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>English</p> <p>Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (VCELA303)</p>	<p>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>English</p> <p>Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (VCELA303)</p> <p>ENGLISH <u>Reading and Viewing</u> Language Text structure and organisation</p> <p>Identify features used in imaginative, informative and persuasive texts to meet the purpose of the text, and understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (VCELA277)</p> <p>Expressing and developing ideas</p> <p>Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (VCELA279)</p> <p>Literature Examining literature</p> <p>Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers’ interest by using various techniques (VCELT284)</p> <p>Literature and context</p>
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	<p>salience on composition of still and moving images in a range of types of texts (VCCLA279)</p> <p>Literature</p> <p>Responding to literature</p> <p>Describe the effects of ideas, text structures and language features of literary texts (VCELT283)</p> <p>Writing</p> <p>Literature</p> <p>Creating Literature</p> <p>Create literary texts that explore students' own experiences and imagining (VCELT298)</p> <p>Literacy</p> <p>Creating texts</p> <p>Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (VCELY300)</p> <p>Handwrite using clearly-formed joined letters, and develop increased fluency and automaticity (VCELY301)</p> <p>Speaking and Listening</p> <p>Literature</p> <p>Responding to literature</p> <p>Discuss literary experiences with others, sharing responses and expressing a point of view (VCELT306)</p> <p>Literacy</p> <p>Interacting with others</p> <p>Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills (VCELY307)</p>		<p>Make connections between the ways different authors may represent similar storylines, ideas and relationships (VCELT282)</p> <p>Responding to literature</p> <p>Describe the effects of ideas, text structures and language features of literary texts (VCELT283)</p> <p>Literacy</p> <p>Interpreting, analysing, evaluating</p> <p>Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (VCELY288)</p> <p>Writing</p> <p>Language</p> <p>Expressing and developing ideas</p> <p>Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (VCELA292)</p> <p>Incorporate new vocabulary from a range of sources, including vocabulary encountered in research, into own texts (VCELA293)</p> <p>Literature</p> <p>Creating Literature</p> <p>Create literary texts that explore students' own experiences and imagining (VCELT298)</p> <p>Literacy</p> <p>Creating texts</p> <p>Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (VCELY299)</p>
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			<p>Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (VCELY300) Handwrite using clearly-formed joined letters, and develop increased fluency and automaticity (VCELY301)</p> <p><u>Speaking and Listening</u></p> <p>Language</p> <p>Language for interaction</p> <p>Understand that social interactions influence the way people engage with ideas and respond to others (VCELA304)</p> <p>Understand differences between the language of opinion and feeling and the language of factual reporting or recording (VCELA305)</p> <p>Literature</p> <p>Responding to literature</p> <p>Discuss literary experiences with others, sharing responses and expressing a point of view (VCELT306)</p> <p>Literacy</p> <p>Interacting with others</p> <p>Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills (VCELY307)</p>
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Lesson # Title Theme	22 "Positive self-talk" Emotional Literacy	23 "Emotion pep talks" Emotional Literacy	24 "Gratitude graph" Gratitude
Learning Intention	<ul style="list-style-type: none"> We are learning to understand that positive self-talk can affect our emotions and behaviours. 	<ul style="list-style-type: none"> We are learning to reflect on our own strengths. We are learning to develop our self-esteem through positive talk. 	<ul style="list-style-type: none"> We are learning to identify things we can be grateful for.
VIC. Curriculum	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management Recognition and expression of emotions</p> <p>Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCSE016)</p> <p>Development of resilience</p> <p>Identify how persistence and adaptability can be used when faced with challenging situations and change (VCPSCSE018)</p> <p>Identify personal strengths and select personal qualities that could be further developed (VCPSCSE017)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES Geography</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>History</p>	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management Recognition and expression of emotions</p> <p>Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCSE016)</p> <p>Development of resilience</p> <p>Identify how persistence and adaptability can be used when faced with challenging situations and change (VCPSCSE018)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES Geography</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>History</p> <p>The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area (VCHHK072)</p>	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management Recognition and expression of emotions</p> <p>Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCSE016)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES Geography</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>History</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</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 (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>English</p> <p>Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (VCELA303)</p> <p>ENGLISH</p> <p><u>Reading and Viewing</u></p> <p>Interpreting, analysing, evaluating</p> <p>Read different types of texts for specific purposes by combining phonic, semantic, contextual and grammatical knowledge using text processing strategies, including monitoring meaning, skimming, scanning and reviewing (VCELY287)</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>English</p> <p>Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (VCELA303)</p>	<p>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>English</p> <p>Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (VCELA303)</p> <p>ENGLISH</p> <p><u>Reading and Viewing</u></p> <p>Language</p> <p>Text structure and organisation</p> <p>Identify features used in imaginative, informative and persuasive texts to meet the purpose of the text, and understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (VCELA277)</p> <p>Expressing and developing ideas</p> <p>Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (VCELA279)</p> <p>Investigate how quoted (direct) and reported (indirect) speech work in different types of text (VCELA281)</p> <p>Literature</p> <p>Examining literature</p>
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			<p>Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques (VCELT284)</p> <p>Literature and context</p> <p>Make connections between the ways different authors may represent similar storylines, ideas and relationships (VCELT282)</p> <p>Responding to literature</p> <p>Describe the effects of ideas, text structures and language features of literary texts (VCELT283)</p> <p>Literacy</p> <p>Interpreting, analysing, evaluating</p> <p>Read different types of texts for specific purposes by combining phonic, semantic, contextual and grammatical knowledge using text processing strategies, including monitoring meaning, skimming, scanning and reviewing (VCELY287)</p> <p>Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (VCELY288)</p> <p>Writing</p> <p>Language</p> <p>Text structure and organisation</p> <p>Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (VCELA291)</p> <p>Expressing and developing ideas</p> <p>Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (VCELA292)</p>
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			<p>Incorporate new vocabulary from a range of sources, including vocabulary encountered in research, into own texts (VCELA293)</p> <p>Phonics and word knowledge</p> <p>Understand how to use phonic generalisations to identify and write words with more complex letter combinations (VCELA294)</p> <p>Literature</p> <p>Creating Literature</p> <p>Create literary texts by developing storylines, characters and settings (VCELT297)</p> <p>Create literary texts that explore students' own experiences and imagining (VCELT298)</p> <p>Literacy</p> <p>Creating texts</p> <p>Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (VCELY299)</p> <p>Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (VCELY300)</p> <p>Handwrite using clearly-formed joined letters, and develop increased fluency and automaticity (VCELY301)</p> <p>Speaking and Listening</p> <p>Literature</p> <p>Responding to literature</p> <p>Discuss literary experiences with others, sharing responses and expressing a point of view (VCELT306)</p> <p>Literacy</p>
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			<p>Interacting with others Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills (VCELY307)</p> <p>MATHS Statistics and Probability Data representation and interpretation Construct, interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables (VCMSP235) Pose and refine questions to collect categorical or numerical data by observation or survey (VCMSP237)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Communicating and interacting for health and wellbeing Describe factors that can positively influence relationships and personal wellbeing (VCHPEP092)</p>
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Lesson # Title Theme	25 “Importance of showing Empathy” Empathy	26 “Small gestures” Empathy	27 “Empathy & family” Empathy
Learning Intention	<ul style="list-style-type: none"> We are learning to suggest the effects of showing empathy towards others. 	<ul style="list-style-type: none"> We are learning to understand that small gestures can have a positive effect 	<ul style="list-style-type: none"> We are learning to identify and describe behaviours that show empathy.
VIC. Curriculum	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management Recognition and expression of emotions</p> <p>Identify and explore the expression of emotions in social situations and the impact on self and others (VCPCSE016)</p> <p>Development of resilience</p> <p>Identify how persistence and adaptability can be used when faced with challenging situations and change (VCPCSE018)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Communicating and interacting for health and wellbeing</p> <p>Describe factors that can positively influence relationships and personal wellbeing (VCHPEP092)</p>	<p>PERSONAL AND SOCIAL CAPABILITY Social Awareness and Management Collaboration</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 (VCPCSO023)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</p> <p>Geography</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>History</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</p>	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management Recognition and expression of emotions</p> <p>Identify and explore the expression of emotions in social situations and the impact on self and others (VCPCSE016)</p> <p>Social Awareness and Management Relationships and diversity</p> <p>Describe the ways in which similarities and differences can affect relationships (VCPCSO021)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Communicating and interacting for health and wellbeing</p> <p>Describe factors that can positively influence relationships and personal wellbeing (VCHPEP092)</p>

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		<p>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>English</p> <p>Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (VCELA303)</p> <p>ENGLISH</p> <p>Writing</p> <p>Language</p> <p>Expressing and developing ideas</p> <p>Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (VCELA292)</p> <p>Incorporate new vocabulary from a range of sources, including vocabulary encountered in research, into own texts (VCELA293)</p> <p>Phonics and word knowledge</p> <p>Understand how to use phonic generalisations to identify and write words with more complex letter combinations (VCELA294)</p> <p>Literature</p> <p>Creating Literature</p> <p>Create literary texts by developing storylines, characters and settings (VCELT297)</p>	
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		<p>Create literary texts that explore students' own experiences and imagining (VCELT298)</p> <p>Literacy</p> <p>Creating texts</p> <p>Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (VCELY299)</p> <p>Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (VCELY300)</p> <p>Handwrite using clearly-formed joined letters, and develop increased fluency and automaticity (VCELY301)</p> <p>Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (VCELY302)</p> <p>HEALTH AND PHYSICAL EDUCATION</p> <p>Personal, Social and Community Health</p> <p>Communicating and interacting for health and wellbeing</p> <p>Describe factors that can positively influence relationships and personal wellbeing (VCHPEP092)</p>	
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Lesson # Title Theme	28 "Emotions influencing friendships" Emotional Literacy	29 "The invisible boy" Emotional Literacy	30 "Building our emotional word bank" Emotional Literacy
Learning Intention	<ul style="list-style-type: none"> We are learning to develop strategies to deal with situations when we feel jealous. 	<ul style="list-style-type: none"> We are learning to understand the impact we have on others. 	<ul style="list-style-type: none"> We are learning to identify different emotions. We are learning to understand that we can experience more than one emotion at a time.
VIC. Curriculum	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management Recognition and expression of emotions</p> <p>Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCSE016)</p> <p>Social Awareness and Management Relationships and diversity</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>Collaboration</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>Identify conflicts that may occur in peer groups and suggest possible causes and resolutions (VCPSCSO024)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES Geography</p>	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and management Development of resilience</p> <p>Identify how persistence and adaptability can be used when faced with challenging situations and change (VCPSCSE018)</p> <p>Relationships and diversity</p> <p>Identify the importance of including others in activities, groups and games (VCPSCSO022)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES Geography</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>History</p> <p>The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area (VCHHK072)</p>	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management Recognition and expression of emotions</p> <p>Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCSE016)</p> <p>Social Awareness and Management Collaboration</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>ENGLISH Reading and Viewing Language Text structure and organisation</p> <p>Identify features used in imaginative, informative and persuasive texts to meet the purpose of the text, and understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (VCELA277)</p> <p>Expressing and developing ideas</p> <p>Explore the effect of choices when framing an image, placement of elements in the image, and</p>

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	<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>History</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>English</p> <p>Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (VCELA303)</p> <p>ENGLISH</p> <p><u>Reading and Viewing</u></p> <p>Language</p> <p>Text structure and organisation</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>English</p> <p>Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (VCELA303)</p> <p>ENGLISH</p> <p><u>Reading and Viewing</u></p> <p>Language</p> <p>Text structure and organisation</p> <p>Identify features used in imaginative, informative and persuasive texts to meet the purpose of the text, and understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (VCELA277)</p> <p>Expressing and developing ideas</p> <p>Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (VCELA279)</p> <p>Literature</p> <p>Examining literature</p>	<p>salience on composition of still and moving images in a range of types of texts (VCELA279)</p> <p>Literature</p> <p>Examining literature</p> <p>Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques (VCELT284)</p> <p>Literature and context</p> <p>Make connections between the ways different authors may represent similar storylines, ideas and relationships (VCELT282)</p> <p>Responding to literature</p> <p>Describe the effects of ideas, text structures and language features of literary texts (VCELT283)</p> <p>Literacy</p> <p>Interpreting, analysing, evaluating</p> <p>Read different types of texts for specific purposes by combining phonic, semantic, contextual and grammatical knowledge using text processing strategies, including monitoring meaning, skimming, scanning and reviewing (VCELY287)</p> <p>Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (VCELY288)</p> <p>Writing</p> <p>Language</p> <p>Phonics and word knowledge</p> <p>Understand how to use phonic generalisations to identify and write words with more complex letter combinations (VCELA294)</p> <p>Literature</p> <p>Creating Literature</p>
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	<p>Identify features used in imaginative, informative and persuasive texts to meet the purpose of the text, and understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (VCELA277)</p> <p>Expressing and developing ideas</p> <p>Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (VCELA279)</p> <p>Literature</p> <p>Examining literature</p> <p>Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques (VCELT284)</p> <p>Literature and context</p> <p>Make connections between the ways different authors may represent similar storylines, ideas and relationships (VCELT282)</p> <p>Literacy</p> <p>Interpreting, analysing, evaluating</p> <p>Read different types of texts for specific purposes by combining phonic, semantic, contextual and grammatical knowledge using text processing strategies, including monitoring meaning, skimming, scanning and reviewing (VCELY287)</p>	<p>Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques (VCELT284)</p> <p>Literature and context</p> <p>Make connections between the ways different authors may represent similar storylines, ideas and relationships (VCELT282)</p> <p>Responding to literature</p> <p>Describe the effects of ideas, text structures and language features of literary texts (VCELT283)</p> <p>Literacy</p> <p>Interpreting, analysing, evaluating</p> <p>Read different types of texts for specific purposes by combining phonic, semantic, contextual and grammatical knowledge using text processing strategies, including monitoring meaning, skimming, scanning and reviewing (VCELY287)</p> <p>Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (VCELY288)</p> <p>Writing</p> <p>Language</p> <p>Expressing and developing ideas</p> <p>Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (VCELA292)</p> <p>Incorporate new vocabulary from a range of sources, including vocabulary encountered in research, into own texts (VCELA293)</p> <p>Phonics and word knowledge</p> <p>Understand how to use phonic generalisations to identify and write words with more complex letter combinations (VCELA294)</p>	<p>Create literary texts by developing storylines, characters and settings (VCELT297)</p> <p>Create literary texts that explore students' own experiences and imagining (VCELT298)</p> <p>Literacy</p> <p>Creating texts</p> <p>Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (VCELY300)</p> <p>Handwrite using clearly-formed joined letters, and develop increased fluency and automaticity (VCELY301)</p> <p>Speaking and Listening</p> <p>Language</p> <p>Language for interaction</p> <p>Understand that social interactions influence the way people engage with ideas and respond to others (VCELA304)</p> <p>Understand differences between the language of opinion and feeling and the language of factual reporting or recording (VCELA305)</p> <p>Literature</p> <p>Responding to literature</p> <p>Discuss literary experiences with others, sharing responses and expressing a point of view (VCELT306)</p> <p>Literacy</p> <p>Interacting with others</p> <p>Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills (VCELY307)</p>
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	<p>Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (VCELY288)</p> <p>Compare and evaluate two texts presenting the same ideas and analyse why one is more comprehensible or engaging than the other (VCELY289)</p> <p><u>Writing</u> Language Phonics and word knowledge</p> <p>Understand how to use phonic generalisations to identify and write words with more complex letter combinations (VCELA294)</p> <p>Literacy Creating texts</p> <p>Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (VCELY300)</p> <p>Handwrite using clearly-formed joined letters, and develop increased fluency and automaticity (VCELY301)</p> <p><u>Speaking and Listening</u> Language Language for interaction</p> <p>Understand that social interactions influence the way people engage with ideas and respond to others (VCELA304)</p> <p>Understand differences between the language of opinion and feeling and the language of factual reporting or recording (VCELA305)</p> <p>Literature Responding to literature</p>	<p>Literature Creating Literature</p> <p>Create literary texts that explore students' own experiences and imagining (VCELT298)</p> <p>Literacy Creating texts</p> <p>Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (VCELY299)</p> <p>Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (VCELY300)</p> <p>Handwrite using clearly-formed joined letters, and develop increased fluency and automaticity (VCELY301)</p> <p>Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (VCELY302)</p> <p><u>Speaking and Listening</u> Language Language for interaction</p> <p>Understand that social interactions influence the way people engage with ideas and respond to others (VCELA304)</p> <p>Understand differences between the language of opinion and feeling and the language of factual reporting or recording (VCELA305)</p> <p>Literature Responding to literature</p> <p>Discuss literary experiences with others, sharing responses and expressing a point of view (VCELT306)</p>	<p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Communicating and interacting for health and wellbeing</p> <p>Describe factors that can positively influence relationships and personal wellbeing (VCHPEP092)</p>
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	<p>Discuss literary experiences with others, sharing responses and expressing a point of view (VCELT306)</p> <p>Literacy Interacting with others Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills (VCELY307)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Being healthy, safe and active Explore strategies to manage physical, social and emotional change (VCHPEP089)</p>	<p>Literacy Interacting with others Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills (VCELY307)</p> <p>CRITICAL AND CREATIVE THINKING Reasoning Investigate why and when the consequences of a point of view should be considered (VCCCTR015)</p> <p>ETHICAL CAPABILITY Understanding concepts 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). Decision Making and Actions Explore how apparently wrong actions can sometimes lead to good outcomes and the reverse (VCECD007)</p>	
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INTEGRATED LESSONS			
Lesson # Title Theme	1 "My Meditation" Writing/Mindfulness	2a "Grateful Graphs" Maths/Gratitude	2b "Grateful Graphs" Maths/Gratitude
Learning Intention	<ul style="list-style-type: none"> We are learning to use descriptive language such as adjectives and adverbs to write a guided meditation for our classmates We are learning how to calm our minds using guided meditation as a form of mindfulness 	<ul style="list-style-type: none"> We are learning to use different methods for data collection including survey questions and recording sheets We are learning to notice everyday things around us that we can be grateful for 	<ul style="list-style-type: none"> We are exploring different ways of presenting data and showing the results of our Gratitude investigation. We are learning to notice everyday things around us that we can be grateful for
VIC. Curriculum	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management Recognition and expression of emotions Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCSE016)</p> <p>ENGLISH Reading and Viewing Language Text structure and organisation Identify features used in imaginative, informative and persuasive texts to meet the purpose of the text, and understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (VCELA277) Expressing and developing ideas</p>	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management Recognition and expression of emotions Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCSE016)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Communicating and interacting for health and wellbeing Describe factors that can positively influence relationships and personal wellbeing (VCHPEP092)</p> <p>MATHS Statistics and Probability Data representation and interpretation</p>	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management Recognition and expression of emotions Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCSE016)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Communicating and interacting for health and wellbeing Describe factors that can positively influence relationships and personal wellbeing (VCHPEP092)</p> <p>MATHS Statistics and Probability Data representation and interpretation</p>

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	<p>Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (VCELA279)</p>	<p>Construct, interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables (VCMSP235) Pose and refine questions to collect categorical or numerical data by observation or survey (VCMSP237)</p>	<p>Construct, interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables (VCMSP235)</p>
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Year 4 Victorian Curriculum Mapping

Lesson # Title Theme	3 “How does Fart feel?” Reading/Emotional Literacy
Learning Intention	<ul style="list-style-type: none"> • We are learning to comprehend what we read by using literal and inferred meaning • We are learning to recognise changes in emotions by tracking a picture book character
VIC. Curriculum	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management Recognition and expression of emotions Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCSE016)</p> <p>ENGLISH Reading and Viewing Literature Examining literature Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers’ interest by using various techniques (VCELT284) Literature and context Make connections between the ways different authors may represent similar storylines, ideas and relationships (VCELT282) Responding to literature Describe the effects of ideas, text structures and language features of literary texts (VCELT283) Literacy Interpreting, analysing, evaluating</p>

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	<p>Read different types of texts for specific purposes by combining phonic, semantic, contextual and grammatical knowledge using text processing strategies, including monitoring meaning, skimming, scanning and reviewing (VCELY287)</p> <p>Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (VCELY288)</p>
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