



# Year 6 Victorian Curriculum Mapping



Lesson # Title Theme	1 "My Gratitude" Gratitude	2 "Empathy 101" Empathy	3 "Emotions vary in depth and strength" Emotional Literacy
Learning Intention	<ul style="list-style-type: none"> <li>We are learning to define gratitude and recognise things we can be grateful for.</li> </ul>	<ul style="list-style-type: none"> <li>We are learning to define empathy and to develop strategies to show empathy to others.</li> </ul>	<ul style="list-style-type: none"> <li>We are learning to understand emotions vary in depth and strength according to the individual.</li> </ul>
VIC. Curriculum	<p><b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Self-Awareness and Management</b> <b>Recognition and expression of emotions</b> Explore the links between their emotions and their behaviour (VCPSCSE025)</p> <p><b>Development of resilience</b> Reflect on how personal strengths have assisted in achieving success at home, at school or in the community (VCPSCSE026)</p> <p>Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations (VCPSCSE027)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b> Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places (<a href="#">VCGGK094</a>)</p> <p><b>History</b> Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society (<a href="#">VCHHK096</a>)</p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Self-Awareness and Management</b> <b>Recognition and expression of emotions</b> Explore the links between their emotions and their behaviour (VCPSCSE025)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b> Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places (<a href="#">VCGGK094</a>)</p> <p><b>History</b> Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society (<a href="#">VCHHK096</a>)</p> <p>Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander peoples, 'native born' and migrants in the Australian colonies (<a href="#">VCHHC085</a>)</p> <p>Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on Aboriginal and Torres Strait Islander peoples and migrants (<a href="#">VCHHC086</a>)</p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Self-Awareness and Management</b> <b>Recognition and expression of emotions</b> Explore the links between their emotions and their behaviour (VCPSCSE025)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b> Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places (<a href="#">VCGGK094</a>)</p> <p><b>History</b> Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society (<a href="#">VCHHK096</a>)</p> <p>Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander peoples, 'native born' and migrants in the Australian colonies (<a href="#">VCHHC085</a>)</p> <p>Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on Aboriginal and Torres Strait Islander peoples and migrants (<a href="#">VCHHC086</a>)</p>

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	<p>Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander peoples, ‘native born’ and migrants in the Australian colonies (<a href="#">VCHHC085</a>)</p> <p>Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on Aboriginal and Torres Strait Islander peoples and migrants (<a href="#">VCHHC086</a>)</p> <p>The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women, and children (<a href="#">VCHHK094</a>)</p> <p><b>English</b></p> <p>Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (<a href="#">VCELA362</a>)</p>	<p>The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women, and children (<a href="#">VCHHK094</a>)</p> <p><b>English</b></p> <p>Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (<a href="#">VCELA362</a>)</p> <p><b>ENGLISH</b></p> <p><b><u>Reading and Viewing</u></b></p> <p><b>Literacy</b></p> <p><b>Interpreting, analysing, evaluating</b></p> <p>Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (<a href="#">VCELY347</a>)</p> <p><b><u>Writing</u></b></p> <p><b>Language</b></p> <p><b>Phonics and word knowledge</b></p> <p>Understand how to use phonic knowledge and accumulated understandings about blending, letter–sound relationships, common and uncommon letter patterns and phonic generalisations to recognise and write increasingly complex words (<a href="#">VCELA353</a>)</p> <p>Understand how to use banks of known words, word origins, base words, prefixes, suffixes, spelling patterns and generalisations to spell new words, including technical words and words adopted from other languages (<a href="#">VCELA354</a>)</p> <p><b>Literacy</b></p>	<p>The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women, and children (<a href="#">VCHHK094</a>)</p> <p><b>English</b></p> <p>Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (<a href="#">VCELA362</a>)</p> <p><b>ENGLISH</b></p> <p><b><u>Reading and Viewing</u></b></p> <p><b>Literacy</b></p> <p><b>Interpreting, analysing, evaluating</b></p> <p>Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (<a href="#">VCELY347</a>)</p> <p><b><u>Writing</u></b></p> <p><b>Language</b></p> <p><b>Expressing and developing ideas</b></p> <p>Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (<a href="#">VCELA351</a>)</p> <p>Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (<a href="#">VCELA352</a>)</p> <p><b>Phonics and word knowledge</b></p> <p>Understand how to use phonic knowledge and accumulated understandings about blending, letter–sound relationships, common and</p>
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	<p><b>Creating texts</b> Develop a handwriting style that is legible, fluent and automatic and that can vary depending on context (VCELY360)</p> <p><b>Speaking and Listening</b></p> <p><b>Language</b> <b>Language for interaction</b> Understand the uses of objective and subjective language and bias (VCELA364)</p> <p><b>Literature</b> <b>Literature and context</b> Make connections between own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (VCELT365)</p> <p><b>Literacy</b> <b>Interacting with others</b> Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience (VCELY366)</p> <p>Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience (VCELY366)</p>	<p>uncommon letter patterns and phonic generalisations to recognise and write increasingly complex words (VCELA353)</p> <p>Understand how to use banks of known words, word origins, base words, prefixes, suffixes, spelling patterns and generalisations to spell new words, including technical words and words adopted from other languages (VCELA354)</p> <p><b>Literature</b> <b>Creating Literature</b> Experiment with text structures and language features and their effects in creating literary texts (VCELT355) Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (VCELT356)</p> <p><b>Literacy</b> <b>Creating texts</b> Reread and edit own and others' work using agreed criteria and explaining editing choices (VCELY359) Develop a handwriting style that is legible, fluent and automatic and that can vary depending on context (VCELY360) Use a range of software, including word processing programs, learning new functions as required to create texts (VCELY361)</p> <p><b>Speaking and Listening</b> <b>Language</b> <b>Language for interaction</b> Understand the uses of objective and subjective language and bias (VCELA364)</p> <p><b>Literacy</b> <b>Interacting with others</b></p>
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		<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <b>Being healthy, safe and active</b></p> <p>Plan and practise strategies to promote health, safety and wellbeing (VCHPEP108)</p>	<p>Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience (VCELY366)</p> <p>Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience (VCELY366)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <b>Being healthy, safe and active</b></p> <p>Explore how identities are influenced by people and places (VCHPEP105)</p> <p>Investigate community resources and strategies to seek help about health, safety and wellbeing (VCHPEP107)</p> <p><b>Contributing to healthy and active communities</b></p> <p>Investigate how celebrating similarities and differences can strengthen communities (VCHPEP114)</p>
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Lesson # Title Theme	4 “How mindful am I?” Mindfulness	5 “Mindful senses” Mindfulness	6 “My favourite gratitude quote” Gratitude
Learning Intention	<ul style="list-style-type: none"> <li>We are learning to identify different strategies we can use to be mindful.</li> </ul>	<ul style="list-style-type: none"> <li>We are learning to use our senses as a mindfulness strategy.</li> </ul>	<ul style="list-style-type: none"> <li>We are learning to research gratitude quotes and identify a quote that resonates with ourselves.</li> </ul>
VIC. Curriculum	<p><b>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management</b> <b>Recognition and expression of emotion</b> Explore the links between their emotions and their behaviour (VCPSCSE025)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b> Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places (VCGGK094)</p> <p><b>History</b> Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society (VCHHK096)</p> <p>Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander peoples, ‘native born’ and migrants in the Australian colonies (VCHHC085)</p> <p>Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these</p>	<p><b>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management</b> <b>Recognition and expression of emotion</b> Explore the links between their emotions and their behaviour (VCPSCSE025)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b> Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places (VCGGK094)</p> <p><b>History</b> Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society (VCHHK096)</p> <p>Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander peoples, ‘native born’ and migrants in the Australian colonies (VCHHC085)</p> <p>Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on Aboriginal and Torres Strait Islander peoples and migrants (VCHHC086)</p>	<p><b>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Management</b> <b>Recognition and expression of emotion</b> Explore the links between their emotions and their behaviour (VCPSCSE025)</p> <p><b>Development of resilience</b> Reflect on how personal strengths have assisted in achieving success at home, at school or in the community (VCPSCSE026)</p> <p>Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations (VCPSCSE027)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b> Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places (VCGGK094)</p> <p><b>History</b> Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society (VCHHK096)</p>

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	<p>on Aboriginal and Torres Strait Islander peoples and migrants (<a href="#">VCHHC086</a>)</p> <p>The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women, and children (<a href="#">VCHHK094</a>)</p> <p><b>English</b></p> <p>Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (<a href="#">VCELA362</a>)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <b>Communicating and interacting for health and wellbeing</b></p> <p>Practise skills to establish and manage relationships (<a href="#">VCHPEP109</a>)</p> <p>Examine the influence of emotional responses on behaviour, relationships and health and wellbeing (<a href="#">VCHPEP110</a>)</p>	<p>The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women, and children (<a href="#">VCHHK094</a>)</p> <p><b>English</b></p> <p>Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (<a href="#">VCELA362</a>)</p> <p><b>ENGLISH</b>  <b>Reading and Viewing</b>  <b>Literacy</b></p> <p><b>Interpreting, analysing, evaluating</b></p> <p>Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (<a href="#">VCELY347</a>)</p> <p><b>Writing</b>  <b>Language</b>  <b>Phonics and word knowledge</b></p> <p>Understand how to use phonic knowledge and accumulated understandings about blending, letter–sound relationships, common and uncommon letter patterns and phonic generalisations to recognise and write increasingly complex words (<a href="#">VCELA353</a>)</p> <p>Understand how to use banks of known words, word origins, base words, prefixes, suffixes, spelling patterns and generalisations to spell new words, including technical words and words adopted from other languages (<a href="#">VCELA354</a>)</p> <p><b>Literacy</b></p>	<p>Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander peoples, ‘native born’ and migrants in the Australian colonies (<a href="#">VCHHC085</a>)</p> <p>Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on Aboriginal and Torres Strait Islander peoples and migrants (<a href="#">VCHHC086</a>)</p> <p>The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women, and children (<a href="#">VCHHK094</a>)</p> <p><b>English</b></p> <p>Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (<a href="#">VCELA362</a>)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, social and community health</b>  <b>Being healthy, safe and active</b></p> <p>Investigate resources to manage changes and transitions associated with puberty (<a href="#">VCHPEP106</a>)</p>
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		<p><b>Creating texts</b> Develop a handwriting style that is legible, fluent and automatic and that can vary depending on context (VCELY360)</p> <p><b><u>Speaking and Listening</u></b> <b>Literacy</b> <b>Interacting with others</b> Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience (VCELY366)</p>	
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Lesson # Title Theme	7 “20 things we should say more often” Gratitude	8 “Kindness through challenges” Empathy	9 “Sharing your knowledge” Empathy
Learning Intention	<ul style="list-style-type: none"> <li>We are learning to recognise that positive words impact on how people feel.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise peer pressure as a potential barrier for helping others in need or showing kindness, and exploring strategies to overcome this.</li> </ul>	<ul style="list-style-type: none"> <li>We are learning to describe empathy to others.</li> </ul>
VIC. Curriculum	<p><b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Self-Awareness and Management</b> <b>Recognition and expression of emotion</b> Explore the links between their emotions and their behaviour (VCPSCSE025)</p> <p><b>Social Awareness and Management</b> <b>Relationships and diversity</b> Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences (VCPSCSO029)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b> Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places (VCGGK094)</p> <p><b>History</b> Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society (VCHHK096)</p> <p>Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait</p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Self-awareness and management</b> <b>Recognition and expression of emotion</b> Explore the links between their emotions and their behaviour (VCPSCSE025)</p> <p><b>Social Awareness and Management –</b> <b>Relationships and diversity</b> Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences (VCPSCSO029)</p> <p><b>Collaboration</b> Describe the various causes of conflict and evaluate possible strategies to address conflict (VCPSCSO033)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>History</b> Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society (VCHHK096)</p> <p>Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait</p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Self-Awareness and Management</b> <b>Recognition and expression of emotion</b> Explore the links between their emotions and their behaviour (VCPSCSE025)</p> <p><b>Development of resilience</b> Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations (VCPSCSE027)</p> <p><b>Relationships and diversity</b> Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences (VCPSCSO029)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b> Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places (VCGGK094)</p> <p><b>History</b> Significant contributions of individuals and groups, including Aboriginal and Torres Strait</p>

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	<p>Islander peoples, ‘native born’ and migrants in the Australian colonies (<a href="#">VCHHC085</a>)</p> <p>Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on Aboriginal and Torres Strait Islander peoples and migrants (<a href="#">VCHHC086</a>)</p> <p>The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women, and children (<a href="#">VCHHK094</a>)</p> <p><b>ENGLISH</b> <b><u>Reading and Viewing</u></b> <b>Language</b> <b>Expressing and developing ideas</b> Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (<a href="#">VCELA340</a>) <b>Literacy</b> <b>Interpreting, analysing, evaluating</b> Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (<a href="#">VCELY347</a>)</p> <p><b><u>Writing</u></b> <b>Language</b> <b>Phonics and word knowledge</b> Understand how to use phonic knowledge and accumulated understandings about blending, letter–sound relationships, common and</p>	<p>Islander peoples, ‘native born’ and migrants in the Australian colonies (<a href="#">VCHHC085</a>)</p> <p>Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on Aboriginal and Torres Strait Islander peoples and migrants (<a href="#">VCHHC086</a>)</p> <p>The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women, and children (<a href="#">VCHHK094</a>)</p> <p><b>English</b> Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (<a href="#">VCELA362</a>)</p> <p><b>ENGLISH</b> <b><u>Speaking and Listening</u></b> <b>Literature</b> <b>Literature and context</b> Make connections between own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (<a href="#">VCELT365</a>) <b>Literacy</b> <b>Interacting with others</b> Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of</p>	<p>Islander peoples and migrants, to changing Australian society (<a href="#">VCHHK096</a>)</p> <p>Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander peoples, ‘native born’ and migrants in the Australian colonies (<a href="#">VCHHC085</a>)</p> <p>Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on Aboriginal and Torres Strait Islander peoples and migrants (<a href="#">VCHHC086</a>)</p> <p>The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women, and children (<a href="#">VCHHK094</a>)</p> <p><b>English</b> Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (<a href="#">VCELA362</a>)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b> <b>Personal, Social and Community Health</b> <b>Being healthy, safe and active</b> Plan and practise strategies to promote health, safety and wellbeing (<a href="#">VCHPEP108</a>) <b>Communicating and interacting for health and wellbeing</b> Practise skills to establish and manage relationships (<a href="#">VCHPEP109</a>)</p> <p><b>DRAMA</b> <b>Explore and Express Ideas</b></p>
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	<p>uncommon letter patterns and phonic generalisations to recognise and write increasingly complex words (VCELA353)</p> <p>Understand how to use banks of known words, word origins, base words, prefixes, suffixes, spelling patterns and generalisations to spell new words, including technical words and words adopted from other languages (VCELA354)</p> <p><b>Literacy</b></p> <p><b>Creating texts</b></p> <p>Reread and edit own and others' work using agreed criteria and explaining editing choices (VCELY359)</p> <p>Develop a handwriting style that is legible, fluent and automatic and that can vary depending on context (VCELY360)</p> <p><b><u>Speaking and Listening</u></b></p> <p><b>Language</b></p> <p><b>Language for interaction</b></p> <p>Understand the uses of objective and subjective language and bias (VCELA364)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b></p> <p><b>Personal, Social and Community Health</b></p> <p><b>Being healthy, safe and active</b></p> <p>Investigate community resources and strategies to seek help about health, safety and wellbeing (VCHPEP107)</p> <p><b>Communicating and interacting for health and wellbeing</b></p> <p>Practise skills to establish and manage relationships (VCHPEP109)</p>	<p>interaction and needs and expertise of the audience (VCELY366)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b></p> <p><b>Personal, Social and Community Health</b></p> <p><b>Being healthy, safe and active</b></p> <p>Plan and practise strategies to promote health, safety and wellbeing (VCHPEP108)</p> <p><b>Communicating and interacting for health and wellbeing</b></p> <p>Practise skills to establish and manage relationships (VCHPEP109)</p> <p><b>DRAMA</b></p> <p><b>Explore and Express Ideas</b></p> <p>Explore dramatic action, empathy and space in improvisations, play-building and scripted drama, to develop characters and situations (VCADRE029)</p>	<p>Explore dramatic action, empathy and space in improvisations, play-building and scripted drama, to develop characters and situations (VCADRE029)</p>
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	<p><b>DRAMA</b></p> <p><b>Explore and Express Ideas</b></p> <p>Explore dramatic action, empathy and space in improvisations, play-building and scripted drama, to develop characters and situations (VCADRE029)</p>		
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## Year 6 Victorian Curriculum Mapping

Lesson # Title Theme	10 “My top strengths” Character Strengths	11 “Character strengths” Character Strengths	12 “Thank you” Gratitude
Learning Intention	<ul style="list-style-type: none"> <li>We are learning to identify character strengths in ourselves and others.</li> </ul>	<ul style="list-style-type: none"> <li>We are learning to identify character strengths in inspirational people.</li> </ul>	<ul style="list-style-type: none"> <li>We are learning to express gratitude to teachers who have had a positive impact on our life.</li> </ul>
VIC. Curriculum	<p><b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Self-Awareness and Management</b> <b>Recognition and expression of emotion</b> Explore the links between their emotions and their behaviour (VCPSCSE025)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b> Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places (VCGGK094)</p> <p><b>History</b> Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society (VCHHK096)</p> <p>Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander peoples, ‘native born’ and migrants in the Australian colonies (VCHHC085)</p> <p>Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on</p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Self-Awareness and Management</b> <b>Recognition and expression of emotion</b> Explore the links between their emotions and their behaviour (VCPSCSE025)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b> Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places (VCGGK094)</p> <p><b>History</b> Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society (VCHHK096)</p> <p>Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander peoples, ‘native born’ and migrants in the Australian colonies (VCHHC085)</p> <p>Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on</p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Self-Awareness and Management</b> <b>Recognition and expression of emotion</b> Explore the links between their emotions and their behaviour (VCPSCSE025)</p> <p><b>Relationships and diversity</b> Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences (VCPSCSO029)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b> Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places (VCGGK094)</p> <p><b>History</b> Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society (VCHHK096)</p> <p>Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait</p>

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	<p>Aboriginal and Torres Strait Islander peoples and migrants (<a href="#">VCHHC086</a>)</p> <p>The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women, and children (<a href="#">VCHHK094</a>)</p> <p><b>English</b></p> <p>Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (<a href="#">VCELA362</a>)</p> <p><b>ENGLISH</b> <b><u>Reading and Viewing</u></b> <b>Literacy</b></p> <p><b>Interpreting, analysing, evaluating</b></p> <p>Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (<a href="#">VCELY347</a>)</p> <p><b><u>Writing</u></b> <b>Language</b></p> <p><b>Phonics and word knowledge</b></p> <p>Understand how to use phonic knowledge and accumulated understandings about blending, letter–sound relationships, common and uncommon letter patterns and phonic generalisations to recognise and write increasingly complex words (<a href="#">VCELA353</a>)</p> <p>Understand how to use banks of known words, word origins, base words, prefixes, suffixes, spelling patterns and generalisations to spell new</p>	<p>Aboriginal and Torres Strait Islander peoples and migrants (<a href="#">VCHHC086</a>)</p> <p>The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women, and children (<a href="#">VCHHK094</a>)</p> <p><b>English</b></p> <p>Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (<a href="#">VCELA362</a>)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b> <b>Personal, Social and Community Health</b></p> <p><b>Communicating and interacting for health and wellbeing</b></p> <p>Practise skills to establish and manage relationships (<a href="#">VCHPEP109</a>)</p> <p>Examine the influence of emotional responses on behaviour, relationships and health and wellbeing (<a href="#">VCHPEP110</a>)</p> <p><b>DRAMA</b></p> <p><b>Explore and Express Ideas</b></p> <p>Explore dramatic action, empathy and space in improvisations, play-building and scripted drama, to develop characters and situations (<a href="#">VCADRE029</a>)</p>	<p>Islander peoples, ‘native born’ and migrants in the Australian colonies (<a href="#">VCHHC085</a>)</p> <p>Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on Aboriginal and Torres Strait Islander peoples and migrants (<a href="#">VCHHC086</a>)</p> <p>The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women, and children (<a href="#">VCHHK094</a>)</p> <p><b>English</b></p> <p>Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (<a href="#">VCELA362</a>)</p> <p><b>MATHEMATICS</b> <b>Statistics and Probability</b></p> <p><b>Data representation and interpretation</b></p> <p>Construct, interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables (<a href="#">VCMSP235</a>)</p>
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	<p>words, including technical words and words adopted from other languages (VCELA354)</p> <p><b>Literacy</b></p> <p><b>Creating texts</b></p> <p>Reread and edit own and others' work using agreed criteria and explaining editing choices (VCELY359)</p> <p>Develop a handwriting style that is legible, fluent and automatic and that can vary depending on context (VCELY360)</p> <p><b>Speaking and Listening</b></p> <p><b>Literature</b></p> <p><b>Literature and context</b></p> <p>Make connections between own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (VCELT365)</p> <p><b>Literacy</b></p> <p><b>Interacting with others</b></p> <p>Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience (VCELY366)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b></p> <p><b>Personal, Social and Community Health</b></p> <p><b>Communicating and interacting for health and wellbeing</b></p>		
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	<p>Practise skills to establish and manage relationships (VCHPEP109)</p> <p>Examine the influence of emotional responses on behaviour, relationships and health and wellbeing (VCHPEP110)</p>		
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Lesson # Title Theme	13 "Look at what we have" Gratitude	14 "Worming it out" Emotional Literacy	15 "Noticing negative thoughts" Mindfulness
Learning Intention	<ul style="list-style-type: none"> <li>We are learning to express gratitude for our school facilities.</li> </ul>	<ul style="list-style-type: none"> <li>Notice when we are experiencing positive and negative emotions and identify strategies we can use to move from negative to positive feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Be mindful of our inner dialogue to notice negative thoughts and use strategies to think more positively.</li> </ul>
VIC. Curriculum	<p><b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Self-Awareness and Management</b> <b>Recognition and expression of emotion</b> Explore the links between their emotions and their behaviour (VCPSCSE025)</p> <p><b>Social Awareness and Management</b> <b>Relationships and diversity</b> Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences (VCPSCSO029)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b> Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places (VCGGK094)</p> <p><b>History</b> Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society (VCHHK096)</p> <p>Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait</p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Self-Awareness and Management</b> <b>Recognition and expression of emotion</b> Explore the links between their emotions and their behaviour (VCPSCSE025)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b> Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places (VCGGK094)</p> <p><b>History</b> Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society (VCHHK096)</p> <p>Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander peoples, 'native born' and migrants in the Australian colonies (VCHHC085)</p> <p>Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on</p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Self-Awareness and Management</b> <b>Recognition and expression of emotion</b> Explore the links between their emotions and their behaviour (VCPSCSE025)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b> Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places (VCGGK094)</p> <p><b>History</b> Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society (VCHHK096)</p> <p>Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander peoples, 'native born' and migrants in the Australian colonies (VCHHC085)</p> <p>Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on</p>

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<p>Islander peoples, 'native born' and migrants in the Australian colonies (<a href="#">VCHHC085</a>)</p> <p>Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on Aboriginal and Torres Strait Islander peoples and migrants (<a href="#">VCHHC086</a>)</p> <p>The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women, and children (<a href="#">VCHHK094</a>)</p> <p><b>English</b></p> <p>Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (<a href="#">VCELA362</a>)</p> <p><b>ENGLISH</b></p> <p><b><u>Writing</u></b></p> <p><b>Language</b></p> <p><b>Expressing and developing ideas</b></p> <p>Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (<a href="#">VCELA351</a>)</p> <p><b>Phonics and word knowledge</b></p> <p>Understand how to use phonic knowledge and accumulated understandings about blending, letter-sound relationships, common and uncommon letter patterns and phonic generalisations to recognise and write increasingly complex words (<a href="#">VCELA353</a>)</p> <p>Understand how to use banks of known words, word origins, base words, prefixes, suffixes,</p>	<p>Aboriginal and Torres Strait Islander peoples and migrants (<a href="#">VCHHC086</a>)</p> <p>The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women, and children (<a href="#">VCHHK094</a>)</p> <p><b>English</b></p> <p>Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (<a href="#">VCELA362</a>)</p> <p><b>ENGLISH</b></p> <p><b><u>Speaking and Listening</u></b></p> <p><b>Literacy</b></p> <p><b>Interacting with others</b></p> <p>Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience (<a href="#">VCELY366</a>)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b></p> <p><b>Personal, Social and Community Health</b></p> <p><b>Being healthy, safe and active</b></p> <p>Plan and practise strategies to promote health, safety and wellbeing (<a href="#">VCHPEP108</a>)</p> <p><b>Communicating and interacting for health and wellbeing</b></p>	<p>Aboriginal and Torres Strait Islander peoples and migrants (<a href="#">VCHHC086</a>)</p> <p>The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women, and children (<a href="#">VCHHK094</a>)</p> <p><b>English</b></p> <p>Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (<a href="#">VCELA362</a>)</p> <p><b>ENGLISH</b></p> <p><b><u>Reading and Viewing</u></b></p> <p><b>Literacy</b></p> <p><b>Interpreting, analysing, evaluating</b></p> <p>Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (<a href="#">VCELY347</a>)</p> <p><b><u>Writing</u></b></p> <p><b>Literacy</b></p> <p><b>Creating texts</b></p> <p>Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (<a href="#">VCELY358</a>)</p> <p><b><u>Speaking and Listening</u></b></p> <p><b>Language</b></p> <p><b>Language for interaction</b></p>
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	<p>spelling patterns and generalisations to spell new words, including technical words and words adopted from other languages (VCCLA354)</p> <p><b>Literature</b></p> <p><b>Creating Literature</b></p> <p>Experiment with text structures and language features and their effects in creating literary texts (VCELT355)</p> <p>Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (VCELT356)</p> <p><b>Literacy</b></p> <p><b>Creating texts</b></p> <p>Develop a handwriting style that is legible, fluent and automatic and that can vary depending on context (VCELY360)</p> <p>Use a range of software, including word processing programs, learning new functions as required to create texts (VCELY361)</p> <p><b>Speaking and Listening</b></p> <p><b>Literacy</b></p> <p><b>Interacting with others</b></p> <p>Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience (VCELY366)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b></p> <p><b>Personal, Social and Community Health</b></p> <p><b>Being healthy, safe and active</b></p>	<p>Examine the influence of emotional responses on behaviour, relationships and health and wellbeing (VCHPEP110)</p> <p><b>MATHEMATICS</b></p> <p><b>Statistics and Probability</b></p> <p><b>Data representation and interpretation</b></p> <p>Construct, interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables (VCMSP235)</p>	<p>Understand the uses of objective and subjective language and bias (VCCLA364)</p> <p><b>Literacy</b></p> <p><b>Interacting with others</b></p> <p>Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience (VCELY366)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b></p> <p><b>Personal, Social and Community Health</b></p> <p><b>Being healthy, safe and active</b></p> <p>Plan and practise strategies to promote health, safety and wellbeing (VCHPEP108)</p> <p><b>Communicating and interacting for health and wellbeing</b></p> <p>Examine the influence of emotional responses on behaviour, relationships and health and wellbeing (VCHPEP110)</p>
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	<p>Investigate community resources and strategies to seek help about health, safety and wellbeing (VCHPEP107)</p> <p><b>Communicating and interacting for health and wellbeing</b></p> <p>Practise skills to establish and manage relationships (VCHPEP109)</p>		
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## Year 6 Victorian Curriculum Mapping

Lesson # Title Theme	16 “Understanding chemical responses.” Emotional Literacy	17 “Natural emotions” Emotional Literacy	18 “Gratitude for VIP’s” Gratitude
Learning Intention	<ul style="list-style-type: none"> <li>We are learning to understand the chemical response emotions have on our bodies.</li> </ul>	<ul style="list-style-type: none"> <li>We are learning to develop strategies to deal with strong emotions.</li> </ul>	<ul style="list-style-type: none"> <li>Express gratitude to others.</li> </ul>
VIC. Curriculum	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <b>Being healthy, safe and active</b>            Explore how identities are influenced by people and places (VCHPEP105)            Plan and practise strategies to promote health, safety and wellbeing (VCHPEP108)</p> <p><b>CRITICAL AND CREATIVE THINKING</b>  <b>Questions and Possibilities</b>            Identify and form links and patterns from multiple information sources to generate non-routine ideas and possibilities (VCCCTQ023)</p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self-Awareness and Management</b>  <b>Recognition and expression of emotion</b>            Explore the links between their emotions and their behaviour (VCPCSE025)  <b>Social Awareness and Management</b>  <b>Relationships and diversity</b>            Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved (VCPSCSO031)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b>  <b>Geography</b>            Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places (VCGGK094)  <b>History</b>            Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society (VCHHK096)            Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait</p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self-Awareness and Management</b>  <b>Recognition and expression of emotion</b>            Explore the links between their emotions and their behaviour (VCPCSE025)  <b>Social Awareness and Management</b>  <b>Relationships and diversity</b>            Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences (VCPSCSO029)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b>  <b>Geography</b>            Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places (VCGGK094)  <b>History</b>            Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society (VCHHK096)            Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait</p>

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		<p>Islander peoples, 'native born' and migrants in the Australian colonies (<a href="#">VCHHC085</a>)</p> <p>Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on Aboriginal and Torres Strait Islander peoples and migrants (<a href="#">VCHHC086</a>)</p> <p>The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women, and children (<a href="#">VCHHK094</a>)</p> <p><b>English</b></p> <p>Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (<a href="#">VCELA362</a>)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b></p> <p><b>Being healthy, safe and active</b></p> <p>Plan and practise strategies to promote health, safety and wellbeing (<a href="#">VCHPEP108</a>)</p> <p><b>Communicating and interacting for health and wellbeing</b></p> <p>Practise skills to establish and manage relationships (<a href="#">VCHPEP109</a>)</p> <p>Examine the influence of emotional responses on behaviour, relationships and health and wellbeing (<a href="#">VCHPEP110</a>)</p>	<p>Islander peoples, 'native born' and migrants in the Australian colonies (<a href="#">VCHHC085</a>)</p> <p>Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on Aboriginal and Torres Strait Islander peoples and migrants (<a href="#">VCHHC086</a>)</p> <p>The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women, and children (<a href="#">VCHHK094</a>)</p> <p><b>English</b></p> <p>Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (<a href="#">VCELA362</a>)</p> <p><b>ENGLISH</b>  <b><u>Reading and Viewing</u></b>  <b>Literature</b></p> <p><b>Responding to literature</b></p> <p>Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (<a href="#">VCELT341</a>)</p> <p><b>Literacy</b></p> <p><b>Interpreting, analysing, evaluating</b></p> <p>Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (<a href="#">VCELY347</a>)</p> <p><b><u>Writing</u></b>  <b>Language</b></p>
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			<p><b>Expressing and developing ideas</b></p> <p>Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (VCELA352)</p> <p><b>Phonics and word knowledge</b></p> <p>Understand how to use phonic knowledge and accumulated understandings about blending, letter-sound relationships, common and uncommon letter patterns and phonic generalisations to recognise and write increasingly complex words (VCELA353)</p> <p>Understand how to use banks of known words, word origins, base words, prefixes, suffixes, spelling patterns and generalisations to spell new words, including technical words and words adopted from other languages (VCELA354)</p> <p><b>Literature</b></p> <p><b>Creating Literature</b></p> <p>Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (VCELT356)</p> <p><b>Literacy</b></p> <p><b>Creating texts</b></p> <p>Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (VCELY358)</p> <p>Reread and edit own and others' work using agreed criteria and explaining editing choices (VCELY359)</p> <p>Develop a handwriting style that is legible, fluent and automatic and that can vary depending on context (VCELY360)</p>
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			<p>Use a range of software, including word processing programs, learning new functions as required to create texts (VCELY361)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <b>Being healthy, safe and active</b></p> <p>Plan and practise strategies to promote health, safety and wellbeing (VCHPEP108)</p> <p><b>Communicating and interacting for health and wellbeing</b></p> <p>Practise skills to establish and manage relationships (VCHPEP109)</p>
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## Year 6 Victorian Curriculum Mapping

Lesson # Title Theme	19 "Gratitude Podcast" Gratitude	20 "Positive self-talk" Empathy	21 "All unique, all different" Empathy
Learning Intention	<ul style="list-style-type: none"> <li>We are learning to reflect on things we are grateful for.</li> </ul>	<ul style="list-style-type: none"> <li>We are learning to understand the benefits of positive self-talk.</li> </ul>	<ul style="list-style-type: none"> <li>We are learning to reflect on our own strengths.</li> <li>We are learning to develop our self-esteem.</li> </ul>
VIC. Curriculum	<p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b></p> <p><b>Geography</b> Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places (<a href="#">VCGGK094</a>)</p> <p><b>History</b> Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society (<a href="#">VCHHK096</a>)</p> <p>Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander peoples, 'native born' and migrants in the Australian colonies (<a href="#">VCHHC085</a>)</p> <p>Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on Aboriginal and Torres Strait Islander peoples and migrants (<a href="#">VCHHC086</a>)</p> <p>The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women, and children (<a href="#">VCHHK094</a>)</p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Self-Awareness and Management</b> <b>Recognition and expression of emotion</b> Explore the links between their emotions and their behaviour (<a href="#">VCPSCSE025</a>)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b></p> <p><b>Geography</b> Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places (<a href="#">VCGGK094</a>)</p> <p><b>History</b> Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society (<a href="#">VCHHK096</a>)</p> <p>Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander peoples, 'native born' and migrants in the Australian colonies (<a href="#">VCHHC085</a>)</p> <p>Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on Aboriginal and Torres Strait Islander peoples and migrants (<a href="#">VCHHC086</a>)</p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Self-Awareness and Management</b> <b>Recognition and expression of emotion</b> Explore the links between their emotions and their behaviour (<a href="#">VCPSCSE025</a>)</p> <p><b>Development of resilience</b> Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations (<a href="#">VCPSCSE027</a>)</p> <p><b>Relationships and diversity</b> Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences (<a href="#">VCPSCSO029</a>)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b></p> <p><b>History</b> Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society (<a href="#">VCHHK096</a>)</p> <p>Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander peoples, 'native born' and migrants in the Australian colonies (<a href="#">VCHHC085</a>)</p>

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	<p><b>English</b></p> <p>Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (<a href="#">VCELA362</a>)</p> <p><b>ENGLISH</b></p> <p><b><u>Reading and Viewing</u></b></p> <p><b>Literacy</b></p> <p><b>Interpreting, analysing, evaluating</b></p> <p>Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (<a href="#">VCELY347</a>)</p> <p><b><u>Speaking and Listening</u></b></p> <p><b>Language</b></p> <p><b>Language for interaction</b></p> <p>Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (<a href="#">VCELA363</a>)</p> <p><b>Literacy</b></p> <p><b>Interacting with others</b></p> <p>Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience (<a href="#">VCELY366</a>)</p>	<p>The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women, and children (<a href="#">VCHHK094</a>)</p> <p><b>English</b></p> <p>Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (<a href="#">VCELA362</a>)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b></p> <p><b>Personal, Social and Community Health</b></p> <p><b>Being healthy, safe and active</b></p> <p>Plan and practise strategies to promote health, safety and wellbeing (<a href="#">VCHPEP108</a>)</p>	<p>Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on Aboriginal and Torres Strait Islander peoples and migrants (<a href="#">VCHHC086</a>)</p> <p>The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women, and children (<a href="#">VCHHK094</a>)</p> <p><b>English</b></p> <p>Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (<a href="#">VCELA362</a>)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b></p> <p><b>Personal, Social and Community Health</b></p> <p><b>Being healthy, safe and active</b></p> <p>Plan and practise strategies to promote health, safety and wellbeing (<a href="#">VCHPEP108</a>)</p> <p><b>MEDIA ARTS</b></p> <p><b>Respond and Interpret</b></p> <p>Explain how the elements of media arts and story principles communicate meaning and viewpoints by comparing media artworks from different social, cultural and historical contexts, including media artworks of Aboriginal and Torres Strait Islander Peoples (<a href="#">VCAMAR032</a>)</p>
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	<p>Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience (VCELY366)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <b>Being healthy, safe and active</b></p> <p>Explore how identities are influenced by people and places (VCHPEP105)</p> <p>Plan and practise strategies to promote health, safety and wellbeing (VCHPEP108)</p> <p><b>Communicating and interacting for health and wellbeing</b></p> <p>Practise skills to establish and manage relationships (VCHPEP109)</p> <p><b>MEDIA ARTS</b>  <b>Present and Perform</b></p> <p>Plan, produce and present media artworks for specific audiences and purposes using responsible media practice (VCAMAP031)</p>		
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## Year 6 Victorian Curriculum Mapping

Lesson # Title Theme	22 "Managing emotional changes" Emotional Literacy	23 'Managing social changes" Emotional Literacy	24 "Encouraging change" Empathy
Learning Intention	<ul style="list-style-type: none"> <li>We are learning to develop strategies to deal with stressful situations.</li> </ul>	<ul style="list-style-type: none"> <li>We are learning to develop strategies to deal with conflict.</li> </ul>	<ul style="list-style-type: none"> <li>We are learning to persuade others to show empathy and kindness.</li> </ul>
VIC. Curriculum	<p><b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Self-Awareness and Management</b> <b>Recognition and expression of emotion</b> Explore the links between their emotions and their behaviour (VCPCSE025) <b>Social Awareness and Management</b> <b>Relationships and diversity</b> Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences (VCPSCSO029)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b> Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places (<a href="#">VCGGK094</a>) <b>History</b> Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society (<a href="#">VCHHK096</a>) Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait</p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Self-Awareness and Management</b> <b>Recognition and expression of emotion</b> Explore the links between their emotions and their behaviour (VCPCSE025) <b>Development of resilience</b> Reflect on how personal strengths have assisted in achieving success at home, at school or in the community (VCPCSE026) <b>Social Awareness and Management</b> <b>Relationships and diversity</b> Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved (VCPSCSO031)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b> Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places (<a href="#">VCGGK094</a>) <b>History</b> Significant contributions of individuals and groups, including Aboriginal and Torres Strait</p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Self-Awareness and Management</b> <b>Recognition and expression of emotion</b> Explore the links between their emotions and their behaviour (VCPCSE025)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b> Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places (<a href="#">VCGGK094</a>) <b>History</b> Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society (<a href="#">VCHHK096</a>) Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander peoples, 'native born' and migrants in the Australian colonies (<a href="#">VCHHC085</a>) Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on Aboriginal and Torres Strait Islander peoples and migrants (<a href="#">VCHHC086</a>)</p>

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	<p>Islander peoples, ‘native born’ and migrants in the Australian colonies (<a href="#">VCHHC085</a>)</p> <p>Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on Aboriginal and Torres Strait Islander peoples and migrants (<a href="#">VCHHC086</a>)</p> <p>The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women, and children (<a href="#">VCHHK094</a>)</p> <p><b>English</b></p> <p>Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (<a href="#">VCELA362</a>)</p> <p><b>ENGLISH</b> <b>Writing</b> <b>Language</b> <b>Expressing and developing ideas</b></p> <p>Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (<a href="#">VCELA352</a>)</p> <p><b>Phonics and word knowledge</b></p> <p>Understand how to use phonic knowledge and accumulated understandings about blending, letter–sound relationships, common and uncommon letter patterns and phonic generalisations to recognise and write increasingly complex words (<a href="#">VCELA353</a>)</p> <p>Understand how to use banks of known words, word origins, base words, prefixes, suffixes,</p>	<p>Islander peoples and migrants, to changing Australian society (<a href="#">VCHHK096</a>)</p> <p>Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander peoples, ‘native born’ and migrants in the Australian colonies (<a href="#">VCHHC085</a>)</p> <p>Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on Aboriginal and Torres Strait Islander peoples and migrants (<a href="#">VCHHC086</a>)</p> <p>The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women, and children (<a href="#">VCHHK094</a>)</p> <p><b>English</b></p> <p>Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (<a href="#">VCELA362</a>)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b> <b>Personal, Social and Community Health</b> <b>Being healthy, safe and active</b></p> <p>Explore how identities are influenced by people and places (<a href="#">VCHPEP105</a>)</p> <p><b>Communicating and interacting for health and wellbeing</b></p> <p>Examine the influence of emotional responses on behaviour, relationships and health and wellbeing (<a href="#">VCHPEP110</a>)</p>	<p>The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women, and children (<a href="#">VCHHK094</a>)</p> <p><b>English</b></p> <p>Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (<a href="#">VCELA362</a>)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b> <b>Personal, Social and Community Health</b> <b>Being healthy, safe and active</b></p> <p>Plan and practise strategies to promote health, safety and wellbeing (<a href="#">VCHPEP108</a>)</p>
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	<p>spelling patterns and generalisations to spell new words, including technical words and words adopted from other languages (VCELA354)</p> <p><b>Literacy</b></p> <p><b>Creating texts</b></p> <p>Reread and edit own and others' work using agreed criteria and explaining editing choices (VCELY359)</p> <p>Develop a handwriting style that is legible, fluent and automatic and that can vary depending on context (VCELY360)</p> <p>Use a range of software, including word processing programs, learning new functions as required to create texts (VCELY361)</p> <p><b>Speaking and Listening</b></p> <p><b>Language</b></p> <p><b>Language for interaction</b></p> <p>Understand the uses of objective and subjective language and bias (VCELA364)</p> <p><b>Literacy</b></p> <p><b>Interacting with others</b></p> <p><b>HEALTH AND PHYSICAL EDUCATION</b></p> <p><b>Personal, Social and Community Health</b></p> <p><b>Being healthy, safe and active</b></p> <p>Plan and practise strategies to promote health, safety and wellbeing (VCHPEP108)</p> <p><b>Communicating and interacting for health and wellbeing</b></p> <p>Practise skills to establish and manage relationships (VCHPEP109)</p>		
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	Examine the influence of emotional responses on behaviour, relationships and health and wellbeing (VCHPEP110)		
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# Year 6 Victorian Curriculum Mapping

Lesson # Title Theme	25 "Emotions are essential" Emotional Literacy	26 "Who can help?" Emotional Literacy	27 Mind-Body Connection: Healthy Eating Mindfulness
Learning Intention	<ul style="list-style-type: none"> <li>We are learning to recognise the importance of sharing our emotions.</li> </ul>	<ul style="list-style-type: none"> <li>We are learning to understand the importance of seeking emotional help.</li> <li>We are learning to identify people and places we can go to for emotional help.</li> </ul>	<ul style="list-style-type: none"> <li>We are learning to understand the importance of healthy eating on our physical and mental wellbeing.</li> </ul>
VIC. Curriculum	<p><b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Self-Awareness and Management</b> <b>Recognition and expression of emotion</b> Explore the links between their emotions and their behaviour (VCPSCSE025)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>History</b> Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society (VCHHK096)</p> <p>Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander peoples, 'native born' and migrants in the Australian colonies (VCHHC085)</p> <p>Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on Aboriginal and Torres Strait Islander peoples and migrants (VCHHC086)</p> <p>The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres</p>	<p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b> Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places (VCGGK094)</p> <p><b>History</b> Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society (VCHHK096)</p> <p>Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander peoples, 'native born' and migrants in the Australian colonies (VCHHC085)</p> <p>Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on Aboriginal and Torres Strait Islander peoples and migrants (VCHHC086)</p> <p>The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women, and children (VCHHK094)</p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Social Awareness and Management</b> <b>Collaboration</b> Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and describe both their own and their team's performance when undertaking various roles (VCPSCSO032)</p> <p>Describe the various causes of conflict and evaluate possible strategies to address conflict (VCPSCSO033)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b> Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places (VCGGK094)</p> <p><b>History</b> Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society (VCHHK096)</p> <p>Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait</p>



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	<p>Strait Islander peoples, migrants, women, and children (<a href="#">VCHHK094</a>)</p> <p><b>English</b></p> <p>Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (<a href="#">VCELA362</a>)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b></p> <p><b>Being healthy, safe and active</b></p> <p>Explore how identities are influenced by people and places (<a href="#">VCHPEP105</a>)</p> <p>Plan and practise strategies to promote health, safety and wellbeing (<a href="#">VCHPEP108</a>)</p> <p><b>MEDIA ARTS</b></p> <p><b>Present and Perform</b></p> <p>Plan, produce and present media artworks for specific audiences and purposes using responsible media practice (<a href="#">VCAMAP031</a>)</p> <p><b>CRITICAL AND CREATIVE THINKING</b></p> <p><b>Questions and Possibilities</b></p> <p>Identify and form links and patterns from multiple information sources to generate non-routine ideas and possibilities (<a href="#">VCCCTQ023</a>)</p>	<p><b>English</b></p> <p>Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (<a href="#">VCELA362</a>)</p> <p><b>ENGLISH</b></p> <p><b>Reading and Viewing</b></p> <p><b>Literature</b></p> <p><b>Responding to literature</b></p> <p>Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (<a href="#">VCELT341</a>)</p> <p><b>Literacy</b></p> <p><b>Interpreting, analysing, evaluating</b></p> <p>Analyse strategies authors use to influence readers (<a href="#">VCELY345</a>)</p> <p>Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (<a href="#">VCELY347</a>)</p> <p><b>Writing</b></p> <p><b>Language</b></p> <p><b>Expressing and developing ideas</b></p> <p>Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (<a href="#">VCELA352</a>)</p> <p><b>Phonics and word knowledge</b></p> <p>Understand how to use phonic knowledge and accumulated understandings about blending, letter–sound relationships, common and uncommon letter patterns and phonic</p>	<p>Islander peoples, ‘native born’ and migrants in the Australian colonies (<a href="#">VCHHC085</a>)</p> <p>Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on Aboriginal and Torres Strait Islander peoples and migrants (<a href="#">VCHHC086</a>)</p> <p>The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women, and children (<a href="#">VCHHK094</a>)</p> <p><b>English</b></p> <p>Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (<a href="#">VCELA362</a>)</p> <p><b>ENGLISH</b></p> <p><b>Reading and Viewing</b></p> <p><b>Literacy</b></p> <p><b>Interpreting, analysing, evaluating</b></p> <p>Select, navigate and read increasingly complex texts for a range of purposes, applying appropriate text processing strategies to recall information and consolidate meaning (<a href="#">VCELY346</a>)</p> <p>Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (<a href="#">VCELY347</a>)</p> <p><b>Writing</b></p> <p><b>Language</b></p> <p><b>Phonics and word knowledge</b></p> <p>Understand how to use phonic knowledge and accumulated understandings about blending,</p>
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		<p>generalisations to recognise and write increasingly complex words (VCELA353)</p> <p>Understand how to use banks of known words, word origins, base words, prefixes, suffixes, spelling patterns and generalisations to spell new words, including technical words and words adopted from other languages (VCELA354)</p> <p><b>Literacy</b></p> <p><b>Texts in context</b></p> <p>Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (VCELY357)</p> <p><b>Creating texts</b></p> <p>Reread and edit own and others' work using agreed criteria and explaining editing choices (VCELY359)</p> <p>Develop a handwriting style that is legible, fluent and automatic and that can vary depending on context (VCELY360)</p> <p>Use a range of software, including word processing programs, learning new functions as required to create texts (VCELY361)</p> <p><b><u>Speaking and Listening</u></b></p> <p><b>Language</b></p> <p><b>Language for interaction</b></p> <p>Understand the uses of objective and subjective language and bias (VCELA364)</p> <p><b>Literacy</b></p> <p><b>Interacting with others</b></p> <p>Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use</p>	<p>letter-sound relationships, common and uncommon letter patterns and phonic generalisations to recognise and write increasingly complex words (VCELA353)</p> <p>Understand how to use banks of known words, word origins, base words, prefixes, suffixes, spelling patterns and generalisations to spell new words, including technical words and words adopted from other languages (VCELA354)</p> <p><b>Literacy</b></p> <p><b>Creating texts</b></p> <p>Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (VCELY358)</p> <p>Reread and edit own and others' work using agreed criteria and explaining editing choices (VCELY359)</p> <p>Develop a handwriting style that is legible, fluent and automatic and that can vary depending on context (VCELY360)</p> <p><b><u>Speaking and Listening</u></b></p> <p><b>Literacy</b></p> <p><b>Interacting with others</b></p> <p>Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience (VCELY366)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b></p> <p><b>Personal, Social and Community Health</b></p>
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		<p>interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience (VCELY366)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <b>Being healthy, safe and active</b></p> <p>Explore how identities are influenced by people and places (VCHPEP105)</p> <p>Plan and practise strategies to promote health, safety and wellbeing (VCHPEP108)</p> <p><b>DRAMA</b>  <b>Explore and Express Ideas</b></p> <p>Explore dramatic action, empathy and space in improvisations, play-building and scripted drama, to develop characters and situations (VCADRE029)</p>	<p><b>Being healthy, safe and active</b></p> <p>Investigate resources to manage changes and transitions associated with puberty (VCHPEP106)</p> <p>Plan and practise strategies to promote health, safety and wellbeing (VCHPEP108)</p>
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## Year 6 Victorian Curriculum Mapping

Lesson # Title Theme	28 Mind-Body Connection: Physical Activity Mindfulness	29 Mind-Body Connection: Sleep & Digital Distractions Mindfulness	30 Mind-Body Connection: Presentations Mindfulness
Learning Intention	<ul style="list-style-type: none"> <li>We are learning to understand the importance of physical activity on our physical and mental wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>We are learning to understand the importance of sleep on our physical and mental wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that physical and mental wellbeing can be influenced by many factors.</li> </ul>
VIC. Curriculum	<p><b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Social Awareness and Management</b> <b>Collaboration</b></p> <p>Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and describe both their own and their team’s performance when undertaking various roles (VCPSCSO032)</p> <p>Describe the various causes of conflict and evaluate possible strategies to address conflict (VCPSCSO033)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b></p> <p>Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places (VCGGK094)</p> <p><b>History</b></p> <p>Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society (VCHHK096)</p> <p>Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait</p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Social Awareness and Management</b> <b>Collaboration</b></p> <p>Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and describe both their own and their team’s performance when undertaking various roles (VCPSCSO032)</p> <p>Describe the various causes of conflict and evaluate possible strategies to address conflict (VCPSCSO033)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b></p> <p>Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places (VCGGK094)</p> <p><b>History</b></p> <p>Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society (VCHHK096)</p> <p>Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait</p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Social Awareness and Management</b> <b>Collaboration</b></p> <p>Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and describe both their own and their team’s performance when undertaking various roles (VCPSCSO032)</p> <p>Describe the various causes of conflict and evaluate possible strategies to address conflict (VCPSCSO033)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b></p> <p>Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places (VCGGK094)</p> <p><b>History</b></p> <p>Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society (VCHHK096)</p> <p>Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres</p>

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<p>Islander peoples, ‘native born’ and migrants in the Australian colonies (<a href="#">VCHHC085</a>)</p> <p>Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on Aboriginal and Torres Strait Islander peoples and migrants (<a href="#">VCHHC086</a>)</p> <p>The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women, and children (<a href="#">VCHHK094</a>)</p> <p><b>English</b></p> <p>Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (<a href="#">VCELA362</a>)</p> <p><b>ENGLISH</b> <b><u>Reading and Viewing</u></b> <b>Language</b> <b>Interpreting, analysing, evaluating</b></p> <p>Select, navigate and read increasingly complex texts for a range of purposes, applying appropriate text processing strategies to recall information and consolidate meaning (<a href="#">VCELY346</a>)</p> <p>Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (<a href="#">VCELY347</a>)</p> <p><b>Writing</b> <b>Language</b> <b>Phonics and word knowledge</b></p>	<p>Islander peoples, ‘native born’ and migrants in the Australian colonies (<a href="#">VCHHC085</a>)</p> <p>Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on Aboriginal and Torres Strait Islander peoples and migrants (<a href="#">VCHHC086</a>)</p> <p>The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women, and children (<a href="#">VCHHK094</a>)</p> <p>The nature of convict or colonial presence, including the factors that influenced changing patterns of development, how the environment changed, and aspects of the daily life of the inhabitants, including Aboriginal and Torres Strait Islander peoples (<a href="#">VCHHK089</a>)</p> <p><b>English</b></p> <p>Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (<a href="#">VCELA362</a>)</p> <p><b>ENGLISH</b> <b><u>Reading and Viewing</u></b> <b>Literacy</b> <b>Interpreting, analysing, evaluating</b></p> <p>Select, navigate and read increasingly complex texts for a range of purposes, applying appropriate text processing strategies to recall information and consolidate meaning (<a href="#">VCELY346</a>)</p> <p>Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (<a href="#">VCELY347</a>)</p>	<p>Strait Islander peoples, ‘native born’ and migrants in the Australian colonies (<a href="#">VCHHC085</a>)</p> <p>Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on Aboriginal and Torres Strait Islander peoples and migrants (<a href="#">VCHHC086</a>)</p> <p>The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women, and children (<a href="#">VCHHK094</a>)</p> <p>The nature of convict or colonial presence, including the factors that influenced changing patterns of development, how the environment changed, and aspects of the daily life of the inhabitants, including Aboriginal and Torres Strait Islander peoples (<a href="#">VCHHK089</a>)</p> <p><b>English</b></p> <p>Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (<a href="#">VCELA362</a>)</p> <p><b>ENGLISH</b> <b><u>Speaking and Listening</u></b> <b>Literacy</b> <b>Interacting with others</b></p> <p>Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to</p>
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	<p>Understand how to use phonic knowledge and accumulated understandings about blending, letter–sound relationships, common and uncommon letter patterns and phonic generalisations to recognise and write increasingly complex words (VCELA353)</p> <p>Understand how to use banks of known words, word origins, base words, prefixes, suffixes, spelling patterns and generalisations to spell new words, including technical words and words adopted from other languages (VCELA354)</p> <p><b>Literacy</b> <b>Creating texts</b></p> <p>Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (VCELY358)</p> <p>Reread and edit own and others’ work using agreed criteria and explaining editing choices (VCELY359)</p> <p>Develop a handwriting style that is legible, fluent and automatic and that can vary depending on context (VCELY360)</p> <p><b>Speaking and Listening</b> <b>Literacy</b> <b>Interacting with others</b></p> <p>Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of</p>	<p><b>Writing</b> <b>Language</b> <b>Phonics and word knowledge</b></p> <p>Understand how to use phonic knowledge and accumulated understandings about blending, letter–sound relationships, common and uncommon letter patterns and phonic generalisations to recognise and write increasingly complex words (VCELA353)</p> <p>Understand how to use banks of known words, word origins, base words, prefixes, suffixes, spelling patterns and generalisations to spell new words, including technical words and words adopted from other languages (VCELA354)</p> <p><b>Literacy</b> <b>Creating texts</b></p> <p>Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (VCELY358)</p> <p>Reread and edit own and others’ work using agreed criteria and explaining editing choices (VCELY359)</p> <p>Develop a handwriting style that is legible, fluent and automatic and that can vary depending on context (VCELY360)</p> <p><b>Speaking and Listening</b> <b>Literacy</b> <b>Interacting with others</b></p> <p>Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use</p>	<p>group size, formality of interaction and needs and expertise of the audience (VCELY366)</p> <p>Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience (VCELY366)</p>
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	<p>interaction and needs and expertise of the audience (VCELY366)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <b>Being healthy, safe and active</b></p> <p>Investigate resources to manage changes and transitions associated with puberty (VCHPEP106)</p> <p>Plan and practise strategies to promote health, safety and wellbeing (VCHPEP108)</p> <p><b>Communicating and interacting for health and wellbeing</b></p> <p>Practise skills to establish and manage relationships (VCHPEP109)</p>	<p>interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience (VCELY366)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <b>Being healthy, safe and active</b></p> <p>Investigate resources to manage changes and transitions associated with puberty (VCHPEP106)</p> <p>Plan and practise strategies to promote health, safety and wellbeing (VCHPEP108)</p> <p><b>Communicating and interacting for health and wellbeing</b></p> <p>Practise skills to establish and manage relationships (VCHPEP109)</p>	
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# Year 6 Victorian Curriculum Mapping

INTEGRATED LESSONS			
Lesson # Title Theme	1 "Dear Duncan" Writing/Reading/Emotional Literacy	2 "Cartesian Compliment" Maths/Empathy	3 "Refugee Response" Reading/Empathy
Learning Intention	<ul style="list-style-type: none"> <li>We are learning to use inference to identify the emotions of characters</li> <li>We are learning to use a careful choice of vocabulary to create a persuasive text</li> <li>We are learning to recognise a variety of emotions presented in texts based on the vocabulary the author has used.</li> </ul>	<ul style="list-style-type: none"> <li>We are learning to use all four quadrants of the Cartesian Plane to provide a visual way of describing location</li> <li>We are exploring, identifying and sharing positive qualities in our friends and classmates.</li> </ul>	<ul style="list-style-type: none"> <li>We are learning to make connections when we read by comparing print and digital texts</li> <li>We are learning about different ways people show kindness to others.</li> </ul>
VIC. Curriculum	<p><b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Self-Awareness and Management</b> <b>Recognition and expression of emotion</b> Explore the links between their emotions and their behaviour (VCPCSE025)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b> Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places (VCGGK094)</p> <p><b>History</b> Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society (VCHHK096)</p>	<p><b>HEALTH AND PHYSICAL EDUCATION</b> <b>Personal, Social and Community Health</b> <b>Being healthy, safe and active</b> Plan and practise strategies to promote health, safety and wellbeing (VCHPEP108)</p> <p><b>MATHS</b> <b>Measurement and Geometry</b> <b>Location and transformation</b> Introduce the Cartesian coordinate system using all four quadrants (VCMMG230)</p>	<p><b>ENGLISH</b> <b>Reading and Viewing</b> <b>Language</b> <b>Responding to literature</b> Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (VCELT341)</p> <p><b>Interpreting, analysing, evaluating</b> Select, navigate and read increasingly complex texts for a range of purposes, applying appropriate text processing strategies to recall information and consolidate meaning (VCELY346)</p> <p>Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (VCELY347)</p>



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	<p>Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander peoples, 'native born' and migrants in the Australian colonies (<a href="#">VCHHC085</a>).</p> <p>Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on Aboriginal and Torres Strait Islander peoples and migrants (<a href="#">VCHHC086</a>).</p> <p>The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women, and children (<a href="#">VCHHK094</a>).</p> <p><b>English</b></p> <p>Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (<a href="#">VCELA362</a>).</p> <p><b>ENGLISH</b>  <b><u>Reading and Viewing</u></b>  <b>Language</b>  <b>Interpreting, analysing, evaluating</b></p> <p>Select, navigate and read increasingly complex texts for a range of purposes, applying appropriate text processing strategies to recall information and consolidate meaning (<a href="#">VCELY346</a>).</p> <p>Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (<a href="#">VCELY347</a>).</p> <p><b><u>Writing</u></b>  <b>Language</b></p>		
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	<p><b>Phonics and word knowledge</b></p> <p>Understand how to use phonic knowledge and accumulated understandings about blending, letter–sound relationships, common and uncommon letter patterns and phonic generalisations to recognise and write increasingly complex words (VCELA353)</p> <p>Understand how to use banks of known words, word origins, base words, prefixes, suffixes, spelling patterns and generalisations to spell new words, including technical words and words adopted from other languages (VCELA354)</p>		
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