



For information about the F-10 Curriculum in Victoria please access <http://ausvels.vcaa.vic.edu.au>. AusVELS extracts are based on Australian Curriculum, Assessment and Reporting Authority (ACARA) materials.

The teacher lesson plan address these AusVELS for Levels 1 and 2. The Learning Focus statements for Levels 1 and 2 provide advice about learning experiences that will assist students to work towards the achievements of the Standards. In the table below, S = Standard, LF = Learning Focus. The materials are available online at <http://ausvels.vcaa.vic.edu.au>.

Physical, Personal and Social	Discipline-based Learning	Interdisciplinary Learning
<p>Interpersonal Development</p> <ul style="list-style-type: none"> Students learn to stay on task and share resources fairly. (LF) 	<p>Reading and Viewing (Level 1)</p> <ul style="list-style-type: none"> Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning. (ACELA1453) (<i>Content Description, Reading and Viewing, Language</i>) <p>Writing (Level 1)</p> <ul style="list-style-type: none"> Write using unjoined lower case and upper case letters. (ACELY1663) (<i>Content Description, Writing, Literacy</i>) <p>Speaking and Listening (Level 1)</p> <ul style="list-style-type: none"> Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions. (ACELY1656) (<i>Content Description, Speaking and Listening, Literacy</i>) 	<p>Communication</p> <ul style="list-style-type: none"> Students regularly make short oral presentations to small groups or the whole class on specified topics across the curriculum and on personal experiences beyond school. With guidance, students develop an understanding of basic communication conventions and practise strategies for improving their presentations with a particular focus on making themselves understood; for example, by varying volume and pace and making eye contact with the audience. (LF)



Physical, Personal and Social	Discipline-based Learning	Interdisciplinary Learning
	<ul style="list-style-type: none">■ Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace. (ACELY1788) (<i>Content Description, Speaking and Listening, Literacy</i>) <p>Writing (Level 2)</p> <ul style="list-style-type: none">■ Write legibly and with growing fluency using unjoined upper case and lower case letters. (ACELY1673) (<i>Content Description, Writing, Literacy</i>) <p>Speaking and listening (Level 2)</p> <ul style="list-style-type: none">■ Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose. (ACELA1470) (<i>Content Description, Speaking and Listening, Language</i>)■ Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately. (ACELY1789) (<i>Content Description, Speaking and Listening, Literacy</i>)	<p>Thinking Processes</p> <ul style="list-style-type: none">■ As students work towards the achievement of Level 4 standards in Thinking Processes, they explore the community and environment around them, and increasingly consider contexts and information which lie beyond their immediate experience. (LF)

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