



For information about the F-10 Curriculum in Victoria please access <http://ausvels.vcaa.vic.edu.au/>. F represents Foundation (or first year at school) and was formerly known as P or Prep in Victoria. AusVELS extracts are based on Australian Curriculum, Assessment and Reporting Authority (ACARA) materials.

The FloodSafe Game (www.vicses.com.au/floodsafe-game) and teacher lesson plan address these AusVELS for Level 1 and 2. The Learning Focus statements for Level 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 Learning	Discipline-based Learning	Interdisciplinary Learning
<p>Civics and Citizenship</p> <ul style="list-style-type: none"> ■ As students work towards the achievement of Level 4 standards in Civics and Citizenship, ... <ul style="list-style-type: none"> ● They discover why groups and communities have rules, ... (LF) <p>Health and Physical Education</p> <ul style="list-style-type: none"> ■ As students work towards the achievement of Level 4 standards in the <i>Health knowledge and promotion</i> dimension, ... <ul style="list-style-type: none"> ● They begin to identify the benefits of safe behaviours and learn how they can protect and increase their health and safety and the health and safety of others. In considering personal safety issues, they discuss the way various situations and behaviours affect the way they feel, 	<p>Level 1</p> <p>English</p> <ul style="list-style-type: none"> ■ Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams. (ACELY1661) (<i>English Content Description, Writing, Literacy</i>) ■ Reread student’s own texts and discuss possible changes to improve meaning, spelling and punctuation. (ACELY1662) (<i>English Content Description, Writing, Literacy</i>) ■ Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions. (ACELY1656) (<i>English Content Description, Speaking and Listening, Literacy</i>) ■ Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using 	<p>Communication</p> <ul style="list-style-type: none"> ■ As students work towards the achievement of Level 6 standards in Communication, ... <ul style="list-style-type: none"> ● When communicating with others, students begin to distinguish between differing contexts, purposes and audiences and they learn to modify their communication accordingly. (LF)



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<p>and develop personal responses to such behaviours and situations. (LF)</p> <p>Personal Learning</p> <ul style="list-style-type: none"> ■ As students work towards the achievement of Level 4 standards in Personal Learning, ... ● With teacher support, students develop simple protocols to assist them to learn effectively such as listening attentively. They begin to recognise their contribution to the achievement of a positive learning environment in the classroom. (LF) 	<p>appropriate volume and pace. (ACELY1788) (<i>English Content Description, Speaking and Listening, Literacy</i>)</p> <p>Level 2</p> <p>English</p> <ul style="list-style-type: none"> ■ Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose. (ACELY1671) (<i>English Content Description, Writing, Literacy</i>) ■ Reread and edit text for spelling, sentence-boundary punctuation and text structure. (ACELY1672) (<i>English Content Description, Writing, Literacy</i>) ■ Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions. (ACELY1666) (<i>English Content Description, Speaking and Listening, Literacy</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>English Content Description, Speaking and Listening, Literacy</i>) 	