



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](http://www.vicses.com.au/floodsafe-game)) and teacher lesson plan address these AusVELS for Level 5 and 6. The Learning Focus statements for Level 5 and 6 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><b>Civics and Citizenship</b></p> <ul style="list-style-type: none"> <li>■ As students work towards the achievement of Level 6 standards in Civics and Citizenship, ...</li> <li>● Students research an issue, or issues using a range of resources including electronic media. These could include current local, national and global issues; for example, natural disasters and human rights issues. They consider actual and possible actions by citizens and nations in response to the issue/s. (LF)</li> </ul> <p><b>Health and Physical Education</b></p> <ul style="list-style-type: none"> <li>■ As students work towards the achievement of Level 6 standards in Health and Physical Education, ...</li> </ul>	<p><b>Level 5</b></p> <p><b>English</b></p> <ul style="list-style-type: none"> <li>■ Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience. (ACELY1704) (<i>English Content Description, Writing, Literacy</i>)</li> <li>■ Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view. (ACELY1699) (<i>English Content Description, Speaking and Listening, Literacy</i>)</li> <li>■ Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes. (ACELY1796) (<i>English Content Description, Speaking and Listening, Literacy</i>)</li> </ul>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>■ As students work towards the achievement of Level 6 standards in Communication, they use their understanding of communication conventions to communicate effectively with peers and to respond appropriately when they are part of an audience; for example, by waiting for the communication of others to be completed before responding. They practise listening attentively to identify and communicate main points to others. They reflect on the implicit messages received through</li> </ul>



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<ul style="list-style-type: none"> <li>● Students develop an understanding of the right to be safe. They learn to describe and assess the strategies for responding to situations that are potentially unsafe, risky or harmful in a range of settings (at home, at school and in the community). (LF)</li> </ul> <p><b>Interpersonal Development</b></p> <ul style="list-style-type: none"> <li>■ As students work towards the achievement of Level 6 standards in Interpersonal Development, they develop skills and behaviours for connecting with a variety of groups, including peer and community groups. (LF)</li> <li>■ Students begin to recognise and discuss the influence that peers can have on their behaviour and consider response options. (LF)</li> <li>■ Working in different teams, students are provided with opportunities to complete tasks of varying length and complexity. (LF)</li> </ul>	<p><b>Level 6</b></p> <p><b>English</b></p> <ul style="list-style-type: none"> <li>■ Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways. (ACELT1618) (<i>English Content Description, Writing, Literature</i>)</li> <li>■ Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions. (ACELY1709) (<i>English Content Description, Speaking and Listening, Literacy</i>)</li> <li>■ Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience. (ACELY1816) (<i>English Content Description, Speaking and Listening, Literacy</i>)</li> </ul> <p><b>The Humanities-Geography</b></p> <ul style="list-style-type: none"> <li>■ As students work towards the achievement of Level 6 standards in Geography, they investigate some of the significant natural processes that operate across Australia</li> </ul>	<p>body language and begin to understand that verbal and non-verbal messages do not always correspond. (LF)</p> <ul style="list-style-type: none"> <li>■ Students develop their skills in organising ideas and information logically and clearly to suit their purpose and the needs of their audience. (LF)</li> <li>■ In response to audience feedback, students experiment with ways to improve their communication; for example, projecting their voice to be heard clearly and making sure that the audience can see any visual aids. (LF)</li> </ul> <p><b>Thinking Processes</b></p> <ul style="list-style-type: none"> <li>■ As students work towards the achievement of Level 6 standards in Thinking</li> </ul>



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<p><b>Personal Learning</b></p> <ul style="list-style-type: none"> <li>■ As students work towards the achievement of Level 6 standards in Personal Learning, ...                             <ul style="list-style-type: none"> <li>● Through participation in a variety of group and whole-class activities, students begin to articulate the advantages of learning effectively with, and from, their peers. They seek feedback from peers and consider the validity of the feedback they receive. They identify the values that underpin the creation of a classroom environment that will support the learning of all students such as respect, equity and inclusion. (LF)</li> </ul> </li> <li>■ Students develop, justify and monitor their own learning goals. They learn to apply strategies for managing the completion of both short and extended tasks within timeframes set by the teacher and they reflect on how effectively they were able to use these strategies. (LF)</li> </ul>	<p>(for example, rainfall, drought, flood, earthquake, cyclones and bushfire), and how people react to them, including their preparation for, and management of, natural disasters. (LF)</p>	<p>Processes, they make observations and pose questions about people and events within and beyond their own experience, and develop a growing awareness of the complexity of the world around them. (LF)</p> <ul style="list-style-type: none"> <li>■ Students participate in activities in which they identify problems that need to be solved. They use a range of techniques to represent the problem and, working individually and with others, develop a range of creative solutions and explore the advantages of generating unconventional rather than conventional solutions. They begin to develop criteria to select and prioritise possible solutions. (LF)</li> </ul>