

Curriculum Connections

Victoria Curriculum v2.0

English

	Foundation	Level 1 and 2	Level 3 and 4	Level 5 and 6
Learning intentions	<ul style="list-style-type: none"> When interacting with others, students explore vocabulary used in familiar contexts and how language in different contexts. They identify how types of texts, both print and digital, are organised for purpose and navigation. They compare how textual elements other than language, such as images and sounds, can contribute to meaning. 	<ul style="list-style-type: none"> Students explore language to express preferences and opinions. when speaking to an audience, students' delivery short spoken texts, engaging with personal or learnt topics, using features of voice. Students explore language to express preferences and opinions. when speaking to an audience, students' delivery short spoken texts, engaging with topics for a familiar audience and appropriate for purpose, using features of voice. 	<ul style="list-style-type: none"> When interacting with others, students extend topic-specific and appropriate vocabulary and use cooperation strategies and interaction skills to contribute to discussions. They share and extend ideas and information. They difference between the language of opinion, facts and feelings. When demonstrating understanding of texts, they discuss connections between the experiences of characters in texts and their own personal experiences to build literal and inferred 	<ul style="list-style-type: none"> Create different types of texts, written and spoken, with relevant, elaborated and sequenced ideas, using structure appropriate for topic purpose and audience Use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas; developing and supporting arguments; and sharing evaluating information, experiences and opinions. Deliver structured spoken and multimodal texts to an intended audience for a specific

		<ul style="list-style-type: none"> When demonstrating understanding of texts, students discuss and compare connections between characters, settings, events and images, and make connections between texts and their personal experiences. When demonstrating understanding of texts, students discuss and compare connections between characters, settings and events, and draw on their knowledge of the context to build literal and inferred meanings. They express personal preferences for particular texts. 	<p>meanings. They share personal preferences for texts.</p> <ul style="list-style-type: none"> They explore how different types of texts across the curriculum, both print and digital, are organised into characteristic stages for purpose and navigation. They describe how literary devices, such as wordplay, shape meaning. They explore the framing and composition of still images and moving images and the use of sound. 	<p>purpose, using appropriate features of voice.</p> <ul style="list-style-type: none"> When demonstrating understanding of texts, students explore and compare characters and events, and information and ideas, from different historical, cultural or social contexts to build literal and inferred meanings.
Curriculum connections v2.0	<p>Language mode: Speaking and Listening</p> <p>Language mode: Reading and Viewing</p>	<p>Language mode: Speaking and Listening</p> <p>Language mode: Reading and Viewing</p>	<p>Language mode: Speaking and Listening</p> <p>Language mode: Reading and Viewing</p>	<p>Language mode: Speaking and Listening</p> <p>Language mode: Writing</p>
Curriculum codes - Related content	<p>Interacting with others VC2EFLA01</p> <p>Language for expressing and developing ideas VC2EFLA07</p>	<p>Interacting with others VC2E1LY01 VC2E2LY01</p> <p>Language for expressing and developing ideas VC2E1LA08</p>	<p>Interacting with others VC2E3LY01 VC2E4LY01</p> <p>Language for expressing and developing ideas VC2E3LA10</p> <p>Creating Texts VC2E4LY10</p>	<p>Interacting with others VC2E6LY01 VC2E6LY02</p> <p>Creating Texts VC2E5LY10</p>

Humanities- Geography

	Foundation	Level 1 and 2	Level 3 and 4	Level 5 and 6
Learning intentions	<ul style="list-style-type: none"> Students ask geographical questions, they collect, sort and record related information and data from observations and provided sources. 	<ul style="list-style-type: none"> Students define places and describe natural and constructed features of places, including weather and seasons. Students ask geographical questions, they collect, sort and record related information and data from observations and provided sources. 	<ul style="list-style-type: none"> Students develop questions and locate, collect and record information and data from a range of sources in a range of formats. The importance of environments, including natural vegetation and water sources, to people and animals in Australia and on another continent. Climate and the characteristics and location of the main types in Australia and the worlds, such as the temperature, Mediterranean and arid climates. Locate, collect and record information and data from a range of sources, including from fieldwork, maps, photographs and graphs 	<ul style="list-style-type: none"> The impacts of flood and storm, and other climate hazards on environments and communities, and how people and communities manage prevention, preparedness, response and recovery. Interpret and analyse information and data in a range of formats to identify and describe patterns and trends, or to infer relationships Propose actions or responses to issues or challenges in land management and use criteria to assess the possible impacts Develop explanations that draw ideas and findings from sources and use relevant geographical knowledge and concepts
Curriculum connections v2.0	Geography: Geographical knowledge and Understanding	Geography: Geographical knowledge and Understanding	Geography: Geographical knowledge and Understanding	Geography: Geographical knowledge and Understanding

			Geography: Geographical Skills	Geography: Geographical Skills
Curriculum codes	Places and our connections to them VC2HG2K05	Places and our connections to them VC2HG2K05	Diversity of places and environments VC2HG4K03 VC2HG4K06 Geographical inquiry VC2HG4S02	Management of place VC2HG6K05 Geographical inquiry VC2HG6S04 Concluding and decision making VC2HG6S06 VC2HG6S07

Health and Physical Education

	Foundation	Level 1 and 2	Level 3 and 4	Level 5 and 6
Learning intentions	<ul style="list-style-type: none"> Students identify different emotions people experience. They identify protective behaviours and help - seeking strategies to help keep themselves safe. Practise personal and social skills to interact respectfully with others Students identify protective behaviours and rehearse help seeking strategies that help keep them safe. Students identify health symbols, messages and strategies in their community that support their health and safety 	<ul style="list-style-type: none"> Students describe how their emotional responses affect their own and other feelings. They apply protective behaviours and help - seeking strategies to help keep themselves and others safe. Students' identity and explore personal and social skills and strategies to develop respectful relationships Students identify and demonstrate protective behaviours and help seeking strategies that help keep them and others safe. Students to investigate a range of health messages and strategies in their community to promote their health, safety and wellbeing 	<ul style="list-style-type: none"> Students describe influences that strengthen resilience and identity. Students describe and apply protective behaviours and help - seeking strategies to help keep themselves and others safe in online and offline situations. Students interpret health information to apply strategies that can enhance their own and others' health, safety, relationships and wellbeing. Students explain how and why emotional responses can vary and practise strategies to manage their emotions Students describe and apply protective behaviours and self-helped strategies in a range of online and offline situations at home, school and in the community 	<ul style="list-style-type: none"> The students explain how communications skills, protective behaviours and help-seeking strategies can help keep themselves and others safe online and offline. Students analyse health information to refine strategies that can enhance their own and others health, safety, relationships and wellbeing. Student can apply strategies to manage emotional and analyse how emotional responses influence interactions. Students explain and apply protective behaviours and help seeking strategies that can be used in a range of online and offline situations at home, school and in the community Students to investigate different sources, quality and types of health information and

			<ul style="list-style-type: none"> Students interpret the natural and intention of health information and messages in their community, and reflect on how issues influence personal decisions and behaviours 	how these apply to their own and others health choices
Curriculum connections v2.0	Health and Physical Education	Health and Physical Education	Health and Physical Education	Health and Physical Education
Curriculum codes	Interacting with others VC2HPFP03 Contributing to healthy communities VC2HPFP06 VC2HPFP07	Interacting with others VC2HP2P03 Contributing to healthy communities VC2HP2P06 VC2HP2P07	Interacting with others VC2HP4P03 Contributing to healthy communities VC2HP4P08 VC2HP4P09	Interacting with others VC2HP6P03 Contributing to healthy communities VC2HP6P08 VC2HP6P09

Science

	Foundation	Level 1 and 2	Level 3 and 4	Level 5 and 6
Learning intentions	<ul style="list-style-type: none"> Students learn about scientific knowledge is based on observations of the natural world using their senses, and scientific tools and instruments Students learn daily and seasonal changes in the weather and the environment can be observed and affect decisions made in everyday life Students' experiences can be used as a basis for posing questions to explore observed patterns and relations, and to make predictions Students explore scientific questions and predictions can be investigated safely by following procedures that have sequenced steps 	<ul style="list-style-type: none"> Students learn about scientific knowledge is based on observations of the natural world using their senses, and scientific tools and instruments Students learn daily and seasonal changes in the weather and the environment can be observed and affect decisions made in everyday life Students' experiences can be used as a basis for posing questions to explore observed patterns and relations, and to make predictions Students explore scientific questions and predictions can be investigated safely by following procedures that have sequenced steps 	<ul style="list-style-type: none"> Students collect data from observations obtained through scientific inquiry can be used to develop explanations of natural phenomena Students' scientific knowledge, skills and data can be used by people to explain how they will meet a need or solve a problem Students explore solids, liquids and gases have observed properties; adding or removing heat energy leads to a change of state between solids, liquids and gases Students learn that water is an important Earth resource that originates from sources; water cycles through the environment by moving through the sky, landscape and ocean, and involves processes including precipitation, evaporation, transpiration, condensation, melting, 	<ul style="list-style-type: none"> Students' scientific knowledge, skills and data can be used by individuals and communities to identify explain problems, consider responses and make decisions. Students explore and observable properties of matter (solids, liquids and gases) can be explained by modelling the motion and arrangement of their particles; mixing (including solutions) can be formed by combining 2 or more different substances Students learn geological processes including weathering, erosion, transportation and deposition can cause slow or rapid changes to Earth's surface Students learn sudden geographical changes or extreme weather conditions can affect Earth's surface and atmosphere; the

			<p>freezing, crystallisation, infiltration and run off</p> <ul style="list-style-type: none"> • Students explore weather events and climate have impacts on the land, air, water and living things; human activity can affect climate • Students' observations can be used as a basis for posing questions to identify patterns and relationships, and predict the outcomes of investigations • Students use methods and findings to compare with those of others, including, as appropriate, whether a test was fair or not, to enable conclusions to be drawn, and may lead to the identification of further questions for investigation 	<p>impacts of natural hazards, including earthquakes, and floods, can be reduced by human actions and technological innovations.</p> <ul style="list-style-type: none"> • Student Investigate questions and reasoned predictions can be used in guiding investigations to identify patterns and test relationships • Students can use equipment to be used to observe, generate, measure and record data with reasonable precision for repeated measurements, using digital tools as appropriate • Students use data and information can organise and processed to show patterns, trends and relationships by constructing representation including tables, graphs and visual or physical models • Students use methods and findings to compare with those of others to identify sources of error, to select evidence in support of reasoned explanations and conclusions, and to
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				<p>develop further questions for investigation</p> <ul style="list-style-type: none"> Students' scientific ideas, findings, patterns, trends and relationships can be communicated for a specific purpose and audience, using various presentation formats, scientific vocabulary and digital tools as appropriate
Curriculum connections v2.0	Science as a Human endeavour	Science as a Human endeavour	Science as a Human endeavour	Science as a Human endeavour
Curriculum codes	<p>Nature and development of science VC2S2H01</p> <p>Earth and space sciences VC2S2U07</p> <p>Questioning and predicting VC2S2I01</p> <p>Planning and conducting VC2S2I02</p>	<p>Nature and development of science VC2S2H01</p> <p>Earth and space sciences VC2S2U07</p> <p>Questioning and predicting VC2S2I01</p> <p>Planning and conducting VC2S2I02</p>	<p>Nature and development of science VC2S4H01</p> <p>Use and influence of science VC2S4H02</p> <p>Chemical sciences VC2S4U04</p> <p>Earth and space sciences VC2S4U07 VC2S4U08</p> <p>Questioning and predicting VC2S4I01</p> <p>Evaluating VC2S4I05</p>	<p>Use and influence of science VC2S6H02</p> <p>Chemical sciences VC2S6U03</p> <p>Earth and space sciences VC2S6U05 VC2S6U06</p> <p>Questioning and predicting VC2S6I01</p> <p>Planning and conducting VC2S6I03</p> <p>Processing, modelling and analysing VC2S6I04</p>

				Evaluating VC2S6105 Communication VC2S6106
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Technologies

	Foundation	Level 1 and 2	Level 3 and 4	Level 5 and 6
Learning intentions		<ul style="list-style-type: none"> Students explore, generate and communicate design ideas through describing, drawing or modelling, using manual and digital tools 	<ul style="list-style-type: none"> Students generate and communicate design ideas and decisions using technical terms and graphical representation techniques, using manual and digital tools. Students collect, organise and present different types of data using software tools to create information and solve problems 	<ul style="list-style-type: none"> Students to develop project plans that include consideration of resources to individually and collaboratively make designed solutions Students acquire and manipulate different types of data from a range of sources using software tools, including spreadsheets
Curriculum connections v2.0		Creating design Solutions	Creating design Solutions Data, information and Privacy	Creating design Solutions Data, information and Privacy
Curriculum codes		Generating and designing VC2TDE2D02	Generating and designing VC2TDE4D02 Data, information and Privacy VC2TDI4D02	Planning and managing VC2TDE6D05 Data, information and Privacy VC2TDI6D02