### INFORMATION BOOK  AUSVELS LEVEL 2 – YEAR 1

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PRIMARY YEARS PROGRAM (PYP)

WHAT DO WE WANT TO LEARN? The written curriculum

HOW BEST CAN WE LEARN IT? The taught curriculum

HOW WILL WE KNOW WHAT WE HAVE LEARNED? The assessed curriculum

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
**Reflective** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

‘WE’ is the community of learners – students, staff, community

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<td>RESPONSIBILITY</td>
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<tr>
<th>Term Dates</th>
<th>Term 1- 28th Jan- 27th March</th>
<th>Term 2 13th April-26th June</th>
<th>Term 2 May 11th- June 27th</th>
<th>Term 3 13th July- 18th September</th>
<th>Term 3 + 4- August 24th- October 16th</th>
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<td>Transdisciplinary Theme</td>
<td>Who We Are Term 1</td>
<td>How We Organise Ourselves Term 1 + 2</td>
<td>How We Share The Planet Term 2</td>
<td>How We Express Ourselves Term 3</td>
<td>Where We Are In Place And Time Term 3 + 4</td>
<td>How the World Works Term 4</td>
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<tr>
<td>Dates</td>
<td>Jan 28-March 13 (7 Weeks)</td>
<td>March 16- March 27 April 13- May 8 (6 Weeks)</td>
<td>May 11- June 27 (7 Weeks)</td>
<td>July 13-August 21 (6 Weeks)</td>
<td>August 24-September 18 October 5-16 (6 Weeks)</td>
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<td>Excursions/Incursions</td>
<td>MCG Tour Week Of 23rd March</td>
<td>Healesville Sanctuary May 12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Puppet Play 24&lt;sup&gt;th&lt;/sup&gt; July</td>
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<tr>
<td>Central Idea</td>
<td>Choice of role models reflects the beliefs and values of individuals and societies.</td>
<td>Physical and virtual public areas provide people with opportunities to make connections and establish a sense of community.</td>
<td>Animals are a part of our everyday life.</td>
<td>Homes reflect cultural influences and local conditions.</td>
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<td>Core Concept</td>
<td>Perspective Responsibility</td>
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The Arts - Learning focus

As students work towards the achievement of Year 2 standards in the Arts, they learn about a range of ways arts elements can be used in the Performing and Visual Arts to communicate experiences, observations and things imagined. They begin to select, arrange and make choices about ways of using arts elements, principles and/or conventions from individual arts disciplines as they investigate the use of skills, techniques, processes, media, materials, equipment and technologies relevant to the arts disciplines in which they are working. They explore and, with guidance, maintain a record of ways of creating arts works that use a range of contemporary and traditional arts forms, media, materials, equipment and technologies.

Standards

Creating and making
At Year 1, students are working toward the Level 2 standards.

Civics and Citizenship - Learning focus

As students work towards the achievement of Level 4 standards in Civics and Citizenship, they identify the range of groups to which they, their family members and their class belong. They begin to appreciate the similarities and differences between individuals and groups, including the language, cultural and religious groups which make up the Australian nation. They explore the roles, rights and responsibilities of various family and community members. They discover why groups and communities have rules, begin to question rules which they believe are unfair, and make suggestions about improving the rules within the community. They begin to appreciate the common values important to groups and individuals; for example, fairness, tolerance, understanding and respect.

Students begin to participate in a range of class and school activities such as recycling, taking responsibility for class resources, and marking local and national celebrations and commemorations. They explore the purpose and benefits of school, community and national events. Students investigate the ways individuals, families, groups and communities can work to improve their environment.
Standards

In Civics and Citizenship, standards for assessing and reporting on student achievement are introduced at Year 3 (Level 3). The learning focus statements for Foundation to Year 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 4.

Communication - Learning focus

As students work towards the achievement of Level 4 standards in Communication, they practise the skills of being attentive listeners and viewers in pairs, small groups and as a whole class. They are encouraged to use questions to clarify meaning and to extend interaction. They experience, respond to and begin to interpret a variety of aural, written and visual texts, discussing alternative meanings and perspectives when they arise.

When communicating with others, students begin to distinguish between differing contexts, purposes and audiences and they learn to modify their communication accordingly; for example, when playing with friends in the playground and talking to classroom visitors.

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.

Standards

In Communication, standards for assessing and reporting on student achievement are introduced at Level 5. The learning focus statements for Foundation to Level 4 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Year 6.

Design, Creativity and Technology - Learning focus

As students work towards the achievement of Level 4 standards in Design, Creativity and Technology, they come to understand that people use creative, imaginative and inventive thinking to help them meet human needs and wants. They enquire about and question their world, offering ideas and suggestions based upon their experience of working with materials/ingredients and systems components. They investigate what products and systems can do, how they work, and why they are the way they are. They play with and manipulate materials/ingredients, think about, discuss and describe their characteristics and properties (using terms such as strong, hard, stretchy and sweet) and why they are suitable for use in products and systems.

Standards

In Design, Creativity and Technology, standards for assessing and reporting on student achievement are introduced at Level 3. The learning focus statements for Levels 1 and 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level.
English - Level Description

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

English Content Descriptions

Reading and viewing

Language

1. Understand that the purposes texts serve shape their structure in predictable ways
2. Identify the parts of a simple sentence that represent ‘What’s happening?’, ‘Who or what is involved?’ and the surrounding circumstances
3. Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs)
4. Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning
5. Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links
6. Recognise sound letter — matches including common vowel and consonant digraphs and consonant blends
7. Understand the variability of sound — letter matches
8. Manipulate sounds in spoken words including phoneme deletion and substitution
9. Know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words

Literacy

1. Respond to texts drawn from a range of cultures and experiences
2. Describe some differences between imaginative informative and persuasive texts
3. Read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonetic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading
4. Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features

Writing

Language
1. Understand patterns of repetition and contrast in simple texts
2. Recognise and know how to use morphemes in word families for example ‘play’ in ‘played’ and ‘playing’
3. Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands

Literature

1. Recreate texts imaginatively using drawing, writing, performance and digital forms of communication

Literacy

1. Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams
2. Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation
3. Write using unjoined lower case and upper case letters
4. Construct texts that incorporate supporting images using software including word processing programs

Speaking and listening

Language

1. Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others
2. Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others
3. Understand that there are different ways of asking for information, making offers and giving commands
4. Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions
5. Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts

Literature

1. Express preferences for specific texts and authors and listen to the opinions of others
2. Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences
3. Discuss how authors create characters using language and images
4. Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts
5. Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme
Literacy

1. Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions
2. Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace
3. Make short presentations using some introduced text structures and language, for example opening statements

English Achievement Standard

Reading and viewing

By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify the language features, images and vocabulary used to describe characters and events. Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts.

Writing

When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper- and lower-case letters.

Speaking and listening

They listen to others when taking part in conversations using appropriate language features. They listen for and reproduce letter patterns and letter clusters. Students understand how characters in texts are developed and give reasons for personal preferences.

Health and Physical Education - Learning focus

As students work towards the achievement of Year 2 standards in the Movement and physical activity dimension, they participate in a variety of physical activities in a range of environments (indoor, outdoor and aquatic). They explore different actions of the body and begin to understand how these actions affect movement efficiency. They practise basic motor skills such as running, hopping, jumping, skipping, catching, throwing, kicking, rolling, balancing, twisting and turning and are introduced to more complex skills such as leaping, dodging, the over-arm throw, dribbling and striking balls, cartwheeling and handstanding. They participate in and develop control over a range of locomotor activities that require a change of speed (such as fast and slow movements), direction (such as left and right).
Standards

Movement and physical activity

At Year 1, students are working toward the Level 2 standards.

Health knowledge and promotion

In Health and Physical Education, standards for the Health knowledge and promotion dimension are introduced at Year 3.

History – Level Description

Present and Past Family Life

The Year 1 curriculum provides a study of present and past family life within the context of the students’ own world. Students learn about similarities and differences in family life by comparing their lives with others.

Key inquiry questions

1. How has family life changed or remained the same over time?
2. How can we show that the present is different from or similar to the past?
3. How do we describe the sequence of time?

History Content Descriptions

Historical Knowledge and Understanding

Present and Past Family Life

1. Differences in family structures and roles today, and how these have changed or remained the same over time
2. How the present, past and future are signified by terms indicating time such as ‘a long time ago’, ‘then and now’, ‘now and then’, ‘old and new’, ‘tomorrow’, as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons
3. Differences and similarities between students’ daily lives and life during their parents’ and grandparents’ childhoods, including family traditions, leisure time and communications.

Historical Skills
Chronology, terms and concepts

1. Sequence familiar objects and events
2. Distinguish between the past, present and future

Historical questions and research

1. Pose questions about the past using sources provided

Analysis and use of sources

1. Explore a range of sources about the past
2. Identify and compare features of objects from the past and present

Perspectives and interpretations

1. Explore a point of view

Explanation and communication

1. Develop a narrative about the past.
2. Use a range of communication forms (oral, graphic, written, role play) and digital technologies

History Achievement Standard

By the end of Year 1, students explain how some aspects of daily life have changed over recent time while others have remained the same. They describe personal and family events that have significance.

Students sequence events in order, using everyday terms about the passing of time. They pose questions about the past and examine sources (physical and visual) to suggest answers to these questions. Students relate stories about life in the past, using a range of texts.

The Humanities - Learning focus

As students work towards the achievement of Level 4 standards in the Humanities they develop their understanding of the local community.
Students develop their awareness of spatial concepts and use terms that demonstrate an understanding of absolute and relative locations. With guidance, they recognise and point to their street, town or city and state on an appropriate map. They recognise the globe as a model representation of Earth and can locate Australia and other places with which they have links. Students learn to identify and name physical features and distinguish them on the basis of variables, including size (scale/height/distribution) and colour. Through observation, they investigate and describe elements of the natural and built environments in their local area.

**Standards**

In the Humanities, achievement standards for History are introduced from Foundation level. Standards for the other Humanities domains are introduced from Year 4.

**Information and Communication Technology - Learning focus**

As students work towards the achievement of Level 2 standards in Information and Communications Technology (ICT), they use ICT to acquire new knowledge and skills in all areas of the curriculum and to create and present information in meaningful ways. For example, students access a website to participate in a food pyramid game, and then present their understanding of food groups in a slide show that contains an image of a lunchbox filled with the appropriate food items. When using multimedia resources, students begin to think critically about these resources and how they help learning.

In their learning of new material, students experiment with some simple ICT tools and techniques for visualising their thinking. They learn to organise and classify information and ideas, and present them.

**Standards**

At Year 1, students are working toward the Level 2 standards.

**Interpersonal Development - Learning focus**

As students work towards the achievement of Year 2 standards in Interpersonal Development, they interact with their peers, older and younger students and adults, in a range of contexts. With teacher support, students reflect on personal qualities which contribute to the development and maintenance of friendships. They begin to develop and exhibit appropriate behaviours for maintaining positive social relationships.

Through activities such as reading, discussion and role-play, students learn to recognise and describe the feelings and emotional responses of others. They compare these with their own emotional responses and adjust their behaviour in response.

Students learn to recognise that their actions have consequences for both themselves and others in social contexts.

**Standards**

At Year 1, students are working toward the Level 2 standards.
Italian - Learning focus

As students work towards the achievement of standards in Languages at Pathway 1 Level 6, they learn about culture in context from stimulus materials. They learn that there are different ways of doing things and to identify what is familiar and what is different in their own and other cultures.

Students start to understand and use the language other than English in structured situations and activities related to their local environment: self, family, home, classroom and community. To develop comprehension they respond non-verbally or by using key words or short phrases. They begin to use sets of words and sentences that are encountered frequently in the classroom.

Mathematics – Level Description

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed.

Mathematics Content Descriptions

Number and Algebra

Number and place value

1. Develop confidence with number sequences to and from 100 by ones from any starting point. Skip count by twos, fives and tens starting from zero
2. Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line
3. Count collections to 100 by partitioning numbers using place value
4. Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts

Fractions and decimals

1. Recognise and describe one-half as one of two equal parts of a whole.

Money and financial mathematics

1. Recognise, describe and order Australian coins according to their value
Patterns and algebra

1. Investigate and describe number patterns formed by skip counting and patterns with objects

Measurement and Geometry

Using units of measurement

1. Measure and compare the lengths and capacities of pairs of objects using uniform informal units
2. Tell time to the half-hour
3. Describe duration using months, weeks, days and hours

Shape

1. Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features

Location and transformation

1. Give and follow directions to familiar locations

Statistics and Probability

Chance

1. Identify outcomes of familiar events involving chance and describe them using everyday language such as ‘will happen’, ‘won’t happen’ or ‘might happen’

Data representation and interpretation

1. Choose simple questions and gather responses
2. Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays

Mathematics Achievement Standard

Number and Algebra
Students count to and from 100 and locate these numbers on a number line. They partition numbers using place value and carry out simple additions and subtractions, using counting strategies. Students recognise Australian coins according to their value. They identify representations of one half. Students describe number sequences resulting from skip counting by 2s, 5s and 10s. They continue simple patterns involving numbers and objects with and without the use of digital technology.

**Measurement and Geometry**

Students use informal units of measurement to order objects based on length and capacity. They tell time to the half-hour and explain time durations. Students describe two-dimensional shapes and three-dimensional objects. They use the language of distance and direction to move from place to place.

**Statistics and Probability**

Students describe data displays. They ask questions to collect data and draw simple data displays. Students classify outcomes of simple familiar events.

**Personal Learning - Learning focus**

As students work towards the achievement of Year 4 standards in Personal Learning, they participate in a wide range of learning experiences which involve a variety of learning styles and approaches to learning. With teacher support, they reflect on those approaches which they believe help them learn most effectively. Students begin to record their feelings and understanding about their learning, responding to prompts which help them acknowledge their successes, noting where improvements could be made and reflecting on the effort they put into particular tasks.

Students develop strategies to use when they are feeling uncertain about their learning, such as seeking assistance from their teachers. They begin to recognise that learning from mistakes is an important attribute of being a good learner.

**Standards**

In Personal Learning, standards for assessing and reporting on student achievement are introduced at Year 3. The learning focus statements for Foundation to Year 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Year 4.

**Science – Level Description**

The *Science Inquiry Skills* and *Science as a Human Endeavour* strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the Achievement Standard and also to the content of the *Science Understanding* strand for the relevant year to ensure that these two strands are addressed over the two-year period.
Science Content Descriptions

Science Understanding

Biological sciences

1. Living things have a variety of external features
2. Living things live in different places where their needs are met

Chemical sciences

1. Everyday materials can be physically changed in a variety of ways

Earth and space sciences

1. Observable changes occur in the sky and landscape

Physical sciences

1. Light and sound are produced by a range of sources and can be sensed

Science as a Human Endeavour

Nature and development of science

1. Science involves asking questions about, and describing changes in, objects and events

Use and influence of science

1. People use science in their daily lives, including when caring for their environment and living things

Science Inquiry Skills

Questioning and predicting

1. Respond to and pose questions, and make predictions about familiar objects and events
Planning and conducting

1. Participate in different types of guided investigations to explore and answer questions, such as manipulating materials, testing ideas, and accessing information sources
2. Use informal measurements in the collection and recording of observations, with the assistance of digital technologies as appropriate

Processing and analysing data and information

1. Use a range of methods to sort information, including drawings and provided tables
2. Through discussion, compare observations with predictions

Evaluating

1. Compare observations with those of others

Communicating

1. Represent and communicate observations and ideas in a variety of ways such as oral and written language, drawing and role play

Science Achievement Standard

At Year 1, the student is working towards the Level 2 standard.

Thinking Processes - Learning focus

As students work towards the achievement of Year 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. Questions and wondering are encouraged, recorded and shared, and become the basis for further learning.

Students develop their skills in making accurate observations about people and events, and they begin to use a variety of means to record their observations. They develop their own explanations for the observations they make and learn to question the accuracy of other people’s explanations. They begin to understand that people are more likely to believe an explanation if evidence or reasons are provided.

Standards

In Thinking Processes, standards for assessing and reporting on student achievement are introduced at Level 3. The learning focus statements for Levels 1 and 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 4.