



# Victorian syllabuses mapping for Foundation to Year 2

Paying It Forward Foundation to Year 2 resources are mapped to the Victorian syllabuses.

**Last updated** 4 March 2025

## Unit mapping



The following maps the Victorian syllabuses to the Paying It Forward Foundation to Year 2 resources.

## Mapping for topic 1



Maps Paying It Forward, Foundation to Year 2, Fairness to the Victorian syllabuses.

## Mapping for topic 2



Maps Paying It Forward, Foundation to Year 2, Sharing is a choice to the Victorian syllabuses.

## Mapping for topic 3



Maps Paying It Forward, Foundation to Year 2, A world with or without sharing to the Victorian syllabuses.

## Mapping for topic 4



Maps Paying It Forward, Foundation to Year 2, Rules and responsibilities in the classroom to the Victorian syllabuses.

## Mapping for topic 5



Maps Paying It Forward, Foundation to Year 2, Spending and saving for needs and wants to the Victorian syllabuses.

## Mapping for topic 6



Maps Paying It Forward, Foundation to Year 2, How I contribute to our classroom community to the Victorian syllabuses.

QC 63125

# Unit mapping

The following maps the Victorian syllabuses to the Paying It Forward Foundation to Year 2 resources.

**Last updated** 4 March 2025

## On this page

Unit mapping for Foundation level


Unit mapping for Level 1

Unit mapping for Level 2

Unit mapping for Levels 1 and 2

Unit mapping for general capabilities

## Unit mapping for Foundation level

Along with this accessible version, which you can either print or use online, we also have the same mapping available as a PDF, see [Victorian syllabuses unit mapping for Foundation to Year 2 \(PDF, 213KB\)](#) 

## English

### Reading and viewing

Expressing and developing ideas

- Recognise that sentences are key units for expressing ideas (VCELA143) – topic 3
- Recognise that texts are made up of words and groups of words that make meaning (VCELA144) – topic 3

Interpreting, analysing, evaluating

- Read texts with familiar structures and features, practising phrasing and fluency, and monitor meaning using concepts about print and emerging phonic, semantic, contextual and grammatical knowledge (VCELY152) – topics 4, 6
- Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (VCELY153) – topics 3, 5

### Writing

Text structure and organisation

- Understand that punctuation is a feature of written text different from letters and recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (VCELA156) – topics 3, 6

Phonics and word knowledge

- Understand that spoken sounds and words can be written and know how to write some high-frequency words and other familiar words including their name (VCELA157) – topics 3, 6

Creating literature

- Retell familiar literary texts through performance, use of illustrations and images (VCELT159) – topics 3, 4

Creating texts

- Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (VCELY160) – topics 2, 3, 4, 6
- Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (VCELY161) – topic 6
- Understand that sounds in English are represented by upper- and lower-case letters that can be written using learned letter formation patterns for each case (VCELY162) – topics 3, 6

## **Speaking and listening**

### Language for interaction

- Understand that language can be used to explore ways of expressing needs, likes and dislikes (VCELA166) – topics 1, 3, 4, 5, 6

### Expressing and developing ideas

- Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (VCELA167) – topics 1, 3, 5, 6

### Interacting with others

- Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak (VCELY174) – topics 1, 2, 3, 4, 5, 6
- Deliver short oral presentations to peers, using appropriate voice levels, articulation, body language, gestures and eye contact (VCELY175) – topics 4, 6

## **Mathematics**

### Number and place value

- Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point (VCMNA069) – topics 2, 5
- Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (VCMNA070) – topics 2, 5
- Subitise small collections of objects (VCMNA071) – topic 2

- Represent practical situations to model addition and subtraction (VCMNA073) – topics 2, 5
- Represent practical situations to model sharing (VCMNA074) – topic 2

#### Money and financial mathematics

- Represent simple, everyday financial situations involving money (VCMNA075) – topics 2, 5

#### Location and transformation

- Describe position and movement (VCMMG082) – topic 6

#### Data representation and interpretation

- Interpret simple data displays about yes/no questions (VCMSP085) – topic 5

## **Health and Physical Education**

- Practise personal and social skills to interact with others (VCHPEP060) – topics 1, 2, 3, 4, 5, 6
- Identify and describe emotional responses people may experience in different situations (VCHPEP061) – topics 1, 2, 3, 6
- Identify actions that promote health, safety and wellbeing (VCHPEP062) – topics 3, 4, 6

## **Drama**

- Explore ideas for characters and situations through dramatic play (VCADRE017) – topics 1, 4, 6
- Use voice, facial expression, movement and space to imagine and improvise characters and situations (VCADRD018) – topics 1, 4, 6
- Present drama that communicates ideas and stories (VCADRP019) – topics 1, 4, 6

## **Visual Arts**

- Experiment with different materials and techniques to make artworks (VCAVAV018) – topic 4
- Create and display artworks (VCAVAP019) – topic 4

# Unit mapping for Level 1

## English

### Reading and viewing

Expressing and developing ideas

- Identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is involved?' and the surrounding circumstances (VCELA178) – topic 4
- 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) (VCELA179) – topic 4

Interpreting, analysing, evaluating

- 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 (VCELY186) – topics 2, 5
- Read texts with familiar features and structures using developing phrasing, fluency, phonic, semantic, contextual, and grammatical knowledge and emerging text processing strategies, including prediction, monitoring meaning and rereading (VCELY187) – topics 4, 6

### Writing

Text structure and organisation

- 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 (VCELA190) – topics 3, 6
- Understand how to use visual memory to write high-frequency words, and that some high-frequency words have regular and irregular spelling components (VCELA184) – topics 3, 6

Creating literature

- Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (VCELT192) – topics 2, 3, 4

- Build on familiar texts by using similar characters, repetitive patterns or vocabulary (VCELT193) – topics 2, 3, 4

#### Creating texts

- 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 (VCELY194) – topics 2, 3, 4, 6
- Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation (VCELY195) – topic 6
- Understand how to use learned formation patterns to represent sounds and write words using combinations of unjoined upper- and lower-case letters (VCELY196) – topics 3, 6

### Speaking and listening

#### Language for interaction

- Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (VCELA201) – topics 1, 4

#### Expressing and developing ideas

- 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 (VCELA202) – topics 1, 3, 4, 5, 6

#### Language for interaction

- Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (VCELY210) – topics 1, 2, 3, 4, 5
- Make short presentations, speaking clearly and using appropriate voice and pace, and using some introduced text structures and language (VCELY211) – topics 4, 6

### Mathematics

#### Number and place value

- 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 (VCMNA086) – topic 5
- Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts (VCMNA089) – topics 2, 5
- Represent practical situations that model sharing (VCMNA090) – topic 2

#### Money and financial mathematics

- Recognise, describe and order Australian coins according to their value (VCMNA092) – topics 2, 5

#### Data representation and interpretation

- Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays (VCMSP102) – topic 5

## Unit mapping for Level 2

### English

#### Reading and viewing

##### Expressing and developing ideas

- Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (VCELA214) – topic 3
- Understand that nouns represent people, places, things and ideas and include common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives (VCELA216) – topic 3

##### Interpreting, analysing, evaluation

- Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (VCELY222) – topics 3, 6



## Writing

### Text structure and organisation

- Recognise that capital letters signal proper nouns and commas are used to separate items in lists (VCELA225) – topics 3, 6

### Phonics and word knowledge

- Understand how to use digraphs, long vowels, blends, silent letters and syllabification to spell simple words including compound words (VCELA226) – topic 3
- Use visual memory to write high-frequency words and words where spelling is not predictable from the sounds (VCELA227) – topics 3, 6

### Creating texts

- 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 (VCELY230) – topics 2, 3, 4, 6
- Reread and edit text for spelling, sentence-boundary punctuation and text structure (VCELY231) – topic 6
- Write words and sentences legibly using upper- and lower-case letters that are applied with growing fluency using an appropriate pen/pencil grip and body position (VCELY232) – topics 3, 6

### Language for interaction

#### Text structure and organisation

- Identify language that can be used for appreciating texts and the qualities of people and things (VCELA236) – topics 1, 3

#### Expressing and developing ideas

- 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 (VCELA237) – topics 1, 3, 5, 6

#### Interacting with others

- Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions through

initiating topics, making positive statements, and voicing disagreement in an appropriate manner (VCELY244) – topics 1, 2, 3, 4, 5

- Rehearse and deliver short presentations on familiar and new topics, speaking clearly and varying tone, volume and pace appropriately, and using supportive props (VCELY245) – topics 4, 6

## **Mathematics**

### Number and place value

- Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences (VCMNA103) – topic 5
- Explore the connection between addition and subtraction (VCMNA106) – topic 2
- Solve simple addition and subtraction problems using a range of efficient mental and written strategies (VCMNA107) – topic 2
- Recognise and represent multiplication as repeated addition, groups and arrays (VCMNA108) – topic 2
- Recognise and represent division as grouping into equal sets and solve simple problems using these representations (VCMNA109) – topic 2

### Money and financial mathematics

- Count and order small collections of Australian coins and notes according to their value (VCMNA111) – topics 2, 5

### Patterns and algebra

- Solve problems by using number sentences for addition or subtraction (VCMNA113) – topics 2, 5

### Data representation and interpretation

- Create displays of data using lists, table and picture graphs and interpret them (VCMSP128) – topic 5

## **Unit mapping for Levels 1 and 2**

### **Health and Physical Education**

- Describe ways to include others to make them feel that they belong (VCHPEP075) – topics 1, 3, 4, 6
- Identify and practise emotional responses that account for own and others' feelings (VCHPEP076) – topics 1, 2, 3, 6
- Explore actions that help make the classroom a healthy, safe and active place (VCHPEP078) – topics 3, 4, 6
- Use strategies to work in group situations (VCHPEM085) – topics 2, 3, 5

## **Drama**

- Explore roles, characters and dramatic action in dramatic play, improvisation and process drama (VCADRE021) – topics 1, 4
- Use voice, facial expression, movement and space to imagine and establish role and situation (VCADRD022) – topics 1, 4
- Present drama that communicates ideas, including stories from their community, to an audience (VCADRP023) – topics 1, 4

## **Visual Arts**

- Experiment with different materials, techniques and processes to make artworks in a range of art forms (VCAVAV022) – topic 4
- Create and display artworks to express ideas to an audience (VCAVAP023) – topic 4

# **Unit mapping for general capabilities**

## **Foundation level**

### **Personal social capability**

#### **Self-awareness and management**

Recognition and expression of emotions

- Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations (VCPSCSE001) – topics 1, 2, 3, 4, 6

Development of resilience

- Recognise that problems or challenges are a normal part of life and that there are actions that can be undertaken to manage problems (VCPSCSE003) – topics 1, 3, 6

## **Social awareness and management**

### Relationships and diversity

- Practise the skills required to include others and make friends with peers, teachers and other adults (VCPSCSE005) – topic 6

### Collaboration

- Name and practise basic skills required to work collaboratively with peers (VCPSCSE006) – topics 1, 2, 3, 4, 5, 6
- Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict (VCPSCSE007) – topics 1, 3, 4, 6

## **Levels 1 and 2**

### **Personal social capability**

#### **Self-awareness and management**

##### Recognition and expression of emotions

- Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (VCPSCSE008) – topics 1, 2, 3, 4, 6

#### **Social awareness and management**

##### Relationships and diversity

- Listen to others' ideas, and recognise that others may see things differently (VCPSCSE012) – topics 1, 4, 5, 6

##### Collaboration

- Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (VCPSCSE0148) – topics 1, 2, 3, 4, 5, 6
- Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict (VCPSCSE015) – topics 1, 6

## **Foundation to Level 2**

### **Critical creative thinking**

Questions and possibilities

- Consider personal reactions to situations or problems and how these reactions may influence thinking (VCCCTQ002) – topic 5

Reasoning

- Examine words that show reasons and words that show conclusions (VCCCTQ004) – topics 2, 5, 6
- Compare and contrast information and ideas in own and others reasoning (VCCCTQ005) – topic 6
- Consider how reasons and examples are used to support a point of view and illustrate meaning (VCCCTQ006) – topics 1, 2, 6

Meta-Cognition

- Investigate ways to problem-solve, using egocentric and experiential language (VCCCTQ009) – topics 1, 2, 3, 4, 5

### **Ethical understanding**

Understanding Concepts

- Explore the meaning of right and wrong, good and bad, as concepts concerned with the outcomes of acts (VCECU001) – topics 1, 2, 3, 4, 5, 6

Decision Making and Actions

- Explore the type of acts often considered right and those often considered wrong and the reasons why they are considered so (VCECU002) – topics 1, 3, 4, 5, 6
- Explore the effects that personal feelings can have on how people behave in situations where ethical issues are involved (VCECU003) – topics 3, 4, 6

**Return to:**

- Foundation to Year 2 Assessment

# Mapping for topic 1

Maps Paying It Forward, Foundation to Year 2, Fairness to the Victorian syllabuses.

**Last updated** 4 March 2025

## On this page

Mapping for topic 1 Foundation level


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Mapping for topic 1 Level 2

Mapping for topic 1 Levels 1 and 2

Mapping for topic 1 general capabilities

## Mapping for topic 1 Foundation level

Along with this accessible version, which you can either print or use online, we also have the same mapping available as a PDF, see [Victorian syllabuses mapping for topic 1 Foundation to Year 2 \(PDF, 175 KB\)](#) 

## English

Speaking and listening

- Understand that language can be used to explore ways of expressing needs, likes and dislikes (VCELA166) – activity 3
- Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (VCELA167) – activities 2, 3
- Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using

interaction skills, including listening, while others speak (VCELY174)  
– activities 1, 5, 6

## **Health and Physical Education**

- Practise personal and social skills to interact with others (VCHPEP060) – activities 1, 4, 5, 6
- Identify and describe emotional responses people may experience in different situations (VCHPEP061) – activities 1, 3, 4, 5, 6

## **Drama**

- Explore ideas for characters and situations through dramatic play (VCADRE017) – activities 5, 6
- Use voice, facial expression, movement and space to imagine and improvise characters and situations (VCADRD018) – activities 5, 6
- Present drama that communicates ideas and stories (VCADRP019) – activities 5, 6

## **Mapping for topic 1 Level 1**

### **English**

#### Speaking and listening

- Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (VCELA201) – activity 3
- 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 (VCELA202) – activities 2, 3
- Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (VCELY210) – activities 1, 5, 6

## **Mapping for topic 1 Level 2**

### **English**

## Speaking and listening

- Identify language that can be used for appreciating texts and the qualities of people and things (VCELA236) – activity 3
- 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 (VCELA237) – activities 2, 3
- Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner (VCELY244) – activities 1, 5, 6

## Mapping for topic 1 Levels 1 and 2

### Health and Physical Education

- Describe ways to include others to make them feel that they belong (VCHPEP075) – activities 1, 5, 6
- Identify and practise emotional responses that account for own and others' feelings (VCHPEP076) – activities 1, 3, 4, 5, 6

### Drama

- Explore roles, characters and dramatic action in dramatic play, improvisation and process drama (VCADRE021) – activities 5, 6
- Use voice, facial expression, movement and space to imagine and establish role and situation (VCADRD022) – activities 5, 6
- Present drama that communicates ideas, including stories from their community, to an audience (VCADRP023) – activities 5, 6

## Mapping for topic 1 general capabilities

### Foundation level

#### Personal social capability

#### Self-awareness and management



### Recognition and expression of emotions

- Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations (VCPSCSE001) – activities 1, 3, 4, 6

### Development of resilience

- Recognise that problems or challenges are a normal part of life and that there are actions that can be undertaken to manage problems (VCPSCSE003) – activities 1, 6

## **Social awareness and management**

### Collaboration

- Name and practise basic skills required to work collaboratively with peers (VCPSCSE006) – activity 6
- Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict (VCPSCSE007) – activities 1, 4

## **Levels 1 and 2**

### **Personal social capability**

#### **Self-awareness and management**

### Recognition and expression of emotions

- Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (VCPSCSE008) – activity 3

#### **Social awareness and management**

### Relationships and diversity

- Listen to others' ideas, and recognise that others may see things differently (VCPSCSE012) – activities 1, 5, 6

### Collaboration

- Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (VCPSCSE0148) – activities 5, 6

- Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict (VCPSCSE015) – activity 6

## **Foundation to Level 2**

### **Critical creative thinking**

#### Reasoning

- Consider how reasons and examples are used to support a point of view and illustrate meaning (VCCCTQ006) – activities 1, 6

#### Meta-Cognition

- Investigate ways to problem-solve, using egocentric and experiential language (VCCCTQ009) – activity 1

### **Ethical understanding**

#### Understanding Concepts

- Explore the meaning of right and wrong, good and bad, as concepts concerned with the outcomes of acts (VCECU001) – activities 1, 6

#### Decision Making and Actions

- Explore the type of acts often considered right and those often considered wrong and the reasons why they are considered so (VCECU002) – activity 1

#### **Return to:**

- Foundation to Year 2 Assessment

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## **Mapping for topic 2**

Maps Paying It Forward, Foundation to Year 2, Sharing is a choice to the Victorian syllabuses.

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## On this page

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Mapping for topic 2 Levels 1 and 2

Mapping for topic 2 general capabilities

## Mapping for topic 2 Foundation level

Along with this accessible version, which you can either print or use online, we also have the same mapping available as a PDF, see [Victorian syllabuses mapping for topic 2 Foundation to Year 2 \(PDF 172 KB\)](#) 

### English

#### Writing

- Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (VCELY160) – activity 4

#### Speaking and listening

- Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak (VCELY174) – activities 1, 2, 3, 4, 5, 6

### Mathematics

- Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point (VCMNA069) – activity 5
- Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (VCMNA070) – activities 1, 5, 6
- Subitise small collections of objects (VCMNA071) – activity 3

- Represent practical situations to model addition and subtraction (VCMNA073) – activities 1, 5, 6
- Represent practical situations to model sharing (VCMNA074) – activities 2, 5, 6
- Represent simple, everyday financial situations involving money (VCMNA075) – activity 5

## **Health and Physical Education**

- Practise personal and social skills to interact with others (VCHPEP060) – activities 1, 4
- Identify and describe emotional responses people may experience in different situations (VCHPEP061) – activity 3

## **Mapping for topic 2 Level 1**

### **English**

#### Writing

- 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 (VCELY194) – activity 4

#### Speaking and listening

- Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (VCELY210) – activities 1, 2, 3, 4, 5, 6

### **Mathematics**

- Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts (VCMNA089) – activities 1, 3, 5 6, Extension
- Represent practical situations that model sharing (VCMNA090) – activities 1, 3, 5 6, Extension
- Recognise, describe and order Australian coins according to their value (VCMNA092) – activity 5

## Mapping for topic 2 Level 2

### English

#### Writing

- 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 (VCELY230) – activity 4

#### Speaking and listening

- Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner (VCELY244) – activities 1, 2, 3, 4, 5, 6

### Mathematics

- Explore the connection between addition and subtraction (VCMNA106) – activities 5 6, Extension
- Solve simple addition problems using a range of efficient mental and written strategies (VCMNA107) – activities 4, 5 6, Extension
- Recognise and represent multiplication as repeated addition, groups and arrays (VCMNA108) – activities 3, 5, Extension
- Recognise and represent division as grouping into equal sets and solve simple problems using these representations (VCMNA109) – activities 1, 5
- Count and order small collections of Australian coins and notes according to their value (VCMNA111) – activities 4, 5
- Solve problems by using number sentences for addition or subtraction (VCMNA113) – activities 5 6, Extension

## Mapping for topic 2 Levels 1 and 2

### Health and Physical Education

- Identify and practise emotional responses that account for own and others' feelings (VCHPEP076) – activity 3
- Use strategies to work in group situations (VCHPEM085) – activities 1, 4

## **Mapping for topic 2 general capabilities**

### **Foundation level**

#### **Personal social capability**

##### **Self-awareness and management**

Recognition and expression of emotions

- Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations (VCPSCSE001) – activity 4

Collaboration

- Name and practise basic skills required to work collaboratively with peers (VCPSCSE006) – activities 1, 4

### **Levels 1 and 2**

#### **Personal social capability**

##### **Self-awareness and management**

Recognition and expression of emotions

- Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (VCPSCSE008) – activity 4

Collaboration

- Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (VCPSCSE0148) – activities 1, 4

### **Foundation to Level 2**

#### **Critical creative thinking**

## Reasoning

- Examine words that show reasons and words that show conclusions (VCCCTQ004) – activities 5, 6
- Consider how reasons and examples are used to support a point of view and illustrate meaning (VCCCTQ006) – activities 5, 6

## Meta-Cognition

- Investigate ways to problem-solve, using egocentric and experiential language (VCCCTQ009) – activity 4

## Ethical understanding

### Understanding Concepts

- Explore the meaning of right and wrong, good and bad, as concepts concerned with the outcomes of acts (VCECU001) – activity 6

### Return to:

- Foundation to Year 2 Assessment

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# Mapping for topic 3

Maps Paying It Forward, Foundation to Year 2, A world with or without sharing to the Victorian syllabuses.

**Last updated** 4 March 2025

### On this page


Mapping for topic 3 Foundation level

Mapping for topic 3 Level 1

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Mapping for topic 3 Levels 1 and 2

## Mapping for topic 3 Foundation level

Along with this accessible version, which you can either print or use online, we also have the same mapping available as a PDF, see [Victorian syllabuses mapping for topic 3 Foundation to Year 2 \(PDF, 187KB\)](#) 

### English

#### Reading and viewing

- Recognise that sentences are key units for expressing ideas (VCELA143) – activities 2, 3, 6
- Recognise that texts are made up of words and groups of words that make meaning (VCELA144) – activities 2, 3, 6
- Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (VCELY153) – activities 2, 3, 6

#### Writing

- Understand that punctuation is a feature of written text different from letters and recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (VCELA156) – activities 5, 8
- Understand that spoken sounds and words can be written and know how to write some high-frequency words and other familiar words including their name (VCELA157) – activities 5, 8
- Retell familiar literary texts through performance, use of illustrations and images (VCELT159) – activities 4, 5
- Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (VCELY160) – activities 5, 8
- Understand that sounds in English are represented by upper- and lower-case letters that can be written using learned letter formation patterns for each case (VCELY162) – activities 5, 8

#### Speaking and listening



- Understand that language can be used to explore ways of expressing needs, likes and dislikes (VCELA166) – activities 2, 4, 7
- Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (VCEA167) – activities 2, 4, 7
- Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak (VCELY174) – activities 1, 2, 3, 4, 6, 7

## **Health and Physical Education**

- Practise personal and social skills to interact with others (VCHPEP060) – activities 1, 4
- Identify and describe emotional responses people may experience in different situations (VCHPEP061) – activities 1, 2, 5
- Identify actions that promote health, safety and wellbeing (VCHPEP062) – activities 1, 4, 5, 7, 8

## **Mapping for topic 3 Level 1**

### **English**

#### Reading and viewing

- Identify the parts of a simple sentence that represent ‘What’s happening?’, ‘Who or what is involved?’ and the surrounding circumstances (VCELA178) – activities 2, 3, 6
- 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) (VCELA179) – activities 2, 3, 6
- 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 (VCELY186) – activities 2, 3, 6

#### Writing

- 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 (VCELA190) – activities 5, 8
- Understand how to use visual memory to write high-frequency words, and that some high-frequency words have regular and irregular spelling components (VCELA184) – activities 5, 8
- Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (VCELT192) – activities 4, 5
- Build on familiar texts by using similar characters, repetitive patterns or vocabulary (VCELT193) – activities 4, 5
- 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 (VCELY194) – activities 5, 8
- Understand how to use learned formation patterns to represent sounds and write words using combinations of unjoined upper- and lower-case letters (VCELY196) 5, 8

#### Speaking and listening

- 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 (VCELA202) – activities 2, 3, 4, 7
- Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (VCELY210) – activities 1, 2, 3, 4, 6, 7

## Mapping for topic 3 Level 2

### English

#### Reading and viewing

- Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (VCELA214) – activities 2, 3, 6

- Understand that nouns represent people, places, things and ideas and include common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives(VCELA216) – activities 2, 3, 6
- Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (VCELY222) – activities 2, 3, 6

### Writing

- Recognise that capital letters signal proper nouns and commas are used to separate items in lists (VCELA225) – activities 5, 8
- Understand how to use digraphs, long vowels, blends, silent letters and syllabification to spell simple words including compound words (VCELA226) – activities 5, 8
- Use visual memory to write high-frequency words and words where spelling is not predictable from the sounds (VCELA227) – activities 5, 8
- 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 (VCELY230) – activities 5, 8
- Write words and sentences legibly using upper- and lower-case letters that are applied with growing fluency using an appropriate pen/pencil grip and body position (VCELY232) – activities 5, 8

### Speaking and listening

- Identify language that can be used for appreciating texts and the qualities of people and things (VCELA236) – activities 2, 4, 7
- 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 (VCELA237) – activities 2, 3, 4, 7
- Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions through initiating topics, making positive statements, and voicing

disagreement in an appropriate manner (VCELY244) – activities 1, 2, 3, 4, 6, 7

## **Mapping for topic 3 Levels 1 and 2**

### **Health and Physical Education**

- Describe ways to include others to make them feel that they belong (VCHPEP075) – activities 1, 4
- Identify and practise emotional responses that account for own and others' feelings (VCHPEP076) – activities 1, 2, 5
- Explore actions that help make the classroom a healthy, safe and active place (VCHPEP078) – activities 1, 4, 5, 7, 8
- Use strategies to work in group situations (VCHPEM085) – activities 1, 4

## **Mapping for topic 3 general capabilities**

### **Foundation level**

#### **Personal social capability**

##### **Self-awareness and management**

Recognition and expression of emotions

- Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations (VCPSCSE001) – activities 1, 2, 5, 7

Development of resilience

- Recognise that problems or challenges are a normal part of life and that there are actions that can be undertaken to manage problems (VCPSCSE003) – activity 1

##### **Social awareness and management**

Collaboration

- Name and practise basic skills required to work collaboratively with peers (VCPSCSE006) – activities 1, 4, 7

- Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict (VCPSCSE007) – activity 1

## **Levels 1 and 2**

### **Personal social capability**

#### **Social awareness and management**

##### Relationships and diversity

- Listen to others' ideas, and recognise that others may see things differently (VCPSCSE012) – activities 1, 7

##### Collaboration

- Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (VCPSCSE0148) – activities 1, 4, 7

## **Foundation to Level 2**

### **Critical creative thinking**

##### Meta-Cognition

- Investigate ways to problem-solve, using egocentric and experiential language (VCCCTQ009) – activities 1, 4

### **Ethical understanding**

##### Understanding Concepts

- Explore the meaning of right and wrong, good and bad, as concepts concerned with the outcomes of acts (VCECU001) – activities 6, 7

##### Decision Making and Actions

- Explore the type of acts often considered right and those often considered wrong and the reasons why they are considered so (VCECU002) – activities 6, 7
- Explore the effects that personal feelings can have on how people behave in situations where ethical issues are involved (VCECU003) – activities 5, 7

### **Return to:**

- Foundation to Year 2 Assessment

QC 63125

## Mapping for topic 4

Maps Paying It Forward, Foundation to Year 2, Rules and responsibilities in the classroom to the Victorian syllabuses.

**Last updated** 4 March 2025

### On this page

Mapping for topic 4 Foundation level


Mapping for topic 4 Level 1

Mapping for topic 4 Level 2

Mapping for topic 4 Levels 1 and 2

Mapping for topic 4 general capabilities

## Mapping for topic 4 Foundation level

Along with this accessible version, which you can either print or use online, we also have the same mapping available as a PDF, see [Victorian syllabuses mapping for topic 4 Foundation to Year 2 \(PDF, 181KB\)](#) 

### English

Reading and viewing

- Read texts with familiar structures and features, practising phrasing and fluency, and monitor meaning using concepts about print and emerging phonic, semantic, contextual and grammatical knowledge (VCELY152) – activity 3

## Writing

- Retell familiar literary texts through performance, use of illustrations and images (VCELT159) – activities 2, 3, 6, 7
- Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (VCELY160) – activities 2, 3

## Speaking and listening

- Understand that language can be used to explore ways of expressing needs, likes and dislikes (VCELA166) – activity 3
- Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak (VCELY174) – activities 1, 2, 3, 4, 5, 6, 7
- Deliver short oral presentations to peers, using appropriate voice levels, articulation, body language, gestures and eye contact (VCELY175) – activities 6, 7

## Health and Physical Education

- Practise personal and social skills to interact with others (VCHPEP060) – activities 4, 5, 6, 7
- Identify actions that promote health, safety and wellbeing (VCHPEP062) – activities 1, 2, 3, 4, 5, 6, 7

## Drama

- Explore ideas for characters and situations through dramatic play (VCADRE017) – activities 6, 7
- Use voice, facial expression, movement and space to imagine and improvise characters and situations (VCADRD018) – activities 6, 7
- Present drama that communicates ideas and stories (VCADRP019) – activities 6, 7

## Visual Arts

- Experiment with different materials and techniques to make artworks (VCAVAV018) – activity 2
- Create and display artworks (VCAVAP019) – activity 2

# Mapping for topic 4 Level 1

## English

### Reading and viewing

- Read texts with familiar features and structures using developing phrasing, fluency, phonic, semantic, contextual, and grammatical knowledge and emerging text processing strategies, including prediction, monitoring meaning and rereading (VCELY187) – activity 3

### Writing

- Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (VCELT192) – activities 2, 3, 6, 7
- Build on familiar texts by using similar characters, repetitive patterns or vocabulary (VCELT193) – activity 3
- 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 (VCELY194) – activities 2, 3

### Speaking and listening

- Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (VCELA201) – activities 6, 7
- 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 (VCELA202) – activity 3
- Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (VCELY210) – activities 1, 2, 3, 4, 5, 6, 7
- Make short presentations, speaking clearly and using appropriate voice and pace, and using some introduced text structures and language (VCELY211) – activity 7

# Mapping for topic 4 Level 2



## **English**

### **Writing**

- 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 (VCELY230) – activities 2, 3

### **Speaking and listening**

- Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner (VCELY244) – activities 1, 3, 4, 5, 6, 7
- Rehearse and deliver short presentations on familiar and new topics, speaking clearly and varying tone, volume and pace appropriately, and using supportive props (VCELY245) – activity 7

## **Mapping for topic 4 Levels 1 and 2**

### **Health and Physical Education**

- Describe ways to include others to make them feel that they belong (VCHPEP075)
- Explore actions that help make the classroom a healthy, safe and active place (VCHPEP078) – activities 4, 5, 6, 7

### **Drama**

- Explore roles, characters and dramatic action in dramatic play, improvisation and process drama (VCADRE021) – activities 6, 7
- Use voice, facial expression, movement and space to imagine and establish role and situation (VCADRD022) – activities 6, 7
- Present drama that communicates ideas, including stories from their community, to an audience (VCADRP023) – activities 6, 7

### **Visual Arts**

- Experiment with different materials, techniques and processes to make artworks in a range of art forms (VCAVAV022) – activity 2
- Create and display artworks to express ideas to an audience (VCAVAP023) – activity 2

## **Mapping for topic 4 general capabilities**

### **Foundation level**

#### **Personal and social capability**

##### **Self-awareness and management**

Recognition and expression of emotions

- Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations (VCPSCSE001) – topics 6, 7

##### **Social awareness and management**

Relationships and diversity

Collaboration

- Name and practise basic skills required to work collaboratively with peers (VCPSCSE006) – topics 6, 7
- Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict (VCPSCSE007) – topic 7

### **Levels 1 and 2**

#### **Personal and social capability**

##### **Self-awareness and management**

Recognition and expression of emotions

- Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (VCPSCSE008) – topic 7

##### **Social awareness and management**

### Relationships and diversity

- Listen to others' ideas, and recognise that others may see things differently (VCPSCSE012) – topics 3, 4, 5, 6, 7

### Collaboration

- Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (VCPSCSE0148) – topics 6, 7

## **Foundation level to Level 2**

### **Critical and creative thinking**

#### Meta-Cognition

- Investigate ways to problem-solve, using egocentric and experiential language (VCCCTQ009) – topic 7

### **Ethical capability**

#### Understanding Concepts

- Explore the meaning of right and wrong, good and bad, as concepts concerned with the outcomes of acts (VCECU001) – topic 1

#### Decision Making and Actions

- Explore the type of acts often considered right and those often considered wrong and the reasons why they are considered so (VCECU002) – topic 3
- Explore the effects that personal feelings can have on how people behave in situations where ethical issues are involved (VCECU003) – topic 7

#### **Return to:**

- Foundation to Year 2 Assessment

QC 63125

## **Mapping for topic 5**

Maps Paying It Forward, Foundation to Year 2, Spending and saving for needs and wants to the Victorian syllabuses.

**Last updated** 4 March 2025

### **On this page**

Mapping for topic 5 Foundation level


Mapping for topic 5 Level 1

Mapping for topic 5 Level 2

Mapping for topic 5 Levels 1 and 2

Mapping for topic 5 general capabilities

## **Mapping for topic 5 Foundation level**

Along with this accessible version, which you can either print or use online, we also have the same mapping available as a PDF, see [Victorian syllabuses mapping for topic 5 Foundation to Year 2 \(PDF, 170KB\)](#) 

### **English**

Reading and viewing

- Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (VCELY153) – activities 2, 6

Speaking and listening

- Understand that language can be used to explore ways of expressing needs, likes and dislikes (VCELA166) – activities 1, 2, 3
- Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (VCELA167) – activities 1, 2, 3, 5
- Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using

interaction skills, including listening, while others speak (VCELY174)  
– activities 1, 2, 3, 5

## **Mathematics**

- Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point (VCMNA069) – activities 4, 7
- Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (VCMNA070) – activities 4, 7
- Represent practical situations to model addition and subtraction (VCMNA073) – activities 4, 7
- Represent simple, everyday financial situations involving money (VCMNA075) – activities 4, 7
- Interpret simple data displays about yes/no questions (VCMSP085) – activity 7

## **Health and Physical Education**

- Practise personal and social skills to interact with others (VCHPEP060) – activities 2, 6

## **Mapping for topic 5 Level 1**

### **English**

#### Reading and viewing

- 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 (VCELY186) – activities 2, 6

#### Speaking and listening

- 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 (VCELA202) – activities 1, 2, 3
- Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions,

taking turns and recognising the contributions of others (VCELY210)  
– activities 1, 2, 3, 5

## **Mathematics**

- Skip count by twos, fives and tens starting from zero (VCMNA086) – activities 4, 7
- Recognise, describe and order Australian coins according to their value (VCMNA092) – activity 7
- Investigate and describe number patterns formed by skip counting and patterns with objects (VCMNA093) – activity 7
- Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays (VCMSP102) – activity 7

## **Mapping for topic 5 Level 2**

### **English**

Speaking and listening

- 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 (VCELA237) – activities 1, 2, 3
- Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner (VCELY244) – activities 1, 2, 3, 5

### **Mathematics**

- Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences (VCMNA103) – activities 4, 7
- Count and order small collections of Australian coins and notes according to their value (VCMNA111) – activities 4, 7
- Describe patterns with numbers and identify missing elements (VCMNA112) – activity 7

- Solve problems by using number sentences for addition or subtraction (VCMNA113) – activity 7
- Create displays of data using lists, table and picture graphs and interpret them (VCMSP128) – activity 7

## **Mapping for topic 5 Levels 1 and 2**

### **Health and Physical Education**

- Use strategies to work in group situations (VCHPEM085) – activities 2, 3

## **Mapping for topic 5 general capabilities**

### **Foundation level**

#### **Personal and social capability**

##### **Social awareness and management**

Collaboration

- Name and practise basic skills required to work collaboratively with peers (VCPSCSE006) – topic 3

### **Levels 1 and 2**

#### **Personal and social capability**

##### **Self-awareness and management**

##### **Social awareness and management**

Relationships and diversity

- Listen to others' ideas, and recognise that others may see things differently (VCPSCSE012) - topics 1, 3

Collaboration

- Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (VCPSCSE0148) – topic 3

## **Foundation level to Level 2**

### **Critical and creative thinking**

Questions and possibilities

- Consider personal reactions to situations or problems and how these reactions may influence thinking (VCCCTQ002) – topic 6

Reasoning

- Examine words that show reasons and words that show conclusions (VCCCTQ004) – topic 2

Meta-Cognition

- Investigate ways to problem-solve, using egocentric and experiential language (VCCCTQ009) – topic 3

### **Ethical capability**

Understanding Concepts

- Explore the meaning of right and wrong, good and bad, as concepts concerned with the outcomes of acts (VCECU001) – topic 4

Decision Making and Actions

- Explore the type of acts often considered right and those often considered wrong and the reasons why they are considered so (VCECU002) – topic 4

**Return to:**

- Foundation to Year 2 Assessment

QC 63125

## **Mapping for topic 6**

Maps Paying It Forward, Foundation to Year 2, How I contribute to our classroom community to the Victorian syllabuses.



## On this page

Mapping for topic 6 Foundation level


Mapping for topic 6 Level 1

Mapping for topic 6 Level 2

Mapping for topic 6 Levels 1 and 2

Mapping for topic 6 general capabilities

## Mapping for topic 6 Foundation level

Along with this accessible version, which you can either print or use online, we also have the same mapping available as a PDF, see [Victorian syllabuses mapping for topic 6 Foundation to Year 2 \(PDF, 184KB\)](#) 

### English

#### Reading and viewing

- Read texts with familiar structures and features, practising phrasing and fluency, and monitor meaning using concepts about print and emerging phonic, semantic, contextual and grammatical knowledge (VCELY152) – activity 4

#### Writing

- Understand that punctuation is a feature of written text different from letters and recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (VCELA156) – activity 3
- Understand that spoken sounds and words can be written and know how to write some high-frequency words and other familiar words including their name (VCELA157) – activity 3
- Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (VCELY160) – activity 3

- Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (VCELY161) – activity 3
- Understand that sounds in English are represented by upper- and lower-case letters that can be written using learned letter formation patterns for each case (VCELY162) – activity 3

### Speaking and listening

- Understand that language can be used to explore ways of expressing needs, likes and dislikes (VCELA166) – activity 4
- Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (VCELA167) – activity 4
- Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak (VCELY174) – activities 1, 2
- Deliver short oral presentations to peers, using appropriate voice levels, articulation, body language, gestures and eye contact (VCELY175) – activity 4

## Mathematics

- Describe position and movement (VCMMG082) – activity 1

## Health and Physical Education

- Practise personal and social skills to interact with others (VCHPEP060) – activity 2
- Identify and describe emotional responses people may experience in different situations (VCHPEP061) – activities 1, 3
- Identify actions that promote health, safety and wellbeing (VCHPEP062) – activities 1, 3

## Drama

- Explore ideas for characters and situations through dramatic play (VCADRE017) – activity 2
- Use voice, facial expression, movement and space to imagine and improvise characters and situations (VCADRD018) – activity 2

- Present drama that communicates ideas and stories (VCADRP019) – activities 2, 4

## Mapping for topic 6 Level 1

### English

#### Reading and viewing

- Read texts with familiar structures and features, practising phrasing and fluency, and monitor meaning using concepts about print and emerging phonic, semantic, contextual and grammatical knowledge (VCELY152) – activity 4

#### Writing

- 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 (VCELA190) – activity 3
- Understand how to use visual memory to write high-frequency words, and that some high-frequency words have regular and irregular spelling components (VCELA184) – activity 3
- 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 (VCELY194) – activity 3
- Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation (VCELY195) – activity 3
- Understand how to use learned formation patterns to represent sounds and write words using combinations of unjoined upper- and lower-case letters (VCELY196) – activity 3

#### Speaking and listening

- Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (VCELA201) – activity 2
- 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  
(VCELA202) – activities 1, 4

- Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (VCELY210) – activities 1, 2
- Make short presentations, speaking clearly and using appropriate voice and pace, and using some introduced text structures and language (VCELY211) – activity 4

## Mapping for topic 6 Level 2

### English

#### Writing

- Recognise that capital letters signal proper nouns and commas are used to separate items in lists( VCELA225) – activity 3
- Use visual memory to write high-frequency words and words where spelling is not predictable from the sounds (VCELA227) – activity 3
- 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 (VCELY230) – activity 3
- Reread and edit text for spelling, sentence-boundary punctuation and text structure (VCELY231) – activity 3
- Write words and sentences legibly using upper- and lower-case letters that are applied with growing fluency using an appropriate pen/pencil grip and body position (VCELY232) – activity 3

#### Speaking and listening

- 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 (VCELA237) – activities 1, 4
- Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions through

initiating topics, making positive statements, and voicing disagreement in an appropriate manner (VCELY244) – activities 1, 2

- Rehearse and deliver short presentations on familiar and new topics, speaking clearly and varying tone, volume and pace appropriately, and using supportive props (VCELY245) – activity 4

## **Mapping for topic 6 Levels 1 and 2**

### **Health and Physical Education**

- Describe ways to include others to make them feel that they belong (VCHPEP075) – activities 1, 2
- Identify and practise emotional responses that account for own and others' feelings (VCHPEP076) – activities 1, 3
- Explore actions that help make the classroom a healthy, safe and active place (VCHPEP078) – activities 1, 3

### **Drama**

- Explore roles, characters and dramatic action in dramatic play, improvisation and process drama (VCADRE021) – activity 2
- Use voice, facial expression, movement and space to imagine and establish role and situation (VCADRD022) – activity 2
- Present drama that communicates ideas, including stories from their community, to an audience (VCADRP023) – activities 2, 4

## **Mapping for topic 6 general capabilities**

### **Foundation level**

#### **Personal and social capability**

##### **Self-awareness and management**

Recognition and expression of emotions

- Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations (VCPSCSE001) – activity 3

- Development of resilience Recognise that problems or challenges are a normal part of life and that there are actions that can be undertaken to manage problems (VCPSCSE003) – activity 1

## **Social awareness and management**

### Relationships and diversity

- Practise the skills required to include others and make friends with peers, teachers and other adults (VCPSCSE005) – activity 2

### Collaboration

- Name and practise basic skills required to work collaboratively with peers (VCPSCSE006) – activity 2
- Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict (VCPSCSE007) – activity 3

## **Levels 1 and 2**

## **Personal and social capability**

### **Self-awareness and management**

#### Recognition and expression of emotions

- Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (VCPSCSE008) – activity 3

### **Social awareness and management**

#### Relationships and diversity

- Listen to others' ideas, and recognise that others may see things differently (VCPSCSE012) – activities 1, 2

#### Collaboration

- Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (VCPSCSE0148) – activity 2
- Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict (VCPSCSE015) – activity 3

## **Foundation to Level 2**

### **Critical and creative thinking**

#### Reasoning

- Examine words that show reasons and words that show conclusions (VCCCTQ004) – activities 1, 3
- Compare and contrast information and ideas in own and others reasoning (VCCCTQ005) – activity 3
- Consider how reasons and examples are used to support a point of view and illustrate meaning (VCCCTQ006) – activity 3

### **Ethical capability**

#### Understanding Concepts

- Explore the meaning of right and wrong, good and bad, as concepts concerned with the outcomes of acts (VCECU001) – activity 1

#### Decision Making and Actions

- Explore the type of acts often considered right and those often considered wrong and the reasons why they are considered so (VCECU002) – activity 1
- Explore the effects that personal feelings can have on how people behave in situations where ethical issues are involved (VCECU003) – activities 2, 3

#### **Return to:**

- Foundation to Year 2 Assessment

QC 63125

## **Our commitment to you**

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