sentences. Sudents will explore a variety of texts and will be encouraged to make connections to the stories and their own experiences. They will identify the characters and reteil events from texts heard. Students will explore vocabulary heard in a variety of texts and discuss the meaning and be encouraged to use new vocabulary in class (VCELA142) (VCELA144) (VCELT150) (VCELT170) Writing Students will explore the idea that written text in Standard Australian English has conventions about words, spaces between words and layout on the page. They will explore the notion that sounds are represented by upper- and lower-case letters that the sublisters are used for names, and that capital letters and full stops signal the beginning and end of sentences. The students will begin to recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences. The students will stop to learn that spoken sounds and words can be written and know how to write some high-frequency words and other familiar words including their name. (VCELY162) (VCELT155) (VCELA155) (VCELA157) <b>Spacking and Listening</b> Students will explore the ideating skills, students will listen to and respond orally to a variety of texts and to others' likes and diskes in classroom discussions. They will have opportunities to some sounds, students will be introduced to upper - and lower - case letters and the most common sounds the letters make. They will have opportunities to share feelings and thoughts about the events and characters in texts. Phonics sessions will sopport students will be introduced to upper - and lower - case letters and the most common sounds the letters make. They will use this sound knowledge to begin to read and write consonant-vowel-consonant-works (CVC). (VCELY162) (VCELA146) (VCELA146) (VCELA158) (VCELA158) (VCELT171)	Term 1, 2025 – Curriculum Overv ENGLISH	MATHEMATICS	THE HUMANITIES
and simple digital texts work. They will investigate features of print such as title, front cover, the direction we read and the difference between letters, words and some sontences. Students will explore a variety of texts and will be encouraged to make connections to the stories and their own experiences. They will identify the characters and retell events from texts heard. Students will explore vocabulary heard in a variety of texts and discuss the meaning and be encouraged to use new vocabulary in class discussions. (VCELN142) (VCELN149) (VCELN150) (VCELN170) (VCELN149) (VCELN149) (VCELN149) (VCELN150) (VCELN170) (VCELN149) (VCELN149) (VCELN149) (VCELN149) (VCELN149) (VCELN150) (V	Reading	The Big Ideas in Number	Citizenship, Diversity and
cover, the direction we read and the difference between letters, words and sentences. Students will explore a variety of texts and will be encouraged to make connections to the stories and their own experiences. They will identify the characters and refell events from texts heard. Students will explore vocabulary heard in a variety of texts and out be encouraged to use new vocabulary in class discussions. (VCEL1142) (VCEL1143) (VCEL1150) (VCEL1170) (VCEL1120) (VCEL1150) (VCEL1151) (VCEL1150) (VCEL1151) (VCEL1151	Students will focus on concepts about print and screen, including how books, film	Students will develop	Identity
sentences. Students will explore a variety of texts and will be encouraged to make connections to the stories and their own experiences. They will identify the characters and retell events from texts heard. Students will explore vocabulary heard in a variety of texts and discuss the meaning and be encouraged to use new vocabulary in class discussions. VCELA142] (VCELT148] (VCELT150] (VCELT170) WTing Students will explore the idea that written text in Standard Australian English has conventions about words, spaces between words and layout on the page. They will explore the notion that sounds are represented by upper- and lower-case letters that the students will explore the idea that promotion patterns for each case. The students will start to learn that spoken sounds and words can be written a fill stops signal the beginning and end of sentences. The students will start to learn that spoken sounds and words can be written a fill stops ignal the beginning and end of sentences. The students will start to learn that spoken sounds and words can be written and know how to write some high-frequency words and other familiar words including their name. (VCELV1126] (VCELT159] (VCELA155] (VCELA157) Speaking and Listening to increase Speaking and Listening skills, students will latent to case roused and the events and characters in texts. Phonics sessions will support students will be events and characters in texts. Phonics sessions will some sounds in spoken words, Students will use this sound knowledge to begin tread and write vocanont words, (VCELA146] (VCELA158] (VCELA158] (VCELA158] (VCELA158) (VCELT171) in everyday language.	and simple digital texts work. They will investigate features of print such as title, front	their understanding of	Students will explore the
Students will explore a variety of texts and will be encouraged to make connections to the stories and their own experiences. They will identify the characters and retell events from texts heard. Students will explore vocabulary heard in a variety of texts and sources on the explore vocabulary heard in a variety of texts and sources between words and layout on the page. They will and explore the notion that sounds are represented by upper- and lower-case letters that can letters and full stops signal the beginning and end of sentences. The students will explore the sources and other familiar words including their name. (VCEL1159) (VCEL1155) (VCELA155)	cover, the direction we read and the difference between letters, words and	number by recognising	meaning of right and wrong
to the stories and their own experiences. They will identify the characters and retell events from texts heard. Students will explore vocabulary heard in a variety of texts and discuss the meaning and be encouraged to use new vocabulary in class discussions. (VCEL142) (VCEL148) (VCEL1150) (VCEL1170) (VCEL1170) (VCEL1120) (VCEL11	sentences.	small collections to five	good and bad and the
events from texts heard. Students will explore vocabulary heard in a variety of texts and discuss the meaning and be encouraged to use new vocabulary in class discussions. (VCELA142) (VCELA144) (VCELT148) (VCELT150) (VCELT170) Writing Students will explore the idea that written text in Standard Australian English has conventions about words, spaces between words and layout on the page. They will explore the notion that sounds are represented by upper- and lower-case letters that capital letters and full stops signal the beginning and end of sentences. The students will understand that punctuation is a feature of written text different from letters. They will begin to recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences. The students will start to learn that spoken sounds and words can be written and know how to write some high-frequency words and other familiar words including their name. (VCELY162) (VCELA156) (VCELA155) (VCELA157) <b>Speaking and Listening</b> To increase Speaking and Listening skills, students will listen to and respond orally to a variety of some sounds in spoken words. Students will bitter to and respond orally to a variety of some sounds in spoken words. Students will use this sound knowledge to begin and the most common sounds the letters make. They will use this sound knowledge to begin read and write consonant-vowel-consonant words (CVC). (VCELY14) (VCELA165) (VCELA168) (VCELA158) (VCELT171)	Students will explore a variety of texts and will be encouraged to make connections	without counting	effects that feelings can
and discuss the meaning and be encouraged to use new vocabulary in class discussions. (VCELA142) (VCELA144) (VCELT148) (VCELT150) (VCELT170) Writing Students will explore the idea that written text in Standard Australian English has conventions about words, spaces between words and layout on the page. They will be given the otion that sounds are represented by upper- and lower-case letters that has written using learned letter formation patterns for each case. The students will begin to recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences. The students will start to learn that spoken sounds and other familiar words including their name. (VCELY162) (VCELA155) (VCELA155) (VCELA157) Speaking and Listening To increase Speaking and Listening skills, students will be introduced to upper- and lower-case letters in the synophorts used is poken words. Students will be introduced to upper- and lower-case letters and the most common sounds in spoken words. Students will be introduced to upper- and lower-case letters and the most common sounds in between the familiar words including their casoning which has poken words. Students will be introduced to upper- and lower-case letters and the most common sounds in between twords (CVC). (VCELY174) (VCELA164) (VCELA164) (VCELA158) (VCELA158) (VCELA158) (VCELA159) (VCE	to the stories and their own experiences. They will identify the characters and retell	(subitise), identify	have on others in different
discussions. (VCEL1142) (VCEL1148) (VCEL1150) (VCEL1170) Writing Students will explore the idea that written text in Standard Australian English has conventions about words, spaces between words and layout on the page. They will explore the notion that sounds are represented by upper- and lower-case letters that can be written using learned letter formation patterns for each case. The students will understand that punctuation is a feature of written text different from letters. They will begin to recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences. The students will start to learn that spoken sounds and words can be written and know how to write some high-frequency words and other familiar words including their name. (VCELV1162) (VCEL1159) (VCELA155) (VCELA155) (VCELA157) Speaking and Listening support students will start to learn that spoken sounds and words can be written and know for increase Speaking and Listening skills, students will listen to and respond orally to a variety of texts and to others' likes and dislikes in classroom discussions. They will have opportunities to share feelings and thoughts about the events and characters in texts. Phonics sessions will support students will explore words. Students will use this sound knowledge to begin to read and write consonant-vowel-consonant words (CVC). (VCELV174) (VCELA166) (VCELA166) (VCELA146) (VCELA146	events from texts heard. Students will explore vocabulary heard in a variety of texts	collections as	situations. They will practise
(VCELA142) (VCELA144) (VCEL1148) (VCEL1170)number names and symbols, demonstrate a knowledge of the number naming sequence and identify one more/one less, what comespeers. Students will develor the expression of emotion to describe how they feel different situations. They will be supported to recognise that challenges are a normal part of life and that propured to recognise that challenges are a normal part of life and that propured to recognise that challenges are a normal part of life and that propured to recognise that challenges are a normal part of life and that propured to recognise that challenges are a normal part of life and that propured to recognise that challenges are a normal part of life and that problems.The students will start to learn that spoken sounds and words can be written and how to write some high-frequency words and other familiar words including their name. (VCELY162) (VCEL1159) (VCELA156) (VCELA155) (VCELA157)Measurement Students will explore the concept of length and mass by using direct and the most common sounds the letters make. They will use this sound knowledge to begin read and write consonant-wowel-consonant words (CVC). (VCELV1741) (VCELA166) (VCELA168) (VCELA168) (VCELA158) (VCEL1711)number names and symbols, demonstrate a knowledge of the number.	and discuss the meaning and be encouraged to use new vocabulary in class	bigger/smaller/more/les	the skills required to include
WritingStudents will explore the idea that written text in Standard Australian English hasConventions about words, spaces between words and layout on the page. They willexplore the notion that sounds are represented by upper- and lower-case letters thatThe students will understand that punctuation is a feature of written text different fromcapital letters and full stops signal the beginning and end of sentences.The students will start to learn that spoken sounds and words can be written and knowhow to write some high-frequency words and other familiar words including theirname.(VCELY142) (VCEL1159) (VCELA156) (VCELA155) (VCELA157)Speaking and ListeningSpeaking and Listeningsupport students will explores to identify nyming words, syllables, alliteration patters, onset and the most common sounds the letters make. They will use this sound knowledge to begin tosupport students to identify nyming words, syllables, alliteration patters (CVC).(VCELY142) (VCELA166) (VC	discussions.	s, match collections to	others and make friends with
Students will explore the idea that written text in Standard Australian English has conventions about words, spaces between words and layout on the page. They will explore the notion that sounds are represented by upper- and lower-case letters that can be written using learned letter formation patterns for each case. The students will understand that punctuation is a feature of written text different from letters. They will begin to recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences. The students will start to learn that spoken sounds and words can be written and know how to write some high-frequency words and other familiar words including their name. (VCELY142) (VCELA156) (VCELA155) (VCELA157) <b>Speaking and Listening</b> To increase Speaking and Listening skills, students will listen to and respond orally to a variety of share feelings and thoughts about the events and characters in texts. Phonics sessions will support students to identify nyming words, syllables, alliteration patterns, onset and rime and some sounds in spoken words. Students will be introduced to upper - and lower -case letters and the most common sounds the letters make. They will use this sound knowledge to begin to read and write consonant-vowel-consonant words (CVC). (VCELV124) (VCELA1461 (VCELA168) (VCELA158) (VCELA158) (VCELT171)	<u>(VCELA142) (VCELA144) (VCELT148) (VCELT150) (VCELT170)</u>	number names and	peers. Students will develop
conventions about words, spaces between words and layout on the page. They will explore the notion that sounds are represented by upper- and lower-case letters that can be written using learned letter formation patterns for each case. The students will understand that punctuation is a feature of written text different from letters. They will begin to recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences. The students will start to learn that spoken sounds and words can be written and know how to write some high-frequency words and other familiar words including their name. ( <u>VCELY162</u> ) ( <u>VCELA156</u> ) ( <u>VCELA155</u> ) ( <u>VCELA157</u> ) <b>Speaking and listening</b> skills, students will listen to and respond orally to a variety of texts and to others' likes and dislikes in classroom discussions. They will have opportunities to share feelings and thoughts about the events and characters in texts. Phonics sessions will support students to identify rhyming words, syllables, alliteration patterns, onset and rime and some sounds in spoken words. Students will be introduced to upper-and lower-case letters and the most common sounds the letters make. They will use this sound knowledge to begin to read and write consonant-vowel-consonant words (CVC). ( <u>VCELV174</u> ) ( <u>VCELA166</u> ) ( <u>VCELA168</u> ) ( <u>VCELA146</u> ) ( <u>VCELA146</u> ) ( <u>VCELA164</u> ) ( <u>VCELA158</u> ) ( <u>VCEL1171</u> )	Writing	symbols, demonstrate a	the vocabulary and practise
explore the notion that sounds are represented by upper- and lower-case letters that can be written using learned letter formation patterns for each case. The students will understand that punctuation is a feature of written text different from letters. They will begin to recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences. The students will start to learn that spoken sounds and words can be written and know how to write some high-frequency words and other familiar words including their name. (VCELY162) (VCEL156) (VCELA155) (VCELA155) (VCELA157) <b>Speaking and Listening</b> To increase Speaking and Listening skills, students will listen to and respond orally to a variety of texts and to others' likes and dislikes in classroom discussions. They will have opportunities to share feelings and thoughts about the events and characters in texts. Phonics sessions will support students to identify rhyming words, syllables, alliteration patterns, onset and rime and some sounds in spoken words. Students will use this sound knowledge to begin to and write consonant-vowel-consonant words (CVC). (VCELY174) (VCELA166) (VCELA168) (VCELT172) (VCELA158) (VCELT171)	Students will explore the idea that written text in Standard Australian English has	knowledge of the	the expression of emotions
can be written using learned letter formation patterns for each case. The students will understand that punctuation is a feature of written text different from letters. They will begin to recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences. The students will start to learn that spoken sounds and words can be written and know how to write some high-frequency words and other familiar words including their name. (VCELY162) (VCELA156) (VCELA155) (VCELA157) <b>Speaking and Listening</b> to increase Speaking and Listening skills, students will listen to and respond orally to a variety of texts and to others' likes and dislikes in classroom discussions. They will have opportunities to share feelings and thoughts about the events and characters in texts. Phonics sessions will support students to identify rhyming words, syllables, alliteration patterns, onset and rime and some sounds in spoken words. Students will be introduced to upper -and lower -case letters and the most common sounds the letters make. They will use this sound knowledge to begin to read and write consonant-vowel-consonant words (CVC). (VCELY174) (VCELA166) (VCELA168) (VCELA168) (VCELA165) (VCELA168) (VCELA166) (VCELA168) (VCELA168) (VCELA168) (VCELA168) (VCELA168) (VCELA168) (VCELA168) (VCELA166) (VCELA168)	conventions about words, spaces between words and layout on the page. They will	number naming	to describe how they feel in
The students will understand that punctuation is a feature of written text different from letters. They will begin to recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences. The students will start to learn that spoken sounds and words can be written and know how to write some high-frequency words and other familiar words including their name. (VCELY152) (VCELA156) (VCELA155) (VCELA157) Speaking and Listening skills, students will listen to and respond orally to a variety of texts and to others' likes and dislikes in classroom discussions. They will have opportunities to share feelings and thoughts about the events and characters in texts. Phonics sessions will support students to identify rhyming words, syllables, alliteration patterns, onset and rime and some sounds in spoken words. Students will use this sound knowledge to begin to read and write consonant-vowel-consonant words (CVC). (VCELY174) (VCELA166) (VCELA168) (VCELA168) (VCELA168) (VCELA158) (VCELT171)	explore the notion that sounds are represented by upper- and lower-case letters that	sequence and identify	different situations. They will
<ul> <li>letters. They will begin to recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences.</li> <li>The students will start to learn that spoken sounds and words can be written and know how to write some high-frequency words and other familiar words including their name.</li> <li>(VCELY162) (VCEL1159) (VCELA156) (VCELA155) (VCELA157)</li> <li>Speaking and Listening</li> <li>To increase Speaking and Listening skills, students will listen to and respond orally to a variety of texts and to others' likes and dislikes in classroom discussions. They will have opportunities to share feelings and thoughts about the events and characters in texts. Phonics sessions will support students to identify nyming words, syllables, alliteration patterns, onset and rime and some sounds in spoken words. Students will be introduced to upper -and lower -case letters and the most common sounds the letters make. They will use this sound knowledge to begin to read and write consonant-vowel-consonant words (CVC).</li> <li>(VCELY174) (VCELA166) (VCELA168) (VCELT172) (VCELA146) (VCELA158) (VCELT171)</li> </ul>		one more/one less,	be supported to recognise
capital letters and full stops signal the beginning and end of sentences. The students will start to learn that spoken sounds and words can be written and know how to write some high-frequency words and other familiar words including their name. (VCELY162) (VCEL159) (VCELA156) (VCELA155) (VCELA157) Speaking and Listening To increase Speaking and Listening skills, students will listen to and respond orally to a variety of texts and to others' likes and dislikes in classroom discussions. They will have opportunities to share feelings and thoughts about the events and characters in texts. Phonics sessions will support students to identify rhyming words, syllables, alliteration patterns, onset and rime and some sounds in spoken words. Students will be introduced to upper - and lower - case letters and the most common sounds the letters make. They will use this sound knowledge to begin to read and write consonant-vowel-consonant words (CVC). (VCELY174) (VCELA166) (VCELA168) (VCELT172) (VCELA146) (VCELA158) (VCELT171)	The students will understand that punctuation is a feature of written text different from	what comes	that challenges are a
The students will start to learn that spoken sounds and words can be written and know how to write some high-frequency words and other familiar words including their name. (VCELY162) (VCEL159) (VCELA156) (VCELA155) (VCELA157) Speaking and Listening Stills, students will listen to and respond orally to a variety of texts and to others' likes and dislikes in classroom discussions. They will have opportunities to share feelings and thoughts about the events and characters in texts. Phonics sessions will support students to identify rhyming words, syllables, alliteration patterns, onset and rime and some sounds in spoken words. Students will be introduced to upper -and lower -case letters and the most common sounds the letters make. They will use this sound knowledge to begin to read and write consonant-vowel-consonant words (CVC). (VCELY174) (VCELA166) (VCELA168) (VCELA168) (VCELA158) (VCELT171)	letters. They will begin to recognise how capital letters are used for names, and that	before/after a given	normal part of life and that
how to write some high-frequency words and other familiar words including their name. (VCELY162) (VCELA156) (VCELA155) (VCELA157) <b>Speaking and Listening</b> To increase Speaking and Listening skills, students will listen to and respond orally to a variety of texts and to others' likes and dislikes in classroom discussions. They will have opportunities to share feelings and thoughts about the events and characters in texts. Phonics sessions will support students to identify rhyming words, syllables, alliteration patterns, onset and rime and some sounds in spoken words. Students will be introduced to upper -and lower -case letters and the most common sounds the letters make. They will use this sound knowledge to begin to read and write consonant-vowel-consonant words (CVC). (VCELY174) (VCELA166) (VCELA168) (VCELT172) (VCELA146) (VCELA158) (VCELT171)	capital letters and full stops signal the beginning and end of sentences.	number.	there are actions that can
name. (VCELY162) (VCELA156) (VCELA155) (VCELA157) Speaking and Listening To increase Speaking and Listening skills, students will listen to and respond orally to a variety of texts and to others' likes and dislikes in classroom discussions. They will have opportunities to share feelings and thoughts about the events and characters in texts. Phonics sessions will support students to identify rhyming words, syllables, alliteration patterns, onset and rime and some sounds in spoken words. Students will be introduced to upper -and lower -case letters and the most common sounds the letters make. They will use this sound knowledge to begin to read and write consonant-vowel-consonant words (CVC). (VCELY174) (VCELA166) (VCELA168) (VCELT172) (VCELA146) (VCELA158) (VCELT171)	The students will start to learn that spoken sounds and words can be written and know	(VC2MFN01) (VC2MFN02)	be undertaken to manage
(VCELY162) (VCELA156) (VCELA155) (VCELA157) Speaking and Listening To increase Speaking and Listening skills, students will listen to and respond orally to a variety of texts and to others' likes and dislikes in classroom discussions. They will have opportunities to share feelings and thoughts about the events and characters in texts. Phonics sessions will support students to identify rhyming words, syllables, alliteration patterns, onset and rime and some sounds in spoken words. Students will be introduced to upper -and lower -case letters and the most common sounds the letters make. They will use this sound knowledge to begin to read and write consonant-vowel-consonant words (CVC). (VCELY174) (VCELA166) (VCELA168) (VCELA168) (VCELA158) (VCELT171)	how to write some high-frequency words and other familiar words including their	Measurement	problems.
Speaking and Listening To increase Speaking and Listening skills, students will listen to and respond orally to a variety of texts and to others' likes and dislikes in classroom discussions. They will have opportunities to share feelings and thoughts about the events and characters in texts. Phonics sessions will support students to identify rhyming words, syllables, alliteration patterns, onset and rime and some sounds in spoken words. Students will be introduced to upper -and lower -case letters and the most common sounds the letters make. They will use this sound knowledge to begin to read and write consonant-vowel-consonant words (CVC). (VCELY174) (VCELA166) (VCELA168) (VCELA168) (VCELA158) (VCELT171)	name.	Students will explore the	They will identify a range of
To increase Speaking and Listening skills, students will listen to and respond orally to a variety of texts and to others' likes and dislikes in classroom discussions. They will have opportunities to share feelings and thoughts about the events and characters in texts. Phonics sessions will support students to identify rhyming words, syllables, alliteration patterns, onset and rime and some sounds in spoken words. Students will be introduced to upper -and lower -case letters and the most common sounds the letters make. They will use this sound knowledge to begin to read and write consonant-vowel-consonant words (CVC). (VCELY174) (VCELA166) (VCELA168) (VCEL1172) (VCELA146) (VCELA158) (VCELT171)		concept of length and	groups which they and their
texts and to others' likes and dislikes in classroom discussions. They will have opportunities to share feelings and thoughts about the events and characters in texts. Phonics sessions will support students to identify rhyming words, syllables, alliteration patterns, onset and rime and some sounds in spoken words. Students will be introduced to upper -and lower -case letters and the most common sounds the letters make. They will use this sound knowledge to begin to read and write consonant-vowel-consonant words (CVC). (VCELY174) (VCELA166) (VCELA168) (VCELT172) (VCELA146) (VCELA158) (VCELT171)		mass by using direct	families and members of
share feelings and thoughts about the events and characters in texts. Phonics sessions will support students to identify rhyming words, syllables, alliteration patterns, onset and rime and some sounds in spoken words. Students will be introduced to upper -and lower -case letters and the most common sounds the letters make. They will use this sound knowledge to begin to read and write consonant-vowel-consonant words (CVC). (VCELY174) (VCELA166) (VCELA168) (VCELT172) (VCELA146) (VCELA158) (VCELT171)		and indirect	their class belong. Students
support students to identify rhyming words, syllables, alliteration patterns, onset and rime and some sounds in spoken words. Students will be introduced to upper -and lower -case letters and the most common sounds the letters make. They will use this sound knowledge to begin to read and write consonant-vowel-consonant words (CVC). (VCELY174) (VCELA166) (VCELA168) (VCELT172) (VCELA146) (VCELA158) (VCELT171)		comparisons to decide	will explore what is familiar
some sounds in spoken words. Students will be introduced to upper -and lower -case letters and the most common sounds the letters make. They will use this sound knowledge to begin to read and write consonant-vowel-consonant words (CVC). (VCELY174) (VCELA166) (VCELA168) (VCELT172) (VCELA146) (VCELA158) (VCELT171) heavier. Students will be given the opportunity to explain their reasoning in everyday language. (VCECD003) (VCECD004)		which is longer or	and what is different in the
and the most common sounds the letters make. They will use this sound knowledge to begin to read and write consonant-vowel-consonant words (CVC). (VCELY174) (VCELA166) (VCELA168) (VCELT172) (VCELA16) (VCELA158) (VCELT171) given the opportunity to individuals and families live explain their reasoning in everyday language. (VCECD003) (VCECD004)		heavier. Students will be	ways culturally diverse
read and write consonant-vowel-consonant words (CVC). (VCELY174) (VCELA166) (VCELA168) (VCELT172) (VCELA146) (VCELA158) (VCELT171) in everyday language. (VCECD003) (VCPSCS0004)		given the opportunity to	individuals and families live.
(VCELY174) (VCELA166) (VCELA168) (VCELT172) (VCELA166) (VCELA158) (VCELT171) in everyday language. (VCECD003) (VCPSCS0004)		explain their reasoning	(VCECU001) (VCECD002)
		in everyday language.	(VCECD003) (VCPSCSO004)
(VCPSCSE003) (VCICCB001)		<u>(VC2MFM01)</u>	(VCPSCSO005) (VCPSCSE001)

Niddrie           Term 1, 2025 – Curriculum Overview - Foundation				
SCIENCE	The ARTS	ITALIAN	PHYSICAL EDUCATION	
Science is about exploring the world around us, and the students will begin their year learning about our 5 different senses, investigating and observing these. They will then look at how living things have various external features and live in different places where their basic needs, including food, water, and shelter are met. Students will learn to recognise common features of animals and describe the uses of animal body parts for certain purposes. They will learn to identify common features of plants and realise that different living things live in different places. (VCSIS033) (VCSIS038) (VCSIS039) (VCSIS042)	Students are exploring paint and colour this term. Primary colours have been taught along with how to use these to mix secondary colours. Students explore how to use white to lighten a colour. Different ways of applying paint to paper are explored and different utensil used. Students will attempt simple printing methods and understand the difference between painting and printing. (VCAVAV018) (VCAVAE017) (VCAVAP019)	This term students will participate in activities to develop their listening, speaking, reading and writing skills in Italian. They will learn how to introduce themselves by saying 'Ciao. Mi chiamo Students will learn where Italy is in the world compared to Australia. We will discuss the differences between Italian and Australian culture and the flags. Numbers from 0-10 will be introduced and we will learn songs including 'Ciao Buongiorno', 'Buongiorno', 'I Numeri' and 'Tanti Aguri'. (VCITC001) (VCITC002) (VCITC004)(VCITC012) (VCITU013)	This term students will participate in activities and games that encourage cooperation and positive play. Through simple games, students will develop sharing, turn-taking, and teamwork skills, whilst learning to follow basic rules such as stopping on the whistle and staying within set boundaries. Students will also participate in a basic perceptual motor program aimed at developing their fundamental motor skills. <u>VC2HPFM01</u> <u>VC2HPFM02</u> <u>VC2HPFM05</u>	