NELI and NELI Whole Victoria Class Curriculum chart - Level 1

link to curriculum: Victorian Curriculum - English Version 2.0 - View levels consecutively down the page (vcaa.vic.edu.au) **NELI Whole Class** NELI (Level 1) S S Help Help opic 2: Things We Wear opic 2: Things We Wear 3: People Who 3: People Who Body Growing opic 4: Growing **Fopic 1: My Body** opic 5: Journey opic 5: Journey opic 6: Time opic 1: My opic 4: ; opic **English** Language Language for interacting with others Explore how language, facial expressions and gestures are used to interact with others when asking for and providing information, • • making offers, exclaiming, requesting and giving commands (VC2E1LA01) • • • • • • Explore language to provide reasons for likes, dislikes and preferences (VC2E1LA02) Text structure and organisation Explore how types of texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain (VC2E1LA03) Explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs (VC2E1LA04) Understand how concepts about print in printed and digital texts are organised using features such as page numbers, tables of contents, headings and titles, navigation buttons, swipe screens, verbal commands, links and images (VC2E1LAO5) Language for expressing and developing ideas Understand that a simple sentence consists of a single independent clause representing a single event or idea (VC2E1LA06) Understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives), relationships in time and space (prepositions) and details such as when, where and how (adverbs) (VC2E1LA07) Compare how images and sound in different types of texts contribute to meaning (VC2E1LA08) Recognise and understand vocabulary across the curriculum, such as topic-specific vocabulary in other learning areas (VC2E1LA09) Understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for proper nouns (VC2E1LA10) Literature Literature and contexts Discuss how language and images are used to create characters, settings and events in literary texts by Aboriginal and Torres Strait Islander authors and illustrators and a wide range of Australian and world authors and illustrators (VC2E1LEO1)

Engaging and responding to literature

Discuss a range of literary texts and share responses by making connections with their own experiences (VC2E1LE02)								•	•	•	•	•	•
Examining literature													
Discuss plots, characters and settings through a range of literary texts (VC2E1LE03)								•	•	•	•	•	•
Listen to, recite and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme (VC2E1LE04)	•	•	•	•	•	•		•	•	•	•	•	•
Creating literature													
Retell or adapt a range of previously encountered literary texts using plot and characters, structure, language features and vocabulary, through role-play, writing and drawing (VC2E1LE05)								•	•	•	•	•	•
Literacy													
Interacting with others													
Use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the read or spoken contributions of others, and contributing ideas and questions (VC2E1LY01)	•	•	•	•	•	•		•	•	•	•	•	•
Deliver short spoken texts to an audience using features of voice (VC2E1LY02)													
Phonic and word knowledge													
Blend, segment and manipulate phonemes in words (phonemic awareness), including words with consonant blends at the beginning and end, and words with more than one syllable (VC2E1LY03)													
Use knowledge of short vowels, common long vowels, consonant blends and digraphs to read and write one- and 2-syllable words (VC2E1LY04)													
Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound (VC2E1LY05)													
Spell one- and 2-syllable words with common letter patterns (VC2E1LY06)													
Read and write an increasing number of high-frequency words (VC2E1LY07)													
Recognise and know how to use grammatical morphemes to create word families (VC2E1LY08)												l	
Building fluency and making meaning													
Read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and make and monitor meaning using context and grammatical knowledge (VC2E1LY09)													
Texts in context													
Discuss different types of texts drawn from a range of cultures and experiences (VC2E1LY10)													
Analysing, interpreting and evaluating													
Describe some similarities and differences between narrative, informative and persuasive texts (VC2E1LY11)													
Use comprehension strategies, such as visualising, predicting, connecting, summarising and questioning, and draw on learnt vocabulary and growing knowledge of context and text structures to build literal and inferred meanings (VC2E1LY12)													
Creating texts													
Create short narrative and informative texts, written and spoken, on personal and learnt topics, including using some topic-specific vocabulary, appropriate multimodal elements, and a structure with an opening, middle and conclusion (VC2E1LY13)													
Re-read their own texts and discuss possible changes to improve meaning, spelling and punctuation (VC2E1LY14)													
Write words using unjoined lower-case and upper-case letters (VC2E1LY15)													
Science													
Science Understanding													
Biological sciences													
Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met (VCSSU042)				•							•		

Earth and space sciences													
Living things grow, change and have offspring similar to themselves (VCSSU043)				•							•		
Observable changes occur in the sky and landscape; daily and seasonal changes affect everyday life (VCSSU046)				•							•		
Science Inquiry Skills													
Planning and conducting													
Participate in guided investigations, including making observations using the senses, to explore and answer questions (VCSISO51)											•		
Recording and processing													
Use informal measurements in the collection and recording of observations (VCSISO52)											•		
Technologies													
Design and technologies													
Technologies Contexts: Food and fibre production													
Explore how plants and animals are grown for food, clothing and shelter (VCDSTC015)				•							•		
The Humanities													
Geography													
Geographics Concepts and skills													
Place, space and interconnection													
Describe and explain where places and activities are located (VCGGC058)			•							•			
Geographical Knowledge													
Places and our connections to them					•		•			•	•	•	
Weather and seasons [and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander peoples, describe them] (VCGGK067)				•							•		