

NELI and NELI Whole Class Victoria Curriculum chart - Foundation Level

link to curriculum:

[Victorian Curriculum - English Version 2.0 - View levels consecutively down the page \(vcaa.vic.edu.au\)](https://www.vcaa.vic.edu.au/Victorian-Curriculum-English-Version-2.0-View-levels-consecutively-down-the-page)

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NELI

NELI Whole Class

	Topic 1: My Body	Topic 2: Things We Wear	Topic 3: People Who Help Us	Topic 4: Growing	Topic 5: Journey	Topic 6: Time		Topic 1: My Body	Topic 2: Things We Wear	Topic 3: People Who Help Us	Topic 4: Growing	Topic 5: Journey	Topic 6: Time
English													
Language													
Language for interacting with others													
Explore how language is used differently at home and school depending on the relationships between people (VC2EFLA01)													
Explore different ways of using language to express preferences, likes and dislikes (VC2EFLA02)	●	●	●	●	●	●		●	●	●	●	●	●
Text structure and organisation													
Understand that texts can take many forms, and that imaginative and informative texts have different purposes (VCELA141)													
Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, including directionality (VCELA142)													
Language for expressing and developing ideas													
Recognise that sentences are key units for expressing ideas (VCELA143)	●	●	●	●	●	●		●	●	●	●	●	●
Recognise that texts are made up of words and groups of words that make meaning (VCELA144)													
Explore the different contribution of words and images to meaning in stories and informative texts (VCELA145)													
Recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school (VC2EFLA08)	●	●	●	●	●	●		●	●	●	●	●	●
Identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end (VC2EFLA09)													
Literature													
Literature and contexts													
Discuss experiences that are similar or different to their own by engaging with literary texts by Aboriginal and Torres Strait Islander authors and illustrators and a wide range of Australian and world authors and illustrators (VC2EFLE01)													
Engaging with and responding to literature													
Respond to stories and share feelings and thoughts about the events and characters depicted (VC2EFLE02)	●	●	●	●	●	●		●	●	●	●	●	●
Examining literature													
Recognise a range of literary texts and identify features including events, characters, and beginnings and endings (VC2EFLE03)	●	●	●	●	●	●		●	●	●	●	●	●
Explore and replicate the rhythms and sound patterns of poems, chants, rhymes and songs (VC2EFLE04)	●	●	●	●	●	●		●	●	●	●	●	●

Creating literature																		
Retell and adapt a range of previously encountered literary texts through play, performance, images, drawing and writing (VC2EFLE05)												•	•	•	•	•	•	
Literacy																		
Interacting with others																		
Interact in informal and structured situations, using appropriate voice levels and listening while others read or speak (VC2EFLY01)	•	•	•	•	•	•						•	•	•	•	•	•	
Deliver short spoken texts to an audience using features of voice (VC2EFLY02)	•	•	•	•	•	•						•	•	•	•	•	•	
Phonic and word knowledge																		
Recognise and generate syllables, rhyming words, alliteration patterns and phonemes in spoken words (phonological awareness) (VC2EFLY03)				•	•	•												
Orally blend, segment and manipulate one-syllable words (phonemic awareness) (VC2EFLY04)				•	•	•												
Use knowledge of letters and sounds to read and spell consonant-vowel-consonant (CVC) words (phoneme-grapheme correspondence knowledge) (VC2EFLY05)				•	•	•												
Recognise and name all upper- and lower-case letters and know the most common phoneme-grapheme correspondences (sound-letter relationships) (VC2EFLY06)																		
Read and write some high-frequency words and other familiar words (VC2EFLY07)																		
Understand that words are units of meaning and can be made of more than one meaningful part (morphemic knowledge) (VC2EFLY08)																		
Building fluency and making meaning																		
Read decodable and authentic texts using developing phonic knowledge, and make and monitor meaning using context and emerging grammatical knowledge (VC2EFLY09)																		
Texts in context																		
Identify some familiar types of texts, such as stories and informative texts, and the contexts in which they are used (VC2EFLY10)																		
Analysing, interpreting and evaluating																		
Identify some differences between narrative and informative texts (VC2EFLY11)													•	•	•	•	•	•
Use comprehension strategies, such as visualising, predicting, connecting, summarising and questioning, to understand and discuss texts listened to, viewed or read independently (VC2EFLY12)																		
Creating texts																		
Create short texts to explore, record and report ideas and events, using familiar words and beginning writing knowledge (VC2EFLY13)																		
Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (VC2EFLY14)																		
Form most lower-case and upper-case letters using learnt letter formations (VC2EFLY15)																		
Health & Physical Education																		
Personal, Social and Community Health																		
Being healthy, safe and active																		
Name parts of the body and describe how their body is growing and changing (VCHPEP058)	•	•											•	•	•	•	•	•
Communicating and interacting for health and wellbeing																		
Identify and describe emotional responses people may experience in different situations (VCHPEP061)				•	•	•	•							•	•	•	•	•
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 (VCSIS051)														
Recording and processing														
Use informal measurements in the collection and recording of observations (VCSIS052)														
Mathematics														
Number and Algebra														
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)														
Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (VCMNA070)														
Subitise small collections of objects (VCMNA071)														
Compare, order and make correspondences between collections, initially to 20, and explain reasoning (VCMNA072)														
Money and financial mathematics														
Represent simple, everyday financial situations involving money (VCMNA075)														
Patterns and algebra														
Sort and classify familiar objects and explain the basis for these classifications, and copy, continue and create patterns with objects and drawings (VCMNA076)														
Measurement and Geometry														
Using units of measurement														
Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language (VCMMG078)														
Compare and order the duration of events using the everyday language of time (VCMMG079)														
Connect days of the week to familiar events and actions (VCMMG080)														
Mathematics Version 2.0														
Number														
Name, represent and order numbers, including zero to at least 20, using physical and virtual materials and numerals (VC2MFN01)														
Recognise and name the number of objects within a collection up to 5 using subitising (VC2MFN02)														
Algebra														
Follow a short sequence of instructions; recognise, copy, continue and create repeating patterns represented in different ways (VC2MFA01)														
Measurement														
Identify and compare attributes of objects and events, including length, capacity, mass and duration, use direct comparisons and communicate reasoning (VC2MFM01)														
Sequence days of the week and times of the day, including morning, lunchtime, afternoon and night-time, and connect them to familiar events and actions (VC2MFM02)														
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)																		•
The Arts																		
Music																		
Explore and Express Ideas																		
Explore sound and silence and ways of using their voices, movement and instruments to express ideas (VCAMUE017)		•	•	•	•	•	•						•	•	•	•	•	•
Music Practices																		
Sing and play instruments to create and practise chants, songs and rhymes including those used by cultural groups in the local community (VCAMUM018)		•	•	•	•	•	•						•	•	•	•	•	•
Present and Perform																		
Rehearse and perform songs and short instrumental pieces which they have learnt and composed (VCAMUP019)		•	•	•	•	•	•						•	•	•	•	•	•
Personal and Social Capability																		
Safe-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)																	•	•
Development of resilience																		
Identify their likes and dislikes, needs and wants, abilities and strengths (VCPSCSE002)																		
Social Awareness and Management																		
Relationships and diversity																		
Practise the skills required to include others and make friends with peers, teachers and other adults (VCPSCSO005)		•	•	•	•	•	•						•	•	•	•	•	•
Collaboration																		
Name and practise basic skills required to work collaboratively with peers (VCPSCSO006)		•	•	•	•	•	•						•	•	•	•	•	•