Victorian Curriculum Outcomes

FOUNDATION LEVEL

LEARNING AREA OUTCOMES	ELEMENTS	CONTENT DESCRIPTION	RESPONSIBILITY LESSON 01	02	03	04	INTEGRITY LESSON 05	06	07	08	STRENGTH LESSON 09	10	11	12	EMPATHY LESSON 13	14	15	16
Health and Physical Education — Personal, Social and Community Health	Being healthy, safe and active	Identify personal strengths											★	★		★	★	★
		Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy		★	★	★	★	★	★	★			★	★	★	★	★	★
	Communicating and interacting for health and wellbeing	Practise personal and social skills to interact with others		★	★		★	★				★			★	★	★	★
		Identify and describe emotional responses people may experience in different situations		★	★			★			★					★	★	★
	Contributing to healthy and active communities	Identify actions that promote health, safety and wellbeing		★	★	★	★	★	★	★	★		★	★	★	★	★	★
Health and Physical Education — Movement and Physical Activity	Understanding movement	Explore how regular physical activity keeps individuals healthy and well											★	★				
Digital Technologies	Creating Digital Solutions	Explore how people safely use common information systems to meet information, communication and recreation needs	★	★		★	★	★		★	★	★		★	★			

GENERAL CAPABILITIES	ELEMENTS	CONTENT DESCRIPTION	RESPONSIBILITY LESSON 01	02	03	04	INTEGRITY LESSON 05	06	07	08	STRENGTH LESSON 09	10	11	12	EMPATHY LESSON 13	14	15	16
Critical and Creative Thinking	Questions and Possibilities	Consider personal reactions to situations or problems and how these reactions may influence thinking	★	★	★	★	★	★	★		★				★	★	★	★
		Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities		★	★	★		★	★	★	★						★	★
	Reasoning	Examine words that show reasons and words that show conclusions							★						★			
		Compare and contrast information and ideas in own and others reasoning	★				★	★	★	★	★	★	★	★			★	
		Consider how reasons and examples are used to support a point of view and illustrate meaning			★	★	★	★	★	★	★	★			★	★		★
	Meta-Cognition	Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self		★	★	★	★	★	★		★	★	★	★	★	★	★	★
		Explore some learning strategies, including planning, repetition, rewording, memorisation and use of mnemonics				★									★			
		Investigate ways to problem-solve, using egocentric and experiential language															★	
Ethical	Understanding Concepts	Explore the meaning of right and wrong, good and bad, as concepts concerned with the outcomes of acts		★	★	★	★	★	★	★						★	★	★
	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		★	★	★	★	★	★	★						★	★	
		Explore the effects that personal feelings can have on how people behave in situations where ethical issues are involved		★				★			★					★	★	★
Personal and Social	Recognition and expression of emotions	Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations		★	★		★				★					★		
	Development of resilience	Identify their likes and dislikes, needs and wants, abilities and strengths	★				★				★				★	★	★	★
		Recognise that problems or challenges are a normal part of life and that there are actions that can be undertaken to manage problems	★	★	★	★	★	★	★	★	★					★		
	Relationships and diversity	Identify a range of groups to which they, their family and members of their class belong			★				★	★					★			
		Practise the skills required to include others and make friends with peers, teachers and other adults							★	★					★	★	★	★
	Collaboration	Name and practise basic skills required to work collaboratively with peers							★				★		★	★	★	
		Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict		★	★		★	★			★					★	★	★

CYBER SAFETY PROJECT