

Mahogany Rise Primary School

VICTORIAN CURRICULUM – CURRICULUM LINKS TO MRPS PLANNING

Foundation

LANGUAGE PROGRAM:

MRPS CURRICULUM	Victorian Curriculum Links
<p>Understanding Language Concepts and Following Directions</p> <p>I can face the speaker</p> <p>I can focus my attention on the speaker</p> <p>I can identify key words in a simple command</p> <p>I can create a visual picture in my mind of what I need to do when given an instruction</p> <p>I can link key words to things I already know</p> <p>I can follow and give directions that include preposition such as:</p> <ul style="list-style-type: none"> • In, on, under, off, out of, away from (normal development b/w age 2 and 3 years) • Toward, up, in front of, in back of, next to, around (b/w age 3 and 4 years) • Down, beside (normal development b/w age 4 and 5 years) • Ahead of (normal development b/w age 5 and 6 years) <p>I can follow directions that include</p> <ul style="list-style-type: none"> • negatives such as; gone, not, don't, isn't, won't, can't, shouldn't, nobody, none and nothing • timing such as; at the same time, before, after, until, then • order such as: 1st, 2nd, last, in the middle, ahead of • space concepts such as row, corner, outside, inside, whole, part, area • quantifiers such as biggest, bigger, medium, little 	<p>Speaking and Listening</p> <p>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)</p> <p>Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (VCELA167)</p> <p>Understand that there are different ways of asking for information, making offers and giving commands(VCELA200)</p> <p>Mathematics</p> <p>Follow a short sequence of instructions (VCMNA077)</p> <p>Describe position and movement (VCMMG082)</p>

<ul style="list-style-type: none"> • simple adjectives that give concrete description (eg. stick the blue paper on the wriggly line) • basic inclusion/exclusion such as: except for, as well as, but, if <p>I can follow</p> <ul style="list-style-type: none"> • One step instructions • 2 step instructions • 3 step instructions 	
<p>Understanding Paragraphs</p> <p>I can face the speaker</p> <p>I can focus my attention on the speaker</p> <p>I can identify key words in a simple paragraph</p> <p>I can create a visual picture in my mind that matches a simple verbal description given</p> <p>I can link key words to things I already know</p> <p>I can listen to a simple sentence and answer</p> <ul style="list-style-type: none"> • yes/no questions • one word answer questions • open ended questions to describe literal information (what happened?) <p>I can listen to an object description and</p> <ul style="list-style-type: none"> • identify the object • redescribe the object <p>I can listen to a picture description and</p> <ul style="list-style-type: none"> • identify the picture • redescribe the picture <p>I can listen to a simple story with pictures and</p> <ul style="list-style-type: none"> • answers yes/no questions • answers one word questions • answers open ended questions to describe literal information (what happened?) 	<p>Reading</p> <p>Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (VCELY153)</p> <p>Identify some features of texts including events and characters and retell events from a text (VCELT150)</p> <p>Speaking and listening</p> <p>Respond to texts, identifying favourite stories, authors and illustrators (VCELT170)</p> <p>Share feelings and thoughts about the events and characters in texts (VCELT171)</p> <p>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)</p> <p>Writing</p> <p>Retell familiar literary texts through performance, use of illustrations and images (VCELT159)</p>
<p>Phonemic Awareness</p> <p>I can identify spoken language is made by words</p> <p>I can identify individual words</p> <p>I can tap out syllables in a word</p> <p>I can air-write and visualise letters</p> <p>I can identify first consonant sound in a spoken word when given multi-modal prompts (cued artic, consonant chart – feeling the sound)</p> <p>I can identify rhyme in spoken words</p> <p>I can produce rhyme in spoken words</p>	<p>Reading</p> <p>Recognise all upper- and lower-case letters and the most common sound that each letter represents (VCELA146)</p> <p>Blend sounds associated with letters when reading consonant-vowel-consonant words (VCELA147)</p> <p>Speaking and listening</p> <p>Identify rhyming words, alliteration patterns, syllables and some sounds (phonemes) in spoken words (VCELA168)</p>

<p>I can identify last consonant sound in a spoken word when given multi-model prompts (cued artic, consonant chart – feeling the sound)</p> <p>I can identify first sound in a spoken word without prompts</p> <p>I can identify last sound in a spoken word without prompts</p> <p>I can blend and segment CVC words</p> <p>I can blend and segment words with blends</p> <p>I can manipulate sounds in CVC words</p> <p>I can air-write and visualise simple words</p> <p>I can read and spell one syllable common words</p> <p>I can read and spell multi-syllable common words</p> <p>I can identify common spelling patterns for vowel sounds</p>	<p>Blend and segment onset and rime in single syllable spoken words and isolate, blend and segment phonemes in single syllable words (first consonant sound, last consonant sound, middle vowel sound)(VCELA169)</p> <p><u>Writing</u></p> <p>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)</p> <p>Know how to use onset and rime to spell words where sounds map more directly onto letters(VCELA158)</p>
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WRITING

MRPS CURRICULUM	VICTORIAN CURRICULUM LINKS
<p>Narrative</p> <p>I can</p> <ul style="list-style-type: none"> • Give a simple description for an object (blue ball) • Give a simple description for a picture, including a subject and an action (boy playing) • Produce a full sentences to describe a picture (There is a girl eating her dinner) • use specific language for familiar topics (eg. “The girl went into the water for a swim” rather than “she went in there”) • use simple openers to describe when (eg. One day, On Sunday, Yesterday, In the morning) • provide simple character descriptions (a little boy, a brown rat, a stripy fish) • create a sentence which describes when and who (One day a little boy....) • create a sentence with when, who and where (On the weekend a little boy went to the park) • sequence a series of pictures to create a logical sequence of events • describe a sequence of 3 familiar events (I ate my breakfast, then I cleaned my teeth and came to school) • retell a story in sequence 	<p><u>Speaking and listening</u></p> <p>Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (VCELA167)</p> <p>Deliver short oral presentations to peers, using appropriate voice levels, articulation, body language, gestures and eye contact (VCELY175)</p> <p><u>Reading</u></p> <p>Identify some features of texts including events and characters and retell events from a text (VCELT150)</p> <p>Explore the different contribution of words and images to meaning in stories and informative texts(VCELA145)</p> <p>Recognise that texts are made up of words and groups of words that make meaning (VCELA144)</p> <p><u>Writing</u></p> <p>Retell familiar literary texts through performance, use of illustrations and images (VCELT159)</p> <p>Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (VCELY160)</p> <p><u>Math</u></p> <p>Compare and order the duration of events using the everyday language of time (VCMMG079)</p>

<ul style="list-style-type: none"> • create a sequence of events with pictures as prompts • appropriately use a range of feelings words in sentences (proud, angry, frustrated, excited, calm, nervous) • describe “when, who, where, what doing, feelings” in retell with visual prompts • describe “when, who, where, what doing, feelings” when creating a story with visual prompts • identify problems and solutions in scenarios/stories • describe and create problems and solutions in narratives • provide a short verbal narrative to the class or in small groups when provided with visual prompts 	
<p>Formulating sentences/grammar:</p> <p>I can:</p> <ul style="list-style-type: none"> • use ‘she is,’ ‘he is,’ and ‘they are’ correctly at the start of a spoken sentence (pronoun and auxiliary verb) • use –ing verbs correctly in spoken sentences (e.g. jumping, reading) (present tense verbs) • use –ed verbs correctly in spoken sentences (e.g. cooked, dressed) (regular past tense) • use a verb to describe (e.g. Whales <i>swim</i> in the ocean, A dog <i>barks</i>) • use –s on the end of words for plurals (e.g. cats, shops, clothes) • use common plurals that don’t end in –s (e.g. tooth --> teeth, foot --> feet) • use words that describe who owns something (e.g. her, his, their, mummy’s, daddy’s) (possessives) • use simple connectives in spoken sentences (e.g. and, then, but, so, because) • use simple adjectives in spoken sentences (e.g. blue, soft, hard, pretty, loud, cheeky, smelly) • ask ‘wh-word’ questions (e.g. who, what, when, where, why, which) • ask yes/no questions (e.g. questions that start with can, will, does, is, should) 	<p>Speaking and Listening</p> <p>Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community(VCELA164)</p> <p>Explore how language is used differently at home and school depending on the relationships between people (VCELA165)</p> <p>Understand that language can be used to explore ways of expressing needs, likes and dislikes(VCELA166)</p> <p>Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (VCELA167)</p> <p>Reading</p> <p>Recognise that sentences are key units for expressing ideas (VCELA143)</p>

<ul style="list-style-type: none"> • use negatives in spoken sentences (e.g. not, can't, don't, hasn't, won't, nothing, nobody, shouldn't) • use simple irregular past tense verbs (eg. got, went, had, said) • describe my own feelings in full sentences (e.g. I am confused, I am frustrated) • understand that language that is appropriate for school may be different from what is accepted at home and use school appropriate language in my sentences • understand that English is one of many languages and has specific rules and parts that belong in sentences 	
<p><u>Pragmatics</u></p> <p>I can</p> <ul style="list-style-type: none"> • Demonstrate appropriate body language and eye contact for listening • Make/respond to greetings and farewells from others • Observe turn-taking rules in the classroom or in social interactions • Ask others for permission when required • Demonstrate through my actions that I understand school rules • Know how someone is feeling based on nonverbal cues 	<p>Speaking and Listening</p> <p>Explore how language is used differently at home and school depending on the relationships between people (VCELA165)</p> <p>Understand that language can be used to explore ways of expressing needs, likes and dislikes(VCELA166)</p>
<p><u>Categorisation (for vocabulary storage)</u></p> <p>I can categorise objects by basic group (eg. food, clothing, animals) and subgroup (clothes for cold weather, fruit, animals that live on a farm)</p> <p>I can categorise objects by their look, feel, taste, sound and smell</p> <p>I can categorise objects by their use</p> <p>I can categorise objects according to where they are found</p> <p>I can categorise verbs into passive and active</p> <p>I can create my own groups for classification</p>	<p>Maths</p> <p>Sort and classify familiar objects and explain the basis for these classifications, and copy, continue and create patterns with objects and drawings (VCMNA076)</p> <p>Speaking and Listening</p> <p>Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (VCELA167)</p>