## VELS Curriculum Scope & Sequence Planner Odd Level 2

<table>
<thead>
<tr>
<th>Year</th>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
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</thead>
<tbody>
<tr>
<td>1/2</td>
<td>KNOWING ME, KNOWING YOU</td>
<td>WONDERFUL WATER</td>
<td>PEOPLE WHO HELP US</td>
<td>Features and Creatures</td>
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### Learning Focus

**TERM 1**
- **Knowing Me, Knowing You**
  - To further develop students' self esteem and self confidence
  - To improve the quality of communication and personal relationships within the classroom
  - To promote positive self-esteem
  - Encourage students to accept both similarities and differences
  - Encourage children to get in touch with their feelings
  - Assist children to differentiate and understand the differences between emotions
  - To enhance students physical signs when experiencing various emotions

**KEY UNDERSTANDINGS**
- What are feelings/emotions?
- What are the various emotions that we feel?
- What are the triggers of different emotions?

**TERM 2**
- **Wonderful Water**
  - Water is essential to life. As humans, we not only drink water, we use it for cooking, hygiene, recreation and agriculture.
  - Australia is a dry continent with an expanding population, and how we use water has become increasingly important.
  - Water is a precious resource.

**KEY UNDERSTANDINGS**
- The water cycle is an ongoing process
- Conservation of water is essential to the survival of the planet
- Water can be found in a variety of forms (solid, liquid, gas)
- Heating and cooling water can change its state
- Changes of state are reversible (liquid to gas is evaporation, gas to liquid is condensation, liquid to solid is freezing or solidification)

**TERM 3**
- **People Who Help Us**
  - Students are introduced to the concept of resources and their management, and begin to understand how resource use reflects community interdependence and economic sustainability.
  - They begin to understand how local resources are used to make products which meet local people’s needs and the needs of people in other places. They also begin to understand that resources from other places may be used to make products locally to meet their needs.

**KEY UNDERSTANDINGS**
- Communities are larger types of groups – helping each other to meet personal needs and keep order and predictability.
- There are people who have roles to play

**TERM 4**
- **Features and Creatures**
  - The focus will be, Science and the Arts (Creating and Making/Performing Arts).
  - Children be looking at animals and classifications of various species.
  - They will be investigating: structural features, adaptations, diet, characteristics, movement habitats and camouflage.
  - Students will also look at endangered and extinct animals, the causes and effects.

**KEY UNDERSTANDINGS**
- Vocabulary and definitions of -mammals (marsupials, placental, monotremes), reptiles, birds and amphibians
- Labelled diagrams and life cycles
- Comparing characteristics of species
The roles and responsibilities of different people in the community who help us.
Developing a deeper understanding of goods and services in our local community.
Essential services and other people who help us are members of the communities they serve.
Some people who help us wear uniforms as part of their occupation.
There are tools specific to certain occupations.

- Locomotion and diet
- How animals care for their young
- Adaptations, structural features and camouflage of animals
- Causes and effects of endangered and extinct species
## VELS Curriculum Scope & Sequence Planner
### Even Year
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### Learning Focus

#### TERM 1: TRANSPORT
- Students will learn how transport systems enable us to move from one place to another. We will study the different types of transport that we use in everyday life and the benefits of each. We will look at how transport has changed over time. Local excursions will enable the students to explore and gain an understanding of how we can use these different forms of transport. The children will learn why people choose specific means of transport to move cargo nationally and internationally most efficiently.

#### TERM 2: COMMUNICATION
- The students will study how Communication has changed over time and will continue to do so. The children will investigate the various types of communication available for us to use. We will study the specific uses, advantages and efficiencies of the various types of communication. We will explore how oral language can be communicated through a variety of written texts/means. The students will look at the different types of Communication available for us to use in our homes, school and in our local community.

#### TERM 3: MINIBEASTS
- The children will learn that Minibeasts are invertebrates which are animals without a backbone. We will explore why Minibeasts come in a huge range of sizes, shapes and colours and that they are grouped according to their characteristics eg, number of legs, body segments, wings number of eyes, etc. The students will look at Minibeast habitats and optimal conditions for their survival. They will understand the importance of Minibeasts in food chains.

#### TERM 4: CELEBRATIONS
- Celebrations are an integral part of all countries and cultures. There are many reasons and ways in which people celebrate across the world. This ensures continuity of culture from one generation to the next. The students will explore the different types of celebrations in various cultures. We will look at what we celebrate as Australians and the different Celebrations we have adopted from other cultures. Children will develop an understanding of how celebrations unite communities.