

# Victorian Essential Learning Standards – Standards – Level 1

## Physical, Personal and Social Learning strand

### Health and Physical Education

#### ***Movement and physical activity***

At Level 1, students perform basic motor skills and movement patterns, with or without equipment, in a range of environments. They regularly engage in periods of moderate to vigorous physical activity. They use simple vocabulary to describe movement, the physical responses of their bodies to activity and their feelings about participation in physical activity. When participating in movement and physical activities, they follow rules and procedures and share equipment and space safely.

#### ***Health knowledge and promotion***

Standards for this dimension are introduced at Level 3.

### Interpersonal Development

At this level standards are not organised by dimensions.

At Level 1, students identify the qualities of a friend and demonstrate care for other students. They contribute to the development of positive social relationships in a range of contexts. They use appropriate language and actions when dealing with conflict. Students describe basic skills required to work cooperatively in groups.

### Personal Learning

Standards are introduced at Level 3. See learning focus statements for advice on learning experiences that should be included at this level.

### Civics and Citizenship

Standards are introduced at Level 3. See learning focus statements for advice on learning experiences that should be included at this level.

## Discipline-based Learning strand

### The Arts

#### ***Creating and making***

At Level 1, students make and share performing and visual arts works that communicate observations, personal ideas, feelings and experiences. They explore and, with guidance, use a variety of arts elements (on their own or in combination), skills, techniques and processes, media, materials, equipment and technologies in a range of arts forms. They talk about aspects of their own arts works, and arts works and events in their community.

#### ***Exploring and responding***

Standards for this dimension are introduced at Level 3.

### English

#### ***Reading***

At Level 1, students match print and spoken text in their immediate environment. They recognise how sounds are represented alphabetically and identify some sound-letter relationships. They read aloud simple print and electronic texts that include some frequently used words and predominantly oral language structures. They read from left to right with return sweep, and from top to bottom. They use title, illustrations and knowledge of a text topic to predict meaning. They use context and information about words, letters, combinations of letters and the sounds associated with them to make meaning, and use illustrations to extend meaning.

#### ***Writing***

At Level 1, students write personal recounts and simple texts about familiar topics to convey ideas or messages. In their writing, they use conventional letters, groups of letters, and simple punctuation such as full stops and capital letters. Students are aware of the sound system and the relationships between letters and sounds in words when spelling. They form letters correctly, and use a range of writing implements and software.

#### ***Speaking and listening***

At Level 1, students use spoken language appropriately in a variety of classroom contexts. They ask and answer simple questions for information and clarification, contribute relevant ideas during class or group discussion, and follow simple instructions.

They listen to and produce brief spoken texts that deal with familiar ideas and information. They sequence main events and ideas coherently in speech, and speak at an appropriate volume and pace for listeners' needs. They self-correct by rephrasing a statement or question when meaning is not clear.

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## The Humanities

Standards are introduced at Level 3. See learning focus statements for advice on learning experiences that should be included at this level.

## Languages Other Than English

Standards are introduced at Level 4. Schools that provide language programs prior to Level 4 should refer to the LOTE progression measures which provide a typical sequence of second language development. See learning focus statements for advice on learning experiences that should be included at this level.

## Mathematics

<p><b>Number</b> At Level 1, students form small sets of objects from simple descriptions and make simple correspondences between those sets. They count the size of small sets using the numbers 0 to 20. They use one-to-one correspondence to identify when two sets are equal in size and when one set is larger than another. They form collections of sets of equal size. They use ordinal numbers to describe the position of elements in a set from first to tenth. They use materials to model addition and subtraction by the aggregation (grouping together) and disaggregation (moving apart) of objects. They add and subtract by counting forward and backward using the numbers from 0 to 20.</p>	<p><b>Space</b> At Level 1, students recognise, copy and draw points, lines and simple free-hand curves. They identify basic two-dimensional shapes such as triangles, circles and squares and three-dimensional solids and objects such as boxes and balls. They recognise the interior and exterior of shapes and objects. They sort geometric objects according to simple descriptions. They place and orientate shapes according to simple descriptions such as <i>next to, beside, in front of, behind, over and under</i>.  They develop and follow simple instructions to move and place shapes and objects in familiar situations in relation to what they can see, and to move themselves from one place to another.</p>	<p><b>Measurement, chance and data</b> At Level 1, students compare length, area, capacity and mass of familiar objects using descriptive terms such as <i>longer, taller, larger, holds more</i> and <i>heavier</i>. They make measurements using informal units such as paces for length, handprints for area, glasses for capacity, and bricks for weight.  They recognise the continuity of time and the natural cycles such as day/night and the seasons. They correctly sequence days of the week. They use informal units such as heartbeats and hand claps at regular intervals to measure and describe the passage of time.  They recognise and respond to unpredictability and variability in events, such as getting or not getting a certain number on the roll of a die in a game or the outcome of a coin toss. They collect and display data related to their own activities using simple pictographs.</p>	<p><b>Working mathematically</b> At Level 1, students use diagrams and materials to investigate mathematical and real life situations. They explore patterns in number and space by manipulating objects according to simple rules (for example, turning letters to make patterns like <i>bqbqbq</i>, or flipping to make <i>bdbdbdbd</i>).  They test simple conjectures such as 'nine is four more than five'. They make rough estimates and check their work with respect to computations and constructions in <i>Number, Space, and Measurement, chance and data</i>. They devise and follow ways of recording computations using the digit keys and +, – and = keys on a four function calculator.  They use drawing tools such as simple shape templates and geometry software to draw points, lines, shapes and simple patterns. They copy a picture of a simple composite shape such as a child's sketch of a house.</p>	<p><b>Structure</b> Standards for this dimension are introduced at Level 3.</p>
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## Science

Standards are introduced at Level 3. See learning focus statements for advice on learning experiences that should be included at this level.

## Interdisciplinary Learning strand

### Communication

Standards are introduced at Level 4

### Design, Creativity and Technology

Standards are introduced at Level 3

### Information and Communications Technology

Standards are introduced at Level 2

### Thinking Processes

Standards are introduced at Level 3