

# Foundation – Level 2: Victorian Curriculum Links



**GREAT OCEAN ROAD**  
COAST & PARKS AUTHORITY

Science	Victorian Curriculum Elaborations related to activity
People use science in their daily lives (VCSSU041)	<ul style="list-style-type: none"><li>• monitoring information about the environment and Earth's resources, for example, rainfall, water levels and temperature</li><li>• identifying the ways humans manage and protect resources, for example, reducing waste and conserving water</li></ul>
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)	<ul style="list-style-type: none"><li>• recognising common features of animals, for example, head, legs and wings</li><li>• describing the use of animal body parts for particular purposes, for example, moving and feeding</li><li>• identifying common features of plants, for example, leaves and roots</li><li>• recognising that different living things live in different places, for example, land and water</li><li>• exploring what happens when habitats change and some living things can no longer have their needs met</li></ul>
Living things grow, change and have offspring similar to themselves (VCSSU043)	<ul style="list-style-type: none"><li>• representing personal growth and changes from birth</li><li>• exploring the different characteristics of the life stages in animals, for example, butterflies or frogs</li></ul>
Observable changes occur in the sky and landscape; daily and seasonal changes affect everyday life (VCSSU046)	<ul style="list-style-type: none"><li>• recording short and longer term patterns of events that occur on Earth and in the sky, for example, the appearance of the moon and stars at night, the weather and the seasons</li><li>• linking changes in the daily weather to the way we modify our behaviour and dress for different conditions, including examples from different cultures</li><li>• investigating how changes in the weather might affect animals such as pets, animals that hibernate, or migratory animals</li></ul>

Geography	Victorian Curriculum Elaborations related to activity
Identify and describe the features of places at a local scale and how they change, recognising that people describe the features of places differently (VCGGC057)	<ul style="list-style-type: none"> <li>• recounting Aboriginal Dreaming stories and/or Legends of the Torres Strait that identify the natural features of a place using observations and/or photographs to identify changes in natural, managed and constructed features in their place. For example, recent erosion, revegetated areas, planted crops or new buildings</li> </ul>
Interpret data and information to draw conclusions and describe the direction and location of places, using terms such as north, south, opposite, near, far (VCGGC062)	<ul style="list-style-type: none"> <li>• using information from a range of sources, such as fieldwork observations and representation of features and places in photographs, satellite images and rock art, to answer 'what', 'how' and 'why' questions</li> <li>• sorting transport and telecommunications technologies by time to draw conclusions about why patterns of visits to places have changed</li> <li>• investigating and reporting findings to show the influence of distance and accessibility on the use of places now and over at least one generation</li> <li>• describing the direction and location (near and far, above and below, beside and opposite) of familiar places</li> <li>• writing or talking about their connection to places using appropriate directional and locational terms, including north and south</li> </ul>
Definition of places as parts of the Earth's surface that have been given meaning by people, and how places can be defined at a variety of scales (VCGGK064)	<ul style="list-style-type: none"> <li>• examining the names of features and places in the local area, and the meaning of these names and why they were chosen</li> <li>• investigating the names and meanings given to local features and places by the local Aboriginal and Torres Strait Islander peoples</li> <li>• describing the hierarchy of places: from the personal scale of their home, the local scale of their suburb or town, the regional scale of their state, to the national scale of their country</li> </ul>
Aboriginal and Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander peoples, and the ways in which they maintain special connections to particular Country/Place (VCGGK066)	<ul style="list-style-type: none"> <li>• identifying and using the name of the local Aboriginal/Torres Strait Islander Language Group</li> <li>• identifying how and why the words Country/Place are used by Aboriginal and Torres Strait Islander peoples for the places to which they belong</li> <li>• inviting members of the Traditional Owner Group to talk about Country and Places of cultural and historical significance to the Aboriginal and Torres Strait Islander community in the local neighbourhood, suburb, town or rural locality</li> <li>• discussing how some people are connected to one Country, for example, because it is 'mother's' Country or 'father's' Country</li> <li>• describing the connections of the local Aboriginal or Torres Strait Islander peoples with the land, sea, sky and animals of their Country/Place</li> </ul>