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| **Norris Bank P.S – INTEGRATED UNITS LINKED TO LITERACY – F-6**  |
| **YEAR** | **TERM 1 –****What do I understand about myself?** | **TERM 2-** **What do we understand about Living Things?** | **TERM 3 –** **What do we understand about our environment?** | **TERM 4-****What do I understand about my world?** |
| **UNIT** | **HAPPY HEALTHY ME & PERSONAL HISTORIES***My family and I – All about me* | **LET’S LOOK SKYWARD***Daily & Seasonal Changes* | **MINI-BEASTS**  | **WHERE DO I LIVE?** |
| **CURRIC LINK** | *Health & PE - Humanities – History**Design & Technology – Food Specialisations* | *Biological Science, Sustainability* | *Earth & Space Science* *Humanities - Geography* | *Humanities - Geography**Sustainability* |
| **FOUNDATION** | **INTEGRATED: ALL ABOUT ME** – Who am I? Personal and family history – Identify how families differ and can have a range of relationships. **BEING HEALTHY SAFE & ACTIVE** Basic needs wants, safety, Food choices, active healthy lifestyle.**FOOD SPECIALISATIONS** - Explore how food is selected and prepared for healthy eating *Links with - Intercultural Capability* , *Critical and Creative Thinking***GENRE:** *Recounts, Functional Writing (lists, labels)***WRITING CRAFT**: Pictures matches THE writing, Tell the story: Create a sense of time to sequence events- Use sequencing words such as, first, then, later, & last**COMPREHENSION STRATEGIES:** *Predicting & Activating Prior Knowledge, Making Connections – text to text, text to self, Re-telling*  | **INTEGRATED:**–**MINIBEASTS -**  Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met*Links with -* *Critical and Creative Thinking, Ethical Capability* **GENRE:** *Recounts, Poetry**(shape & colour poems)***WRITING CRAFT**: *Have a clear purpose for writing- introductory sentences, Use language appropriate to the topic, technical vocabulary****,*** *factual adjectives***COMPREHENSION STRATEGIES:** *Visualising*, *Inferring (Making Connections)* | **INTEGRATED: SEASONS & CHANGES** – Observable changes occur in sky & landscape; daily & seasonal changes, classifying materials**WEATHER & SEASONS** – The ways in which different cultural groups describe the seasons*Links with-*  *Critical and Creative Thinking***GENRE:** *Recounts, Report Writing**Functional Writing (Letters & Invitations)***WRITING CRAFT**: *Sentence fluency- short sharp sentences with varying beginnings, joining sentences/shortening sentences, using punctuation for effect***COMPREHENSION STRATEGIES:** *Questions & Clarifying, Summarising* | **NTEGRATED: WHERE I LIVE** – People Live in places, What makes a place special? How can we look after the place we live in?*Links with - Intercultural Capability* , *Critical and Creative Thinking***GENRE:** *Recounts, Procedure***WRITING CRAFT**: Writing with strong emotion- descriptive language, word choice**COMPREHENSION STRATEGIES:** *Visualising*, *Questioning, Re-telling* |
| **UNIT** | **COMMUNITY HISTORIES***Places & our Connection to them* | **LIVING THINGS**  | **MY ENVIRONMENT – CONSERVATION***Resources are used in a variety of ways* | **PUSH & PULL** |
| **CURRIC LINK** | *Humanities – History*  | *Biological Science, Sustainability**Humanities – Geography*  | *Earth & Space Science*  *Humanities – Geography*  | *Physical Science**Design & Technology – Materials & Technologies* |
| **YEAR 1*****(YEAR 1/2 ODD)*** | **INTEGRATED: MAKING HEALTHY DECISIONS** Examine health messages and how they relate to health decisions and behaviours. Explore actions that help make the classroom a healthy, safe and active place**WHO ARE WE? – THE PAST IN THE PRESENT** *Links with - Intercultural Capability* , *Critical and Creative Thinking, Ethical Capability* **GENRE:** *Recount, Functional and functional***,** Narrative**WRITING CRAFT**: *Sentence Fluency -Factual sentences related to heading, varying the length of sentences, adjectives to describe facts, Alliteration***COMPREHENSION STRATEGIES -** *Making connections, Prediction & Prior Knowledge* | **INTEGRATED :**  **FARM TO TABLE** Living Things – How resources are used in many ways **FOOD & FIBRE PRODUCTION** - Explore how plants and animals are grown for food, clothing and shelter **CONNECTIONS** - Identify how people are connected to different places ( farmers, producers)*Links with - Critical and Creative Thinking, Ethical Capability* **GENRE:** *Persuasive, Narrative, Information Reports***WRITING CRAFT**: *Figurative and emotive language****,*** *show not tell, Sentence Fluency – varying the length of sentences joining sentences/shortening sentences; Using exclamation marks for effect, talking marks, bold writing,– joining* **COMPREHENSION STRATEGIES -** *Summarising, Synthesising , Visualising* | **INTEGRATED: MY ENVIRONMENT - CONSERVATION -** Earth’s resources are used in a variety of ways**MAJOR GEOGRAPHICAL DIVISIONS OF THE WORLD**- Major geographical divisions of the world in relation to Australia. Features of local places, representations using maps, pictures. *Links with -* *Critical and Creative Thinking, Ethical Capability* **GENRE:** *Poetry, Functional (letters, emails)***WRITING CRAFT**: *Features of Functional writing- introduction, greeting, salutations, closing.* *Poetic devices - alliteration, repetition, onomatopoeia, hyperbole (exaggeration)***COMPREHENSION STRATEGIES -** *Questioning, Visualising* | **NTEGRATED: PUSH & PULL** A push or a pull affects how an object moves or changes shape**OBJECTS MOVE IN DIFFERENT WAYS -** Components that are used to create designed solutions*Links with -* *Critical and Creative Thinking***GENRE:** *Information Reports Procedural***CRAFT:** *Catchy titles****,*** *Pictures to match the writing, Factual sentences related to headings, varying the length of sentences, adjectives to describe facts***COMPREHENSION STRATEGIES -** *Inference, Critiquing & Analysing* |
| **UNIT** | **COMMUNITY HISTORIES***Changes Throughout Time -* *Family Structures* | **BEING HEALTHY SAFE & ACTIVE***Physical, emotional and social wellbeing**places* | **SUPER SCIENCE***Describing changes in objects & materials, Light & Sound* | **MY WORLD***How people are connected to different* |
| **CURRIC LINK** | *Humanities – History, Humanities – Geography**Aboriginal Histories & Culture* | *Health & PE**Biological Science, Sustainability* *& Culture* | *Physical Science, Chemical Science* | *Humanities – Geography* *Aboriginal Histories* |
| **YEAR 2*****(YEAR 1/2 EVEN)*** | **INTEGRATED: LOOKING AFTER MYSELF** Our actions and choices impact on our safety, self-awareness, relationships and the ability to reach our potential. **MY COMMUNITY – NOW & THEN** Differences & similarities between student’s lives and those of past generations – commemorating significant events**.** *Links with - Intercultural Capability*, *Critical and Creative Thinking, Ethical**Capability* **GENRE:** *Recount, Functional and functional***,** Narrative**WRITING CRAFT**:*Sentence Fluency -Factual sentences related to heading, varying the length of sentences. Adjectives to describe facts, Alliteration***COMPREHENSION STRATEGIES -** *Making connections, Prediction & Prior Knowledge*  | **INTEGRATED: LIVING THINGS** - Living things grow, change and have offspring similar to themselves*Links with - Intercultural Capability* , *Critical and Creative Thinking, Ethical Capability* **GENRE:** *Persuasive, Narrative***WRITING CRAFT**: *Figurative and emotive language****,*** *show not tell, Sentence Fluency – varying the length of sentences joining sentences/shortening sentences; Using exclamation marks for effect, talking marks, bold writing,– joining* **COMPREHENSION STRATEGIES: -** *Summarising, Synthesising***I** | **INTEGRATED: SUPER SCIENCE – LIGHT & SOUND** Light & sound are produced by a range of sources. **MAD SCIENTISTS – LET’S EXPERIMENT** - Everyday materials can be physically changed or combined with other materials in a variety of ways for particular purposes**CHARACTERISTICS AND PROPERTIES OF MATERIALS***Links with - Critical and Creative Thinking***GENRE:** *Poetry, Functional (letters, emails)***WRITING CRAFT**:*Features of Functional writing- introduction, greeting, salutations, closing. Poetic devices - alliteration, repetition, onomatopoeia, hyperbole (exaggeration)***COMPREHENSION STRATEGIES -** *Inference, Determining Importance* | **INTEGRATED: MY WORLD** - Places have distinctive features – Represent data and the location of places and their features, using maps, globes & symbols. **PLACES & OUR CONNECTION TO THEM -** Connections of people in Australia & to other places in Australia**.** *Links with - Intercultural Capability* , *Critical and Creative Thinking***GENRE:** *Information Reports Procedural***WRITING CRAFT**: *Catchy titles****,*** *Pictures to match the writing, Factual sentences related to headings, varying the length of sentences. Adjectives to describe facts***COMPREHENSION STRATEGIES -** *Questioning, Visualising* |
| **KEY** | **HISTORY, GEOGRAPHY, ECONOMICS, CIVICS & CITIZENSHIP, HEALTH & PE, DESIGN & TECHNOLOGY, *PERSONAL & SOCIAL CAPABILITY* SCIENCE Consider:** *Personal & Social, Ethical, Intercultural, Critical & Creative Thinking Capabilities**& Cross Curriculum Priorities – Aboriginal & Torres Strait Islander Histories, Australia’s links with Asia, and Sustainability* |

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| **NORRIS BANK P.S – INTEGRATED UNITS LINKED TO LITERACY – F-6** |
| **YEAR** | **TERM 1** | **TERM 2** | **TERM 3** | **TERM 4** |
| **UNIT** | **HEALTHY BODIES, LOCAL GOVERNMENT** *Physical, emotional and social wellbeing, Citizenship* | **LIVING THINGS & LIFECYCLES** | **EARTH SURFACE CHANGES OVER TIME***Earth’s Rotation on its axis*  | **OUR NEAR NEIGHBOURS - COMMUNITY & REMEMBRANCE***Location of Australia’s neighbouring countries*  |
| **CURRIC LINK** | *Health & Wellbeing**Civics and Citizenship*  | *Biological Science* | *Humanities – Geography, Sustainability**Earth & Space Science, Australia’s links with Asia*  | *Humanities – History* *Humanities – Geography, Engagement with Asia* |
|  **YEAR 3*****(YEAR 3/4 0DD)*** | **INTEGRATED: -** **PHYSICAL & , MENTAL HEALTH** **SELF AWARENESS –**Decision making, making good choices**LOCAL GOVERNMENT-** Forms & Features of local government & law, why people make rules.Who Rules?*Links with -* *Critical and Creative Thinking, Ethical Capability* **GENRE:***, Functional (Letters), Procedure, Narrative***WRITING CRAFT**:*Vary word choice, punctuation for emphasis, Features of Functional writing- introduction, greeting, salutations, closing & figurative language***COMPREHENSION STRATEGIES -** *Summarising***,** *Inferring, Analysing* | **INTEGRATED: LIVING THINGS AND LIFE CYCLES -** Living things can be grouped based on observable features *Links with -*  *Critical and Creative Thinking***GENRE:** –*Persuasive, Information Report***CRAFT WRITING CRAFT**: *Vary word choice, punctuation for emphasis, Show not tell, powerful verbs, emotive* **COMPREHENSION STRATEGIES -** *Predicting, Making Connections, Questioning, Summarising* | **INTEGRATED: EARTH’S ENVIRONMENT**: Impact of human activity on the Earth’s surface. **MOVEMENTS OF THE SUN. EARTH & MOON** - Relative sizes and movement of the Sun, Earth and Moon. Describing timescales for the rotation of the Earth. *Links with -* *Critical and Creative Thinking***GENRE:** *Media Articles, Explanation, Poetry Haiku & Syllable poems)***WRITING CRAFT**:*Varying the length of sentences****,*** *hyperbole. Poetic devices* ***-*** *alliteration, repetition, powerful verbs* **COMPREHENSION STRATEGIES -** *Visualising, Analysing & Critiquing***,** *Prediction & Prior Knowledge, Questioning & Clarifying, Synthesising, Summarising*  | **INTEGRATED: COUNTRIES OF THE WORLD –ASIA****COMMUNITY AND REMEMBRANCE** Cultural celebrations, contributions of cultural groups. *Links with - Intercultural Capability* , *Critical and Creative Thinking***GENRE:** *Biography, Information Reports, Procedure***WRITING CRAFT**:*Catchy headings and sub-headings, adding details***,** *paragraphs***,** *sentence fluency***,** *specific nouns***,** *descriptive & factual adjectives* **COMPREHENSION STRATEGIES -** *Visualising, Questioning & Clarifying, Analysing, Synthesising, Critiquing* |
| **UNIT** | **JOURNEY’S OF EXPLORATION – SOLIDS, LIQUIDS & GASES***Contact between Aboriginal & traders, explorers & settlers* | **EATING HEALTHY - DIVERSITY AND IDENTITY***Physical, emotional and social wellbeing,*  | **FIRST CONTACTS** **SCIENCE AROUND US** | **DIVERSITY OF PLACES – CYBER SAFETY** |
| **CURRIC LINK** | *Humanities – History, Aboriginal Histories & Culture**Chemical Science* | *Health & Wellbeing, Design & Tech - Food Specialisations*  *Civics and Citizenship* | *Physical Science, Humanities – History* *Aboriginal Histories & Culture* | *Humanities – Geography, Australia’s* *Health & PE* |
| **YEAR 4*****(YEAR 3/4 EVEN)*** | **INTEGRATED: EXPLORERS, JOURNEYS OF EXPLORATION** –How did Europeans get here? Journeys of exploration Dutch Explorers – Dirk Hartog, Abel Tasman**SOLIDS LIQUID & GASES -** Changes to solids, liquids & gases *Links with - Intercultural Capability* , *Critical and Creative Thinking***GENRE:**– *Narrative, Information Report***WRITING CRAFT**: *Vary word choice, punctuation for emphasis, Show not tell, alliteration, repetition, hyperbole, powerful verbs, emotive & figurative language***COMPREHENSION STRATEGIES -** *Predicting, Making Connections, Questioning, Summarising* | **INTEGRATED:** **EATING HEALTHY –** *Promoting healthy eating.* **HEALTHY RECIPES –** Maintaining good health through good food preparation, food safety & hygiene**CITIZENSHIP AND DIVERSITY-** How people participate within communities and cultural and social groups. *Links with - Intercultural Capability* , *Critical and Creative Thinking***GENRE:** *Persuasive, Functional (Letters), Procedure***WRITING CRAFT**:*Vary word choice, punctuation for emphasis, Features of Functional writing- introduction, greeting, salutations, closing***COMPREHENSION STRATEGIES -** *Summarising***,** *Inferring, Analysing* | **INTEGRATED: HEAT & FORCES** **FIRST CONTACTS -** First Fleet, convicts*Links with - Intercultural Capability* , *Critical and Creative Thinking***GENRE:** *Biography, Poetry**(Cinquain**& Diamante* **WRITING CRAFT**: *Catchy headings and sub-headings, adding details***,** *paragraphs***,** *sentence fluency***,** *specific nouns***,** *descriptive & factual adjectives* *Links with -* *Critical and Creative Thinking***COMPREHENSION STRATEGIES -** *Visualising, Questioning & Clarifying, Analysing & Critiquing, Synthesising* | **INTEGRATED: DIVERSITY OF PLACES - MAPPING -** Diverse characteristics of places. States & Territories of Australia. Collect and record relevant geographical data.**WHAT KEEPS US SAFE?,** Cyber Safety, Road Safety*Links with - Critical and Creative Thinking***GENRE:** *Media Articles, Explanation***WRITING CRAFT**: *Varying the length of sentences****,*** *hyperbole (exaggeration), punctuation for emphasis Poetic devices* ***-*** *alliteration, repetition, powerful verbs* **COMPREHENSION STRATEGIES -** *Visualising, Analysing & Critiquing***,** *Prediction & Prior Knowledge, Questioning & Clarifying, Synthesising, Summarising*  |
| **UNIT** | **LEADERS IN THE MAKING***Who are we as a nation?* | **LIVING THINGS & HABITATS***Living things are dependent on the environment to survive* | **WHAT A DISASTER!***Where Does The Earth Fit In?* | **ME AS A CONSUMER***Financial Literacy* |
| **CURRIC LINK** | *Civics and Citizenship, Humanities – History**Aboriginal Histories & Culture* | *Biological Science, Sustainability*  *Design & Technology – Food & Fibre Production* | *Earth & Space Science**Humanities – Geography* |  *Humanities – Economics* *Chemical Science* |
| **YEAR 5*****(YEAR 5/6 ODD)*** | **INTEGRATED: SWITCHED O**N - **THE AUSTRALIAN COLONIES** – *Development of the Colony, Marvellous Melbourne***AUSTRALIA AS A NATION –**What makes a nation? **LAWS & CITIZENSHIP** - Values & principles that underpin Australia’s government system. Legal Systems, democracy & Voting. *Links with -*, *Critical and Creative Thinking, Ethical Capability* **GENRE:** *Narrative, Persuasive***WRITING CRAFT**: *Show not tell, alliteration, repetition, hyperbole, powerful verbs, emotive & figurative language***COMPREHENSION STRATEGIES -** *Prediction & Prior Knowledge***,** *Inference (Making Connections), Questioning* | **INTEGRATED: LIVING THINGS - HABITATS -** The growth and survival of living things. Life-cycles**FOOD & FIBRRE PRODUCTION** - Investigate how and why food and fibre are produced in managed environments*Links with -* *Critical and Creative Thinking***GENRE:** *Persuasive, Speech Writing, Poetry (Limericks & Rap)***WRITING CRAFT**:- *Vary word choice, punctuation for emphasis, emotive & figurative language. Poetic devices* ***-*** *alliteration, repetition, hyperbole, powerful verbs, line breaks, white space***COMPREHENSION STRATEGIES -** *Summarising***,** *Questioning, Inferring, Visualising* | **INTEGRATED: GEOLOGICAL CHANGES & EXTREME WEATHER** Sudden geological changes or extreme weather conditions affect the Earth’s surface. **NATURAL DISASTERS** – Impact on communities. **COUNTRIES AROUND THE WORLD** - Location of major countries of the world in relation to Australia*Links with -* *Critical and Creative Thinking***GENRE:** *Explanation, Media Articles***WRITING CRAFT**: *Vary word choice, punctuation for emphasis, Show not tell, Using charts, maps, tables, diagrams & sub-headings* **COMPREHENSION STRATEGIES -** *Questioning & Clarifying, Analysing & Critiquing, Synthesising* | **INTEGRATED: LIGHT AND POWER** – Light from a variety of sources. **SOLIDS LIQUIDS & GASES** – Changes to solids, liquids & gases**MONEY FOR LIFE- ME AS A CONSUMER –** Earn & Learn, Identifying economic aspects of advertising*Links with -* *Critical and Creative Thinking, Ethical Capability* **GENRE:** *Information Reports, Procedure, Memoir***WRITING CRAFT**: *Using charts, maps, tables, diagrams & sub-headings to organise information* **COMPREHENSION STRATEGIES –** *Analysing & Critiquing***,** *Prediction & Prior Knowledge, Questioning & Clarifying, Synthesising, Summarising*  |
| **UNIT** | **AUSTRALIA AS A NATION – AUSTRALIAN COLONIES***Diversity & Identity* | **SURVIVAL OF THE FITTEST – HUMAN IMPACT***Features and adaptations needed to survive* | **EARTH’S ROTATIONS - WELLBEING***Where Does The Earth Fit In? Solar System* | **CHEMICAL CHANGES & ELECTRICAL ENERGY***Demographic, economic, social and cultural differences* |
| **CURRIC LINK** | *Humanities – History Civics and Citizenship**Aboriginal Histories & Culture, Australia’s links with Asia*  | *Humanities – Geography, Biological Science* *Aboriginal Histories & Culture, Sustainability* | *Humanities – Geography, Earth & Space Science**Australia’s Engagement with Asia* | *Chemical Science, Physical Science**Design & Tech – Engineering Principles, Sustainability*  |
| **YEAR 6*****(YEAR 5/6 EVEN)*** | **INTEGRATED: AUSTRALIAN COLONIES**: Early settlement of the period & has influenced & shaped Australia - Gold rush, Eureka Stockade. **AUSTRALIA AS A NATION-** **DIVERSITY & IDENTITY –** Early 20th C Migration**,** Immigration. *Links with - Intercultural Capability* , *Critical and Creative Thinking***GENRE:**  *Persuasive, Narratives***WRITING CRAFT**: *Vary word choice, punctuation for emphasis, emotive & figurative language, descriptive words, hyperbole***COMPREHENSION STRATEGIES -** *Prediction & Prior Knowledge***,** *Inference (Making Connections), Questioning* | **INTEGRATED: ADAPTATIONS** – Living things have structural features & adaptations that help them to survive **HUMAN IMPACT ON THE ENVIRONMENT** –Influence of people, on the environment*Links with - Critical and Creative Thinking, Ethical Capability* **GENRE:** *Persuasive, Speech Writing, Poetry (Songs, Ballads & Anthems)***WRITING CRAFT**: *Show not tell, alliteration, repetition, hyperbole, powerful verbs, emotive & figurative language***COMPREHENSION STRATEGIES -** *Summarising***,** *Questioning, Inferring, Visualising* | **INTEGRATED** - **SOLAR SYSTEM** -The Earth is part of a system of planets. **PHYSICAL & , MENTAL HEALTH** **SELF AWARENESS –**Decision making, making good choices*Links with - Intercultural Capability* , *Critical and Creative Thinking***GENRE:** *Media Articles, Biography***WRITING CRAFT**: *Emotive language****,*** *Hyperbole. Poetic devices* ***-*** *alliteration, repetition, hyperbole, line breaks, white space***COMPREHENSION STRATEGIES -** *Questioning & Clarifying, Analysing & Critiquing, Synthesising* | **INTEGRATED: ELECTRICITY** - Energy from a variety of sources can be used to generate electricity. **FORCES**- Electrical Energy**CHEMICAL CHANGE** - Changes to materials can be reversible or irreversible , including melting, freezing, evaporating*Links with -* *Critical and Creative Thinking***GENRE:** *Information Reports, Procedure, Memoir***WRITING CRAFT**: *Using charts, diagrams & subheadings to organise information, descriptive & factual adjectives***COMPREHENSION STRATEGIES -** *Analysing & Critiquing***,** *Prediction & Prior Knowledge, Questioning & Clarifying, Synthesising, Summarising*  |
| **KEY** | **HISTORY, GEOGRAPHY, ECONOMICS, CIVICS & CITIZENSHIP, HEALTH & PE, DESIGN & TECHNOLOGY, *PERSONAL & SOCIAL CAPABILITY* SCIENCE Consider:** *Personal & Social, Ethical, Intercultural, Critical & Creative Thinking Capabilities**& Cross Curriculum Priorities – Aboriginal & Torres Strait Islander Histories, Australia’s links with Asia, and Sustainability* |
| **Writing Moderation** | **Whole School Writing Moderation: Narrative** | **Whole School Writing Moderation: Persuasive** | **Whole School Writing Moderation - Poetry** | **Whole School Writing Moderation – Information /Procedure** |
| **INTEGRATED CURRICULUM****ASSESSMENT** | **What I know ?****What I now know?** | **What I know ?****What I now know?** | **What I know ?****What I now know?** | **What I know ?****What I now know?** |
| **Resources:** | **FUSE:**<https://fuse.education.vic.gov.au/Search/Results?AssociatedPackageId=&QueryText=Government&SearchScope=All><https://fuse.education.vic.gov.au/Search/Results?AssociatedPackageId=&QueryText=Australian+Explorers&SearchScope=All>**CAPABILITIES:**[**http://victoriancurriculum.vcaa.vic.edu.au/ethical-capability/introduction/scope-and-sequence**](http://victoriancurriculum.vcaa.vic.edu.au/ethical-capability/introduction/scope-and-sequence) | **FUSE:**<https://fuse.education.vic.gov.au/ResourcePackage/LandingPage?ObjectId=674ca284-419e-4a43-ab4e-d011a8f46352&SearchScope=All>**CAPABILITIES:**[**http://victoriancurriculum.vcaa.vic.edu.au/ethical-capability/introduction/scope-and-sequence**](http://victoriancurriculum.vcaa.vic.edu.au/ethical-capability/introduction/scope-and-sequence) | **FUSE:**<https://fuse.education.vic.gov.au/Search/Results?AssociatedPackageId=&QueryText=Our+Environment&SearchScope=All>**CAPABILITIES:**[**http://victoriancurriculum.vcaa.vic.edu.au/ethical-capability/introduction/scope-and-sequence**](http://victoriancurriculum.vcaa.vic.edu.au/ethical-capability/introduction/scope-and-sequence) | **FUSE:**<https://fuse.education.vic.gov.au/Search/Results?AssociatedPackageId=&QueryText=My+World&SearchScope=All>**CAPABILITIES:**[**http://victoriancurriculum.vcaa.vic.edu.au/ethical-capability/introduction/scope-and-sequence**](http://victoriancurriculum.vcaa.vic.edu.au/ethical-capability/introduction/scope-and-sequence) |