HabiTAT VELS Links Level 3

Strand	Domain	Dimension	Element of Learning focus/Standard	HabitAT Activity								
				Large Trees	Logs	Soil Cover	Flora Tally	Weeds	Canopy Cover	Neighbourhood	Conservation Area	Productive Gardens
			Students …..									
Physical, Personal and Social Learning	Health & Physical Education	Health knowledge and promotion	describe how physical and social components in the local environment contribute to well being. They identify healthy eating practices and explain some physiological, social, cultural and economic reasons for people's food choices.	ü	ü	ü	ü	ü	ü	ü	ü	ü
	Interpersonal Development	Building social relationships	demonstrate respect for each other. They support each other by sharing ideas and materials.	ü	ü	ü	ü	ü	ü	ü	ü	ü
		Working in teams	cooperate with others in teams for agreed purposes, taking roles and following guidelines established within the task	ü	ü	ü	ü	ü	ü	ü	ü	ü
	Personal Learning	Managing personal learning	complete short tasks by planning and allocating appropriate time and resources. They undertake some multi-step, extended tasks independently.	ü	ü	ü	ü	ü	ü	ü	ü	ü
	Civics & Citizenship	Civic knowledge & understanding	explain why protection and care for the natural and built environment is important	ü	ü	ü	ü	ü	ü	ü	ü	ü
		Community engagement	participate in activities to protect and care for the natural and built environment.	ü	ü	ü	ü	ü	ü	ü	ü	ü
Discipline-based Learning	Humanities	Humanities knowledge & understanding	describe how aspects of places in their local area have changed over time. From direct observation or observation of a variety of media, they describe the human and physical characteristics of their local area and other parts of Victoria. They describe how people use and affect different environments in Victoria.	ü	ü	ü	ü	ü	ü	ü	ü	ü
		Humanities skills	Students draw simple maps and plans of familiar environments observing basic mapping conventions.	ü	ü	ü	ü	ü	ü	ü	ü	ü
	Mathematics	Number	estimate the results of computations and recognise whether these are likely to be over-estimates or under-estimates	ü	ü	ü	ü	ü	ü	ü	ü	
		Space	locate and identify places on maps and diagrams	ü	ü	ü	ü	ü	ü	ü	ü	
		Measurement, chance & data	estimate and measure length and area using appropriate instruments	ü	ü	ü	ü	ü	ü	ü	ü	

Discipline-based Learning cont.	Science	Science knowledge & understanding	distinguish between biotic and abiotic factors in their environment and describe interactions that occur between them. They describe natural physical and biological conditions, and human influences in the environment, which affect the survival of living things. They explain how features of the landscape are altered by processes of weathering and erosion	ü	ü	ü	ü	ü	ü	ü	ü	ü
		Science at work	students plan, design, conduct and report collaboratively on experiments related to their questions about living and non-living things and events. They select and use simple measuring equipment, use a range of appropriate methods to record observations, and comment on trends.	ü	ü	ü	ü	ü	ü	ü	ü	
Interdisciplinary	Thinking processes	Reasoning, processing & inquiry	students collect information from a range of sources to answer their own and others' questions. They question the validity of sources when appropriate.	ü	ü	ü	ü	ü	ü	ü	ü	ü
		Reflection, evaluation and metacognition	use appropriate language to explain their thinking. They identify and provide reasons for their point of view, and justify changes in their thinking.	ü	ü	ü	ü	ü	ü	ü	ü	ü