

VELS DOMAIN	VELS DIMENSION	LEARNING STANDARD (LEVEL 4)	RELATED I-QUEST AREA
Physical Activity and Health	<i>Movement and Physical Activity</i>	They maintain regular participation in moderate to vigorous physical activity and monitor exercise intensity.	Physical activity
	<i>Health Knowledge and Promotion</i>	They describe the physical, social and emotional dimensions of health and establish health goals and plan strategies for improving their personal health. They describe a range of health services, products and information that can be accessed to help meet health needs and concerns. They analyse and explain physiological, social, cultural and economic reasons for food choices and analyse and describe food selection models	Friendship self/image Healthy lifestyle Principal task.
Design, Creativity and Technology	<i>Investigating and designing</i>	Students contribute to the development of design briefs that include some limitations and specifications.	Campaign design
	<i>Analysing and evaluating</i>	Students reflect on their designs as they develop them and use evaluation criteria, identified from design briefs, to justify their design choices.	
Interpersonal Development	<i>Building social relationships</i>	Students demonstrate, through their interactions in social situations, respect for a diverse range of people and groups. Students describe the impact of bullying. They accept and display empathy for the points of view and feelings of their peers and others. They identify and use a variety of strategies to manage and resolve conflict.	Friendship/self image
	<i>Working in teams</i>	Students work effectively in different teams and take on a variety of roles to complete tasks of varying length and complexity. Students accept responsibility for their role and tasks. They provide feedback to others and evaluate their own and the team's performance.	Entire rich task.

English	<i>Reading</i>	Students read, interpret and respond to a wide range of literary, everyday and media texts in print and in multimodal formats.	All
	<i>Writing</i>	Students produce, in print and electronic forms, a variety of texts for different purposes using structures and features of language appropriate to the purpose, audience and context of the writing. They begin to use simple figurative language and visual images.	
Information and Communication Technology (ICT)	<i>ICT for creating</i>	Students safely and independently use a range of skills, procedures, equipment and functions to process different data types and produce accurate and suitably formatted products to suit different purposes and audiences. They use design tools to represent how solutions will be produced and the layout of information products.	ALL
	<i>ICT for communicating.</i>	Using recommended search engines, students refine their search strategies to locate information quickly. They evaluate the integrity of the located information based on its accuracy and the reliability of the web host.	
Science	<i>Science knowledge and understanding</i>	Students explain change in terms of cause and effect. They identify and explain the connections between systems in the human body and their various functions.	Campaign Physical activity Healthy Eating Sleep Slip slop slap
	<i>Science at work</i>	Students analyse a range of science-related local issues and describe the relevance of science to their own and other people's lives. They explain how sustainable practices have been developed and/or are applied in their local environment.	
Mathematics	<i>Measurement, chance and data</i>	Students recognise and give consideration to different data types in forming questionnaires and sampling. They calculate and interpret data spread of	Sleep

		information.	
	<i>Working mathematically</i>	At Level 4, use students recognise and investigate the use of mathematics in real situations.	
Communication	<i>Listening viewing and responding</i>	They describe the purpose of a range of communication strategies, including non-verbal strategies, and evaluate their effectiveness for different audiences.	Campaign Logo and slogan
Thinking Processes	<i>Reasoning, processing and inquiry</i>	At Level 4, students develop their own questions for investigation, collect relevant information from a range of sources and make judgements about its worth. They distinguish between fact and opinion. They use the information they collect to develop concepts, solve problems or inform decision making. They develop reasoned arguments using supporting evidence.	ALL
	<i>Creativity</i>	At Level 4, students use creative thinking strategies to generate imaginative solutions when solving problems. They demonstrate creativity in their thinking in a range of contexts and test the possibilities of concrete and abstract ideas generated by themselves and others.	
	Reflection, Evaluation & Metacognition	Students use a broad range of thinking processes and tools, and reflect on and evaluate their effectiveness. They articulate their thinking processes.	All, particularly checklists/rubrics.