



ST PETERS
GIRLS

Junior School Curriculum Handbook 2017

We provide a stimulating environment where learning is expected, exciting and challenging and positive encouragement is the means of motivation.

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Much of the IB PYP Information is sourced from The Primary Years Programme:

A basis for practice and Making the PYP happen: A curriculum framework for international primary education. International Baccalaureate Organization 2007

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Introduction

The Junior School is a fully authorised IB World School offering the Primary years Programme.

The Junior School caters for girls from Reception to Year 6. This booklet begins with an outline of the principles upon which the Junior School curriculum is based and our philosophical beliefs about how children learn. It also includes information about assessment and reporting, co-curricular and extra-curricular information, catering for student learning support and extension and the process of guided inquiry.

St Peter's Girls' School is a single campus school, comprising three Sub-Schools, Junior, Middle and Senior, and an Early Learners' Centre. We share policies, facilities, resources, staff and beautiful spacious grounds. As separate Sub-Schools, we have philosophies which recognise the developmental needs, focus and interests of the students within our sub-schools but also value the connectedness and links which are an important aspect of school life within our integrated school campus.

We believe the Junior School plays a key role in developing a vibrant learning community that responds to the developmental needs, diverse cultures and broad interests of the students and their families. Supported by a tradition of strong values, Chapel worship and pastoral care from our founding Sisters, the Junior School aims to provide a contemporary, quality education that will maximise each student's learning potential and welfare, from Reception to Year 6.

We recognise that students learn in different ways and develop at different rates, academically, physically, socially, emotionally, creatively and spiritually and will have different needs and interests over time. These needs are catered for through a broad, relevant and responsive range of learning activities that include quality classroom and specialist teacher learning programs, an integrated pastoral care program and extensive co-curricular

and extra-curricular activities.

Our holistic approach to education values the development of personal and social responsibility through service, action, challenge, diversity and international understanding. We see a responsibility to foster in each student the notion of caring for themselves, for others and for their local and global community.

The Junior School curriculum is based on the International Baccalaureate, Primary Years Programme and the Australian Curriculum.

The classroom teacher programs are complimented by a range of specialist teacher programs. These programs include French, Chinese, Music, Visual Art, Guided Inquiry and Literature, and Physical Education, including swimming and gymnastics. Our comprehensive classroom and specialist teacher programs are complimented by an extensive range of co-curricular and extra-curricular programs.

Our broad curriculum offerings, application of current learning theory, flexible teaching methodologies and our recognition of individual learning styles are used to extend, enrich and challenge all ability levels. The Gifted Education Coordinator oversees the educational offerings for these students.

If you have any queries about the Junior School curriculum, please contact our Junior School PYP Co-ordinator and Deputy Head of Junior School, Mrs Helen Smith or Ms Suzanne Haddy, Head of Junior School.

THE CURRICULUM

- The particular learning styles of girls are recognised and supported in our classroom practice.
- The development of social skills is an integral part of the classroom program at every year level.
- The concepts, knowledge, skills and values of each subject at each year level

are clearly built on those of previous years.

- A wide range of assessment techniques are used.
- Opportunities exist for students to engage in critical and creative thinking.
- Sleepovers, camps and excursions fulfil a valuable role in the curriculum and have an important place in the Junior School years.

St Peter's Girls is committed to providing a successful, progressive and caring educational environment where all students are encouraged to reach their potential and to aim for excellence in all areas of the curriculum.

IB Primary Years Programme

The Junior School has full accreditation of the International Baccalaureate Primary Years Programme (IB PYP). This programme includes all students from ELC to Year 6.

THE IB MISSION STATEMENT OF THE IB

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IB Learner Profile outlines the aim of the IB Programmes which is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB LEARNERS STRIVE TO BE:

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

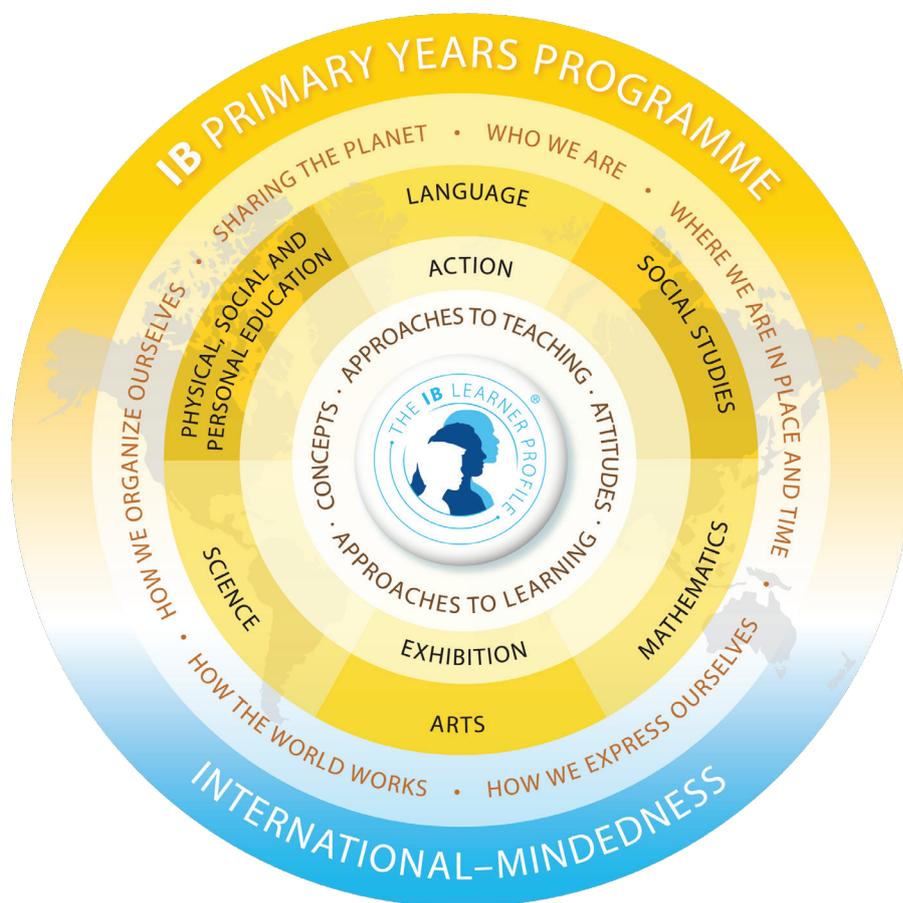
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.



Risk-takers / Courageous

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Central to the philosophy of the PYP is the principle that purposeful, structured inquiry is a powerful vehicle for learning that promotes meaning and understanding, and challenges students to engage with significant ideas. Therefore,

in the PYP there is also a commitment to a concept-driven curriculum as a means of supporting that inquiry.

The PYP provides a framework for the curriculum, including eight key concepts as one of the essential elements.

- **Form:** What is it like?
- **Function:** How does it work?
- **Causation:** Why is it like it is?
- **Change:** How is it changing?
- **Connection:** How is it connected to other things?
- **Perspective:** What are the points of view?
- **Responsibility:** What is our responsibility?
- **Reflection:** How do we know?

The programme defines transdisciplinary themes that identify areas of shared human experience and have meaning for individuals from different cultures and ethnicities. These themes are part of the common ground that unifies the learning in all IB World Schools offering the PYP. They provide the opportunity to incorporate both local and global issues in the knowledge component of the PYP written curriculum – what we want students to know about.

TRANSDISCIPLINARY THEMES

Who we are

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

Where we are in place and time

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

How we express ourselves

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

How the world works

An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

How we organise ourselves

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.

Sharing the planet

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

Both the traditional subject areas and the

transdisciplinary themes provide focuses for students' inquiry. These inquiries allow students to acquire and apply a set of transdisciplinary skills: social skills, communication skills, thinking skills, research skills, and self-management skills.

While recognising the importance of knowledge, concepts and skills, these alone do not make an internationally minded person. It is vital that there is also focus on the development of personal attitudes towards people, towards the environment and towards learning, attitudes that contribute to the well-being of the individual and of the group.

ATTITUDES

In PYP schools, students should demonstrate:

- **Appreciation** – Appreciating the wonder and beauty of the world and its people
- **Commitment** – Being committed to their own learning, persevering and showing self discipline and responsibility
- **Confidence** – Feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and choices
- **Cooperation** – Cooperating, collaborating, and leading or following as the situation demands
- **Creativity** – Being creative and imaginative in their thinking and in their approach to problems and dilemmas
- **Curiosity** – Being curious about the nature of learning, about the world, its people and cultures
- **Empathy** – Imagining themselves in another's situation in order to understand his or her reasoning and emotions, so as to be open-minded and reflective about the perspectives of others
- **Enthusiasm** – Enjoying learning and willingly putting the effort into the process
- **Independence** – Thinking and acting independently, making their own judgments based on reasoned argument, and being able to defend their judgments
- **Integrity** – Being honest and demonstrating a considered sense of fairness
- **Respect** – Respecting themselves, others and the world around them
- **Tolerance** – Being sensitive about differences and diversity in the world and being responsive to the needs of others

In the PYP, it is believed that education must extend beyond the intellectual to include not only socially responsible attitudes but also thoughtful and appropriate action. An explicit expectation of the PYP is that successful inquiry will lead to responsible action, initiated by the student as a result of the learning process.

This **action** will extend the student's learning, or it may have a wider social impact, and will clearly look different within each age range. PYP schools can and should meet the challenge of offering all learners the opportunity and the power to choose to act; to decide on their actions; and to reflect on these actions in order to make a difference in and to the world.

Assessment & Reporting

Assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning:

- the acquisition of knowledge
- the understanding of concepts
- the mastering of skills
- the development of attitudes
- the decision to take action.

The prime objective of assessment in the PYP is to provide feedback on the learning process.

Student learning is promoted through planning and refining the teaching and learning process to meet individual or group needs. Assessing the students' prior knowledge and experience as well as monitoring their achievement during the teaching period enables us to plan and refine our teaching accordingly.

In the PYP assessment allows students to:

- share their learning and understanding with others
- demonstrate a range of knowledge, conceptual understanding and skills
- use a variety of learning styles, multiple intelligences and abilities to express their understanding
- know and understand in advance the criteria for producing a quality product or performance
- participate in reflection, self and peer-assessment

- base their learning on real-life experiences that can lead to further inquiries
- express different points of view and interpretations
- analyse their learning and understand what needs to be improved

In the PYP assessment allows teachers to:

- inform every stage of the teaching and learning process
- plan in response to student and teacher inquiries
- develop criteria for producing a quality product or performance
- gather evidence from which sound conclusions can be drawn
- provide evidence that can be effectively reported and understood by the whole school community
- collaboratively review and reflect on student performance and progress
- take into account a variety of learning styles, multiple intelligences and abilities including different cultural contexts

In the PYP assessments allow parents to:

- see evidence of student learning and development
- develop an understanding of the student's progress
- provide opportunities to support and celebrate student learning

ASSESSMENT PRACTICES AND STRATEGIES

Practices

- Students' prior knowledge and experience are assessed prior to the introduction of new learning
- Students participate in the assessment process through a variety of methods, including self-reflection, developing assessment tools, and choosing work samples for their Student Portfolios
- Assessment is an integral part of the teaching and learning process in all curriculum areas
- Assessment is continuous and include formative (during units of work to inform the next stage of the learning process) and summative (at the culmination of a unit of work) assessment
- Summative assessment is designed so that students demonstrate their understanding in authentic contexts and apply it in new ways
- Progress and performance in the subject areas and the Programme of Inquiry are assessed
- Teachers monitor and assess student

progress in the five essential elements – skills, attitudes, concepts, knowledge and action

- Teachers monitor and assess student progress in relation to the Learner Profile along with peer and student self assessment

STRATEGIES

- Observations – All students are observed often and regularly, individually, in small groups and as a whole class
- Performance assessments – The assessment of goal-directed tasks with established criteria. They provide authentic and significant challenges and problems. In these tasks, there are numerous approaches to the problem.
- Process-focused assessments – Students' skills and developing understanding are regularly observed in context using checklists and narrative notes
- Selected responses – Tests and quizzes are the most familiar examples of this form of assessment
- Open-ended tasks – Situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution.

REPORTING FORMATS

Parent Teacher Interviews

The parent-teacher interview is a discussion between the parent(s) and teacher designed to give the parent(s) information about student progress and needs in relation to the school programme. It is also an opportunity for the parent(s) to provide information relevant to the student in the school context. Parent interviews take place in Terms 1 and 3.

Learning Journey Sharing

Throughout the year parents will be invited into classrooms for students to share and reflect on their learning. This sharing is facilitated by the teacher but led by the student. This sharing may also include student led conferences during the parent interview time.

Written reports

Written reports are a summative record for students and their parents. Written reports are produced at the end of each semester and levels of achievement are assigned for each curriculum area. All subject areas are taught within the context of the International Baccalaureate Primary Years Programme. In English, Mathematics and Science, the report is based on the assessment of the year level standard as outlined in the Australian Curriculum.

The report includes an achievement grade using a five-point scale for each year level standard, teacher comments specific to each subject and a general comment. The comments in the report will provide evidence of the development of transdisciplinary skills and attitudes developed throughout the semester. The comments are a considered and reflective review of student learning and development during the semester.

Homework Policy

Homework has an important place in a student's education. The purpose will vary according to the individual and the year level of the student. It allows students more time for reflective thinking than is often possible within the classroom situation. Homework will have a clear purpose that is clear to the student and teacher. We understand the value of other activities, such as family time, sport, music practice, reading and special interests and the flexibility needed to give time to these important areas of each student's development. The development of self organisation, time management and efficient task completion are essential to our Homework Philosophy. The use of the school diary will assist the students to record homework tasks, due dates and special events. This in turn will assist them to develop their skills as an independent learner.

Learning Strategies

At St Peters Girls we provide a learning environment that supports each child's individual development and learning style to maximise educational participation and individual learning outcomes. This is consistent with the philosophy of the Junior School and the ideals of the PYP. Specialised learning strategies staff work with the classroom teachers to achieve these goals.

Aims

- To identify specific strengths and weaknesses in our students in order to provide intervention and enrichment to maximize each child's potential
- To provide ongoing assistance for students who require differentiation to their learning
- To promote and maintain regular communication with teachers, parents and para-professionals

ELIGIBILITY FOR INTERVENTION AND ENRICHMENT

- Observation and assessment conducted by class teacher
- Assessment by para-professionals including Psychologists, Speech Therapist etc
- School based standardized testing
- National Testing (NAPLAN)
- Parental feedback

STRATEGIES FOR SUPPORTING STUDENTS

- Collaborative planning between classroom teachers, Learning Strategies teachers and LEAP (Learning Extension and Assistance Program) volunteers
- Assisting students in class to access the curriculum at the point of delivery
- Small group and individual withdrawal that may be short term or on-going
- Individual Education Plans developed for students with exceptional needs
- Consultancy and liaison with parents, teachers and other professionals
- Referral to outside agencies/ professionals where appropriate

LEAP PROGRAM

A Learning Extension and Assistance Program Coordinator supports a team of volunteer workers who also assist the Learning Strategies team in the planned intervention and support of students from Reception to Year 6.

EDGE PROGRAM

Through the EDGE program (Extended, Differentiated and Gifted Education), gifted and talented students have a differentiated curriculum that provides extension, withdrawal and acceleration experiences as appropriate for each student. This individualised education allows students to learn at their optimum rate, maximising opportunities for self-fulfilment and development while challenging and extending students to achieve their cognitive and affective goals.

eLearning in the Junior School

St Peters Girls School recognises that technology, can improve and enhance student learning and is an essential element of effective and engaging pedagogy.

The ever-increasing impact of information and communication technologies (ICT) on teaching and learning is also recognised. In the PYP, the wide use of the technologies is integrated within student inquiries. We recognise the need for all students to access technology at the point of need. Our Reception to Year 4 students have access to iPads in all classrooms on a 1:1 ratio. Year 5 and 6 students have their own iPad.

Information communication technologies provide opportunities for the transformation of learning, and significantly support students in their inquiries, and in developing their conceptual understanding. They are tools for learning, and ICT capabilities are developed in order to support the learning across all disciplines.

The use of ICT:

- Assists students in creating and sharing new ideas
- Provides opportunities for rapid feedback and reflection
- Builds students connection to their world and to a global context
- Provides opportunities to enhance and transform learning
- Personalises learning
- Provides access to a broad range of sources of information
- Develops student ownership of the learning process
- Provides students with a range of sources of information
- Facilitates critical and creative thinking
- Provide opportunities for flexible and mobile learning

Digital technologies should be used critically, with integrity and with an emphasis on developing responsible digital citizenship.

Guided Inquiry & Literature

The library program is an integral part of the PYP for all year levels in the Junior School and provides an inviting, dynamic, working environment that encourages information research and a love of literature. Units of Inquiry are planned in collaboration with classroom teachers.

Guided inquiry and literature includes both the study of a variety of literature genres and information literacy components. Students are encouraged to increase their knowledge of literature and to develop research and critical thinking skills. The curriculum promotes efficient and relevant information gathering skills combined with lateral, critical and creative thinking and responses.

GUIDED INQUIRY

Guided inquiry is based around the theories of Bloom's Taxonomy and the Information Search Process (ISP). The courses are developed by focussing on the following research skills.

- initiation
- selection
- exploration
- formulation
- collection
- presentation

What does inquiry look like at St Peter's Girls?

Inquiry is the process that moves our students from their current level of understanding to a new and deeper level. You will see students:

- Exploring, wondering and questioning
- Experimenting, playing with possibilities
- Making connections between previous learning and current learning
- Making predictions and acting purposefully to see what happens
- Collecting data and reporting findings
- Clarifying existing ideas and reappraising perceptions of events
- Deepening understanding through the application of a concept
- Making and testing theories
- Researching and seeking information
- Taking and defending a position
- Solving problems in a variety of ways

Cognitive thought processes are identified and students are encouraged to take appropriate actions at each stage of the research process.

LITERATURE

Students are supported to develop a love of reading for academic and recreational purposes. They are exposed to a wide variety of authors and genres. They are taught critical elements of literature including plot, characterisation, setting, style, theme and illustration. Popular and classic fiction and nonfiction are promoted for borrowing. The study of literature incorporates multi-modal delivery and students are encouraged to interact and critically analyse these. They are given opportunities to respond using a broad range of technologies.

Religious Education Curriculum

Reception – Year 6

The Religious Education program is underpinned by the ethos of the founding Sisters of our school who valued inclusivity, cultivated creativity, and sought to nurture the ability to think for oneself. Our Junior School program draws upon Seasons of the Spirit – an inclusive, comprehensive,

lectionary-based resource that utilises a variety of experiences to build a connection between worship and education. Each week a Bible reading is explored through Chapel worship led by the School Chaplain, Rev'd Natasha Darke. These creative age-appropriate Chapel services aim to connect issues of faith to life and encourage the students to develop and articulate their own understandings. The students then continue to develop their responses with their classroom teachers.

Aims

- To support the spiritual values of the school and appreciate the heritage of the Sisters of the Community of the Church
- To support the development of personal values and beliefs
- To assist the students to explore, reflect and make connections between their lives and those of others
- To understand the concept of "giving" and service to others within a community
- To hear and discuss stories and teachings from the Bible that relate to their lives, experiences and understandings
- To learn about the Church's calendar, sacred texts, traditions, and celebrations.
- To participate in Chapel worship and be given the opportunity for prayer and reflection
- To support and encourage stewardship and care of the earth
- To nurture spirituality, imagination and creativity through the arts
- To encourage and support a variety of learning styles and self-directed learning

Content

A range of experiences will be integrated throughout the learning program, including:

- Engaging with Biblical text through art, drama, contemporary story and activities that connect with real life concerns
- Spiritual development nurtured through ritual and the building of relationships and community
- Engaging in projects that help students connect with issues of justice and fairness.
- Engaging with the festivals and seasons of the church including Advent, Christmas, Epiphany, Lent, Easter, and Pentecost

Co-Curricular & Extra-Curricular Program

At St Peter's Girls we have developed an extensive, balanced and comprehensive co-curricular and extra-curricular program that builds the community life of the school and enriches and extends our curriculum and classroom offerings.

The co-curricular and extra-curricular program offers all students a range of sporting, musical, cultural, team, performance, physical and creative opportunities beyond the classroom. These programs allow for the development of a broad range of skills, including team work, leadership, organisation, persistence, time management, social skills, self esteem and a broadening of confidence and skills.

All students are encouraged to participate in the co-curricular activities, either individually or as part of a team. Although not compulsory, the majority of students in the Junior School do participate in co-curricular and/or extra-curricular activities.

Co-curricular activities are those activities included within school fees. They may be scheduled during school hours, before or after school, or at recess or lunchtime. Aspects of these programs may be held off campus. These opportunities include year level camps, inter-school sport, performance and choral opportunities, debating, public speaking, poetry recital competitions, chess and swimming.

Extra-curricular activities are those activities that incur a term fee. These are conducted on campus and are under the guidance or supervision of qualified staff. These opportunities include dance, tennis coaching, gymnastics and individual voice and music lessons and some sport clinics.

Many opportunities exist for our students to socialise, learn and compete with students from other schools. These opportunities include debating, chess, public speaking, poetry recital, music festivals and student leadership days.

The aim of these programs are

- To cater for the intellectual, cultural, physical, social, moral and spiritual needs of the students.
- To provide a balance between the academic, physical and artistic opportunities.
- To encourage team-work, initiative, and the development of social and leadership skills.
- To build confidence and self-esteem

SPORTING PROGRAM

A variety of sporting opportunities are offered to Junior School students. These aim to maximise opportunities for physical activity, provide positive opportunities for movement, skill development and improved physical competence, and develop strategies for effective team work.

Years 5 and 6 students will be expected to be involved in at least two sports each year. Other students are strongly encouraged to participate in a sport, but there is no mandatory requirement for them to do so.

Years 4 - 6 students are given the opportunity to be selected for SAPSASA teams.

The following table is an overview of the sports options for Junior School students. Sports labelled 'skills' indicate that this is an in-school activity without an inter-school competitive component.

Some associated costs are involved in Gymnastics/Yoga, Tennis (Hot Shots), Soccer (skills), Aerobics and Net Set Go (skills).

Sport options

	Term 1	Term 2	Term 3	Term 4
Reception & Year 1	Gymnastics/Yoga Tennis (Hot Shots)	Soccer (skills) Kelly Sports	Net Set Go (skills) Kelly Sports	Gymnastics/Yoga Tennis (Hot Shots) Cricket (skills)
Year 2	Gymnastics Tennis (Hot Shots)	Soccer (skills) Kelly Sports	Net Set Go (skills) Kelly Sports	Gymnastics Tennis (Hot Shots) Cricket (skills)
Year 3	Tennis (Hot Shots)	Net Set Go (skills) Minkey Hockey (skills) Soccer (skills) Gymnastics	Netball Soccer Gymnastics	Tennis (Hot Shots) Teeball (skills) Cricket (skills)
Year 4	Tennis (Hot Shots) Teeball Lacrosse (skills) Athletics	Cross Country Gymnastics Lacrosse Net Set Go (skills) Soccer (skills) Minkey Hockey	Gymnastics Lacrosse Netball Soccer	Tennis (Hot Shots) Teeball Athletics
Year 5	Tennis Teeball Lacrosse (skills) Athletics	Cross Country Gymnastics Lacrosse Minkey or Hockey Netball Soccer (skills)	Basketball Gymnastics Lacrosse Soccer	Tennis Teeball or Softball Athletics
Year 6	Athletics Tennis Softball Lacrosse (skills) Aerobics	Cross Country Gymnastics Soccer (skills) Hockey Lacrosse Netball	Basketball Gymnastics Soccer Lacrosse	Tennis Softball Volleyball Water Polo (skills) Rowing (skills) Aerobics Athletics

Reception

Reception is the first year of formal schooling and when the students are introduced to the routines and expectations of school life. We are committed to providing a happy, safe and stimulating learning environment, where the needs and interests of all students are valued and catered for. All students are supported to develop co-operative social and group skills, with a focus on developing independence and resilience in their interactions and friendships with others. As a year group the Reception students work together to learn the responsibilities of caring for one another, the classroom and the wider school community. Pastoral Care is an integral part of the Reception program. Students are supported to develop the skills of confidence, getting-along, persistence, personal organization and resilience through Program Achieve. Program Achieve is also used as the basis for our published Behaviour Management Policy.

There is a strong focus on the development of literacy and numeracy skills, with a high level of accountability given to tracking and supporting student progress. Communication with parents about student learning progress is a high priority.

The students participate in the IB PYP and enjoy four units of inquiry through out the year. Students who complete 18 months in Reception will undertake six inquiry units. Students' prior knowledge is recognised and teachers and students construct the inquiry learning together. Learning takes place through a range of instruction methods and includes small group work, whole class instruction, independent learning and explicit instruction to whole or small groups.

The use of technology and its many learning applications is an integral part of all classroom and specialist teaching.

Reception students participate in the following specialist teacher programs – French, Music, Library, Physical Education, including swimming and gymnastics, and Visual Art.

Other Reception highlights include participation in SRC, House Activities, School Chapel and Junior School Assemblies, Buddy Program, sleepover at school, excursions and performances, Christmas Nativity Production, Junior Sports Morning and swimming lessons. Opportunities also exist for participation in the dance, drama, gymnastics and music co-curricular programs.

Units of Inquiry

The central ideas for the Units of Inquiry in Reception are

- **Who we are** – We experience and learn about the world through our senses.
- **How we express ourselves** – Signs and symbols can be used to communicate a message
- **How the world works** – The weather has an impact on our everyday lives
- **How we organise ourselves** – People play different roles in the communities to which they belong
- **Where we are in place and time** – There are different types of dwellings that people call home
- **Sharing the planet** – Animals and people interact in different ways in different contexts.

Languages

Our Intensive Languages Program involves the allocation of additional language lessons and enables students to learn one language from Reception through to the Middle and Senior years. Students will profit from increased exposure to both the language and culture, and just as importantly, benefit from the well-researched cognitive and affective development that results from learning another language.

Complementing this, we are also offering background Mandarin Chinese lessons to

support native Mandarin Chinese speaking students to maintain their mother tongue. For further information, please refer to our Intensive Languages Program brochure.

LANGUAGE A – ENGLISH

Students bring to school a range of experiences with language and texts from their home and community life. Students' out-of-school experiences with texts and language are included as valid ways of communicating in their lives and as rich resources for further learning about language, literature and literacy. In the early years, students are engaged with purposeful listening and speaking activities for different purposes and contexts.

Aims

- To provide students with a variety of rich language opportunities in a stimulating literacy environment
- To encourage a love of written, oral and visual language
- To develop listening skills to be able to respond appropriately to the content of a range of spoken texts that use everyday language and familiar vocabulary
- To encourage articulate and clear speech within their environment
- To develop an understanding that the world around them is full of visual language that conveys meaning
- To develop an understanding that print represents the real or the imagined world
- To develop phonemic awareness and an understanding that the spoken sounds can be written down as letters of the alphabet

By the end of Reception students;

Receptive modes (listening, reading and viewing)

- Use predicting and questioning strategies to make meaning from texts.
- Recall one or two events from texts with familiar topics.
- Read short, predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters.
- Identify the letters of the English alphabet and use the sounds represented by most letters.
- Listen to and use appropriate language features to respond to others in a familiar environment.
- Listen for rhyme, letter patterns and sounds in words.

Productive modes (speaking, writing and creating)

- Understand that their texts can reflect their own experiences.
- Identify and describe likes and dislikes about familiar texts, objects, characters and events.
- In informal group and whole class settings, students communicate clearly.
- Retell events and experiences with peers and known adults.
- Identify and use rhyme, letter patterns and sounds in words.
- Use familiar words and phrases and images to convey ideas when writing.
- Write showing evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops.
- Correctly form known upper- and lower-case letters.

LANGUAGE B – FRENCH

Aims

- To develop understanding that diverse language system exist and are used by various communities
- To develop oral skills in target language in familiar and immediate situations
- To facilitate understanding of other cultures and ways of life
- To facilitate the development of transdisciplinary skills
- To deepen understanding of year level inquiry units

Activity-based lessons with emphasis on games, songs and speaking activities.

Language and content are drawn from students' experiences, in immediate and familiar situations and from student questions.

By the end of Reception students ;

- Recognise and respond to basic questions in French.
- Use and understand simple greetings.
- Engage in songs, rhymes and games.
- Identify high-frequency words and phrases.
- Label and copy high-frequency words.
- Repeat familiar words using correct pronunciation and gestures where appropriate

LANGUAGE B – CHINESE

Aims

- To develop understanding that diverse language system exist and are used by various communities
- To develop oral skills in target language in familiar and immediate situations
- To facilitate understanding of other cultures and ways of life
- To facilitate the development of transdisciplinary skills
- To deepen understanding of year level inquiry units

Activity-based lessons with emphasis on games, songs and speaking activities.

Language and content are drawn from students' experiences, in immediate and familiar situations and from student questions.

By the end of Reception students ;

- Use and understand simple greetings
- Participate in class routines conducted in Mandarin
- Express simple ideas and respond to basic questions
- Repeat familiar words using correct pronunciation
- Create written texts in pinyin
- Identify familiar Chinese cultural activities

LANGUAGE B – CHINESE BACKGROUND

Aims

- To develop understanding of the role of languages in their daily lives
- To develop communication skills in a variety of contexts
- To make connections between their oracy and literacy skills in Chinese
- To facilitate their understanding of Chinese culture

By the end of Reception students;

- Use spoken Chinese to initiate interactions in a range of familiar contexts

- Ask for and express personal opinions on familiar topics
- Identify the role of pinyin and characters
- Understand how Chinese characters are composed
- Understand some similarities and differences between Chinese and Australian cultures

Mathematics

The early years lay the foundation for learning mathematics. Students at this level can access powerful mathematical ideas relevant to their current lives. Learning the language of mathematics is vital in these years. Children have the opportunity to access mathematical ideas by developing a sense of number, order, sequence and pattern; understanding quantities and their representations; learning about attributes of objects and collections, position, movement and direction; developing an awareness of the collection, presentation and variation of data and a capacity to make predictions about chance events. These understandings and the experiences in the early years provide a foundation for algebraic, statistical and multiplicative thinking that will develop in later years.

Aims

- To develop the student's enjoyment of the mathematics activities and tasks introduced
- To develop knowledge and understanding of mathematical concepts
- To challenge each student according to her needs
- To enable the student to develop the mathematical skills required for finding solutions to tasks
- To provide tasks which are relevant to the student and can be integrated into life experiences
- To present simple problems and open ended activities

By the end of Reception students;

- Make connections between number names, numerals and quantities up to 10.
- Compare objects using mass, length and capacity.
- Connect events and the days of the week.
- Explain the order and duration of events.
- Use appropriate language to describe location.

- Count to and from 20 and order small collections.
- Group objects based on common characteristics and sort shapes and objects.
- Answer simple questions to collect information.

Science

Young children have an intrinsic curiosity about their immediate world and a desire to explore and investigate things around them. Asking questions leads to speculation and the testing of ideas. Exploratory, purposeful play is a central feature of their investigations. Observation is an important skill to be developed in these years, using the senses in active ways. Observation also leads to the students developing skills in describing, comparing and sorting.

Aims

- To use their senses to explore and describe phenomena and objects of interest
- To ask questions about objects and events in their familiar environment and describe observations orally and with writing or drawing
- To recognise and describe characteristics of their immediate environment including identifying the features of living and non-living things, materials and objects
- To understand that science is about exploring and investigating in order to answer questions and to seek further knowledge
- To articulate ideas on how they use science

By the end of Reception students;

- Describe the properties and behaviour of familiar objects.
- Suggest how the environment affects them and other living things.
- Share observations of familiar objects and events.

Social Studies

Australian Curriculum - HASS (Humanities and Social Sciences)

In Social Studies students develop an understanding of different social systems, the rights and responsibilities, and roles and relationships, of people and groups in a variety of settings. Children are aware of the people and places in the community that provide goods and services to satisfy needs. They examine both paid and unpaid roles that people perform in the community, and explore different jobs people have. Methods of observing, interviewing, recording and describing are introduced; and young children practise communicating their understandings through stories, pictures, charts, diagrams, models, drama and role-play, and in cooperative group work.

Aims

- To explore and describe group membership and to recognise the importance of social groups to which they and others belong
- To investigate the ways in which people cooperate with, and depend upon, others in the class, school, local community and communities around the world
- To explore systems changes relevant to them and discuss what changes they would like to see

HASS

By the end of Reception students;

- Identify important events in their own lives and recognise why some places are special to people.
- Describe the features of familiar places and recognise that places can be represented on maps and models.
- Identify how they, their families and friends know about their past and commemorate events that are important to them.
- Respond to questions about their own past and places they belong to.
- Sequence familiar events in order.
- Observe the familiar features of places and represent these features and their location on pictorial maps and models.
- Reflect on their learning to suggest ways they can care for a familiar place.
- Relate stories about their past and share and compare observations about familiar places.

Personal, Social & Physical Education

PERSONAL AND SOCIAL EDUCATION

Children use their sensory capabilities with increasing integration, skill and purpose to connect with, perceive, explore and respond to their world. Children develop an awareness of their body's needs and their routines for food, relaxation, activity and sleep, and develop increasing independence in their personal care. Children develop understandings about their physical capabilities through individual and shared activities.

Aims

- To recognise differences and similarities between themselves and others as they share with, and contribute to, the different groups in their expanding world
- To conceptualise identity through understanding the changes that occur in themselves and others through growth
- To develop an understanding of what is required to live together, communicate with others both personally and virtually and share feelings and ideas as they experience relationships and make friends

Identity

- Developing a sense of personal and group identity
- Similarities and differences

Active Living

- The bodies capabilities of movement

Interactions

- Learners interact, engage and play with each other

PHYSICAL EDUCATION

The Physical Education program aims to encourage every child to participate in a range of movement activities and to achieve a level of enjoyment and satisfaction drawn from performing these activities and a variety of motor skills. Children in Reception explore, discover and develop movement patterns and skills that facilitate on going participation in physical activity.

Aims

- To foster a love of physical activity and play
- To instil a need for physical fitness in each child
- To give the children as wide a skill, games and dance experience as possible
- To develop a sense of fair play, cooperation and the ability to work in groups
- To develop students' confidence in, on, under and around water

By the end of the Reception students;

- Develop movements that combine for successful ongoing participation in physical activities.
- Practise water safety skills and explore different ways to move into, through and out of water safely.
- Explore creative movements in response to stimuli
- Gain confidence by exploring activities that increase their own skills in physical activity
- Explore a range of movement possibilities in planning activities to express themselves in creative ways, individually, with others and in teams.
- Work effectively as a member of a team.

The Arts

Arts are integral to the PYP. They are a powerful mode of communication through which students explore and construct a sense of self and develop an understanding of the world around them. Arts provide students with a wide range of opportunities and means to respond to their experiences and engage with historical, social and cultural perspectives. Arts provide a unique vehicle to enhance the understanding of the transdisciplinary themes by providing both students and teachers with a range of mediums with which to access the units of inquiry.

MUSIC

Aims

- To develop an understanding of the elements of music
- To develop aural skills
- To develop skills in performance and singing

By the end of the Reception Year students;

- Develop singing techniques including singing in tune, matching pitch and recognise the difference between high and low, speaking and singing voices
- Play instruments and move to a range of music
- Experiment with percussion and their voices to identify the elements of music
- Recognise the roles of an active performer and a reflective listener
- Listen to and talk about music and musical instruments from different contexts and cultures
- Develop and identify music ensemble skills through choral performance.
- Perform Music to an audience

VISUAL ART

In Visual Arts students are exposed to a broad range of experiences and provocations that illustrate the field of visual arts, including construction, bookmaking, ceramics, collage, costume design, clay, drawing, graphic design, film, illustration, industrial design, installation, jewellery, land art, mask making, metalwork, painting, papermaking, performance art, photography, printmaking, sculpture, set design, textiles and woodwork. Students are encouraged to take ownership of their learning, to creatively explore personal interests and to develop their own style, creativity and imagination.

Our beliefs

- That all students are unique and have the right to express themselves through forms of visual art, and are viewed as artists
- Drawings are the child's earliest "stories" – a student's verbal interpretation of their drawing must be a valued part of the presentation. These need to be recorded in a sketchbook, which provides each student with ownership of the creative process
- Students should be given a range of authentic and real world materials in order to explore, develop and create individual works of art

- Students should be given the opportunity to explore visual art topics that have relevance to their age, experience, interests, ideas and questions
- Students should be developing through stages that recognise their visual art growth from exploration, to developing form, control and more detailed representational works
- As students progress through these stages, there should be evidence of more balance, feature, embellishment and detail. Students should also be developing a greater appreciation of light, shade, form, colour, depth, perspective and pattern

By making authentic connections to the IB Units of Inquiry, art works produced and studied will assist in building the students' understanding of each of the central ideas studied. The arts provide a vehicle to further explore lines of inquiry.

By the end of Reception students:

- Use a variety of different starting points for artwork including the immediate environment and their own imagination
- Demonstrate that personal feelings, ideas, and understandings can be expressed through art making
- Recognise that people create art for a variety of reasons
- Be able to talk about visual artworks of others using visual arts terminology
- Use their senses to discover similarities and differences in artworks
- Be exposed to art forms associated with special events, festivals and holidays throughout the world

Year 1

In Year 1 we continue to provide a happy, safe and stimulating learning environment, where the needs and interests of all students are valued and catered for. All students are supported to further develop co-operative social and group skills, with a focus on developing independence and resilience in their interactions and friendships with others. As a year group the Year 1 students are encouraged to play and work in harmony, acknowledging the diversity of all students. Pastoral Care is an integral part of the Year 1 program. Students are supported to develop the skills of confidence, getting-along, persistence, personal organization and resilience through Program Achieve.

There is an on-going focus on the development of literacy and numeracy skills, with a high level of accountability given to tracking and supporting student progress. Communication with parents about student learning progress is a high priority.

The students participate in the IB PYP and enjoy six units of inquiry throughout the year. Students' prior knowledge is recognised as teachers and students co-construct the inquiry learning together. Learning takes place through a range of instruction methods and includes, small group work, whole class instruction, independent learning and explicit instruction to whole or small groups.

The use of technology and its many learning applications is an integral part of all classroom and specialist teaching.

Year 1 students participate in the following specialist teacher programs – French or Chinese, Music, Library, Visual Art and Physical Education.

Other Year 1 highlights include participation in SRC, House Activities, School Chapel and Junior School Assemblies, Buddy Program, sleepover at school, excursions and performances, Christmas Nativity Production, Junior Sports Morning and swimming lessons.

Opportunities also exist for participation in the dance, gymnastics and music co-curricular programs.

Units of Inquiry

The central ideas for the Units of Inquiry in Year 1 are

- **Who we are** – Family relationships contribute to shaping our identity
- **Where we are in place and time** – Places have distinctive features and uses that can change
- **How we express ourselves** – Through The Arts people express their feelings and tell stories
- **How the world works** – Every day materials can be used and changed in a variety of ways
- **How we organise ourselves** – Food can go through stages of production to meet peoples' needs
- **Sharing the planet** – Invertebrates have a role in balancing the natural world

Languages

Our Intensive Languages Program involves the allocation of additional language lessons and enables students to learn one language from Reception through to the Middle and Senior years. Students will profit from increased exposure to both the language and culture, and just as importantly, benefit from the well-researched cognitive and affective development that results from learning another language.

Complementing this, we are also offering background Mandarin Chinese lessons to support native Mandarin Chinese speaking students to maintain their mother tongue. For further information, please refer to our Intensive Languages Program brochure.

LANGUAGE A – ENGLISH

It is our aim to instil a passion for language through Literacy learning at Year 1. Through carefully scaffolded, engaging and motivating learning experiences students develop greater depth of knowledge and skills across their Literacy learning.

Students develop their knowledge about the English language and how it works through whole class work, guided learning experiences and independent learning. They learn how language enables people to interact effectively, to build and maintain relationships, and to express and exchange knowledge, attitudes, feelings and opinions.

Aims

- To develop effective communication skills
- To learn how the English language is used in different ways for different purposes
- To develop a love of language through a challenging and stimulating literacy environment.

By the end of Year 1 students;

Receptive modes (listening, reading and viewing)

- Understand the different purposes of texts.
- Make connections to personal experience when explaining characters and main events in short texts.
- Identify the language features, images and vocabulary used to describe characters and events.
- Read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary.
- Read simple and compound sentences and use supportive images in texts.
- Use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning.

- Recall key ideas and recognise literal and implied meaning in texts.
- Listen to others when taking part in conversations, using appropriate language features.
- Listen for and reproduce letter patterns and letter clusters.

Productive modes (speaking, writing and creating)

- Understand how characters in texts are developed and give reasons for personal preferences.
- Create texts that show understanding of the connection between writing, speech and images.
- Create short texts for a small range of purposes.
- Interact in pair, group and class discussions, taking turns when responding.
- Make short presentations of a few connected sentences on familiar and learned topics.
- Provide details about ideas or events, when writing.
- Accurately spell words with regular spelling patterns and use capital letters and full stops.
- Correctly form all upper- and lower-case letters

LANGUAGE B – FRENCH

Aims

- To develop understanding that diverse language systems exist and are used by various communities
- To develop oral skills in the target language in familiar and immediate situations
- To facilitate understanding of the French culture and way of life
- To facilitate the development of transdisciplinary skills
- To deepen understanding of year level inquiry units

Activity-based lessons with emphasis on games, songs and speaking activities. Language and content are drawn from students' experiences and questions in immediate and familiar situations.

By the end of Year 1 students:

- Participate in French songs, rhymes and games and recall the meaning in English.
- Ask and answer simple questions about themselves and others in French.
- Recognise some similarities and differences between written French and English.

- Use appropriate language for classroom communication and classroom objects
- Write basic sentences about themselves in French.
- Understand some similarities and differences between French and Australian cultures.

LANGUAGE B – CHINESE

Aims

- To develop understanding that diverse language systems exist and are used by various communities
- To develop oral skills in the target language in familiar and immediate situations
- To facilitate understanding of the culture and way of life
- To facilitate the development of transdisciplinary skills
- To deepen understanding of year level inquiry units

Activity-based lessons with emphasis on games, songs and speaking activities. Language and content are drawn from students' experiences and questions in immediate and familiar situations.

By the end of Year 1 students:

- Interact with teachers and peers on greetings and themselves
- Understand and respond to routine interactions
- Pronounce the words with awareness of tones
- Recognise the role of Chinese characters and pinyin
- Location information from spoken and written texts
- Understand some similarities and differences between Chinese and Australian cultures.

LANGUAGE B – CHINESE BACKGROUND

Aims

- To develop understanding of the role of languages in their daily lives
- To develop communication skills in a variety of contexts
- To make connections between their oracy and literacy skills in Chinese
- To facilitate their understanding of Chinese culture

By the end of Year 1 students;

- Use spoken Chinese to initiate interactions in a range of familiar contexts

- Ask for and express personal opinions on familiar topics
- Identify the role of pinyin and characters
- Understand how Chinese characters are composed
- Understand some similarities and differences between Chinese and Australian cultures

Mathematics

The Year 1 Mathematics program engages students in practical, hands-on experiences where they can apply mathematical knowledge to real life situations. Mathematics lessons are activity based with a focus on mathematical process. Maths sessions incorporate explicit teaching time, as well as time for children to practice, explore, investigate, predict, question and clarify concepts and processes. Sharing and modelled time is important during maths sessions. Follow-up work, such as written or verbal recording reinforces understanding. Sharing circles at the end of Maths sessions are a means of building concepts and ideas for further learning. These investigations, discoveries and reflections are recorded to build and direct future learning.

Aims

- To develop understandings and skills in measurement, space and shape, data handling and number
- To actively investigate and interpret mathematical situations
- To participate in meaningful maths sessions that allow time to investigate, make comparisons and draw conclusions
- To establish a foundation for dealing with abstract mathematical concepts and processes later in life

By the end of Year 1 students;

- Describe number sequences resulting from skip counting by 2s, 5s and 10s.
- Identify representations of one half.
- Recognise Australian coins according to their value.
- Explain time durations.
- Describe two-dimensional shapes and three-dimensional objects.
- Describe data displays.
- Count to and from 100 and locate numbers on a number line.
- Carry out simple additions and subtractions using counting strategies.
- Partition numbers using place value.
- Continue simple patterns involving numbers and objects.

- Tell time to the half hour.
- Use the language of direction to move from place to place.
- Classify outcomes of simple familiar events.
- Collect data by asking questions and draw simple data displays.

Science

Students will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify patterns, make predictions and refine their ideas. They will be aware of different perspectives and ways of organising the world, and they will show care and respect for themselves, other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience.

Aims

- To pose questions and make inferences based on observations
- To participate in guided investigations
- To recognise and describe how science is involved in familiar situations

By the end of Year 1 students;

- Describe objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects.
- Describe changes to things in their local environment and suggest how science helps people care for environments
- Make predictions, and investigate everyday phenomena.
- Follow instructions to record and sort their observations and share their observations with others.

Social Studies

Australian Curriculum - HASS (Humanities and Social Sciences)

Students will increase their understanding of their world, focusing on themselves, their friends, families and their environment. They will appreciate the reasons why people belong to groups, the roles they fulfill and the different ways that people interact within groups. Students will develop an understanding of the past and their connections to it.

Aims

- To be an informed and active participant within the classroom community
- To explore issues related to the environment, sustainability, conservation and the care of resources
- To take practical action related to their inquiries

HASS

By the end of Year 1 students;

- Identify and describe important dates and changes in their own lives.
- Explain how some aspects of daily life have changed over recent time while others have remained the same.
- Identify and describe the features of places and their location at a local scale and identify changes to the features of places.
- Recognise that people describe the features of places differently and describe how places can be cared for.
- Respond to questions about the recent past and familiar and unfamiliar places by collecting and interpreting information and data from observations and from sources provided.
- Sequence personal and family events in order and represent the location of different places and their features on labelled maps.
- Reflect on their learning to suggest ways they can care for places.
- Share stories about the past, and present observations and findings using everyday terms to denote the passing of time and to describe direction and location.

Personal, Social & Physical Education

PERSONAL AND SOCIAL EDUCATION

Students have an awareness of themselves and how they are similar and different to others. Students reflect on their experiences in order to inform future learning and to understand themselves better. Students interact, play and engage with others, sharing ideas, cooperating and communicating feelings in developmentally appropriate ways.

Aims

- To develop responsibility for their personal health and safety
- To make informed decisions about their health and safety
- To become aware of and understand the physical and emotional changes that occur during growth

Identity

- Personal values
- Coping with change
- Developing self worth
- Similarities and differences

Active Living

- Healthy foods
- Good hygiene
- Food handling

Interactions

- Actions that affect ourselves and others
- Friendships
- Religion

PHYSICAL EDUCATION

The Physical Education program aims to encourage every child to participate in a range of movement activities and to achieve a level of enjoyment and satisfaction drawn from performing these activities and a variety of motor skills. Children in Year 1 develop and refine movement patterns and skills that facilitate ongoing participation in Physical Activity.

Aims

- To develop students' co ordination, grace and control
- To give children as wide a skill, games and dance experience as possible
- Instil a need for physical fitness in each child
- To work co operatively with a partner, and in small groups in a safe manner
- To develop children's confidence and mobility in, on, under and around water

By the end of Year 1 students;

- Practise and develop movements that combine the three basic skill categories of stability, locomotion and manipulation for successful ongoing participation in physical activities.
- Practise water safety skills, and develop strokes to move through the water.
- Use and adapt movement skills (gross and fine motor) in a variety of activities.
- Solve problems and develop a range of movement possibilities in planning activities to express themselves in

creative ways, individually, with others and in teams.

- Work effectively as a member of a team and encourage others in games and play, sharing equipment, following the rules and respecting different capabilities.
- Display a positive attitude towards physical activity

The Arts

Arts are integral to the PYP. They are a powerful mode of communication through which students explore and construct a sense of self and develop an understanding of the world around them. Arts provide students with a wide range of opportunities and means to respond to their experiences and engage with historical, social and cultural perspectives. Arts provide a unique vehicle to enhance the understanding of the transdisciplinary themes by providing both students and teachers with a range of mediums with which to access the units of inquiry.

MUSIC

Music enables students to communicate in ways that go beyond their oral language abilities. Music delights and stimulates, soothes and comforts us; music allows students to communicate in a unique way. In creating, students use their imagination and musical experiences to organise sounds – natural and technological – into various forms that communicate specific ideas or moods. In responding, students are given the opportunity to respond to different styles of music, as well as to music from different times and cultures.

Aims

- To develop an understanding of the elements of music.
- To develop aural skills.
- To develop skills in performance and singing.

By the end of the Year 1 students

- Echo pitch and rhythm patterns to develop aural recognition skills
- Use symbols and words to describe the elements of music
- Sing, move and play instruments, working collaboratively to develop a repertoire of familiar pieces which may be from a range of cultures

- Perform, compose and share music, reading and notating from invented and learnt symbols
- Listen to and talk about music and musical instruments from different contexts and cultures

VISUAL ART

In Visual Arts students are exposed to a broad range of experiences that illustrate the field of visual arts, including architecture, bookmaking, ceramics, collage, costume design, drawing, graphic design, film, illustration, industrial design, installation, jewellery, land art, mask making, metalwork, painting, papermaking, performance art, photography, printmaking, sculpture, set design, textiles and woodwork. Students are encouraged to take ownership of their learning, to creatively explore personal interests and to develop their own style.

Our beliefs

- That all students are unique and have the right to express themselves through forms of visual art, especially drawing
- Drawing is one of the earliest forms of expression for a child
- Drawings are the child's earliest "stories" – a student's verbal interpretation of their drawing must be a valued part of the presentation. These need to be recorded
- Students should be given a range of drawing and painting materials in order to explore, develop and create individual works of art
- Young students should be given the opportunity to explore visual art topics that have relevance to their age, experience, interests, ideas and questions
- Students should be developing through stages that recognise their visual art growth from exploration, to developing form, control and more detailed representational drawings.
- As students progress through these stages, there should be evidence of more structure, balance, feature, embellishment and detail. Students should also be developing a greater appreciation of light, shade, form, colour, depth, perspective and pattern.

Art works produced and studied will assist in building the student's understanding of

each of the central ideas studied within the IB Units of Inquiry.

By the end of Year 1 students;

- Recognise the different stages of the creative process (beginning, middle and completion)
- Talk about visual artworks of others using visual arts terminology
- Develop an understanding that the choice of different tools, techniques and materials result in different outcomes
- Demonstrate that personal feelings, ideas, and understandings can be expressed through art making
- Be able to explain the ideas and materials of their own artworks
- Be able to connect various art forms and artistic styles to their cultural traditions

Year 2

In Year 2 we aim to continue to provide a happy, safe and stimulating learning environment, where the needs and interests of all students are valued and catered for. All students are supported to further develop co-operative social and group skills, with a focus on developing independence and resilience in their interactions and friendships with others. As a year group the Year 2 students are encouraged to play and work in harmony, acknowledging the diversity of all students. Pastoral Care is an integral part of the Year 2 program. Students are supported to develop the skills of confidence, getting-along, persistence, personal organisation and resilience through Program Achieve. By creating an Essential Agreement for the classroom, the students are empowered to fulfil their social responsibility towards themselves and their peers.

There is an on-going focus on the development of literacy and numeracy skills, with a high level of accountability given to tracking and supporting student progress. Through the International Baccalaureate Primary Years Program we provide a curriculum framework that gives crucial support for our students to be active inquirers and life long learners. Extensive opportunities for students to think laterally, critically and creatively are provided.

Enrichment, extension and Learning Strategies programs are offered and programs are tailored to support the needs of each student. Communication with parents about student learning progress is a high priority.

The use of technology and its many learning applications is an integral part of all classroom and specialist teaching.

Year 2 students participate in the following specialist teacher programs – French, Music, Physical Education, including swimming and gymnastics, and Visual Art.

Other Year 2 highlights include participation in House Spirit Day, 'Be

Active' Day, School Chapel, Junior School Assemblies, Buddy Program, excursions performances, a Christmas Nativity production, Junior Sports Morning and a three-day camp at either Victor Harbor or Narnu Farm. Opportunities also exist for participation in the dance, gymnastics, drama, sport and music co-curricular programs.

Units of Inquiry

The central ideas for the Units of Inquiry in Year 2 are

- **Who we are** – There are many ways to be physically active
- **Where we are in place and time** – Learning about the past helps us understand the present and imagine the future
- **How we express ourselves** – Peoples' understanding of the world is shared through stories
- **How the world works** – People's natural curiosity has led them to think beyond the boundaries of our planet
- **How we organise ourselves** – Mathematics is a universal language that is organised using symbols and operations
- **Sharing the planet** – Water is essential to life and is a precious resource

Languages

Our Intensive Languages Program involves the allocation of additional language lessons and enables students to learn one language from Reception through to the Middle and Senior years. Students will profit from increased exposure to both the language and culture, and just as importantly, benefit from the well-researched cognitive and affective development that results from learning another language.

Complementing this, we are also offering background Mandarin Chinese lessons to support native Mandarin Chinese speaking students to maintain their mother tongue. For further information, please refer to our Intensive Languages Program brochure.

LANGUAGE A – ENGLISH

The English curriculum in Year 2 provides the foundational skills, knowledge, and understandings needed for continued learning in English. We provide students with the skills to expand their knowledge of language and acquire strategies to assist the development of listening, speaking, viewing, reading and writing.

Aims

- To acquire a knowledge of letter sounds, words, spelling strategies, genre and sentence construction
- To write with meaning using a range of genre
- To be motivated to read with interest and to show pleasure in a wide variety of texts and literature.
- To communicate personal ideas, facts and information
- To appreciate that texts are written in a variety of genres for varying audiences and purposes
- To develop a neat and legible style of handwriting
- To understand, comprehend and respond to information from a range of factual and fiction sources.

By the end of Year 2 students;

Receptive modes (listening, reading and viewing)

- Understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events.
- Read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information.

- Monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge.
- Identify literal and implied meaning, main ideas and supporting detail in texts.
- Make connections between texts by comparing content.
- Listen for particular purposes.
- Listen for and manipulate sound combinations and rhythmic sound patterns.

Productive modes (speaking, writing and creating)

- Discuss their ideas and experiences, using everyday language features and topic-specific vocabulary.
- Explain preferences for aspects of texts using other texts as comparisons.
- Create texts that show how images support the meaning of the text.
- Create texts, drawing on their own experiences, imagination and information they have learned.
- Use a variety of strategies to engage in group and class discussions and make presentations.
- Accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately.
- Write legibly unjoined upper- and lower-case letters.

LANGUAGE B – FRENCH

Aims

- To develop understanding that diverse language systems exist and are used by various communities
- To develop oral skills in the target language in familiar and immediate situations
- To facilitate understanding of other cultures and ways of life
- To facilitate the development of transdisciplinary skills
- To deepen understanding of year level inquiry units

Greetings activity-based lessons with emphasis on games, songs and speaking activities. Language and content are drawn from students' experiences and questions, in immediate and familiar situations.

By the end of Year 2 students;

- Count and recognise numbers from 1-20 in French.
- Say colours in French
- Talk about their family and pets using simple, well-practised sentences

- Ask and answer basic questions about themselves in French
- Read and comprehend well-practised sentences in French
- Recall basic French pronunciation rules
- Participate and perform a play of a well-known Fairy Tale in French
- Identify similarities and differences between celebrations, such as Easter and Christmas, in France and Australia

LANGUAGE B – CHINESE

Aims

- To develop understanding of language as a system and make links with English
- To facilitate development of communication skills in Chinese in familiar and immediate situations
- To understand the Chinese phonetic system, pinyin
- To enhance the enjoyment of understanding Chinese language and culture
- To facilitate the development of transdisciplinary skills
- To deepen understanding of year level inquiry units

Activity based lessons with emphasis on games, songs, visual stimuli and speaking/listening activities.

By the end of Year 2 students;

- Respond to greetings and farewells
- Exchange basic personal information
- Count and recognise numbers from 0-10
- Talk about family, pets and daily routines using simple, well-practised sentences
- Identify the tonal nature of Chinese and recognise the use of tone marks in pinyin
- Differentiate between the pinyin and characters associated with familiar objects in their immediate environment
- Identify similarities and differences between celebrations, such as Chinese New Year and Australian Christmas

LANGUAGE B – CHINESE BACKGROUND

Aims

- To develop understanding of the role of languages in their daily lives
- To develop communication skills in a variety of contexts
- To make connections between their oracy and literacy skills in Chinese
- To facilitate their understanding of Chinese culture

By the end of Year 2 students;

- Use spoken Chinese to initiate interactions in a range of familiar contexts
- Ask for and express personal opinions on familiar topics
- Identify the role of pinyin and characters
- Understand how Chinese characters are composed
- Understand some similarities and differences between Chinese and Australian cultures

Mathematics

The Mathematics curriculum in Year 2 develops student understandings and skills in measurement, space and shape, pattern and function, data handling and number as they actively investigate and interpret mathematical situations. Children have the opportunity to access mathematical ideas by developing a sense of number, order, sequence and pattern; understanding quantities and their representations; learning about attributes of objects and collections, position, movement and direction; developing an awareness of the collection, presentation and variation of data and a capacity to make predictions about chance events. These understandings and the experiences in the early years provide a foundation for algebraic, statistical and multiplicative thinking that will develop in later years. At this level, students can access powerful mathematical ideas relevant to their current lives. We provide a foundation for children to pose basic mathematical questions about their world, identify simple strategies to investigate solutions, consolidate and extend their skills using ICTs and strengthen their reasoning to solve personally meaningful problems.

Aims

- To use their developing mathematical knowledge and understanding to solve mathematical and real life problems
- To explore, record and interpret a range of patterns and use these to assist and build their developing use of number
- To build a confident understanding of the base 10 number system and develop the skills to use a range of computation strategies to add, subtract, multiply and divide numbers
- To develop knowledge, experience and skills to understand a range of spatial and measurement concepts including time, weight, money, length, capacity and shape

- To collect, organise, collate and interpret a wide range of information using charts and graphing techniques
- To use a range of software programs and applications across all strands of Maths eg Study Ladder, Maths Lab, Mathletics

By the end of Year 2 students;

- Recognise increasing and decreasing number sequences involving 2s, 3s and 5s.
- Represent multiplication and division by grouping into sets.
- Associate collections of Australian coins with their value.
- Identify the missing element in a number sequence.
- Recognise the features of three-dimensional objects.
- Draw two-dimensional shapes.
- Interpret simple maps of familiar locations.
- Explain the effects of one-step transformations .
- Make sense of collected information.
- Count to and from 1000.
- Perform simple addition and subtraction calculations using a range of strategies.
- Divide collections and shapes into halves, quarters and eighths.
- Order shapes and objects using informal units.
- Tell time to the quarter hour and use a calendar to identify the date and the months included in seasons.
- Describe outcomes for everyday events.
- Collect data from relevant questions to create lists, tables and picture graphs.

Science

The Science curriculum in Years 2 builds on the students' natural curiosity, nurtures their sense of wonder and develops their passion for exploring how the world works. Through explicit teaching opportunities and incidental learning, students recognise scientific aspects of their everyday activities, applications of science in their own lives and the place of science in the work of people in their community. Students show they share responsibility for the quality of their immediate environments and for resource conservation.

Aims

- To develop the skills of working scientifically as they undertake scientific investigations

- To communicate their understandings about science using everyday and scientific language
- To use texts to support the learning of science concepts and content
- To build the skills of observation, classifying communicating, measuring, predicting and inferring

By the end of Year 2 students;

- Describe changes to objects, materials and living things.
- Identify that certain materials and resources have different uses.
- Describe examples of where science is used in people's daily lives.
- Pose questions about their experiences and predict outcomes of investigations.
- Use informal measurements to make and compare observations.
- Follow instructions to record and represent their observations and communicate their ideas to others.

Social Studies

Australian Curriculum - HASS (Humanities and Social Sciences)

The Social Studies curriculum in Year 2 allows students to investigate events, ideas, issues and lives of people in their local community, nation and the world. An emphasis is placed on students developing an understanding of their role in becoming responsible global citizens. Content is relevant and engaging and is related to universal concepts that are common to all societies, times and places. Inquiry is the vehicle for learning and always starts with the student's prior understanding.

Aims

- To build an understanding of their relationship with others and the world in which they live
- To develop interpersonal and group participation skills
- To have opportunities to develop their problem solving and thinking skills
- To identify and consider aspects of past environments to make decisions and predictions of the future

HASS

By the end of Year 2 students;

- Describe a person, site and/or event of significance in the local community and explain why places are important to people.

- Identify how and why the lives of people have changed over time while others have remained the same.
- Recognise that the world is divided into geographic divisions and that places can be described at different scales.
- Describe how people in different places are connected to each other and identify factors that influence these connections.
- Recognise that places have different meaning for different people and why the significant features of places should be preserved.
- Pose questions about the past and familiar and unfamiliar objects and places.
- Locate information from observations and from sources provided.
- Compare objects from the past and present and interpret information and data to identify a point of view and draw simple conclusions.
- Sequence familiar objects and events in order and sort and record data in tables, plans and on labelled maps.
- Reflect on their learning to suggest ways to care for places and sites of significance.
- Develop narratives about the past and communicate findings in a range of texts using language to describe direction, location and the passing of time.

Personal, Social & Physical Education

PERSONAL AND SOCIAL EDUCATION

The Personal, Social and Physical Education curriculum in Year 2 fosters the development of healthy bodies and healthy minds. Developing strong communication skills is an integral part of our classroom ethos. Students are encouraged to share feelings and ideas as they develop friendship – building skills. They discuss health and safety issues and are involved in developing guidelines to keep the environment safe for all. Opportunities are provided for children to participate in meaningful ways in group discussions and shared decision-making about rules and expectations. Learning about healthy lifestyles, including nutrition, personal hygiene, physical fitness, emotions and social relationships is integral to wellbeing and self-confidence.

Our students develop resilience as they assume increased responsibility for self-help and basic health routines. This promotes a sense of independence and confidence.

Aims

- To develop an understanding of growth and development
- To explore relationships with others
- To develop responsible attitudes
- To become more aware of the nature of work and leisure environments
- To gain knowledge of diseases and their cause and the nature and causes of disability
- To understand the principles of nutrition, adequate rest and physical activity
- To develop and strengthen their sense of confidence and self esteem

Identity

- Program Achieve
- Personal identity

Active Living

- Ways that we can be active
- Links between being active and how I feel
- Factors that influence access to activity

Interactions

- Values Education
- Friendships

PHYSICAL EDUCATION

The Physical Education program aims to encourage every child to participate in a range of movement activities and to achieve a level of enjoyment and satisfaction drawn from performing these activities and a variety of motor skills. Children in Year 2 further develop and refine movement patterns and skills that facilitate on going participation in physical activity.

Aims

- To further develop the students' skills of hand-eye and foot-eye coordination
- To encourage co-operative play in small groups
- To demonstrate self awareness and confidence in movement skills
- To provide opportunities for responsibility in planning, organising and leadership
- To give students as wide a skill, games and dance experience as possible

By the end of Year 2 students;

- Engage in and enjoy a range of physical activities
- Practise water safety skills, and refine the different strokes to move through the water more efficiently.
- Select and explore various equipment to use in physical activity and games.
- Explore different movements that can be linked to create sequences.
- Develop plans to improve performance through practice
- Understand the need to act responsibly to help ensure the safety of themselves and others.

The Arts

Arts are integral to the PYP. They are a powerful mode of communication through which students explore and construct a sense of self and develop an understanding of the world around them. Arts provide students with a wide range of opportunities and means to respond to their experiences and engage with historical, social and cultural perspectives. Arts provide a unique vehicle to enhance the understanding of the transdisciplinary themes by providing both students and teachers with a range of mediums with which to access the units of inquiry.

MUSIC

Music enables students to communicate in ways that go beyond their oral language abilities. Music delights and stimulates, soothes and comforts us; music allows students to communicate in a unique way. In creating, students use their imagination and musical experiences to organise sounds (natural and technological) into various forms that communicate specific ideas or moods. In responding, students are given the opportunity to respond to different styles of music, as well as to music from different times and cultures.

Aims

- To develop an understanding of the elements of music
- To develop aural skills
- To develop skills in performance and singing

By the end of the Year 2 students

- Demonstrate and understand beat, tempo, pitch and rhythmic patterns

- Correctly perform traditionally noted music on recorder
- Perform Music to an audience
- Develop and identify music ensemble skills by singing in a performance
- Recognise the roles of an active performer and a reflective listener
- Work collaboratively to develop a repertoire of familiar pieces
- Develop singing techniques including, matching pitch, projection, breathing and vocal support

VISUAL ART

In Visual Arts students are exposed to a broad range of experiences that illustrate the field of visual arts, including architecture, bookmaking, ceramics, collage, costume design, drawing, graphic design, film, illustration, industrial design, installation, jewellery, land art, mask making, metalwork, painting, papermaking, performance art, photography, printmaking, sculpture, set design, textiles and woodwork. Students are encouraged to take ownership of their learning, to creatively explore personal interests and to develop their own style.

Our beliefs

- That all students are unique and have the right to express themselves through forms of visual art, especially drawing
- Drawing is one of the earliest forms of expression for a child
- Drawings are the child's earliest "stories" – a student's verbal interpretation of their drawing must be a valued part of the presentation. These need to be recorded.
- Students should be given a range of drawing and painting materials in order to explore, develop and create individual works of art
- Young students should be given the opportunity to explore visual art topics that have relevance to their age, experience, interests, ideas and questions
- Students should be developing through stages that recognise their visual art growth from exploration, to developing form, control and more detailed representational drawings.
- As students progress through these stages, there should be evidence of more structure, balance, feature, embellishment and detail. Students should also be developing a greater appreciation of light, shade, form, colour, depth, perspective and pattern.

Art works produced and studied will assist in building the student's understanding of each of the central ideas studied within the IB Units of Inquiry.

By the end of Year 2 students;

- Explore a range of artistic techniques
- Demonstrate that personal feelings, ideas, and understandings can be expressed through art making
- Talk about visual artworks of others using visual arts terminology
- Discuss the artworks of others considering different viewpoints
- Use a variety of media to explore and express ideas
- Identify the strengths and areas for improvement in their own and others' artwork

Year 3

Year 3 is the commencement of the Middle Primary Years. The students are encouraged to grow in personal and behavioural independence and to take on many extra responsibilities.

All students are supported to develop co-operative social and group skills, with a focus on developing independence and resilience in their interactions and friendships with others. As a year group the Year 3 students are encouraged to play and work in harmony, acknowledging the diversity of all students. Pastoral Care is an integral part of the Year 3 program.

Further development and extension of literacy and numeracy skills has a high priority during this year with Year 3 students taking part in the NAPLAN testing. The students continue their IB PYP learning journey, participating in six units of inquiry to further develop their transdisciplinary skills and knowledge. Enrichment, extension and learning strategies programs are offered and programs are tailored to support the needs of each student. Communication with parents about student learning progress is a high priority.

The use of technology and its many learning applications is an integral part of all classroom and specialist teaching.

Year 3 students participate in the following specialist teacher programs – Languages, Music, including the Year 3 Strings Program, Guided Inquiry, Physical Education, including swimming and gymnastics and Visual Art.

Other Year 3 highlights include House Spirit Day and School Chapel. Year 3 students also participate in Junior School Assemblies, Buddy Programs, excursions and performances and a three-day camp to either Victor Harbor or Narnu Farm. Opportunities also exist for participation in the dance, gymnastics, sporting and music co curricular programs.

Units of Inquiry

The central ideas for the Units of Inquiry in Year 3 are

- **Who we are** – The choices people make affect their health and well-being
- **Where we are in place and time** – People and places have histories that can be uncovered through a variety of sources
- **How we express ourselves** – Through the Arts, people use different forms of expression to convey their uniqueness as human beings
- **How the world works** – People apply their understanding of scientific principles to their everyday lives
- **How we organise ourselves** – People create organisations to solve problems and support human endeavour
- **Sharing the planet** – Human actions can preserve or endanger animal life

Languages

Our Intensive Languages Program involves the allocation of additional language lessons and enables students to learn one language from Reception through to the Middle and Senior years. Students will profit from increased exposure to both the language and culture, and just as importantly, benefit from the well-researched cognitive and affective development that results from learning another language.

Complementing this, we are also offering background Mandarin Chinese lessons to support native Mandarin Chinese speaking students to maintain their mother tongue. For further information, please refer to our Intensive Languages Program brochure.

LANGUAGE A – ENGLISH

Language is central to all learning and contains many strands. Language is applied across subject areas and

throughout the transdisciplinary program of inquiry. Students are given the opportunity to listen, speak, read and write every day.

Aims

- To develop reading skills to enable them to read for enjoyment, instruction and information.
- To recognise and write using a variety of genres and structures.
- To listen and respond to a range of texts, and to the ideas and opinions of others.
- To develop spelling skills and supporting strategies for written communication.
- To develop grammatical and punctuation knowledge.

By the end of Year 3 students;

Receptive Modes (listening, reading and viewing)

- Understand how content can be organised using different text structures depending on the purpose of the text.
- Understand how language features, images and vocabulary choices are used for different effects.
- Read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information.
- Identify literal and implied meaning connecting ideas in different parts of a text.
- Select information, ideas and events in texts that relate to their own lives and to other texts.
- Listen to others' views and respond appropriately.

Productive Modes (speaking, writing and creating)

- Understand how language features are used to link and sequence ideas.
- Understand how language can be used to express feelings and opinions on topics.
- Use writing and images to express and develop in some detail experiences, events, information, ideas and characters.
- Create a range of texts for familiar and unfamiliar audiences.

- Contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations.
- Demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing.
- Use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning.
- Write using joined letters that are accurately formed and consistent in size.

LANGUAGE B – FRENCH

Aims

- To develop oral and written language in familiar and less familiar situations
- To develop listening and [Romanised] reading skills in Japanese
- To develop a wider understanding of language as a system and make links with English
- To facilitate development of learning strategies and skills
- To develop a wider understanding of other cultures and knowledge of customs
- To facilitate the development of transdisciplinary skills
- To deepen understanding of year level inquiry units

Activity-based lessons with emphasis on games, songs, visual stimuli and speaking/listening activities.

Inquiries covered are within the world of students' own experiences and questions

By the end of Year 3 students;

- Use French to interact with teachers and peers
- Exchange greetings
- Participate in games, songs, chants and shared readings of simple texts
- Experiment with French pronunciation
- Use numbers up to 20 confidently
- Use vocabulary related to selves, class and home
- Write simple texts such as lists, labels and descriptions
- Use some pronouns, prepositions and some forms of regular verbs
- Develop awareness of cultural differences and similarities

LANGUAGE B – CHINESE

Aims

- To develop awareness of the social world and memberships of various groups
- To improve the accuracy of four tone recognition
- To develop a wider understanding of Chinese character writing system
- To enhance self-identification as a learner of Chinese
- To develop intercultural understanding and intercultural communication skills
- To facilitate the development of transdisciplinary skills
- To deepen understanding of year level inquiry units

Activity-based lessons with emphasis on games, songs, visual stimuli and speaking/listening activities.

Inquiries covered are within the world of students' own experiences and questions

By the end of Year 3 students;

- Respond to greetings and farewells
- Exchange basic personal information
- Count and recognise numbers from 0-100
- Talk about family, friends, animals and school life using simple, well-practised sentences
- Identify the tonal nature of Chinese and recognise the use of tone marks in pinyin
- Differentiate between the pinyin and characters associated with familiar objects in their immediate environment
- Identify similarities and differences between celebrations, such as Chinese New Year and Australian Christmas

LANGUAGE B – CHINESE BACKGROUND

Aims

- To develop understanding of the role of languages in their daily lives
- To develop communication skills in a variety of contexts
- To make connections between their oracy and literacy skills in Chinese
- To facilitate their understanding of Chinese culture

By the end of Year 3 students;

- Use spoken Chinese to share experiences in both formal and informal contexts
- Express and explain personal opinions
- Create written texts in different contexts using Chinese characters
- Discuss in depth on different topics
- Identify the connections between languages and cultures

Mathematics

The Year 3 Maths program continues to work across the following strands of Maths. Underpinning all this knowledge is an emphasis on “working mathematically”. A solid foundation of basic number facts is an important step in the girls moving from concrete to more abstract thinking. Sharing during Maths sessions is an important part of the maths program. Talking about their thinking and the strategies used helps the students to cement their understandings.

Aims

- To understand place value to 1000 and connect this to comparing and ordering numbers
- To choose efficient strategies (mental, written and calculator) to solve problems in everyday situations
- To collect, represent and interpret data in tables, graphs and diagrams and conduct simple chance events
- To use a variety of strategies to extend their knowledge of forms and units of measurement.
- To sort, describe and identify 2D and 3D shapes

By the end of Year 3 students;

- Recognise the connection between addition and subtraction.
- Solve problems using efficient strategies for multiplication.
- Model and represent unit fractions.
- Represent money values in various ways.
- Identify symmetry in the environment.
- Match positions on maps with given information.
- Recognise angles in real situations.
- Interpret and compare data displays.
- Count to and from 10 000.
- Classify numbers as either odd or even.
- Recall addition and multiplication facts for single digit numbers.
- Correctly count out change from financial transactions.
- Continue number patterns involving addition and subtraction.
- Use metric units for length, mass and capacity.
- Tell time to the nearest minute.
- Make models of three-dimensional objects.
- Conduct chance experiments and list possible outcomes.
- Carry out simple data investigations for categorical variables.

Science

In Year 3 Science leads students to an awareness of the world from a scientific perspective. Students actively build and challenge their understandings of the world by combining scientific knowledge with reasoning and thinking skills. Students are provided with a range of situations to investigate and reflect on these investigations. Hands on experiences and inquiry are important in developing science knowledge and skills.

Aims

- To generate simple questions and make predictions
- To suggest and plan how to test their scientific ideas
- To use simple methods of collecting scientific data
- To use diagrams and text to share their investigations with others

By the end of Year 3 students;

- Use their understanding of the movement of the Earth, materials and the behaviour of heat to suggest explanations for everyday observations
- Describe features common to living things.
- Describe how they can use science investigations to respond to questions and identify where people use science knowledge in their lives.
- Use their experiences to pose questions and predict the outcomes of investigations.
- Make formal measurements and follow procedures to collect and present observations in a way that helps to answer the investigation questions.
- Suggest possible reasons for their findings.
- Describe how safety and fairness were considered in their investigations.
- Use diagrams and other representations to communicate their ideas.

Social Studies

Australian Curriculum - HASS (Humanities and Social Sciences)

In Year 3 Social Studies is viewed as the study of people. The IB learner profile is integral to teaching and learning Social Studies because it represents the qualities of effective learners and internationally minded students. Social Studies encourages curiosity and develops an understanding of a rapidly changing world.

Through Social Studies, students develop an understanding of their personal and cultural identities.

Evidence of student learning will be apparent in their willingness and ability to take action in order to make a difference in the world.

Aims

- To develop an understanding of their own identity and their place in the world
- To develop intercultural understanding and respect
- To draw conclusions about the significance of historical key events
- To develop knowledge of the rights and responsibilities of people

HASS

By the end of Year 3 students;

- Identify individuals, events and aspects of the past that have significance in the present.
- Identify and describe aspects of their community that have changed and remained the same over time.
- Describe the diverse characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places.
- Identify connections between people and the characteristics of places.
- Explain the role of rules in their community and the importance of making decisions democratically.
- Identify the importance of different celebrations and commemorations for different groups. They explain how and why people participate in and contribute to their communities.
- Pose questions and locate and collect information from sources, including observations, to answer these questions.
- Examine information to identify a point of view and interpret data to identify and describe simple distributions.
- Draw simple conclusions and share their views on an issue.
- Sequence information about events and the lives of individuals in chronological order.
- Record and represent data in different formats, including labelled maps using basic cartographic conventions.
- Reflect on their learning to suggest individual action in response to an issue or challenge.
- Communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.

Personal, Social & Physical Education

PERSONAL AND SOCIAL EDUCATION

In Year 3 Personal, Social and Physical Education is about building the students knowledge of well-being and developing the skills and attitudes to contribute to it. It encompasses physical, emotional, cognitive, spiritual and social health. It helps to develop students' abilities to maintain relationships with others and to participate in an active, healthy lifestyle.

Aims

- To develop the self concept and identity of each student
- To empower students to take responsible action for their well-being
- To develop the social and personal skills of students

Identity

- Personal identity
- Personal values

Active Living

- Health hustles
- Physical activity
- Body systems
- Food choices

Interactions

- Personal responsibilities
- Team building
- Similarities / differences of children around the world
- Problem solving
- Human endeavour

PHYSICAL EDUCATION

Aims

To provide a developmental and sequential physical skills program that will:

- Promote and develop a positive attitude towards physical fitness, health and personal well-being.
- Assist in the preparation of team skills, team participation and positive sportsmanship.
- Build skills, confidence, co-ordination and control in arrange of physical and sporting skills that will allow for a widening involvement in physical sports and activity.

- Provide opportunities for each student to achieve her personal best at an individual, team or state level.
- Provide an environment that encourages participation and competition in a range of team sports and recreational activities.

By the end of Year 3 students;

- Develop the fundamental movement skills to use in a wide range of games, modified sports and physical activities.
- Apply known skills and learns new skills in a variety of activities.
- Demonstrate the ability to share equipment and work cooperatively.
- Develop survival techniques in water and can swim extended distances on their front and back, while showing development of arm action and kicking. Students are introduced to land-based water rescue techniques.
- Engage in safe practices when performing in physical activities.
- Develop self-awareness and a sense of self-worth through creating and planning movement sequences.

The Arts

Arts are integral to the PYP. They are a powerful mode of communication through which students explore and construct a sense of self and develop an understanding of the world around them. Arts provide students with a wide range of opportunities and means to respond to their experiences and engage with historical, social and cultural perspectives. Arts provide a unique vehicle to enhance the understanding of the transdisciplinary themes by providing both students and teachers with a range of mediums with which to access the units of inquiry.

MUSIC

Music enables students to communicate in ways that go beyond their oral language abilities. Music delights and stimulates, soothes and comforts us; music allows students to communicate in a unique way. In creating, students use their imagination and musical experiences to organize sounds – natural and technological – into various forms that communicate specific ideas or moods. In responding, students are given the opportunity to respond to different styles of music, as well as to music from different times and cultures.

Aims

- To develop an understanding of the elements of music
- To develop aural skills
- To develop skills in performance and singing

Year 3 String Program

The Year 3 students participate in the String program in Terms 2 and 3. They learn an instrument in small groups with a tutor, having a ½ hour lesson once a week. Students have the option to learn violin, viola or cello.

By the end of the Year 3 students;

- Recognise and sing learnt pitch and rhythm patterns
- Explore ways of singing and playing expressively, such as learning and practising a song with different dynamics and tempo
- Perform music, reading from traditional notation
- Experiment with ways of using voices and instruments, combining sounds, silence, tempo and volume to create music
- Consider and apply the feedback of others when performing and composing
- Use movement, words and notation to interpret and describe the music they listen to

VISUAL ART

In Visual Arts students are exposed to a broad range of experiences that illustrate the field of visual arts, including architecture, bookmaking, ceramics, collage, costume design, drawing, graphic design, film, illustration, industrial design, installation, jewellery, land art, mask making, metalwork, painting, papermaking, performance art, photography, printmaking, sculpture, set design, textiles and woodwork. Students are encouraged to take ownership of their learning, to creatively explore personal interests and to develop their own style.

Our beliefs

- That all students are unique and have the right to express themselves through forms of visual art, especially drawing
- Drawing is one of the earliest forms of expression for a child
- Drawings are the child's earliest "stories" – a student's verbal interpretation of their drawing must be a valued part of the presentation. These need to be recorded.

- Students should be given a range of drawing and painting materials in order to explore, develop and create individual works of art
- Young students should be given the opportunity to explore visual art topics that have relevance to their age, experience, interests, ideas and questions
- Students should be developing through stages that recognise their visual art growth from exploration, to developing form, control and more detailed representational drawings
- As students progress through these stages, there should be evidence of more structure, balance, feature, embellishment and detail. Students should also be developing a greater appreciation of light, shade, form, colour, depth, perspective and pattern

Art works produced and studied will assist in building the students' understanding of each of the central ideas studied within the IB Units of Inquiry.

By the end of Year 3 students;

- Become more familiar with the different stages of the creative process, from generating the initial ideas to the completion of a piece of work
- Produce artworks that communicate ideas (thoughts, feelings, experiences) for particular purposes and to specific audiences
- Develop an awareness and appreciation that there are multiple perspectives in how artworks are made, viewed and valued
- Use specific art vocabulary when discussing artworks
- Begin to discover the elements and principles of art and design
- Develop an awareness and appreciation that there are multiple perspectives in how artworks are made, viewed and valued

Year 4

Year 4 is the final year of the Middle Primary Years. During this time the students are encouraged to think and act with more independence. The students are also encouraged to take on more responsibility for their learning, demonstrating greater levels of organisation, persistence and responsibility.

All students are supported to develop co-operative social and group skills, with a focus on developing independence and resilience in their interactions and friendships with others. As a year group the Year 4 students are encouraged to play and work in harmony, acknowledging the diversity of all students. Pastoral Care is an integral part of the Year 4 program.

Further development and extension of literacy and numeracy skills has a high priority during this year. The students continue their IB PYP learning journey, participating in six units of inquiry to further develop their transdisciplinary skills and knowledge. Learning programs are offered to assist with tailoring programs to support the needs of all students. Communication with parents about student learning progress is a high priority.

The use of technology and its many learning applications is an integral part of all classroom and specialist teaching.

Year 4 students participate in the following specialist teacher programs – Languages, Music (including the Year 4 Instrumental Program), ICT skills, Physical Education (including swimming and gymnastics), and Visual Art. Movement into ensemble programs is encouraged on completion of the Year 4 instrumental music program.

Other Year 4 highlights include participation in School Athletics Day, School Swimming Sports, School Chapel, Junior School Assemblies, Buddy Programs, excursions and performances, and a three day environmental camp at Douglas Scrub, McLaren Flat. Extensive opportunities also exist for participation in a range of sporting, musical and other co-

curricular programs. These include chess, choir, sport aerobics, cross-country, poetry recital, dance and competitive inter-school sport.

Units of Inquiry

The central ideas for the Units of Inquiry in Year 4 are

- **Who we are** – Developing an understanding of ourselves and others can be associated with success
- **Where we are in place and time** – Throughout time, exploration has led to discovery and change
- **How we express ourselves** – People use poetry to express ideas and feelings
- **How the world works** – The Earth's surface can change
- **How we organise ourselves** – Societies have different systems for making decisions that influence the lives of citizens.
- **Sharing the planet** – Living things depend on each other and the environment to survive

Languages

Our Intensive Languages Program involves the allocation of additional language lessons and enables students to learn one language from Reception through to the Middle and Senior years. Students will profit from increased exposure to both the language and culture, and just as importantly, benefit from the well-researched cognitive and affective development that results from learning another language.

Complementing this, we are also offering background Mandarin Chinese lessons to support native Mandarin Chinese speaking students to maintain their mother tongue. For further information, please refer to our Intensive Languages Program brochure.

LANGUAGE A – ENGLISH

Language is the major connecting factor across all learning. Learners listen, talk, read and write their way to developing new understandings. Developing independence in the use of literacy skills becomes increasingly important through the middle primary years as greater demands are placed on students in the learning process.

Aims

- To write, edit and present a variety of texts independently
- To read, view and interpret with some critical awareness a wide range of junior fiction and non-fiction texts
- To plan, rehearse and deliver oral presentations
- To develop effective listening and speaking skills to enhance communication
- To use computers and on-line resources as research, planning and writing tools

By the end of Year 4 students;

Receptive modes (listening, reading and viewing)

- Understand that texts have different text structures depending on purpose and audience.
- Explain how language features, images and vocabulary are used to engage the interest of audiences.
- Describe literal and implied meaning connecting ideas in different texts.
- Express preferences for particular texts.
- Respond to others' viewpoints.
- Listen for key points in discussions.

Productive modes (speaking, writing and creating)

- Use language features to create coherence and add detail to their texts.
- Understand how to express an opinion based on information in a text.
- Create texts that show understanding of how images and detail can be used to extend key ideas.
- Create structured texts to explain ideas for different audiences.

- Make presentations and contribute actively to class and group discussions, varying language according to context.
- Demonstrate understanding of grammar.
- Select vocabulary from a range of resources.
- Use accurate spelling and punctuation, editing their work to improve meaning.

LANGUAGE B – JAPANESE

Aims

- To develop oral and written language in familiar and less familiar situations
- To develop listening and [Romanised] reading skills in Japanese
- To develop a wider understanding of language as a system and make links with English
- To facilitate development of learning strategies and skills
- To develop a wider understanding of other cultures and knowledge of customs
- To facilitate the development of transdisciplinary skills
- To deepen understanding of year level inquiry units

Activity-based lessons with emphasis on games, songs, visual stimuli and speaking/listening activities.

Inquiries covered are within the world of students' own experiences and student questions.

By the end of Year 4 students;

- Engage in conversation in Japanese.
- Recognise Kanji characters covered in class.
- Identify and use key vocabulary and use sentence structures.
- Demonstrate understanding of Japanese culture, relating to clothing and self-introduction.
- Compare and reflect on different cultures.

LANGUAGE B – CHINESE BACKGROUND

Aims

- To develop understanding of the role of languages in their daily lives
- To develop communication skills in a variety of contexts
- To make connections between their oracy and literacy skills in Chinese
- To facilitate their understanding of Chinese culture

By the end of Year 4 students;

- Use spoken Chinese to share experiences in both formal and informal contexts
- Express and explain personal opinions
- Create written texts in different contexts using Chinese characters
- Discuss in depth on different topics
- Identify the connections between languages and cultures

Mathematics

In Year 4 Mathematics, students are provided with opportunities to explore concepts through investigations and to apply skills when solving a variety of problems. They become increasingly competent users of the language of mathematics and are encouraged to see it as a way of thinking, rather than a series of facts and formulae to be memorised.

Students work in smaller groups for 3 mathematics lessons per week. These groups are based on the girls' initial understanding of the upcoming units of work, forming 2 'core' groups and an enrichment group. These groups are taught during these 3 lessons either by their class teacher, or one of the other teachers of Year 4, 5 and 6. The groups are fluid throughout the year. This structure targets students' needs in Mathematics, whether it be that they need consolidation with some areas, or have advanced skills and understandings. For the other mathematics lessons, in addition to these 3 lessons each week, girls work with their class groups and class teacher, with differentiated teaching, and opportunities to work at their skill and ability level.

Aims

- To progress from concrete thinking to abstract thinking
- To continue to develop a solid foundation in basic number facts and skills
- To become effective problem solvers who understand and use a variety of strategies
- To talk about mathematical experiences and apply mathematical thinking and ideas in order to share their learning

By the end of Year 4 students;

- Choose appropriate strategies for calculations involving multiplication and division.
- Recognise common equivalent fractions in familiar contexts.
- Make connections between fraction and decimal notations up to two decimal places.

- Solve simple purchasing problems.
- Identify unknown quantities in number sentences.
- Describe number patterns resulting from multiplication.
- Compare areas of regular and irregular shapes using informal units.
- Solve problems involving time duration.
- Interpret information contained in maps.
- Identify dependent and independent events.
- Describe different methods for data collection and representation, and evaluate their effectiveness.
- Use the properties of odd and even numbers.
- recall multiplication facts to 10 x 10 and related division facts
- Locate familiar fractions on a number line.
- Continue number sequences involving multiples of single digit numbers.
- Use scaled instruments to measure temperatures, lengths, shapes and objects.
- Convert between units of time.
- Create symmetrical shapes and patterns.
- Classify angles in relation to a right angle.
- List the probabilities of everyday events.
- Construct data displays from given or collected data.

Science

In Year 4, students identify how science helps them to make choices and how it influences both personal and community decisions. They begin to realise that scientists work in particular ways and that discoveries made by scientists impact on our lives every day. Curiosity is fostered and inquiry is central to the students developing scientific knowledge that is relevant to the real world.

Aims

- To pose questions for investigations in familiar contexts
- To make predictions based on prior knowledge
- To plan and conduct investigations including fair testing
- To carefully select and use materials, tools and equipment for scientific investigations
- To explain, compare and reflect on scientific data using a variety of methods
- To use diagrams and text to share their investigations with others

By the end of Year 4 students;

- Apply the observable properties of materials to explain how objects and materials can be used.
- Discuss how natural and human processes cause changes to the Earth's surface.
- Describe relationships that assist the survival of living things.
- Sequence key stages in the life cycle of a plant or animal.
- Describe situations where science understanding can influence their own and others' actions.
- Predict likely outcomes from investigations.
- Discuss ways to conduct investigations.
- Safely use equipment to make and record observations.
- Use provided tables and simple column graphs to organise their data and identify patterns in data.
- Suggest explanations for observations and compare their findings with their predictions.
- Suggest reasons why their methods were fair or not.
- Complete simple reports to communicate their methods and findings.

Social Studies

Australian Curriculum- HASS (Humanities and Social Sciences)

Social Studies in Year 4 is essentially about how people: think, feel and act; interact with others; face problems; interact with their environment; and organize themselves. Students will reflect on cultures and customs and how participation within groups involves both rights and responsibilities. They will recognise the interdependency of systems and will increase their awareness of how people influence, and are influenced by their environment. They will realise the significance of developing a sense of belonging and stewardship towards the environment, valuing and caring for it, in the interests of themselves and future generations. Students will recognise how ideas and actions of people in the past have changed the lives of others, and appreciate how the past is recorded and remembered in different ways.

They will broaden their understanding of the impact of advances in technology over time, on individuals, society and the environment.

Aims

- To gain knowledge that is of genuine importance in understanding the world
- To foster sensitivity, creativity and initiative, leading to socially responsible action
- To gain a sense of time and place in relation to their own experience and the experience of other people
- To gain an understanding of their role in, and dependence on, the natural and constructed world, and learn to apply this knowledge in responsible ways

HASS

By the end of Year 4 students;

- Recognise the significance of events in bringing about change and the importance of the environment.
- Explain how and why life changed in the past and identify aspects of the past that have remained the same. describe the experiences of an individual or group in the past.
- Describe and compare the diverse characteristics of different places at local to national scales.
- Identify the interconnections between components of the environment and between people and the environment.
- Identify structures that support their local community and recognise the importance of laws in society. They describe factors that shape a person's identity and sense of belonging.
- Identify different views on how to respond to an issue or challenge.
- Develop questions to investigate.
- Locate and collect information and data from different sources, including observations to answer these questions.
- Distinguish between facts and opinions when examining information and detect points of view.
- Interpret data and information to identify and describe distributions and simple patterns and draw conclusions.
- Share their points of view, respecting the views of others.
- Sequence information about events and the lives of individuals in chronological order with reference to key dates
- Sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions.
- Reflect on their learning to propose action in response to an issue or challenge, and identify the possible effects of their proposed action.
- Present ideas, findings and conclusions using discipline-specific terms in a range of communication forms.

Personal, Social & Physical Education

PERSONAL AND SOCIAL EDUCATION

In Year 4 students understand that participation in a group can require them to assume different roles and responsibilities and they show a willingness to cooperate. They nurture relationships with others, sharing ideas, celebrating successes and offering and seeking support as needed. Students recognise the importance of factors that contribute to a healthy lifestyle, and maintaining good hygiene in the development of well-being. Students explore and apply different strategies that help them approach challenges and new situations with confidence. They are aware that developing self-reliance and persisting with tasks independently will support their efforts to be more autonomous learners. Students analyse how they are connected to the wider community and are open to learning about others.

Aims

- To develop and apply strategies to help manage situations of change and adversity
- To work towards achieving personal goals
- To understand the factors that contribute to a healthy lifestyle
- To use cooperative behaviours in order to function as part of a group or team
- To reflect on interactions with other people, other living things and the wider world
- To appreciate the interdependent relationships between humans, other living things and the environment

Identity

- Goal setting

Interactions

- Healthy Peers Relationship Program

PHYSICAL EDUCATION

Aims

To provide a developmental and sequential physical skills program that will:

- Promote and develop a positive attitude towards physical fitness, health and personal well being

- Assist in the preparation of team skills, team participation and positive sportsmanship
- Build skills, confidence, co-ordination and control in arrange of physical and sporting skills that will allow for a widening involvement in physical sports and activity
- Provide opportunities for each student to achieve her personal best at an individual, team or state level
- Provide an environment that encourages participation and competition in a range of team sports and recreational activities

By the end of Year 4 students;

- Demonstrate the fundamental movement skills which are used in a wide range of games, modified sports and physical activities.
- Learn the importance of teamwork and cooperative play.
- Develop survival techniques in water and can swim extended distances on their front, back and side, while showing development of arm action and kicking.
- Develop their land-based water rescue techniques.
- Enhance their self-awareness through developing, refining and expanding their movement skills
- Engage in safe practices when performing in physical activities, including correctly using equipment.
- Develop self-awareness and a strong sense of self-worth through creating and planning movement sequences.

The Arts

Arts are integral to the PYP. They are a powerful mode of communication through which students explore and construct a sense of self and develop an understanding of the world around them. Arts provide students with a wide range of opportunities and means to respond to their experiences and engage with historical, social and cultural perspectives. Arts provide a unique vehicle to enhance the understanding of the transdisciplinary themes by providing both students and teachers with a range of mediums with which to access the units of inquiry.

MUSIC

Music enables students to communicate in ways that go beyond their oral language abilities. Music delights and stimulates, soothes and comforts us; music allows students to communicate in a unique way.

In creating, students use their imagination and musical experiences to organize sounds -natural and technological -into various forms that communicate specific ideas or moods. In responding, students are given the opportunity to respond to different styles of music, as well as to music from different times and cultures.

Year 4 Band Program

The Year 4 students participate in the Band Program in Terms 2 and 3. They learn an instrument in small groups with a tutor, having a half-hour lesson once a week. The students are assessed for suitability for various instruments and can learn the clarinet, flute, alto saxophone, trumpet, trombone or guitar.

By the end of the Year 4 students;

- Develop basic techniques to play a band instrument
- Understand the expectations and requirements of performers and audience members in real performance spaces
- Recognise and identify differences between a range of instruments and musical styles.
- Consider and apply feedback to others when performing
- Perform music in unison and parts
- Recognise and sing learnt pitch and rhythmic patterns
- Recognise familiar instrumental timbres in isolation and combination
- Identify and explain features of music using terminology and a range of notation

VISUAL ART

In Visual Arts students are exposed to a broad range of experiences that illustrate the field of visual arts, including architecture, bookmaking, ceramics, collage, costume design, drawing, graphic design, film, illustration, industrial design, installation, jewellery, land art, mask making, metalwork, painting, papermaking, performance art, photography, printmaking, sculpture, set design, textiles and woodwork. Students are encouraged to take ownership of their learning, to creatively explore personal interests and to develop their own style.

Our beliefs

- That all students are unique and have the right to express themselves through forms of visual art, especially drawing
- Drawing is one of the earliest forms of expression for a child
- Drawings are the child's earliest

“stories” – a student's verbal interpretation of their drawing must be a valued part of the presentation. These need to be recorded

- Students should be given a range of drawing and painting materials in order to explore, develop and create individual works of art
- Young students should be given the opportunity to explore visual art topics that have relevance to their age, experience, interests, ideas and questions
- Students should be developing through stages that recognise their visual art growth from exploration, to developing form, control and more detailed representational drawings
- As students progress through these stages, there should be evidence of more structure, balance, feature, embellishment and detail. Students should also be developing a greater appreciation of light, shade, form, colour, depth, perspective and pattern

Art works produced and studied will assist in building the students' understanding of each of the central ideas studied within the IB Units of Inquiry.

By the end of Year 4 students;

- Become more familiar with the different stages of the creative process, from generating the initial ideas to the completion of a piece of work
- Produce artworks that communicate ideas (thoughts, feelings, experiences) for particular purposes and to specific audiences
- Develop an awareness and appreciation that there are multiple perspectives in how artworks are made, viewed and valued
- Develop the ability to solve creative problems
- Develop an understanding that the choice of different tools and materials results in different outcomes
- Recognise that other people express themselves using art, in a variety of styles

Year 5

Year 5 is an exciting year of transition, as the girls move from Middle Primary to the Upper Primary Years of the Junior School. There is a strong focus on the development of independent study, research and inquiry skills as the students move into these Upper Primary Years.

The students continue their IB PYP learning journey, participating in six units of inquiry to further develop their transdisciplinary skills and knowledge and developing their own central ideas and lines of inquiry. A highlight of this year is the week long study tour to Sovereign Hill, Ballarat. During this time the students experience life on the Victorian gold fields in the 1850's. This experience is closely connected to a unit of inquiry.

Another highlight for the Year 5 students is their participation in the Year 5 Musical. All students participate fully in this professional production, as dancers, singers or performers.

All students are supported to develop co-operative social and group skills, with a focus on developing independence and resilience in their interactions and friendships with others. As a year group the Year 5 students are encouraged to play and work in harmony, acknowledging the diversity of all students. Pastoral Care is an integral part of the Year 5 program.

The use of technology and its many learning applications is an integral part of all classroom and specialist teaching. All Year 5 students have a personal iPad as part of our 1 to 1 Program.

Year 5 students participate in the following specialist teacher programs – Japanese, Music, Guided Inquiry and Physical Education.

Other Year 5 highlights include participation in School Athletics Day, School Swimming Sports, House Spirit Day, School Chapel and Junior School Choir. Also Junior School Assemblies, a Buddy Program with the ELC students, excursions and performances. Extensive

opportunities also exist for participation in a range of sporting, musical and other co-curricular programs. These include chess, choir, debating, Junior Orator, sport aerobics, cross-country, poetry recital, dance, drama and competitive interschool sport.

support native Mandarin Chinese speaking students to maintain their mother tongue. For further information, please refer to our Intensive Languages Program brochure.

LANGUAGE A – ENGLISH

Whilst explicit language skills are taught through Spelling, Grammar, Reading and Writing lessons, a much more holistic approach is taken where language is integral to all learning areas, permeating the whole curriculum. Specific genres are developed through units of inquiry, thus giving a context and purpose for student writing. Written and oral language skills are seen as communication tools rather than isolated subjects. Language connects the curriculum across the subject and through the transdisciplinary program of inquiry.

Aims

- To use speech to inform, entertain and influence others.
- To interact confidently with others in a variety of situations
- To reflect on their approach to communication
- To read of wide range of texts with understanding and accuracy
- To read for enjoyment and information at school and home
- To write fluently and effectively for a wide range of purposes
- To demonstrate appropriate viewing behaviour and make informed judgements

By the end of Year 5 students;

Receptive modes (listening, reading and viewing)

- Explain how text structures assist in understanding the text.
- Understand how language features, images and vocabulary influence interpretations of characters, settings and events.
- Analyse and explain literal and implied information from a variety of texts.

Units of Inquiry

The central ideas for the Units of Inquiry in Year 5 are

- **Who we are** – People's values and behaviours are shaped by their personal belief system
- **Where we are in place and time** – The discovery of any resource has environmental, social, political and cultural implications
- **How we express ourselves** – The Performing Arts allow us to express our creativity and develop our imagination
- **How the world works** – Technological advances have made vast changes in space exploration and survival in space
- **How we organise ourselves** – New digital media changes the way in which people access information and connect to each other
- **Sharing the planet** – Human behaviour has an impact on aquatic ecosystems

Languages

Our Intensive Languages Program involves the allocation of additional language lessons and enables students to learn one language from Reception through to the Middle and Senior years. Students will profit from increased exposure to both the language and culture, and just as importantly, benefit from the well-researched cognitive and affective development that results from learning another language.

Complementing this, we are also offering background Mandarin Chinese lessons to

- Describe how events, characters and settings in texts are depicted and explain their own responses to them.
- Listen and ask questions to clarify content.

Productive modes (speaking, writing and creating)

- Use language features to show how ideas can be extended.
- Develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.
- Create a variety of sequenced texts for different purposes and audiences.
- Make presentations and contribute actively to class and group discussions, taking into account other perspectives.
- Demonstrate an understanding of grammar.
- Select specific vocabulary and use accurate spelling and punctuation.
- Edit their work to provide structure and meaning.

LANGUAGE B – JAPANESE

Aims

- To develop oral and written language in a variety of contexts
- To develop listening and reading skills in Japanese
- To develop a geographical knowledge of Japan
- To facilitate the development of transdisciplinary skills
- To develop further understanding and knowledge of other cultures, customs and beliefs
- To develop further interest in Japanese language and culture
- To develop greater understanding of how the Japanese language functions in relation to English
- To facilitate the development of transdisciplinary skills
- To deepen understanding of year level inquiry units

Lessons are activity-based, with an emphasis on speaking and listening. Inquiry activities are also used to explore a range of topics. These topics fall within the world of students' own experience, imaginations and curiosities.

By the end of Year 5, students;

- Initiate conversations in Japanese
- Read and write the Kanji characters covered in class
- Identify and use key expressions and vocabulary
- Recognise key sentence patterns
- Demonstrate understanding of

Japanese culture, relating to seasons and stories

- Reflect on different cultures and the role that language plays.

LANGUAGE B – CHINESE BACKGROUND

Aims

- To develop understanding of the role of languages in their daily lives
- To develop communication skills in a variety of contexts
- To make connections between their oracy and literacy skills in Chinese
- To facilitate their understanding of Chinese culture

By the end of Year 5 students;

- Use spoken Chinese to share experiences in both formal and informal contexts
- Express and explain personal opinions
- Create written texts in different contexts using Chinese characters
- Discuss in depth on different topics
- Identify the connections between languages and cultures

Mathematics

Students will acquire mathematical understanding by constructing their own meaning by increasing levels of abstraction. It is taught in relevant, realistic contexts and where possible is connected to the units of inquiry.

Students work in smaller groups for 3 mathematics lessons per week. These groups are based on the girls' initial understanding of the upcoming units of work, forming 2 'core' groups and an enrichment group. These groups are taught during these 3 lessons either by their class teacher, or one of the other teachers of Year 4, 5 and 6. The groups are fluid throughout the year. This structure targets students' needs in Mathematics, whether it be that they need consolidation with some areas, or have advanced skills and understandings. For the other mathematics lessons, in addition to these 3 lessons each week, girls work with their class groups and class teacher, with differentiated teaching, and opportunities to work at their skill and ability level.

Aims

- To use a variety of approaches to solve mathematical problems

- To inquire, investigate and experiment with all their mathematical learning
- To use mathematical language to verbalise and justify solutions to problems
- To engage in open ended problem solving
- To learn from explicit teaching, participation, sharing and observation.
- To utilise ICT to support mathematical learning
- To become competent users of the language of mathematics as a way of thinking
- To apply mathematical skills to real world tasks

By the end of Year 5 students;

- Solve simple problems involving the four operations using a range of strategies.
- Check the reasonableness of answers using estimation and rounding.
- Identify and describe factors and multiples.
- Explain plans for simple budgets.
- Connect three-dimensional objects with their two-dimensional representations.
- Describe transformations of two-dimensional shapes.
- Identify line and rotational symmetry.
- Compare and interpret different data sets.
- Order decimals and unit fractions and locate them on number lines.
- Add and subtract fractions with the same denominator.
- Continue patterns by adding and subtracting fractions and decimals.
- Find unknown quantities in number sentences.
- Use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles.
- Convert between 12 and 24 hour time.
- Use a grid reference system to locate landmarks.
- Measure and construct different angles.
- List outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1.
- Pose questions to gather data, and construct data displays appropriate for the data.

Science

Students will develop observational skills and will gather and record information in a number of ways. Students will identify patterns and make connections, examine change over time and examine how this change can be affected by one or more variables. They will use their Science learning to plan thoughtful and realistic action. Students will use their knowledge to plan and write scientific explanation and procedures.

Aims

The students will undertake scientific inquiry to promote meaning and understanding through addressing a series of conceptual questions

- What is it like? (form)
- How does it work? (function)
- Why is it like it is? (causation)
- How is it changing? (change)
- How is connected to other things? (connection)
- What are the points of view? (perspective)
- What is our responsibility? (responsibility)
- How do we know? (reflection)

By the end of Year 5 students;

- Classify substances according to their observable properties and behaviours.
- Explain everyday phenomena associated with the transfer of light.
- Describe the key features of our solar system.
- Analyse how the form of living things enables them to function in their environments.
- Discuss how scientific developments have affected people's lives and how science knowledge develops from many people's contributions.
- Follow instructions to pose questions for investigation.
- Predict what might happen when variables are changed, and plan investigation methods.
- Use equipment in ways that are safe and improve the accuracy of their observations.
- Construct tables and graphs to organise data and identify patterns.
- Use patterns in their data to suggest explanations and refer to data when they report findings.
- Describe ways to improve the fairness of their methods and communicate their ideas, methods and findings using a range of text types.

Social Studies

Australian Curriculum - HASS (Humanities and Social Sciences)

Social Studies is the study of people in relation to their past, present and future, their environment and their society. Students will develop an understanding of their personal and cultural identities, actively participating in their classroom, their school, their community and the world.

Aims

- To develop an understanding of their own identity and their place in the world
- To ask compelling and relevant questions
- To develop research skills to support their understanding
- To build their own identity and their place in the world
- To undertake socially responsible actions
- To gain a sense of time and place
- To develop an understanding of other cultural and an appreciation of other ideas and beliefs.

HASS

By the end of Year 5 students;

- Describe the significance of people and events/developments in bringing about change.
- Identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same.
- Describe the experiences of different people in the past.
- Explain the characteristics of places in different locations at local to national scales.
- Identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments.
- Identify the effects of these interconnections on the characteristics of places and environments.
- Identify the importance of values and processes to Australia's democracy and describe the roles of different people in Australia's legal system.
- Recognise that choices need to be made when allocating resources.
- Describe factors that influence their choices as consumers and identify strategies that can be used to inform these choices.

- Describe different views on how to respond to an issue or challenge.
- Develop questions for an investigation.
- Locate and collect data and information from a range of sources to answer inquiry questions.
- Examine sources to determine their purpose and to identify different viewpoints.
- Interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships, and suggest conclusions based on evidence.
- Sequence information about events, the lives of individuals and selected phenomena in chronological order using timelines.
- Sort, record and represent data in different formats, including large-scale and small-scale maps, using basic conventions.
- Work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently propose action, describing the possible effects of their proposed action.
- Present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.

Personal, Social & Physical Education

PERSONAL AND SOCIAL EDUCATION

Personal, social and physical education is concerned with the student's well-being through the promotion and development of concepts, knowledge, attitudes and skills that contribute to this well-being. Well-being is intrinsically linked to all aspects of a student's experience at school and beyond. It encompasses physical, emotional, cognitive, spiritual and social health and development, and contributes to an understanding of self, to developing and maintaining relationships with others, and to participation in an active, healthy lifestyle.

Aims

- To build and maintain positive peer relationships
- To explore the factors of a healthy environment

Identity

- Gold Rush – health and hygiene in the 1850s
- Healthy Environments – how pollution affects health
- Body systems

Active Living

- Fitness

Interactions

- Social skills – ‘Positive and Powerful’
- Healthy image stereotypes

PHYSICAL EDUCATION

Aims

To provide a developmental and sequential physical skills program that will:

- Promote and develop a positive attitude towards physical fitness, health and personal well being
- Assist in the preparation of team skills, team participation, endeavour and positive sportsmanship
- Build skills, confidence, co-ordination and control in a range of physical and sporting skills that will allow for success in a widening involvement of physical sports and recreational activity
- Provide opportunities for each student to achieve her personal best at an individual, team or state level (SAPSASA)
- Provide an environment that encourages participation and success in competition in a range of team sports

By the end of Year 5 students;

- Demonstrate the basic movement skills efficiently and confidently to use in a wide range of games, modified sports and physical activities.
- Work collaboratively with others and contribute successfully in teams.
- Demonstrate survival techniques confidently in water and can swim extended distances on their front, back and side, while showing continued development of arm action and kicking.
- Efficiently use land-based water rescue techniques.
- Enhance their self-awareness through developing, refining and expanding their movement skills
- Exhibit effective decision making processes in the application of skills during physical activity.
- Recognise the importance of moderation in relation to safe personal behaviour.

The Arts

Arts are integral to the PYP. They are a powerful mode of communication through which students explore and construct a sense of self and develop an understanding of the world around them. Arts provide students with a wide range of opportunities and means to respond to their experiences and engage with historical, social and cultural perspectives. Arts provide a unique vehicle to enhance the understanding of the transdisciplinary themes by providing both students and teachers with a range of mediums with which to access the units of inquiry.

MUSIC

Music enables students to communicate in ways that go beyond their oral language abilities. Music delights and stimulates, soothes and comforts us; music allows students to communicate in a unique way. In creating, students use their imagination and musical experiences to organise sounds –natural and technological – into various forms that communicate specific ideas or moods. In responding, students are given the opportunity to respond to different styles of music, as well as to music from different times and cultures.

Aims

- To develop an understanding of the elements of music
- To develop aural skills
- To develop skills in performance and singing

By the end of the Year 5 students

- Recognise, remember and identify differences between a range of instruments and musical styles and cultures
- Identify and explain features of music using terminology and a range of notation
- Understand the expectations and requirements of performers and audience members in real performance spaces
- Provide, consider and respond to feedback to refine performances
- Perform music in unison and parts individually and in ensemble, from a range of contexts and cultures
- Practise their singing and playing to explore and develop technical skills in solo and ensemble music
- Rehearse and refine performances to an expressive manner

VISUAL ART

In Visual Arts students are exposed to a broad range of experiences that illustrate the field of visual arts, including architecture, bookmaking, ceramics, collage, costume design, drawing, graphic design, film, illustration, industrial design, installation, jewellery, land art, mask making, metalwork, painting, papermaking, performance art, photography, printmaking, sculpture, set design, textiles and woodwork. Students are encouraged to take ownership of their learning, to creatively explore personal interests and to develop their own style.

Aims

- To develop an understanding of the role of art in the community
- To develop skills in interpreting, exploring, investigating and responding to visual forms in their world
- Develop skills in planning and designing art works
- Develop skills in selecting appropriate equipment and materials
- Use different tools, mediums and techniques when representing their ideas

Art works produced and studied will assist in building the students’ understanding of each of the central ideas studied within the IB Units of Inquiry.

By the end of Year 5 students;

- Create artworks for a specific purpose.
- Use personal interest, belief or value as a starting point to create a piece of artwork.
- Reflect on factors that influence personal reactions to artwork
- Understand that the choice of different tools and materials results in different outcomes
- Compare, contrast and categorize artworks from a range of cultures, places and times.
- Become increasingly independent in the realization of the creative process.

Year 6

In Year 6, the students consolidate their years in the Junior School and also prepare for their move to the Middle School. The students are offered a range of leadership opportunities that allow them to develop and utilise leadership skills during this important year.

The students consolidate their IB PYP learning journey, with a strong focus on the development of independent study, research and inquiry skills. Leadership becomes a focus for a PYP inquiry unit.

In Year 6 the students undertake The Exhibition which is the culminating project of the PYP. The students interact with the essential elements of the programme: knowledge, concepts, skills, attitudes and action. This inquiry is a personal and shared learning journey for the students which they present to the school community. The inquiry process of this unit involves the students identifying, investigating and offering solutions to real-life issues or problems. It is also an opportunity for the students to exhibit the attributes of the learner profile that have been developing throughout their engagement with the PYP.

Another highlight for the Year 6 students is their participation in a week long study tour to Canberra. During this time the students are immersed in the history and culture of the nation's capital. This experience is closely connected to a Civics and Citizenship Unit of Inquiry.

All students are supported to develop co-operative social and group skills, with a focus on developing appropriate choices and responsibility in their interactions and friendships with others. As a year group, the Year 6 students are encouraged to collaborate and work in harmony, acknowledging the diversity of all students. Pastoral Care is an integral part of the Year 6 program. Special programs in 'Healthy Relationships' and 'Growth and Development' are supported by specialist and classroom staff. The students will lead the Peer Support Program which involves all students from Reception - Year 6.

The use of technology and its many learning applications is an integral part of all classroom and specialist teaching. As part of the 1to1 Program, all Year 6 students have a personal iPad.

Year 6 students participate in the following specialist teacher programs – French, Japanese, Music, Guided Inquiry and Physical Education.

Other Year 6 highlights include participation in School Athletics Day, School Swimming Sports, School Chapel, Junior School Choir, Junior School Assemblies, a Buddy Program, excursions and performances. Extensive opportunities also exist for participation in a range of sporting, musical and other co-curricular programs. These include chess, choir, debating, cross-country and competitive inter-school sport.

A graduation dinner and a formal Graduation Service is held for all Year 6 students to recognise their learning journey through the Junior School.

Units of Inquiry

The central ideas for the Units of Inquiry in Year 6 are

- **Who we are** – Everyone has the ability and opportunity to demonstrate leadership
- **Where we are in place and time** – Human migration is a response to challenges, risks and opportunities
- **How we express ourselves** – People's beliefs and feelings can inspire action
- **How the world works** – Sudden geological changes or extreme weather conditions can affect the Earth's surface
- **How we organise ourselves** – A government based on democracy allows its citizens to express themselves
- **Sharing the planet** – Exhibition Unit - students will devise central idea

Languages

Our Intensive Languages Program involves the allocation of additional language lessons and enables students to learn one language from Reception through to the Middle and Senior years. Students will profit from increased exposure to both the language and culture, and just as importantly, benefit from the well-researched cognitive and affective development that results from learning another language.

Complementing this, we are also offering background Mandarin Chinese lessons to support native Mandarin Chinese speaking students to maintain their mother tongue. For further information, please refer to our Intensive Languages Program brochure.

LANGUAGE A – ENGLISH

Students will be given the opportunity to experience, participate and extend their learning in a range of reading, viewing, written, speaking and listening tasks. This will allow them to have an appreciation of the nature of the English language and how it works to create various kinds of meanings.

Aims

- To foster a love of literature and the written word
- To develop competency in deciphering texts and reading for meaning and purpose
- To recognise and use confidently a variety of grammatical features
- To revise and clarify the different writing genres and become competent at manipulating language to suit audience and purpose
- To understand and regularly use known spelling conventions and use vocabulary appropriate for their ability and their age
- To encourage clear, well-ordered and confident verbal communication in a range of situations

By the end of Year 6 students;

- Receptive Modes (listening, reading and viewing)
- Understand how the use of text structures can achieve particular effects.
- Analyse and explain how language features, images and vocabulary are used by
- different authors to represent ideas, characters and events.
- Compare and analyse information in different texts, explaining literal and implied meaning.
- Select and use evidence from a text to explain their response to it.
- Listen to discussions, clarifying content and challenging others' ideas.
- Productive Modes (speaking, writing and creating)
- Understand how language features and language patterns can be used for emphasis.
- Show how specific details can be used to support a point of view.
- Explain how their choices of language features and images are used.
- Create detailed texts elaborating on key ideas for a range of purposes and audiences.
- Make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.
- Demonstrate understanding of grammar, make considered choices from an expanding vocabulary, use accurate spelling and punctuation for clarity and make and explain editorial choices.

LANGUAGE B – FRENCH

Aims

- To develop greater understanding of how the French language works and relates to the knowledge of English
- To develop oral and written skills in French as well as reading and listening skills in a larger range of familiar and unfamiliar topics
- To facilitate the development of transdisciplinary skills
- To develop further understanding and knowledge of other cultures, customs and beliefs
- To facilitate the development of transdisciplinary skills
- To deepen understanding of year level inquiry units

Activity-based lessons and inquiry-based learning will be used to assist with learning the French language and

learning about France and French cultures. Inquiries covered are within the world of the students' own experiences and use student questions

By the end of Year 6 students;

- Research and reflect on French and Australian cultures and stereotypes
- Begin to initiate and sustain conversations, and use active listening in the process
- Research and teach peers about some famous French people and places
- Use well-practised vocabulary, verbs and adjectives to write descriptions of self and others and to express likes and dislikes.
- Recall basic French pronunciation rules and apply these to role-plays and reading simple texts
- Make links between French and English words and understand some similarities and differences between the languages
- Translate familiar words and phrases from English to French and vice-versa

LANGUAGE B – JAPANESE

Aims

- To develop oral and written language in a variety of contexts
- To develop listening and reading skills in Japanese
- To develop a wider understanding of language as a system and make links with English
- To develop further understanding and knowledge of other cultures, customs and beliefs
- To facilitate the development of transdisciplinary skills
- To deepen understanding of year level inquiry units

By the end of Year 6, students;

- Initiate conversations in Japanese
- Employ classroom language to interact with classmates and the teacher
- Read and write the hiragana alphabet and some katakana letters
- Read and write the kanji characters covered in class
- Identify and use key expressions and vocabulary
- Recognise key sentence patterns
- Demonstrate an understanding of Japanese culture, relating to family, food and routines
- Reflect on different cultures and the role that language plays

Mathematics

Year level statement

Students will be given the opportunity to investigate, explore, consolidate and become more confident in various aspects of mathematics. The Year 6 Mathematics Curriculum provides students with carefully paced, in-depth study of critical skills and concepts.

Students work in smaller groups for 3 mathematics lessons per week. These groups are based on the girls' initial understanding of the upcoming units of work, forming 2 'core' groups and an enrichment group. These groups are taught during these 3 lessons either by their class teacher, or one of the other teachers of Year 4, 5 and 6. The groups are fluid throughout the year. This structure targets students' needs in Mathematics, whether it be that they need consolidation with some areas, or have advanced skills and understandings. For the other mathematics lessons, in addition to these 3 lessons each week, girls work with their class groups and class teacher, with differentiated teaching, and opportunities to work at their skill and ability level.

Aims

- To formulate questions, strategies and solutions to solve mathematical problems.
- To use mathematical language to verbalise and justify solutions to problems.
- To record mathematical learning using appropriate methods.
- To engage in open ended problem solving.
- To learn from explicit teaching, participation, sharing and observation.

By the end of Year 6 students;

- Recognise the properties of prime, composite, square and triangular numbers.
- Describe the use of integers in everyday contexts.
- Solve problems involving all four operations with whole numbers.
- Connect fractions, decimals and percentages as different representations of the same number.
- Solve problems involving the addition and subtraction of related fractions.
- Make connections between the powers of 10 and the multiplication and division of decimals.

- Describe rules used in sequences involving whole numbers, fractions and decimals.
- Connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation.
- Make connections between capacity and volume.
- Solve problems involving length and area.
- Interpret timetables.
- Describe combinations of transformations.
- Solve problems using the properties of angles.
- Compare observed and expected frequencies.
- Interpret and compare a variety of data displays including those displays for two categorical variables.
- Evaluate secondary data displayed in the media.
- Locate fractions and integers on a number line.
- Calculate a simple fraction of a quantity.
- Add, subtract and multiply decimals and divide decimals where the result is rational.
- Calculate common percentage discounts on sale items.
- Write correct number sentences using brackets and order of operations.
- Locate an ordered pair in any one of the four quadrants on the cartesian plane.
- Construct simple prisms and pyramids.
- List and communicate probabilities using simple fractions, decimals and percentages.

Science

In Year 6 students will be given the opportunity to further explore various aspects of science. Students are able to identify scientific questions for investigation and make predictions based on these questions. They plan and conduct investigations and reflect on their process.

Aims

- To make connections between what they already know and new information
- To engage, explore, explain, elaborate and evaluate on aspects of scientific learning
- To investigate and describe various scientific topics
- To predict, investigate and evaluate experiments that reflect real life experiences

By the end of Year 6 students;

- Compare and classify different types of observable changes to materials.
- Analyse requirements for the transfer of electricity and describe how energy can be transformed from one form to another to generate.
- Explain how natural events cause rapid change to the earth's surface.
- Describe and predict the effect of environmental changes on individual living things.
- Explain how scientific knowledge is used in decision making and identify contributions to the development of science by people from a range of cultures.
- Follow procedures to develop investigable questions and design investigations into simple cause-and-effect relationships.
- Identify variables to be changed and measured and describe potential safety risks when planning methods.
- Collect, organise and interpret their data, identifying where improvements to their methods or research could improve the data.
- Describe and analyse relationships in data using graphic representations and construct multi-modal texts to communicate ideas, methods and findings.

Social Studies

Australian Curriculum - HASS (Humanities and Social Sciences)

In Year 6 students will consider different points of view, develop skills and attitudes, and gain knowledge in a range of topics. Students apply skills and concepts in new contexts, and transfer new skills and concepts to familiar contexts.

Aims

- To competently note take in their own words
- To pose relevant questions
- To present information in a variety of mediums
- To reflect on their own learning and takes action where appropriate
- To work cooperatively within a group
- To capably share their knowledge with others
- To use a variety of electronic resources to research a range of topics
- To use of a range of word processing and publishing tools

HASS

By the end of Year 6 students;

- Explain the significance of an event/development, an individual and/or group.
- Identify and describe continuities and changes for different groups in the past and present.
- Describe the causes and effects of change on society.
- Compare the experiences of different people in the past.
- Describe, compare and explain the diverse characteristics of different places in different locations from local to global scales.
- Describe how people, places, communities and environments are diverse and globally interconnected and identify the effects of these interconnections over time.
- Explain the importance of people, institutions and processes to Australia's democracy and legal system.
- Describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens.
- Recognise why choices about the allocation of resources involve trade-offs.
- Explain why it is important to be informed when making consumer and financial decisions.
- Identify the purpose of business and recognise the different ways that businesses choose to provide goods and services.
- Explain different views on how to respond to an issue or challenge.
- Develop appropriate questions to frame an investigation.
- Locate and collect useful data and information from primary and secondary sources.
- Examine sources to determine their origin and purpose and to identify different perspectives in the past and present.
- Interpret data to identify, describe and compare distributions, patterns and trends, and to infer relationships, and evaluate evidence to draw conclusions.
- Sequence information about events, the lives of individuals and selected phenomena in chronological order and represent time by creating timelines.
- Organise and represent data in a range of formats, including large- and small-scale maps, using appropriate conventions.
- Collaboratively generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others.

- Reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal.
- Present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms.

Personal, Social & Physical Education

PERSONAL AND SOCIAL EDUCATION

Students will be given the opportunity to explore various aspects of health. They will further develop an understanding of their own physical and emotional identity. They will explore the different ways people view each other and further develop a sense of their own rights and responsibilities.

Aims

- To work cooperatively within a group
- To capably share their knowledge with others
- To reflect on their own learning and take action where appropriate
- To further develop emotional resilience
- To work toward effective problem solving through role play activities
- To explore a variety of strategies for conflict resolution

Identity-

- Growth and Development
- Physical, social and emotional changes of girls and boys.

Active Living

- Exercise benefits

Interactions

- Healthy Peer Relationships
- Friendship beliefs
- Roles and responsibilities in friendships.
- Leadership skills
- Peer Support Program

PHYSICAL EDUCATION

Aims

To provide a developmental and sequential physical skills program that will:

- Promote and develop a positive attitude towards physical fitness, health and personal well being
- Assist in the preparation of team skills, team participation, endeavour and positive sportsmanship
- Build skills, confidence, co-ordination and control in a range of physical and sporting skills that will
- Allow for success in a widening involvement of physical sports and recreational activity.
- Provide opportunities for each student to achieve her personal best at an individual, team or state level (SAPSASA)
- Provide an environment that encourages participation and success in competition in a range of team sports

By the end of Year 6 students;

- Refine and expand the fundamental movement skills efficiently and confidently to use in a wide range of games, modified sports and physical activities.
- Work collaboratively to be an effective member of a team and/or group.
- Refine survival techniques in water and can swim extended distances on their front, back and side, while showing efficient arm action and kicking.
- Competently use land-based water rescue techniques.
- Display responsibility in acting safely whether as a member of a team, umpiring or in a coaching role.
- Introduce complexity and refine movements to improve the quality of a movement sequence.
- Set goals and identify strategies to develop their well-being.

The Arts

Arts are integral to the PYP. They are a powerful mode of communication through which students explore and construct a sense of self and develop an understanding of the world around them. The Arts provide students with a wide range of opportunities and means to respond to their experiences and engage with historical, social and cultural

perspectives. Arts provide a unique vehicle to enhance the understanding of the transdisciplinary themes by providing both students and teachers with a range of mediums with which to access the units of inquiry.

MUSIC

Music enables students to communicate in ways that go beyond their oral language abilities. Music delights and stimulates, soothes and comforts us; music allows students to communicate in a unique way. In creating, students use their imagination and musical experiences to organize sounds – natural and technological – into various forms that communicate specific ideas or moods. In responding, students are given the opportunity to respond to different styles of music, as well as to music from different times and cultures.

Aims

- To develop an understanding of the elements of music.
- To develop aural skills.
- To develop skills in performance and singing.

By the end of the Year 6 students

- Recognise, remember and identify differences between a range of instruments and musical styles and cultures
- Identify and explain features of music using terminology and a range of notation
- Understand the expectations and requirements of performers and audience members in real performance spaces
- Provide, consider and respond to feedback to refine performances
- Perform music in unison and parts individually and in ensemble, from a range of contexts and cultures
- Practise their singing and playing to explore and develop technical skills in solo and ensemble music
- Rehearse and refine performances to an expressive manner

VISUAL ART

In Visual Arts students are exposed to a broad range of experiences that illustrate the field of visual arts. Students are encouraged to take ownership of their learning, to creatively explore personal interests and to develop their own style.

Aims

- To develop an understanding of the role of art in the community
- To develop skills in interpreting, exploring, investigating and responding to visual forms in their world
- Develop skills in planning and designing art works
- Develop skills in selecting appropriate equipment and materials
- Use different tools, mediums and techniques when representing their ideas

Art works produced and studied will assist in building the students' understanding of each of the central ideas studied within the IB Units of Inquiry.

By the end of Year 6 students;

- Use a range of strategies to solve problems during the creative process.
- Recognise that different audiences respond in different ways to artworks
- Identify, plan and make specific choices of tools, materials and processes.
- Select research and develop an idea or theme for an artwork.
- Reflect throughout the creative process to challenge their thinking.
- Identify factors to be considered when displaying an art work.

Notes



ST PETERS
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CHALLENGE YOUR THINKING

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