

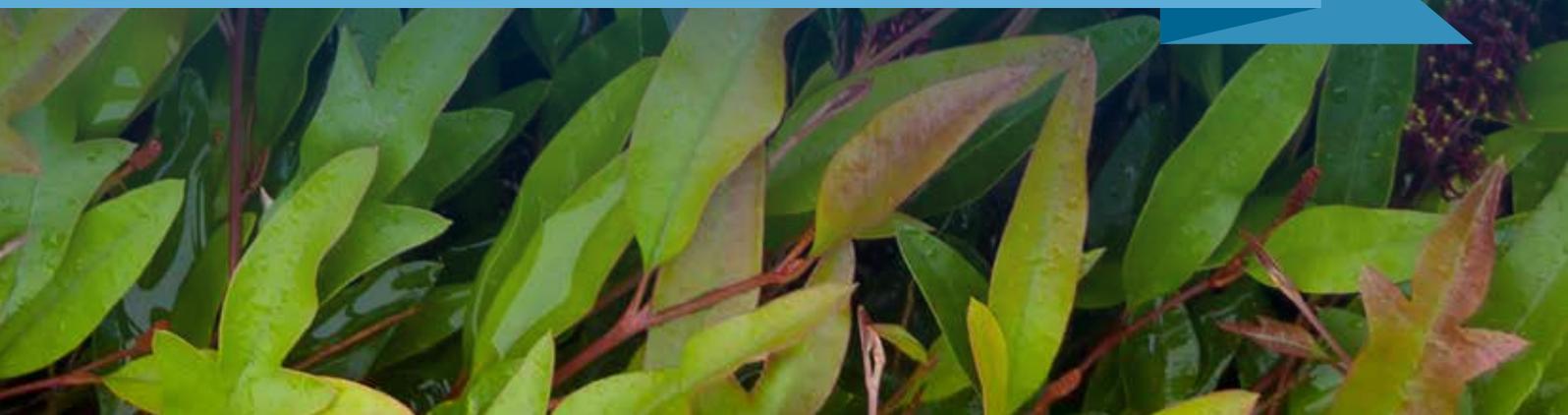


# Chairo Christian School

## Course Information

**DROUIN EAST CAMPUS**

*Junior School, Prep – Year 4*



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# Prep Course Information

## Prep General

### Camp

There is no camp at this year level.

### Excursions/Incursions

In order to facilitate a greater understanding of topics studied in class, students will be involved in a range of excursions and incursions throughout the year. At the Drouin East Campus, Prep students experience these adventures based on a two-year cycle to match with units of Thematic Studies.

These experiences include, but are not limited to:

- Melbourne Zoo
- Various local landmarks
- Botanical gardens
- Pet parade
- Historical Artefact Museum
- Vegetable Creature Exhibition

### Special Events

Throughout the year, all Drouin East Junior School students experience a variety of special events that help to create long-lasting memories and develop lifelong skills. Special events include, but are not limited to:

- Swimming lessons
- Athletics Day
- VIP Day
- Book Fair
- Book Week
- Teddy Bears Picnic
- National Simultaneous Story Time
- Author visits
- Prep buddy program
- Assemblies

## Subject: Prep Art

### Rationale

The human ability to create is a reflection of God's creative power and nature. Viewed correctly, the arts are an act of worship bringing glory to God, and a vehicle for the communication or expression of ideas, feelings and beliefs. Visual arts creates opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences. Students learn to express their ideas, thoughts and opinions as they discover and interpret the world.

### Course in Brief

Prep works towards the achievements set for Year 2. Therefore, by the end of Year 2, students:

- Describe artworks they make and view, and where and why artworks are made and presented
- Make artworks in different forms to express their ideas, observations and imagination, using a variety of techniques and processes
- Describe artworks they make, and those to which they respond
- Use the elements and processes of arts subjects to make and share artworks that represent ideas

### General Aims and Objectives

- To understand that God is the ultimate artist
- To promote an awareness of the aesthetics of art
- To foster an appreciation and understanding of their own art and that of others
- To become familiar with the primary colours
- To experience and explore a range of media and tools in order to learn techniques and develop skills
- To build knowledge of art-related vocabulary.

### Areas of Study

- Fine arts: drawing, painting, printing
- 2D and 3D construction and craft: construction, modelling, collage, textiles
- Elements of art: line, shape, texture, form, colour, tone, and space

### Requirements

- Art smock (available at the Drouin East Campus), or heavy duty plastic smock that covers well

## Subject: Prep Computer

### Rationale

God has given us the ability to communicate and express ourselves creatively through engaging in various multi-model learning structures. When using technology, students are encouraged to display their ideas in a structured and creative way. This will help prepare them to serve God through their work and communicate His love to others through the use of technology. In a constantly changing technological world, students are taught to have wisdom as they use and view technology.

### Course in Brief

By the end of the year, Prep students will have a greater understanding of terminology and the basic ICT tools available. A large emphasis is placed on becoming familiar with basic hardware, operating systems and word-formatting programs. Hand-eye coordination and using equipment safely are also key focus areas.

### General Aims and Objectives

- To gain mouse control and keyboard letter recognition
- To create simple information products
- To manipulate the size, colour and shape of objects
- To build on literacy and numeracy skills using selected educational websites

### Areas of Study

- Familiarity with the school network system
- Understanding of different hardware components (mouse, CD drive, keyboard, etc.)
- Understanding of how different programs function
- Using software to insert and manipulate pictures, text and shapes
- Creating simple charts to represent data

### Requirements

- Parents must sign a *Student Acceptable Use Agreement* form

## Subject: Prep English

### Rationale

Through the study of English, students learn to analyse, understand, communicate and build relationships with others and with God's world. He reveals Himself through His inspired written Word and through this we are able to gain some understanding of the love and purposes of God, revealed through His creation. Studying English is central to the learning and development of all Australians. It helps create confident communicators, imaginative thinkers and informed citizens.

### Course in Brief

By the end of Prep, students use predicting and questioning strategies to make meaning from texts. They recall events from texts with familiar topics. They read short, predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print, sounds, letter patterns and rhyme. They listen to and use appropriate language to respond to others. They retell events and understand that their writing can reflect their own experiences. They clearly express likes and dislikes about familiar texts, objects, characters and events. When writing, students use familiar words, phrases and images to convey ideas. Their writing shows evidence of sound and letter knowledge, beginning writing behaviours, and experimentation with capital letters and full stops. They correctly form known upper and lower case letters.

### General Aims and Objectives

- To learn single and multiple phonograms that are used in the English language
- To listen to and identify rhyme, letter patterns and sounds in words and texts
- To correctly form upper and lower case letters
- To listen and clearly communicate in group and class settings
- To use predicting, questioning and sequencing strategies to make meaning from texts
- To learn that there are different types of texts
- To make connections between texts and their personal experience
- To read and write short texts with familiar vocabulary, drawing on their knowledge of the phonograms they have learnt

### Areas of Study

- Prep literacy project
- SMART spelling (phonemic awareness)
- Writing experiences
- Handwriting
- Shared reading, big books
- Library
- Reading comprehension
- Literacy groups
- Listening posts
- Show and tell
- Class discussions
- Computer games/activities

### Requirements

- A selection of take-home books (supplied by the school)
- Take-home satchel (supplied by the school)
- Library bag (available for purchase at school)

## Subject: Prep Indonesian

### Rationale

God has created mankind in His own image and filled our extraordinary world with a wide variety of cultural groups and languages. Australia is a multi-racial and multi-lingual society that seeks to accommodate a diverse range of beliefs and cultures. The study of Indonesian enables students to develop an understanding of themselves in relation to others, while developing reading, speaking, listening and writing skills. Indonesian topics are appropriate to the year level and mirror themes from the Thematic Studies units.

### Course in Brief

By the end of Year 2, students use Indonesian greetings and respond to instructions. They respond to simple questions with names and numbers (up to ten). They identify specific words or items in oral and written texts such as names of objects and people. They present factual information at word and simple sentence level, such as lists, labels, descriptions and sharing reports, relying on formulaic language and modelled examples. They comprehend and create simple texts such as a description, story or comic by matching pictures and captions. They use vocabulary related to their class and home environments. Students use simple verbs to address others. They comment on similarities and differences in meanings of words, noticing that some cannot be readily translated.

Students know that Indonesian is written using the same alphabet as English but that some sounds are different. They know that they communicate in English (and possibly other languages) and that Indonesian is spoken in a country called Indonesia. They identify Indonesian words that are similar to English words. Students identify some distinctive Indonesian words and know that language and culture are related.

### General Aims and Objectives

- To use the Indonesian language in various situations such as choral reading, singing and following simple classroom instructions
- To participate in structured play and class activities, exchanging with peers and teacher greetings, using labels and creating simple sentences
- To recognise that ways of greeting and addressing others may change according to cultural norms
- To learn the phonetic sounds of the vowels and the letters *c (ch)*
- To pray for various Indonesian people groups

### Areas of Study

- Greetings and classroom routine expressions
- Numbers (up to ten) and colours (five colours)
- Puppets, masks, performances
- Myself, my family
- Mini beasts, life cycles
- Animals: sea creatures
- Classroom labels
- Easter and Christmas

### Requirements

- There are no requirements at this level

## **Subject: Prep Library**

### **Rationale**

The library aims to foster in students a deeper understanding of the Christian worldview – that of creation, fall, redemption and new creation – through a variety of texts and literature. Students are given opportunities to learn and enjoy reading, nurture their imagination, and to create new knowledge, thus equipping them to be active, discerning citizens. As they build relationships with others and explore God’s world through literature and intentional research, they develop lifelong learning skills.

### **Course in Brief**

The Prep library course introduces students to the library as a resource centre. A variety of resources are used to help reinforce listening, speaking and reading skills. Picture books and some simple non-fiction books are presented to develop a love of books about different topics. Godly principles and values are woven through discussions and purposeful teaching.

### **General Aims and Objectives**

- To provide a comprehensive orientation program to the library
- To stimulate students to use the library and enjoy books
- To provide students with skills to find and use information

### **Areas of Study**

- Introduction to the library: purpose; rules and location of resources
- Picture books including rhyme
- Alphabetical order
- Parts of a book
- Different text types
- Book Week
- Book selection
- Introduction to library OPAC
- Author and illustrator study

### **Requirements**

- A durable library bag (available for purchase at school)

## Subject: Prep Mathematics

### Rationale

God has set in place mathematical laws and principles that are evident in the order and patterns we see around us. We focus on mathematical skills and knowledge in number, algebra, measurement and geometry, statistics and probability. The curriculum aims to develop proficiency in mathematical understanding, reasoning, problem-solving and enhancing fluency in student capabilities.

### Course in Brief

By the end of Prep, students make connections between number names, numerals and quantities up to ten. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location. Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information.

### General Aims and Objectives

- To make connections between number names, numerals and quantities up to 20
- To compare objects using mass, length and capacity
- To connect events and the days of the week
- To explain the order and duration of events
- To use appropriate language to describe location
- To count to and from 20 and order small collections
- To group and sort shapes and objects
- To answer simple questions to collect information

### Areas of Study

Number Facts and Strategies:

- Addition, subtraction and doubles (0-10): simple strategies using count all, count on, count back
- Automatic recall of addition to 10

Number and Algebra:

- Number and place value: counting, order and numeration, addition to 20, subtraction to 20
- Multiplication (groups of) and division (sharing): model practical situations
- Patterns and algebra: continue patterns using number and shapes
- Fractions and decimals: informal use of whole and half
- Money and financial mathematics: identify coins and value (most/least)

Measurement and Geometry:

- Using informal units of measurement
- Length, capacity and mass
- Time (clocks and calendar)
- Shapes
- Location and transformation

Statistics and Probability:

- Chance: Identify likelihood of events
- Data: collecting, organising, presenting, interpreting

### Requirements

- Maths student book and *Maths In a Flash* student book

## **Subject: Prep Music**

### **Rationale**

Our ability to create is a reflection of God's creation of mankind. He gave us a voice and the ability to invent musical instruments, written music and lyrics. The creation of music is an act of worship and can be used to bring glory to God.

### **Course in Brief**

By the end of Prep, students sing with expression and are provided with many opportunities to listen to sounds, rhymes and songs. They are encouraged to develop a sense of beat by moving to music. They enjoy simple singing games and activities which assist in developing their sense of pitch (high/low), tempo (fast/slow) and dynamics (loud/soft). Students are further exposed to simple rhythm patterns represented using pictures and symbols. They are provided with many opportunities to develop their instrument knowledge and skills using percussion instruments.

### **General Aims and Objectives**

- To develop musical ability
- To develop the ability to sing in tune and with expression
- To develop the ability to move and play in time
- To develop the ability to identify pitch
- To develop listening skills
- To develop creativity, both individually and in groups
- To foster an appreciation of music
- To introduce students to performance

### **Areas of Study**

- Beat and rhythm
- Singing
- Pitch
- Aural training
- Performance
- Music appreciation

### **Requirements**

- There are no requirements at this level

## **Subject: Prep Physical Education**

### **Rationale**

God has designed us to not only be healthy spiritually, but also physically. Having regular exercise is one component which is vital for students to get into a habit of doing from a young age. Building skills and knowledge of fundamental motor movements and sports assists students in being able to do this competently and confidently. Sport is a great avenue to make personal connections and build the godly character traits of working together, being tolerant, working towards a goal and working within boundaries.

### **Course in Brief**

At Prep level, students are presented with a number of body movement patterns and sensory experiences. They are learning to develop their gross and fine motor coordination, which is the control of large and fine muscle movements. Students are developing their hand-eye coordination and a range of fundamental motor skills including throwing, catching and running.

### **General Aims and Objectives**

- Participation for all students
- Inclusion for all students
- Enjoyment for all students
- To play cooperatively with other students
- Fundamental motor movements (e.g. rolling, walking, balancing)
- Body awareness (e.g. spatial awareness, eye control, posture directions)

### **Areas of Study**

- PMP (Perceptual Motor Program)
- Swimming: basic water familiarisation and safety
- Parachute, manipulatives
- Catching and throwing
- Kicking and trapping
- Jumping
- Dribble, volley and strike
- Balance, stunts and tumbling
- Hand/eye coordination

### **Requirements**

- Sports uniform

## **Subject: Prep Thematic Studies**

### **Rationale**

Thematic Studies includes civics and citizenship, geography, history, science, health and some aspects of the arts. Throughout the selected themes, students are given opportunities to explore and discover the wonder of God's creation filled with order, pattern, purpose and beauty. Knowledge and understandings are built upon through the development of a broad range of skills. Play-based investigations and research activities provide information to be analysed, sorted and interpreted. Information is evaluated and communicated by the student in a variety of mediums and then assessed to determine the depth of new learning.

### **Course in Brief**

The Prep and Year 1 Thematic Studies curriculum incorporates concepts from the learning areas of science, history and geography. Each learning area focuses on developing student knowledge and understanding, as well as giving them the opportunity to develop practical skills through a play-based learning approach. Thematic Studies lessons emphasise a biblical perspective, encouraging students to develop sound values and attitudes such as curiosity, respect and care for God's creation and people. Topics of study are completed over a two year cycle.

### **General Aims and Objectives**

- To identify differences and similarities between family structures and roles
- To retell significant events and stories from the past
- To sequence personal events in order
- To describe the features of familiar places that are represented on maps
- To suggest ways to care for places in our local area
- To describe the way objects move and change shape
- To recognise the relationship between living things and their environment
- To identify the basic needs of living things
- To observe daily and seasonal changes in the weather and environment
- To identify different materials and the ways they change
- To investigate light and sound using a sensory approach
- To develop skills relevant to the fields of science, geography and history, including: questioning and predicting; planning and conducting investigations; processing and analysing data information; evaluating and communicating observations

### **Areas of Study**

- My family
- My story
- My place, my home, my school
- Living things
- Our local area
- Things that move, machines
- Weather
- Materials
- Sound

### **Requirements**

- There are no requirements at this level

## Year 1 Course Information

### Year 1 General

#### Camp

There is no camp at this year level.

#### Excursions/Incursions

In order to facilitate a greater understanding of topics studied in class, students will be involved in a range of excursions and incursions throughout the year. At the Drouin East Campus, Year 1 students experience these adventures based on a two-year cycle to match with units of Thematic Studies.

These experiences include, but are not limited to:

- Melbourne Zoo
- Various local landmarks
- Botanical gardens
- Pet parade
- Historical Artefact Museum
- Vegetable Creature Exhibition

#### Special Events

Throughout the year, all Drouin East Junior School students experience a variety of special events that help to create long-lasting memories and develop life-long skills. Special events include, but are not limited to:

- Swimming lessons
- Athletics Day
- VIP Day
- Book Fair
- Book Week
- National Simultaneous Story Time
- Author visits
- Assemblies

## Subject: Year 1 Art

### Rationale

The human ability to create is a reflection of God's creative power and nature. Viewed correctly, the arts are an act of worship bringing glory to God, and a vehicle for the communication or expression of ideas, feelings and beliefs. Visual arts creates opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences. Students learn to express their ideas, thoughts and opinions as they discover and interpret the world.

### Course in Brief

Year 1 works toward the achievements set for Year 2. Therefore, by the end of Year 2, students:

- Describe artworks they make and view, and where and why artworks are made and presented
- Make artworks in different forms to express their ideas, observations and imagination, using a variety of techniques and processes
- Describe artworks they make, and those to which they respond
- Use the elements and processes of arts subjects to make and share artworks that represent ideas

### General Aims and Objectives

- To understand God is the ultimate artist
- To promote an awareness of the aesthetics of art
- To foster an appreciation and understanding of their own art and that of others
- To become familiar with the secondary colours
- To experience and explore a range of media and tools in order to learn techniques and develop skills
- To build their knowledge of art-related vocabulary

### Areas of Study

- Fine Arts: drawing, painting, printing
- 2D and 3D construction and craft: construction, modelling, collage, textiles
- Elements of art: line, shape, texture, form, colour, tone, and space

### Requirements

- Art smock (available at the Drouin East Campus) or heavy duty plastic smock that covers well

## Subject: Year 1 Computer

### Rationale

God has given us the ability to communicate and express ourselves creatively through engaging in various multi-model learning structures. When using technology, students are encouraged to display their ideas in a structured and creative way. This will help prepare them to serve God through their work and communicate His love to others through the use of technology. In a constantly changing technological world, students are taught to have wisdom as they use and view technology.

### Course in Brief

By the end of Year 1, students will have developed competency in using basic hardware, operating systems and basic word-formatting programs. They are expected to utilise basic formatting tools to manipulate and create information products, using various multimedia and word-formatting programs. Students become increasingly confident in navigating computer programs and websites, as well as having improved use of their mouse and keyboard.

### General Aims and Objectives

- To gain mouse control and keyboard letter recognition
- To create simple information products utilising a wide range of programs (e.g. Word, PowerPoint, Publisher, Excel)
- To use program tools and functions (e.g. copying, pasting)
- To manipulate the size, colour and shape of objects and text for a given audience
- To build on their literacy and numeracy skills using selected educational websites
- To collect, organise and represent data in a simple document
- To become aware of how to use the internet safely

### Areas of Study

- Designing and creating multi-modal information products
- Collecting and graphing data
- Cyber-safety
- Using selected websites to enhance numeracy and literacy learning

### Requirements

- Parents must sign a *Student Acceptable Use Agreement* form

## Subject: Year 1 English

### Rationale

Through the study of English, students learn to analyse, understand, communicate and build relationships with others and with God's world. He reveals Himself through His inspired written Word and through this we are able to gain some understanding of the love and purposes of God, revealed through His creation. Studying English is central to the learning and development of all Australians. It helps create confident communicators, imaginative thinkers and informed citizens.

### Course in Brief

By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience and identify the language features, images and vocabulary used to describe characters and events. Students read aloud, with developing fluency and intonation. They read short texts with supportive images and some unfamiliar vocabulary. When reading, students use their knowledge of sounds and letters, high frequency words and basic punctuation. They recall key ideas and recognise literal and implied meaning in texts. Students understand how characters in texts are developed and give reasons for personal preferences. They write for a small range of purposes, providing details about ideas or events. Students listen and interact in class discussions, taking turns when responding. They make presentations using a few connected sentences on familiar and learned topics. Students accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper and lower case letters.

### General Aims and Objectives

- To identify the different purposes of texts and reproduce short texts of their own
- To confidently read aloud, with developing fluency and intonation
- To use comprehension strategies that recall key ideas, recognise literal and implied meaning
- To interact in pairs, groups and class discussions, taking turns when responding
- To listen to and give short informative and poetic presentations
- To accurately spell words with regular spelling patterns and to use simple punctuation
- To correctly form letters when writing
- To understand that God wants to communicate His thoughts to us through His written Word

### Areas of Study

- Purpose of texts
- Making connections to personal experiences
- Components of texts
- Reading skills
- Handwriting
- SMART spelling (phonemic awareness)
- Creation of texts, writing
- Development of characters in texts
- Grammar and punctuation
- Speaking and listening

### Requirements

- A selection of take-home books (supplied by the school)
- Take-home satchel (supplied by the school)
- Library bag (available for purchase at school)

## Subject: Year 1 Indonesian

### Rationale

God has created mankind in His own image and filled our extraordinary world with a wide variety of cultural groups and languages. Australia is a multi-racial and multi-lingual society that seeks to accommodate a diverse range of beliefs and cultures. The study of Indonesian enables students to develop an understanding of themselves in relation to others, while developing reading, speaking, listening and writing skills. Indonesian topics are appropriate to the year level and mirror themes from the Thematic Studies units.

### Course in Brief

By the end of Year 2, students use Indonesian greetings and respond to instructions. They respond to simple questions with names and numbers (up to ten). They identify specific words or items in oral and written texts such as names of objects and people. They present factual information at word and simple sentence level, such as lists, labels, descriptions and news reports, relying on formulaic language and modelled examples. They comprehend and create simple texts such as a description, story or comic by matching pictures and captions. They use vocabulary related to their class and home environments. Students use simple verbs to address others. They comment on similarities and differences in meanings of words; noticing that some cannot be readily translated.

Students know that Indonesian is written using the same alphabet as English but that some sounds are different. They know that they communicate in English (and possibly other languages) and that Indonesian is spoken in a country called Indonesia. They identify Indonesian words that are similar to English words. Students identify some distinctive Indonesian words and know that language and culture are related.

### General Aims and Objectives

- To pray for the needs of Indonesian people groups and areas
- To use Indonesian greetings appropriately
- To recognise and respond to simple questions
- To participate in shared reading and singing of texts
- To write simple Indonesian sentences, lists and labels using scaffolded examples
- To learn simple verbs
- To become aware of some cultural similarities and differences between Indonesia and Australia

### Areas of Study

- At school/classroom objects
- Myself, my family
- Di hutan (in the jungle)
- Di kebun binatang (at the zoo: Australian animals)
- Farm animals: body parts
- Counting to 20
- Transport
- Show time: cultural performance

### Requirements

- There are no requirements at this level

## Subject: Year 1 Library

### Rationale

The library aims to foster in students a deeper understanding of the Christian worldview – that of creation, fall, redemption and new creation—through a variety of texts and literature. Students are given opportunities to learn and enjoy reading, nurture their imagination, and to create new knowledge, thus equipping them to be active, discerning citizens. As they build relationships with others and explore God’s world through literature and intentional research, they develop lifelong learning skills.

### Course in Brief

The library course commenced in Prep is developed in Year 1 with a greater variety of resources and increasing emphasis on locating resources through the OPAC. Students are encouraged to read and borrow books appropriate for their reading level and interests. Godly principles and values are woven through discussions and purposeful teaching.

### General Aims and Objectives

- To help students use library facilities for enjoyment
- To introduce students to a wide variety of literature
- To develop in students personal and interpersonal skills in using library materials purposefully and respectfully
- To introduce students to basic research skills

### Areas of Study

- Consolidation of the library as a resource centre for information
- Alphabetical order
- Book selection
- Parts of a book
- Different text types
- Text response
- Book Week
- Author and illustrator study
- Difference between fiction and non-fiction spine labels, and their location
- Basic whole-class inquiry research
- Modelled and assisted use of OPAC to locate resources

### Requirements

- A durable library bag (available for purchase at school)

## Subject: Year 1 Mathematics

### Rationale

God has set in place mathematical laws and principles that are evident in the order and patterns we see around us. We focus on maths skills and knowledge in number, algebra, measurement and geometry, statistics and probability. The curriculum aims to develop proficiency in mathematical understanding, reasoning, problem-solving and enhancing fluency in student capabilities.

### Course in Brief

By the end of Year 1, students describe number sequences resulting from skip counting by twos, fives and tens. Students count to and from 100 and use place value to 100. They carry out simple addition and subtraction problems. They identify representations of one half. They recognise and order Australian coins, and use time to o'clock and half past. They describe two and three-dimensional objects. Students order objects based on length, mass and capacities using informal units. They use the language of direction to move from place to place. Students classify outcomes of simple familiar events. Students describe data displays and collect data by asking questions and draw simple data displays.

### General Aims and Objectives

- To skip count by twos, fives and tens
- To recognise, model, read, write and order numbers to 100
- To add and subtract using informal units and counting strategies
- To identify representations of one half
- To recognise and order Australian coins according to their value
- To describe duration using months, weeks, days and hours and tell time to the half hour
- To describe two-dimensional shapes and three-dimensional objects
- To measure and compare the length, mass and capacities of pairs of objects using uniform informal units
- To give and follow directions to familiar locations
- To collect data by asking questions and gathering responses, and draw simple data

### Areas of Study

Number Facts and Strategies:

- Addition, subtraction and doubles (0-10): simple strategies
- Automatic recall of addition and doubles to 10

Number and Algebra:

- Number & place value: counting and skip counting to 100 (2s, 5s and 10s); place value to 100
- Addition and subtraction to 20; multiplication (groups of); division (sharing)
- Money and financial mathematics: recognise and order coins
- Fractions: one half and one quarter of a whole or group

Measurement and Geometry:

- Time (o'clock & half-past); length, capacity and mass (measure and compare using informal units)
- Shapes (2D and 3D), patterns, space and location

Statistics and Probability:

- Chance: identify likelihood of events, develop terms
- Data: questioning, collecting, organising, representing and interpreting

### Requirements

- Maths student book and *Maths In a Flash* student book

## Subject: Year 1 Music

### Rationale

Our ability to create is a reflection of God's creation of mankind. He gave us a voice and the ability to invent musical instruments, written music and lyrics. The creation of music is an act of worship and can be used to bring glory to God.

### Course in Brief

By the end of Year 1, students sing with expression and perform more confidently in front of others. When singing, attention is drawn to music literacy presented in the form of simple representations of rhythms (stick notation) and symbols representing pitch. They listen to a variety of sounds, environmental and mechanical, for the purpose of differentiating between changes in tempo, texture, dynamic and pitch. Students listen to rhythmic musical pieces and differentiate between beat and rhythm. They learn that instruments are grouped into categories and begin to develop a foundational understanding of this concept. Students are provided with many opportunities to play tuned and untuned percussion instruments as they develop their understanding of music-making.

### General Aims and Objectives

- To develop musical ability
- To develop the ability to sing in tune and with expression
- To develop the ability to move and play in time
- To develop the ability to identify pitch
- To develop listening skills
- To develop creativity, both individually and in groups
- To foster an appreciation of music
- To introduce students to performance

### Areas of Study

- Beat and rhythm
- Singing
- Pitch and dynamics
- Playing untuned instruments
- Aural training
- Performance
- Music appreciation

### Requirements

- There are no requirements at this level

## **Subject: Year 1 Physical Education**

### **Rationale**

God has designed us to not only be healthy spiritually, but also physically. Having regular exercise is one component which is vital for students to get into a habit of doing from a young age. Building skills and knowledge of fundamental motor movements and sports assists students in being able to do this competently and confidently. Sport is a great avenue to make personal connections and build the godly character traits of working together, being tolerant, working towards a goal and working within boundaries.

### **Course in Brief**

At Year 1 level, students develop basic ball handling skills including throwing, catching, kicking, running, jumping, dodging, striking and bouncing a ball. They further develop gross motor skills and hand/eye coordination. Students participate in a range of minor games and activities that are modified to help develop their skills. Boundaries and rules are taught within these contexts.

### **General Aims and Objectives**

- Participation for all students
- Inclusion for all students
- Enjoyment for all students
- To play cooperatively with other students
- Fundamental motor movements (e.g. rolling, walking, balancing, etc.)
- Fundamental motor skills (e.g. running, jumping, kicking, striking, g etc.)

### **Areas of Study**

- Swimming: basic stroke development and safety
- Parachute, manipulatives
- Catching and throwing
- Kicking and trapping
- Jumping
- Dribble, volley and strike
- Balance, stunts and tumbling
- Hand/eye coordination

### **Requirements**

- Sports uniform

## Subject: Year 1 Thematic Studies

### Rationale

Thematic Studies includes civics and citizenship, geography, history, science, health and some aspects of the arts. Throughout the selected themes, students are given opportunities to explore and discover the wonder of God's creation filled with order, pattern, purpose and beauty. Knowledge and understandings are built upon through the development of a broad range of skills. Play-based investigations and research activities provide information to be analysed, sorted and interpreted. Information is evaluated and communicated by the student in a variety of mediums and then assessed to determine the depth of new learning.

### Course in Brief

The Prep and Year 1 Thematic Studies curriculum incorporates concepts from the learning areas of science, history and geography. Each learning area focuses on developing student knowledge and understanding, as well as giving them the opportunity to develop practical skills through a play-based learning approach. Thematic Studies lessons emphasise a biblical perspective, encouraging students to develop sound values and attitudes such as curiosity, respect and care for God's creation and people. Topics of study are completed over a two year cycle.

### General Aims and Objectives

- To identify differences and similarities between family structures and roles
- To retell significant events and stories from the past
- To sequence personal events in order
- To describe the features of familiar places that are represented on maps
- To suggest ways to care for places in our local area
- To describe the way objects move and change shape
- To recognise the relationship between living things and their environment
- To identify the basic needs of living things
- To observe daily and seasonal changes in the weather and environment
- To identify different materials and the ways they change
- To investigate light and sound using a sensory approach
- To develop skills relevant to the fields of science, geography and history, including: questioning and predicting; planning and conducting investigations; processing and analysing data information; evaluating and communicating observations

### Areas of Study

- My family
- My story
- My place, my home, my school
- Living things
- Our local area
- Things that move, machines
- Weather
- Materials
- Sound

### Requirements

- There are no requirements at this level

## Year 2 Course Information

### Year 2 General

#### Camp

In preparation for camps in future years, Year 2 students participate in a sleepover at school. This experience provides them with opportunities to develop independent skills as they join with other students in fun and games outside of regular school hours. It is also a wonderful opportunity to develop relationships with peers. After going home at the end of the day, students return to school in the evening for games and activities before bedtime. The following morning, students share breakfast together before being collected by their parents.

#### Excursions/Incursions

In order to facilitate a greater understanding of topics studied in class, students will be involved in a range of excursions and incursions throughout the year. At the Drouin East Campus, Year 2 students experience these adventures based on a one-year cycle to match with units of Thematic Studies. These experiences include:

- Healesville Sanctuary
- Other Chairo campuses

#### Special Events

Throughout the year, all Drouin East Junior School students experience a variety of special events that help to create long-lasting memories and develop life-long skills. Special events include, but are not limited to:

- Swimming lessons
- Athletics Day
- VIP Day
- Book Fair
- Book Week Dress Up Parade
- Family Games Night
- Assemblies
- National Simultaneous Story Time
- Author visits

## Subject: Year 2 Art

### Rationale

The human ability to create is a reflection of God's creative power and nature. Viewed correctly, the arts are an act of worship bringing glory to God, and a vehicle for the communication or expression of ideas, feelings and beliefs. Visual arts creates opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions and observations and experiences. Students learn to express their ideas, thoughts and opinions as they discover and interpret the world.

### Course in Brief

By the end of Year 2, students:

- Describe artworks they make and view, and where and why artworks are made and presented
- Make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes
- Describe artworks they make, and those to which they respond
- Consider where and why people make artworks
- Use the elements and processes of arts subjects to make and share artworks that represent ideas

### General Aims and Objectives

- To understand that God is the ultimate artist
- To develop an understanding and appreciation of artworks by others and self
- To become familiar with the concept of creating tonal value through tints and shades
- To develop an awareness that artworks are used to communicate ideas and feelings
- To experience and explore a range of media and tools in order to learn techniques and develop skills
- To create both 2D and 3D artworks
- To extend the use of sketchbooks to record processes and to begin planning artworks
- To build on their prior knowledge of art-related vocabulary

### Areas of Study

- Fine arts: drawing, painting, printing
- 2D and 3D construction and craft: construction, modelling, collage, textiles
- Elements of art: line, shape, texture, form, colour, tone and space

### Requirements

- Art smock (available at the Drouin East Campus), or heavy duty plastic smock that covers well

## Subject: Year 2 Computer

### Rationale

God has given us the ability to communicate and express ourselves creatively through engaging in various multi-model learning structures. When using technology, students are encouraged to display their ideas in a structured and creative way. This will help prepare them to serve God through their work and communicate His love to others through the use of technology. In a constantly changing technological world, students are taught to have wisdom as they use and view technology.

### Course in Brief

By the end of Year 2, students are expected to manipulate both text and images to improve the visual layout of their information products. Students create folders and save files into a naming system that is meaningful to them, and open them accordingly. Under guidance, students begin to search and locate certain information from selected websites by typing in the appropriate web address.

### General Aims and Objectives

- To develop effective use of computers both independently and creatively, using a wide range of educational software programs
- To develop knowledge and strategies in using the internet safely when researching
- To develop an understanding of how computers are used in the home, the networked-setting of the school, and in the wider world
- To create more advanced information products utilising a wide range of programs (including Word, PowerPoint, Publisher and Excel)
- To use selected computer programs to create basic visual organisers
- To save files into a logical naming system and open them accordingly

### Areas of Study

- Maintaining and saving data files
- Good sitting and work posture
- Cyber safety: how to be safe when using the internet
- Using wording formatting programs (Word, Publisher, Excel and PowerPoint) for the creation of information products to target a specific audience
- Creating simple charts to represent data

### Requirements

- Parents must sign a *Student Acceptable Use Agreement* form

## Subject: Year 2 English

### Rationale

Through the study of English, students learn to analyse, understand, communicate and build relationships with others and with God's world. He reveals Himself through His inspired written Word and through this we are able to gain some understanding of the love and purposes of God, revealed through His creation. Studying English is central to the learning and development of all Australians. It helps create confident communicators, imaginative thinkers and informed citizens.

### Course in Brief

By the end of Year 2, students identify features used to describe characters, settings and events. They read texts with some unfamiliar vocabulary and many high frequency sight words. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. They listen appropriately to others when taking part in class discussions. Students write by drawing on their own experiences, their imagination and the information they have learned. They accurately spell familiar words and attempt to spell unfamiliar words. They legibly write unjoined upper and lower case letters and use punctuation correctly. Students respond to texts, using other texts for comparisons. They use a variety of strategies to engage in group and class discussions and make presentations. Students use topic specific vocabulary when discussing ideas and experiences.

### General Aims and Objectives

- To identify the structure, language features and characteristics of texts
- To develop fluency, monitor meaning and self-correct when reading unfamiliar texts
- To develop reading comprehension skills that enhance understanding
- To write unjoined cursive script letters in a legible manner
- To create imaginative and informative texts with accompanying illustrations
- To attempt the spelling of words using known letter patterns and phonemes
- To listen for and manipulate sound combinations and rhythmic sound patterns
- To understand that God wants to communicate His thoughts to us through His written Word

### Areas of Study

- Reading genres
- Comprehension skills
- Library and literature
- Writing: creative and informative
- Handwriting
- Speaking and listening
- SMART spelling (phonemic awareness)
- Speaking and listening

### Requirements

- A selection of take-home books (supplied by the school)
- Take-home satchel (supplied by the school)
- Library bag (available for purchase at school)

## Subject: Year 2 Indonesian

### Rationale

God has created mankind in His own image and filled our extraordinary world with a wide variety of cultural groups and languages. Australia is a multi-racial and multi-lingual society that seeks to accommodate a diverse range of beliefs and cultures. The study of Indonesian enables students to develop an understanding of themselves in relation to others whilst developing reading, speaking, listening and writing skills. Indonesian topics are appropriate to the year level and mirror themes from the Thematic Studies units.

### Course in Brief

By the end of Year 2, students use Indonesian greetings and respond to instructions. They respond to simple questions with names and numbers (up to ten). They identify specific words or items in oral and written texts such as names of objects and people. They present factual information at word and simple sentence level, such as lists, labels, descriptions and sharing reports, relying on formulaic language and modelled examples. They comprehend and create simple texts such as a description, story or comic by matching pictures and captions. They use vocabulary related to their class and home environments. Students use simple verbs to address others. They comment on similarities and differences in meanings of words, noticing that some cannot be readily translated.

Students know that Indonesian is written using the same alphabet as English but that some sounds are different. They know that they communicate in English (and possibly other languages) and that Indonesian is spoken in a country called Indonesia. They identify Indonesian words that are similar to English words. Students identify some distinctive Indonesian words and know that language and culture are related.

### General Aims and Objectives

- To pray for the needs of Indonesian people groups and areas
- To use Indonesian greetings appropriately
- To recognise and respond to simple questions
- To participate in shared reading and singing of texts
- To write simple Indonesian sentences, lists and labels using scaffolded examples
- To learn simple verbs
- To become aware of some cultural similarities and differences between Indonesia and Australia

### Areas of Study

- At school/classroom objects and daily activities
- Myself and my family
- Di hutan (in the jungle)
- Di kebun binatang (at the zoo: Australian animals)
- Farm animals: body parts
- Counting to 50
- Transport
- Show time: cultural performance

### Requirements

- There are no requirements at this level

## Subject: Year 2 Library

### Rationale

The library aims to foster in students a deeper understanding of the Christian worldview – that of creation, fall, redemption and new creation – through a variety of texts and literature. Students are given opportunities to learn and enjoy reading, to nurture their imagination, and to create new knowledge, equipping them to be active, discerning citizens. As they build relationships with others and explore God’s world through literature and intentional research, they develop lifelong learning skills.

### Course in Brief

The Year 2 course continues to build on the skills from the previous year. Further skills are developed in identifying and using different categories of books, fiction and non-fiction. There is a greater emphasis on inquiry research skills and locating information using the OPAC and other research tools. Godly principles and values are woven through discussions and purposeful teaching.

### General Aims and Objectives

- To develop an enjoyment of language used in a broad range of contexts
- To encourage students to develop a love of reading
- To help students to select appropriate resources for their needs
- To provide opportunities for students to locate information using print and non-print resources, including iPads and the online encyclopaedia

### Areas of Study

- Library resources
- Text types and basic genre
- Parts of a book including blurbs and endpapers
- Relationship between words and pictures
- Author study
- Book Week
- Book selection with minimal assistance
- Library OPAC
- Character study
- Introduction to note-taking and continued consolidation of research skills through a purposeful inquiry topic
- Print and non-print non-fiction text structures and features

### Requirements

- A durable library bag (available for purchase at school)

## Subject: Year 2 Mathematics

### Rationale

God has set in place mathematical laws and principles that are evident in the order and patterns we see around us. We focus on mathematical skills and knowledge in number, algebra, measurement and geometry, statistics and probability. The curriculum aims to develop proficiency in mathematical understanding, reasoning, problem-solving and enhancing fluency in student capabilities.

### Course in Brief

By the end of Year 2, students recognise number sequences and have learnt the 2, 5 and 10 times tables. Students identify, model, represent and order numbers to 1000. They perform simple addition and subtraction calculations using a range of strategies. Students represent multiplication and division by grouping into sets. They recognise, count and order Australian coins. Students divide collections and shapes into halves, quarters and eighths. They draw 2D shapes and recognise the features of 3D objects. They tell time to the quarter hour and use a calendar to identify dates, months and seasons. Students interpret simple maps of familiar locations. They collect data from relevant questions to create lists, tables and picture graphs.

### General Aims and Objectives

- To recognise increasing and decreasing number sequences involving 2s, 3s and 5s
- To understand place value and count to and from 1000
- To recall the 2, 5 and 10 times tables and represent multiplication and division by grouping
- To complete simple money calculations and find equivalent values
- To recognise and describe the features of two and three-dimensional shapes
- To perform simple addition and subtraction calculations using a range of strategies
- To divide collections and shapes into halves, quarters and eighths
- To measure and order shapes and objects using informal units
- To tell time to the quarter hour and use a calendar
- To collect data from relevant questions to create lists, tables and picture graphs
- To interpret simple maps

### Areas of Study

Number Facts and Strategies:

- Addition, subtraction and doubles (0-10): simple strategies
- Automatic recall of 2, 5 and 10 times tables; addition and doubles to 10

Number and Algebra:

- Number and place value: counting and skip counting (2s, 3s, 5s and 10s); place value to 1000; two-digit addition with trading; multiplication and division
- Money: calculations and equivalent values
- Fractions: half, quarter and eighths

Measurement and Geometry:

- Time (to the quarter hour), length, capacity and mass (informal and common units)
- Shapes (2D and 3D), patterns, space and location

Statistics and Probability:

- Chance: classifying everyday events
- Data: questioning, collecting, organising, representing data; presenting and interpreting data

### Requirements

- Maths student book and *Maths In a Flash* student book

## Subject: Year 2 Music

### Rationale

Our ability to create is a reflection of God's creation of mankind. He gave us a voice and the ability to invent musical instruments, written music and lyrics. The creation of music is an act of worship and can be used to bring glory to God.

### Course in Brief

By the end of Year 2, students sing with expression and perform confidently in front of others. When singing, attention is drawn to music literacy presented in the form of simple representations of rhythms (stick notation) and symbols representing pitch, tempo and dynamic. Students at this level listen to a variety of sounds, environmental and mechanical, for the purpose of differentiating between changes in tempo, texture, dynamic and pitch. Students listen to rhythmic musical pieces and differentiate between beat and rhythm. They continue to develop their understanding of categorising instruments into groups. Students are provided with opportunities to play tuned and untuned percussion instruments as they develop their understanding of music-making and are encouraged to share their own compositions. They are also given the opportunity to join the school choir.

### General Aims and Objectives

- To develop musical ability
- To develop the ability to sing in tune and with expression
- To develop the ability to move and play in time
- To develop the ability to identify pitch
- To develop listening skills
- To develop creativity, both individually and in groups
- To foster appreciation of music
- To introduce students to performance

### Areas of Study

- Beat and rhythm
- Singing
- Pitch and dynamics
- Playing untuned instruments
- Aural training
- Performance
- Music appreciation

### Requirements

- There are no requirements at this level

## **Subject: Year 2 Physical Education**

### **Rationale**

God has designed us to not only be healthy spiritually, but also physically. Having regular exercise is one component which is vital for students to get into a habit of doing from a young age.

Building skills and knowledge of fundamental motor movements and sports assist students in being able to do this competently and confidently. Sport is a great avenue for making personal connections and building the godly character traits of working together, being tolerant, working towards a goal and working within boundaries.

### **Course in Brief**

At Year 2 level, students are continuing to develop basic ball handling skills including throwing, catching, kicking, running, jumping, dodging, striking and bouncing a ball. They are gaining more confidence in gross motor skills and hand/eye coordination. Students participate in a range of minor games and activities that are modified to help develop their skills. Boundaries and rules are taught within these contexts.

### **General Aims and Objectives**

- Participation for all students
- Inclusion for all students
- Enjoyment for all students
- To play cooperatively with other students
- Fundamental motor movements (e.g. rolling, walking, balancing, etc.)
- Fundamental motor skills (e.g. running, jumping, kicking, striking, etc.)

### **Areas of Study**

- Swimming: basic stroke development and safety
- Athletics
- Parachute, manipulatives
- Catching and throwing
- Kicking and trapping
- Jumping
- Dribble, volley and strike
- Balance, stunts and tumbling
- Hand/eye coordination

### **Requirements**

- Sports uniform

## **Subject: Year 2 Thematic Studies**

### **Rationale**

Throughout the selected themes, students are given opportunities to explore and discover the wonder of God's creation filled with order, pattern, purpose and beauty. Knowledge and understandings are built upon through the development of a broad range of skills. Inquiry-based investigations and research activities provide information to be analysed, sorted and interpreted. Information is evaluated and communicated by students in a variety of mediums and then assessed to determine the depth of new learning.

### **Course in Brief**

The Thematic Units in Year 2 are completed over a one-year cycle. Year 2 students investigate topics using an inquiry-learning approach (The 5 Es Teaching and Learning Model: Engage, Explore, Explain, Elaborate and Evaluate). Content and achievement standards have been taken from the Year 2 level as set out in the Australian Curriculum. The units of work have been devised under the broader heading of Thematic Studies. Learning areas encompassed at the Year 2 level are History, Geography, Health and Personal Learning, Science and Technology.

### **General Aims and Objectives**

- To explore the history and heritage of Chairo Christian School
- To pose questions about the past and explore concepts of continuity and change
- To investigate how living things grow, change and have offspring similar to themselves
- To investigate, discuss, observe and record what forces occur when objects move
- To investigate, discuss, observe and record how mixtures can be combined and separated
- To identify facts about the places and geographical features of the area in which we live
- To explore how people are connected to their place
- To explore and investigate where water comes from, what it is used for, and how to use it responsibly
- To discuss the character traits of a good friend

### **Areas of Study**

- Looking back, looking forward: the history of Chairo Christian School
- Good to grow: living things grow and change
- Push me, pull me: how do objects move?
- Connections: how are people are connected to places?
- Water works
- All mixed up: investigating mixtures
- Friendship

### **Requirements**

- There are no requirements at this level

## Year 3 Course Information

### Year 3 General

#### Camp

Chairo aims to provide a diverse learning experience for students and to equip them with the necessary knowledge, skills, attitudes and beliefs to embrace life beyond school. The school's camping and excursion programs are distinctive, important and integral components of the curriculum. Through a short stay at Forest Edge CYC, Year 3 students are given the opportunity to develop independence, self-reliance and greater confidence to problem-solve and communicate with their peers and others.

This camping experience includes:

- A three-day stay at Forest Edge CYC at Neerim East
- Participation in bush craft and initiative courses
- Outdoor physical activities
- Meal and cabin duties

#### Excursions/Incursions

In order to facilitate a greater understanding of topics studied in class, students will be involved in a range of excursions and incursions throughout the year. At the Drouin East Campus, Year 3 students experience these excursions and incursions based on a two-year cycle to match with units of Thematic Studies in science, history, geography, health and personal learning, civics and citizenship, and design and technology.

Excursions include:

- Moe Historical Village
- Melbourne Science Works
- Tour of Drouin and Warragul
- Melbourne Museum and Planetarium

Incursions may include:

- International Day
- CSIRO Science Incursion

#### Special Events

Throughout the year, all Drouin East Junior School students experience a variety of special events that help to develop stronger connections with their school community, and to create lifelong memories of their time in Junior School. Special events include, but are not limited to:

- Weekly assembly/chapel
- Swimming lessons
- Athletics Day and sporting carnivals
- National Simultaneous Story Time
- VIP Day
- Indonesian Day
- Book Fair and Book Parade
- Biennial school musical production
- Memorial days (e.g. ANZAC, Remembrance Day)
- Twilight Chapel

## Subject: Year 3 Art

### Rationale

The human ability to create is a reflection of God's creative power and nature. Viewed correctly, the arts are an act of worship bringing glory to God, and a vehicle for the communication or expression of ideas, feelings and beliefs. Visual arts creates opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences. Students learn to express their ideas, thoughts and opinions as they discover and interpret the world.

### Course in Brief

Year 3 is working toward the achievements set out for Year 4. Therefore, by the end of Year 4, students:

- Describe and discuss similarities and differences between artworks they make, present and view, and discuss how they and others use visual conventions in artworks
- Collaborate to plan and make artworks that are inspired by artworks they experience, and use visual conventions, techniques and processes to communicate their ideas
- Describe and discuss similarities and differences between artworks they make and those to which they respond, and discuss how they and others organise the elements and processes in artworks
- Collaborate to plan and make artworks that communicate ideas

### General Aims and Objectives

- To understand that God is the ultimate artist
- To become familiar with tertiary colours and how to mix these
- To use various media and materials to create artworks
- To combine media and materials in their artworks
- To create backgrounds and foregrounds for artworks
- To experience and develop skills relating to construction and modelling in 2D and 3D
- To respond to and reflect on the artworks of self and others
- To consider similarities and differences between artworks
- To plan and organise artworks
- To use a sketchbook as a means of recording planning, reflecting and processes

### Areas of Study

- Fine arts: drawing, painting, printing
- 2D and 3D construction and craft: construction, modelling, collage, textiles
- Elements of art: line, shape, texture, form, colour, tone and space

### Requirements

- Art smock (available at the Drouin East Campus) or heavy duty plastic smock that covers well

## Subject: Year 3 Computer

### Rationale

God has given us the ability to communicate and express ourselves creatively through engaging in various multi-model learning structures. When using technology, students are encouraged to display their ideas in a structured and creative way. This will help prepare them to serve God through their work and communicate His love to others through the use of technology. In a constantly changing technological world, students are taught to have wisdom as they use and view technology.

### Course in Brief

By the end of Year 3, students will be developing a greater understanding of how to logically structure their ideas using digital visual organisers. They are expected to manipulate both text and images to enhance the visual layout of their information products. Under guidance, students utilise different types of technology to create information products for various purposes (i.e. to inform, persuade, entertain and educate). With assistance, they begin to search and locate certain information from websites using an appropriate search engine. Students should have an increased ability to create folders and save their files into a naming system that is meaningful to them.

### General Aims and Objectives

- To develop a logical way to structure and sequence ideas into digital visual organisers
- To enhance visual layout of work, using a broad range of editing tools
- To use different modes of technology to create information products for different purposes
- To research online using selected websites, via an appropriate search engine
- To develop confidence in saving and ordering files into a meaningful system
- To develop knowledge and strategies in using the internet safely when researching

### Areas of Study

- Organising and saving data files
- Cyber safety: how to be safe when on the internet
- Using wording formatting programs (i.e. Word, Publisher, Excel and PowerPoint) for the creation of information products to target a specific audience
- Creating charts and represent data
- Using multi-media programs to develop visual organisers for different purposes
- Using appropriate search engines to locate information on selected websites

### Requirements

- Parents and students must sign a *Student Acceptable Use Agreement* form

## Subject: Year 3 English

### Rationale

Through the study of English, students learn to analyse, understand, communicate and build relationships with others and with God's world. He reveals Himself through His inspired written Word and through this we are able to gain some understanding of the love and purposes of God, revealed through His creation. Studying English is central to the learning and development of all Australians. It helps create confident communicators, imaginative thinkers and informed citizens.

### Course in Brief

By the end of Year 3, students read a variety of texts that contain varied sentence structures, punctuation and images that provide additional information. They identify literal and implied meaning in different parts of a text. They select information, ideas and events that relate to their own lives and to other texts. They listen to others' views and respond appropriately. Students understand how language features are used to link and sequence ideas to express feelings and opinions. Their work includes writing and images to express experiences, events, information, ideas and characters. Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to group discussions and make presentations. They demonstrate understanding of grammar and choose appropriate vocabulary and punctuation. They spell high-frequency words accurately, checking their work for meaning. They write using accurately formed joined letters that are consistent in size.

### General Aims and Objectives

- To develop basic literacy skills in reading, writing, speaking and listening
- To develop a range of comprehension skills for reading
- To develop secretarial skills such as correct punctuation, spelling and editing
- To use correctly formed unjoined cursive script handwriting
- To understand the writing genres of narrative, informative, persuasive and procedural texts
- To understand that God wants to communicate His thoughts to us through His written Word

### Areas of Study

- Reading and STARS (Strategies To Achieve Reading Success) instruction
- Author studies and book reviews
- Reading genres
- Library and literature
- Writing genres
- Handwriting skills
- SMART Spelling (phonemic awareness) approach
- Grammar
- Dictionary use
- Oral presentations

### Requirements

- A selection of take-home books (supplied by the school)
- Take-home satchel (supplied by the school)
- Library bag (available for purchase at school)

## Subject: Year 3 Indonesian

### Rationale

God has created mankind in His own image and filled our extraordinary world with a wide variety of cultural groups and languages. Australia is a multi-racial and multi-lingual society that seeks to accommodate a diverse range of beliefs and cultures. The study of Indonesian enables students to develop an understanding of themselves in relation to others whilst developing reading, speaking, listening and writing skills. Indonesian topics are appropriate to the year level and mirror themes from the Thematic Studies units.

### Course in Brief

By the end of Year 3, students interact in classroom routines and structured interactions with teachers and peers. They follow instructions, make requests and respond with actions. They respond to questions using simple phrases. They engage with texts, relying on graphics, key words and examples to support their understanding, and respond using formulaic language. Students present factual information in texts through describing, listing and using tables. They work with modelled language to create their own texts, such as sequencing pictures and statements to create a comic and using word lists to complete a paragraph or simple story.

Students use vocabulary related to school, home and some interests to create simple informative and descriptive texts. They describe amounts using cardinal numbers and create plurals by doubling nouns. They create sentences and translate texts using word lists and dictionaries, identifying words and expressions that do not have word-to-word equivalence. They observe how language use, including their own, is influenced by culture and notice how it can influence intercultural experiences. Students differentiate statements from questions according to intonation. They know that language use varies according to who is using it and with whom. They make comparisons between Indonesian and English, particularly identifying similarities and differences in cultural practices related to daily routines and special occasions.

### General Aims and Objectives

- To use the Indonesian language in role plays, songs and simple classroom activities
- To participate in structured play and class activities, exchanging greetings and information about self, family and interests
- To reproduce the sound and spelling of the vowels and letters
- To read and listen to simple Indonesian stories
- To understand some of the variety of cultures, languages, religions and people groups within Indonesia's vast geographical area

### Areas of Study

- Letter writing to Indonesian pen friends
- My house
- Sports and hobbies
- Cooking and food
- Counting to 100 and beyond
- Days and months
- Colours

### Requirements

- There are no requirements at this level

## Subject: Year 3 Library

### Rationale

The library aims to foster in students a deeper understanding of the Christian worldview – that of creation, fall, redemption and new creation – through a variety of texts and literature. Students are given opportunities to learn and enjoy reading, to nurture their imagination, and to create new knowledge, equipping them to be active, discerning citizens. As they build relationships with others and explore God’s world through literature and intentional research, they develop lifelong learning skills.

### Course in Brief

The Year 3 course continues to build on the skills from the previous year. Inquiry research skills will be further developed with guidance using a variety of information sources, including the OPAC and online research tools. Godly principles and values are woven through discussions and purposeful teaching.

### General Aims and Objectives

- To develop an enjoyment of language used in a broad range of contexts
- To encourage students to develop a love of reading
- To help students to select appropriate resources for recreational and information needs
- To provide opportunities for students to locate information using print and non-print resources including iPads and the online encyclopaedia
- To help apply skills and knowledge gained through research

### Areas of Study

- Classification and study of text types and themes
- Parts of a book including blurb, endpapers, cover, copyright, dedication page, publishers
- Inference
- Author and illustrator study
- Text response
- Book Week
- Independently uses strategies to inform choice of reading material
- Library OPAC
- Introduction to Dewey Decimal System
- Print and non-print non-fiction text structure and navigation
- Continued consolidation of research skills through a purposeful inquiry topic
- Research skills: questioning, note-taking, keyword searching using the online encyclopaedia
- Databases: Britannica Schools

### Requirements

- A durable library bag (available for purchase at school)

## Subject: Year 3 Mathematics

### Rationale

God has set in place mathematical laws and principles that are evident in the order and patterns we see around us. We focus on mathematical skills and knowledge in number, algebra, measurement and geometry, statistics and probability. The curriculum aims to develop proficiency in mathematical understanding, reasoning, problem-solving and enhancing fluency in student capabilities.

### Course in Brief

By the end of Year 3, students make connections between known facts and larger numbers. They count to and from 10 000 and they solve vertical addition and subtraction problems. They recall multiplication facts of 2, 3, 4, 5, 9 and 10 and solve simple problems. They model and represent fractions and tell time to the minute. They represent money values and calculate change to five cents. They recognise symmetry, make models of three dimensional objects, and match position on maps. Students recognise angles in real situations. They collect, organise, interpret, compare and present data using a variety of ways. Students use metric units for length, mass and capacity.

### General Aims and Objectives

- To recognise how the use of numbers and measurement are used in everyday life
- To develop speed and accuracy in basic number facts, including addition, subtraction and doubles facts, and to recall the 3, 4, 9 and 11 (and 2, 5 and 10) multiplication facts
- To understand place value and count to and from 10 000
- To represent multiplication and division by arrays and simple algorithms
- To calculate three-digit addition and subtraction with trading
- To calculate cost of multiple items and change from \$1
- To explore three-dimensional shapes and symmetry
- To identify, compare and order common fractions ( $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$  and  $\frac{1}{5}$ )
- To use units of measurement to measure and order length, mass and capacity of objects
- To tell time to the minute
- To collect data from relevant questions to create lists, tables and picture graphs
- To interpret grid maps and identify and order angles

### Areas of Study

Number Facts and Strategies:

- Addition, subtraction and doubles (0-100)
- Automatic recall of 3, 4, 9 and 11 (and 2, 5 and 10) times tables

Number and Algebra:

- Number and place value: counting and place value to 10 000, three-digit addition and subtraction with trading, multiplication and division, money, fractions, number facts and problem-solving

Measurement and Geometry:

- Time, length, mass, capacity, area, perimeter, 2D and 3D shapes, position and location, symmetry, angles, geometric reasoning

Statistics and Probability:

- Data: graphs, recording data
- Chance: identify and describe possible outcomes and variation in results

### Requirements

- Maths student book and *Maths In a Flash* student book

## **Subject: Year 3 Music**

### **Rationale**

Our ability to create is a reflection of God's creation of mankind. He gave us a voice and the ability to invent musical instruments, written music and lyrics. The creation of music is an act of worship and can be used to bring glory to God.

### **Course in Brief**

By the end of Year 3, students build on previous experiences and are exposed to many sources of music in order to expand their repertoire. They listen to songs from other cultures and eras as well as songs written for specific purposes. Students at this level can identify a range of instruments when listening to music. They continue to develop their understanding of musical literacy in the form of simplified notation and symbols for pitch, tempo, and dynamic. Familiar and unfamiliar tunes are used to show how key musical elements are combined. Students create musical pieces and reflect on them as a class. They are also given the opportunity to join the school choir.

### **General Aims and Objectives**

- To develop musical ability
- To develop the ability to sing in tune and with expression
- To develop the ability to move and play in time
- To develop the ability to identify pitch
- To develop listening skills
- To develop creativity, both individually and in groups
- To foster appreciation of music
- To encourage students to participate in performance

### **Areas of Study**

- Beat and rhythm
- Singing
- Pitch and dynamics
- Playing untuned and tuned instruments
- Aural training
- Performance
- Music appreciation

### **Requirements**

- There are no requirements at this level

## **Subject: Year 3 Physical Education**

### **Rationale**

God has designed us to not only be healthy spiritually, but also physically. Having regular exercise is one component which is vital for students to get into a habit of doing from a young age.

Building skills and knowledge of fundamental motor movements and sports assist students in being able to do this competently and confidently. Sport is a great avenue for making personal connections and building the godly character traits of working together, being tolerant, working towards a goal and working within boundaries.

### **Course in Brief**

At Year 3 level, students are exposed to a range of structured sports. They are taught specific skills, tactical strategies and the rules required to play these sports. These skills are achieved through participating in minor games, including invasion games, net and wall games, striking and fielding games, and target games. Individual fitness is a major focus in cross country and athletics units. Sportsmanship is specifically taught and encouraged, including respecting umpires, always trying your best, encouraging others, and working as an individual in a team.

### **General Aims and Objectives**

- Participation for all students
- Inclusion for all students
- Enjoyment for all students
- To increase fitness levels
- To develop the skills and knowledge to play a range of structured sports
- To understand and demonstrate positive sportsmanship traits
- Skill and tactical development

### **Areas of Study**

- Aquatics: stroke development, survival strokes and water safety
- Athletics
- Fitness training
- Fundamental motor skills
- AFL
- Netball
- Routine and gym
- Touch rugby
- Cricket
- Tennis and volleyball
- Basketball
- Hockey
- Skipping
- Soccer
- Softball and tee ball
- Target games
- Skipping

### **Requirements**

- Sports uniform

## Subject: Year 3 Thematic Studies

### Rationale

Thematic Studies includes civics and citizenship, geography, history, science and some aspects of the arts. Throughout the selected themes, students are given opportunities to explore and discover the wonder of God's creation filled with order, pattern, purpose and beauty. Knowledge and understandings are built upon through the development of a broad range of skills. Inquiry-based investigations and research activities provide information to be analysed, sorted and interpreted. Information is evaluated and communicated by students in a variety of mediums and then assessed to determine the depth of new learning.

### Course in Brief

The Year 3 Thematic Studies curriculum combines three key learning areas of science, history and geography. The curriculum is designed to develop student understanding of local, national and global issues and the interconnectedness of the past, present and future. Students pose questions, gather evidence, conduct experiments, analyse data, draw conclusions and effectively communicate their ideas. Thematic Studies lessons emphasise a biblical perspective, encouraging students to develop sound values and attitudes such as curiosity and respect for God's creation and people.

### General Aims and Objectives

- To develop the skills of scientific investigation, reasoning and analysis
- To learn to gather information from a range of resources
- To develop the attitudes of curiosity, critical reflection and respect for God's creation
- To focus on other people, cultures and countries as part of God's world

### Areas of Study

- Healthy Lifestyles: friendship and bully busting
- Back to the Future in Warragul and Drouin
- Feathers, Furs or Leaves: living things
- Let's Celebrate: significant events
- Spinning in Space: earth and the solar system
- What's the Matter: solids, liquids, gases
- It's Showtime: musical production
- Hot Stuff: heat and energy
- Rainforests and Deserts of the World: South America and Africa

### Requirements

- There are no requirements at this level

## Year 4 Course Information

### Year 4 General

#### Camp

Chairo aims to provide a diverse learning experience for students and to equip them with the necessary knowledge, skills, attitudes and beliefs to embrace life beyond school. The school's camping and excursions programs are distinctive, important and integral components of the curriculum. Through a short stay at Mill Valley Ranch, Year 4 students are given the opportunity to develop independence, self-reliance and greater confidence to problem-solve and communicate with their peers and others.

This camping experience includes:

- A three-day stay at Mill Valley Ranch at Tynong North
- Development of horse riding and handling skills
- Outdoor physical activities
- Theme-based curriculum

#### Excursions/Incursions

In order to facilitate a greater understanding of topics studied in class, students will be involved in a range of excursions and incursions throughout the year. At the Drouin East Campus, Year 4 students experience these excursions and incursions based on a two-year cycle to match with units of Thematic Studies in science, history, geography, health and personal learning, civics and citizenship, and design and technology.

Excursions include:

- Moe Historical Village
- Melbourne Science Works
- Tour of Drouin and Warragul
- Melbourne Museum and Planetarium
- Year 4 End-of-Year Celebration Day

Incursions may include:

- International Day
- CSIRO Science Incursion

#### Special Events

Throughout the year, all Drouin East Junior School students experience a variety of special events that help to develop stronger connections with their school community, and to create lifelong memories of their time in Junior School. Special events include, but are not limited to:

- Weekly assembly/chapel
- Swimming lessons
- Athletics Day and sporting carnivals
- National Simultaneous Story Time
- VIP Day
- Indonesian Day
- Book Fair and Book Parade
- Biennial school musical production
- Memorial days (e.g. ANZAC, Remembrance Day)
- Year 4 Graduation Ceremony
- Twilight Chapel

## Subject: Year 4 Art

### Rationale

The human ability to create is a reflection of God's creative power and nature. Viewed correctly, the arts are an act of worship bringing glory to God, and a vehicle for the communication or expression of ideas, feelings and beliefs. Visual arts creates opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences. Students learn to express their ideas, thoughts and opinions as they discover and interpret the world.

### Course in Brief

By the end of Year 4, students:

- Describe and discuss similarities and differences between artworks they make, present and view, and discuss how they and others use visual conventions in artworks
- Collaborate to plan and make artworks that are inspired by artworks they experience, and use visual conventions, techniques and processes to communicate their ideas
- Describe and discuss similarities and differences between artworks they make and those to which they respond, and discuss how they and others organise the elements and processes in artworks
- Collaborate to plan and make artworks that communicate ideas

### General Aims and Objectives

- To understand that God is the ultimate artist
- To begin developing an understanding of the concept of colour harmony
- To use various media and materials to create artworks
- To combine media and materials in their artworks
- To create backgrounds and foregrounds for artworks
- To experience and develop skills relating to construction and modelling in 2D and 3D
- To respond to and reflect on the artworks of self and others
- To consider similarities and differences between artworks
- To plan and organise artworks
- To use a sketchbook as a means of recording planning, reflecting and processes

### Areas of Study

- Fine arts: drawing, painting, printing
- 2D and 3D construction and craft: construction, modelling, collage, textiles
- Elements of art: line, shape, texture, form, colour, tone and space

### Requirements

- Art smock (available at the Drouin East Campus) or heavy duty plastic smock that covers well

## Subject: Year 4 Computer

### Rationale

God has given us the ability to communicate and express ourselves creatively through engaging in various multi-model learning structures. When using technology, students are encouraged to display their ideas in a structured and creative way. This will help prepare them to serve God through their work and communicate His love to others through the use of technology. In a constantly changing technological world, students are taught to have wisdom as they use and view technology.

### Course in Brief

By the end of Year 4, students will be using computers to logically structure and link their ideas through the various graphic organisation tools. Students are expected to independently create folders and save their files into a meaningful folder structure. They are expected to manipulate both text and images to enhance the visual layout of their work. Students utilise different types of technology to create information products for various purposes (i.e. to inform, persuade, entertain and educate). Students also search for and locate information from websites using recommended search engines.

### General Aims and Objectives

- To develop a logical way to structure and sequence ideas into digital visual organisers
- To enhance visual layout of work, using more advanced editing tools
- To use different modes of technology to create information products for different purposes
- To research online using selected websites, via an appropriate search engine
- To develop confidence to independently save and order files into a meaningful system
- To develop strategies regarding how to be safe when using the internet
- To create charts and table to represent, display and analyse survey data

### Areas of Study

- Organising and saving data into a meaningful system
- Cyber safety: how to be safe when using the internet
- Using wording formatting programs (i.e. Word, Publisher, Excel and PowerPoint) for the creation of information products to target a specific audience
- Create charts and represent data
- Using multi-media programs to develop visual organisers for specific purposes
- Using selected websites for research via recommended search engines

### Requirements

- Parents and students must sign a *Student Acceptable Use Agreement* form

## Subject: Year 4 English

### Rationale

Through the study of English, students learn to analyse, understand, communicate and build relationships with others and with God's world. He reveals Himself through His inspired written Word and through this we are able to gain some understanding of the love and purposes of God, revealed through His creation. Studying English is central to the learning and development of all Australians. It helps create confident communicators, imaginative thinkers and informed citizens.

### Course in Brief

By the end of Year 4, students understand that texts have different structures. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning in different texts. They listen for key points in discussions and respond to other viewpoints. Students use language features and images to create coherence and add detail to a variety of texts for a particular purpose and audience. They understand how to express an opinion based on information in a text. They make presentations and contribute actively to group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources, and use accurate spelling and punctuation, editing their work to improve meaning.

### General Aims and Objectives

- To develop literacy skills in reading, writing, speaking and listening
- To develop a range of strong reading comprehension skills
- To develop secretarial skills such as correct punctuation, spelling and editing
- To use correctly formed joined cursive script handwriting (speed loops)
- To understand the writing genres of narrative, informative, persuasive, procedural texts and poetic texts
- To understand that God wants to communicate His thoughts to us through His written Word

### Areas of Study

- Reading and STARS (Strategies To Achieve Reading Success) instruction
- Reading genres
- Author studies and book reviews
- Writing genres
- Library and literature
- Handwriting skills
- SMART Spelling (phonemic awareness) approach
- Grammar
- Dictionary use
- Oral presentations

### Requirements

- A selection of take-home books (supplied by the school)
- Take-home satchel (supplied by the school)
- Library bag (available for purchase at school)

## Subject: Year 4 Indonesian

### Rationale

God has created mankind in His own image and filled our extraordinary world with a wide variety of cultural groups and languages. Australia is a multi-racial and multi-lingual society that seeks to accommodate a diverse range of beliefs and cultures. The study of Indonesian enables students to develop an understanding of themselves in relation to others whilst developing reading, speaking, listening and writing skills. Indonesian topics are appropriate to the year level and mirror themes from the Thematic Studies units.

### Course in Brief

By the end of Year 4, students interact in classroom routines and structured interactions with teachers and peers. They follow instructions, make requests and respond with actions. They respond to questions using simple phrases. They engage with texts, relying on graphics, key words and examples to support their understanding, and respond using formulaic language. Students present factual information in texts through describing, listing and using tables. They work with modelled language to create their own texts, such as sequencing pictures and statements to create a comic and using word lists to complete a paragraph or simple story.

Students use vocabulary related to school, home and some interests to create simple informative and descriptive texts. They describe amounts using cardinal numbers and create plurals by doubling nouns. Students state preferences using adjectives, including adjectives of size and colour. They create sentences and translate texts using word lists and dictionaries, identifying words and expressions that do not have word-to-word equivalence. They observe how language use, including their own, is influenced by culture and notice how it can influence intercultural experiences. Students differentiate statements from questions according to intonation. They know that language use varies according to who is using it and with whom. They make comparisons between Indonesian and English, particularly identifying similarities and differences in cultural practices related to daily routines and special occasions.

### General Aims and Objectives

- To use the Indonesian language in role plays, songs and simple classroom activities
- To participate in structured play and class activities, exchanging greetings and information about self, family and interests
- To reproduce the sound and spelling of the vowels and letters
- To read and listen to simple Indonesian stories
- To understand some of the variety of cultures, languages, religions and people groups within Indonesia's vast geographical area

### Areas of Study

- Letter writing to Indonesian penfriends
- My house
- Sports and hobbies
- Cooking and food
- Counting to 100 and beyond
- Days and months
- Colours

### Requirements

- There are no requirements at this level

## **Subject: Year 4 Library**

### **Rationale**

The library aims to foster in students a deeper understanding of the Christian worldview—that of creation, fall, redemption and new creation—through a variety of texts and literature. Students are given opportunities to learn and enjoy reading, to nurture their imagination, and to create new knowledge, equipping them to be active, discerning citizens. As they build relationships with others and explore God’s world through literature and intentional research, they develop lifelong learning skills.

### **Course in Brief**

The Year 4 course continues to build on the skills from the previous year. Inquiry research skills will be further developed with guidance using a variety of information sources, including the OPAC and online research tools. Godly principles and values are woven through discussions and purposeful teaching.

### **General Aims and Objectives**

- To develop an enjoyment of language used in a broad range of contexts
- To encourage students to develop a love of reading
- To help students to select appropriate resources for recreational and information needs
- To provide opportunities for students to locate information using print and non-print resources including iPads and the online encyclopaedia
- To help apply skills and knowledge gained through research

### **Areas of Study**

- Library resources and databases: Britannica Schools
- Classification and study of text types and themes
- Text response
- Author and illustrator study
- Character study and development
- Book Week
- Library OPAC
- Introduction to Dewey Decimal System
- Continued consolidation of research skills through a purposeful inquiry topic
- Research skills: note-taking, skim reading and bibliographies

### **Requirements**

- A durable library bag (available for purchase at school)

## Subject: Year 4 Mathematics

### Rationale

God has set in place mathematical laws and principles that are evident in the order and patterns we see around us. We focus on maths skills and knowledge in number, algebra, measurement and geometry, statistics and probability. The curriculum aims to develop proficiency in mathematical understanding, reasoning, problem-solving and enhancing fluency in student capabilities.

### Course in Brief

By the end of Year 4, students choose appropriate strategies for addition, subtraction, division and multiplication problems. They recall multiplication facts to  $12 \times 12$  and the related division facts. They recognise common equivalent fractions and make connections between fractions and decimals up to two decimal points. Students solve simple problems involving time and money. They compare areas of regular and irregular shapes. They interpret information contained in maps. They describe, apply and evaluate different methods for data collection and representation, and list probabilities of everyday events. Students use scaled instruments to measure temperature, length, capacity and mass. They create symmetrical shapes and patterns, and classify angles in relation to a right angle.

### General Aims and Objectives

- To develop confidence and competence choosing the appropriate strategies for calculations
- To solve everyday problems and communicate using mathematical language
- To develop speed and accuracy in basic number facts, including multiplication facts (to  $12 \times 12$ )
- To understand place value and count to and from 10 000
- To calculate addition and subtraction with trading and multiplication and division algorithms
- To calculate cost of multiple items and change from \$10
- To convert fractions and decimals, and mixed numbers and improper fractions
- To solve problems using temperature, length, area, perimeter, mass and capacity
- To calculate hours, minutes and elapsed time, use timetables and solve problems using time
- To collect data from relevant questions to create lists, tables and picture graphs
- To interpret grid maps, and identify and order angles

### Areas of Study

Number Facts and Strategies:

- Apply known number facts to larger numbers
- Automatic recall of multiplication times tables (up to  $12 \times 12$ )

Number and Algebra:

- Number and place value: counting and place value to 10 000, addition and subtraction with trading and decimals, multiplication and division, money, fractions, number facts and problem-solving

Measurement and Geometry:

- Time, temperature, length, mass, capacity, area, perimeter, 2D and 3D shapes, position and location, symmetry, angles, geometric reasoning

Statistics and Probability:

- Data: administer surveys, tables, graphs, recording and interpreting data
- Chance: identify and describe possible outcomes and variation in results, and relationship of events

### Requirements

- Maths student book and *Maths In a Flash* student book

## **Subject: Year 4 Music**

### **Rationale**

Our ability to create is a reflection of God's creation of mankind. He gave us a voice and the ability to invent musical instruments, written music and lyrics. The creation of music is an act of worship and can be used to bring glory to God.

### **Course in Brief**

By the end of Year 4, students build on previous experiences and are exposed to many musical pieces, including those from other cultures, eras and those designed for specific purposes. They learn about music styles and are able to identify some instruments. They further develop their understanding of musical literacy in the form of simplified notation and symbols for pitch, tempo and dynamic. This is then extended to include standard notation (the five-line staff). Familiar and unfamiliar tunes are used to show how key musical elements are combined. Students are given opportunities to create musical pieces, and are encouraged to reflect on their compositions. They are also given the opportunity to join the school choir.

### **General Aims and Objectives**

- To develop musical ability
- To develop the ability to sing in tune and with expression
- To develop the ability to move and play in time
- To develop the ability to identify pitch
- To develop listening skills
- To develop creativity, both individually and in groups
- To foster appreciation of music
- To encourage students to participate in performance

### **Areas of Study**

- Beat and rhythm
- Singing
- Pitch and dynamics
- Playing untuned and tuned instruments
- Aural training
- Performance
- Music appreciation

### **Requirements**

- There are no requirements at this level

## Subject: Year 4 Physical Education

### Rationale

God has designed us to not only be healthy spiritually, but also physically. Having regular exercise is one component which is vital for students to get into a habit of doing from a young age.

Building skills and knowledge of fundamental motor movements and sports assist students in being able to do this competently and confidently. Sport is a great avenue for making personal connections and building the godly character traits of working together, being tolerant, working towards a goal, and working within boundaries.

### Course in Brief

At Year 4 level, students are further developing their ability to play in a range of structured sports. They are taught specific skills, tactical strategies and the rules required to play these sports. These skills are achieved through participating in minor games including, invasion games, net and wall games, striking and fielding games, and target games. Individual fitness is a major focus in cross country and athletics units. Sportsmanship is specifically taught and encouraged, including respecting umpires, always trying your best, encouraging others, and working as an individual in a team.

### General Aims and Objectives

- Participation for all students
- Inclusion for all students
- Enjoyment for all students
- To increase fitness levels
- To develop the skills and knowledge to play a range of structured sports
- To understand and demonstrate positive sportsmanship traits
- Skill and tactical development

### Areas of Study

- Aquatics: stroke development, survival strokes and water safety
- Athletics
- Fitness training
- Fundamental motor skills
- AFL
- Netball
- Routine and gym
- Touch rugby
- Cricket
- Tennis and volleyball
- Basketball
- Hockey
- Skipping
- Soccer
- Softball and tee ball
- Target games
- Skipping

### Requirements

- Sports uniform

## Subject: Year 4 Thematic Studies

### Rationale

Thematic Studies includes civics and citizenship, geography, history, science and some aspects of the arts. Throughout the selected themes, students are given opportunities to explore and discover the wonder of God's creation filled with order, pattern, purpose and beauty. Knowledge and understandings are built upon through the development of a broad range of skills. Inquiry-based investigations and research activities provide information to be analysed, sorted and interpreted. Information is evaluated and communicated by students in a variety of mediums and then assessed to determine the depth of new learning.

### Course in Brief

The Thematic Studies units are studied over a two-year cycle: Year A and Year B. In Years 3 and 4, classes do the same units of work each year but at different times so that resources can be used and shared effectively. An inquiry-based learning approach has been adopted throughout these units. Content and achievement standards have been taken from Years 3 and 4 levels as set out in the Australian Curriculum.

### General Aims and Objectives

- To develop the skills of scientific investigation, reasoning and analysis
- To learn to gather information from a range of resources
- To develop the attitudes of curiosity, critical reflection and respect for God's creation
- To focus on other people, cultures and countries as part of God's world

### Areas of Study

- Healthy Lifestyles: friendship and bully busting
- Living Things: life cycles
- Smooth Moves: forces in nature
- Material World: properties of materials
- Beneath Our Feet
- First Contacts: Aboriginals, convicts, explorers
- Australia and its Neighbours: New Guinea, Asia and New Zealand
- Puppets: design and technology

### Requirements

- There are no requirements at this level