Primary K-6 Curriculum Policy
PRIMARY K-6 CURRICULUM POLICY

At WPS we provide a carefully balanced sequential program catering for individual needs and differences through the six Key Learning Areas of:

- English
- Mathematics
- Science and Technology
- Human Society & Its Environment
- Creative and Practical Arts
- Physical Education, Health and Personal Development
- LOTE (Japanese)

These areas are enriched for all children through our drama, music (performances for special events, annual concert), cultural enrichment, computer education and developmental gross motor programs.

Our children with special needs (Gifted and Talented or Learning Difficulties) are extended and assisted through a variety of individualised programs. There are specialist teachers in Creative Arts, Japanese, Physical Education/Health, Drama and Music. Our children with special needs are catered for by a specialist Gifted and Talented teacher and Learning Support.

THE SIX KEY LEARNING AREAS

English
The English Policy at WPS is based on the Board of Studies K-6 Curriculum.

In this school we aim to:

- Cater for the needs of the children as perceived by the children, teachers, parents and the community.
- Adopt holistic approach to language learning
- Acknowledge that language is not learnt in isolation but is integrated into other subject areas.
- Provide language experiences from a wide range of sources including:
  - Listening opportunities
  - Experiences that develop reading ability
  - Opportunities for the child to use words and structures in speaking and handwriting activities across the curriculum

Focus on the process of learning as a means to the development of literacy skills.

Areas covered include reading, writing spelling, talking & listening, handwriting and grammar.

In our teaching/learning programs we shall:

- Provide the child with a stimulating and varied language environment.
- Have high but achievable expectations for all students which recognises their individual needs and differences.
- Allow the children to become learners for life in control of their learning as opposed to teacher centered learning.
- Accept all students’ genuine attempts and experimentation and praise or nurture accordingly.
- Actively engage the children in many varied language experiences.
- Value each child for their work.
- Encourage risk taking.
Mathematics
The content of the teaching of Mathematics is based on the Board of Studies Mathematics Curriculum K-6. The latest Mathematics curriculum 2003 has been adopted in all grades.

Our aim is to have students who are confident and competent in Mathematical processes. From the basic understandings of concepts to the successful transfer of this learned information into higher order skills – from the concrete to the theoretical application.

Where possible concepts will be taught in a practical manner using both concrete materials, the environment and known applications.

Emphasis is placed on the knowledge of number facts and processes which will allow further development in various mathematical areas.

Each student will be expected to reach a basic level of competence in each concept taught. Those students who grasp concepts and need extension will be provided with the opportunity. Those children needing additional assistance will be provided with assistance from the classroom and resource teacher.

In mathematics we aim to:
- Create a positive attitude and interest in Mathematics
- Develop a sound understanding of mathematical concepts, processes and strategies
- Develop the ability to use known strategies to solve problems
- Develop the ability to use mathematics in every day situations
- Develop the ability to apply mathematics to solving real life problems
- Develop an appreciation of technology including calculators and computers
- Encourage students to use mathematics in creative spheres as well as the sciences
- Encourage students to pursue their highest potential for the particular stage of development.

Science and Technology
Experiences in Science and Technology will allow the students to:
- Understand their world and the things that influence it
- Develop an understanding of scientific concepts
- Develop an awareness of scientific procedures – to find, make judgements, and use information effectively
- Understand and relate to issues concerning natural and man-made environments

The syllabus followed is the Board of Studies Science and Technology Syllabus. Students will engage in learning experiences which will have both scientific and technological content and processes.

Through this curriculum area students will be able to respond to both the scientific and technological knowledge in relation to the rapidly changing nature of the world.

Students will:
- Be provided with the appropriate learning experiences which will develop their scientific and technological understandings and skills
- Be provided with a means of better understanding the world through the process of investigation
- Be able to explore the designing and making process. They will be able to explore tools, equipment and materials needed when investigating, designing and making
- Be provided with the skills to access information appropriate for their purpose
- Be able to pose problems and solve them using a range of strategies
- Be actively involved in the learning process through a range of hands on, problem solving and co-operative activities.
Human Society and Its Environment
The HSIE Curriculum aims to contribute to the development of students who will have the skills to develop knowledge and understandings of how their world functions and changes in order to:

• Value that which is worthwhile
• Accept responsibility for their actions
• Empathise with others

This will be achieved through the school based HSIE curriculum where students are given the opportunity to engage in activities at a personal, social and environmental level.

Students will develop specific knowledge and understanding of their world from human behaviours through to historical events which have shaped both the path of Australia as a nation and how its people relate to others.

Through a scope and sequence of information skills students will learn how to organise, interpret and evaluate information. They will develop feelings, attitudes and values that will enable them to act responsibly, justly and flexibly within an ever changing world.

Languages Other than English – Japanese
All students from P-6 engage in weekly lessons in Japanese. This is taught by a specialist Language teacher who works closely with the classroom teachers. Activities which the children engage in allow for acquisition of language both spoken and written, craft, singing, games and cultural events and customs. The aim of our Japanese program is to enable students to develop communication skills, focus on languages as systems and gain insights into the relationship between language and culture.

Creative and Practical Arts
Music
The sequence of the program at WPS highlights the properties of music-beat, pitch, colour, tone, duration, dynamics, form and style. Each class participates in two half hour specialist music lessons where performance is the emphasis – singing, drama and dance. Children participate in a music club on a rotational basis where percussion is taught. A musical instrument is taught in Years 1-6. Year 1 students commence recorder, Year 2 children are taught violin and Years 3-6 have the option of taking private Guitar or Violin lessons. Opportunities for students to compose music is also given in class. Children are given at least three opportunities of performance at school during the year. Music is organised and taught by a specialist teacher across all grades P-6.

Visual Arts
Kindergarten Visual Arts is taught by the class teacher and is related to across curriculum ideas and or themes. Many of the activities are introductions to both a variety of media, tools and topics. Activities for K-1 range from printing, pasting, painting, dye washes, mobile construction, cutting and collage, puppet making, pressing and modelling.

Years 2-6 are taught by a specialist Art Teacher. Through a close working relationship with the classroom teacher the work is often related to the unit or theme taught in the classroom. Children are also given the opportunity to explore in more detail the use of materials, tools and processes. Children may also participate in classroom based activities.

In addition to the activities outlined for K-1, Years 2-6 would be expected to participate in frequent practice in drawing and painting, experience of a variety of media and methods, extension into 3D activities and the related study of artworks. Students in year 5 and 6 will experience a wide ranging course with emphasis on enjoyment, experimentation and problem solving.

Children are encouraged to participate in competitions where their skills as an individual can be further explored.
Dance and Drama
Both Dance and Drama are taught throughout K-6. They are taught both as a stand alone subject as well as integrated into other KLA’s such as Music, Physical Education and English. Children participate in Dance as an extra curricular subject. Drama is taught as a subject K-6 by a specialist teacher.

Personal Development, Health and Physical Education
Personal Development
The personal development of all children is a major aim of education involving all aspects of growth – physical, emotional, social and spiritual. Programs are in place which encourage the physical, social and emotional well being of the individual which will assist in their long term goal of healthy and meaningful lives.

The aims of the personal development program are ones which promote and encourage:
- A positive self-esteem
- A caring attitude towards others
- An understanding of themselves and their values
- Ability to communicate with others
- An understanding of human growth and development
- A sense of responsibility for their own actions and decisions
- Attitudes and behaviours which contribute positively to the community

The aims of the program are based on – knowledge, values and attitudes, skills and behaviours. These are developed through content and learning activities. True life situations are used so that the students can be involved in finding appropriate solutions and behaviours. The teacher’s role is to provide and guide discussions about issues and values that allow children to be critical, non-sexist and positive as well as providing information and resources.

Physical Education
Kindergarten gross motor program is conducted once a week in either the local park or school hall.

Kindergarten: Gross motor skills program.
Years 1-2: Skill training and activities to consolidate new skills.
Years 3-4: Continuation of skill training leading to mini games and individual sports.
Years 5-6: Skill training leading to further mini games, knowledge and competence in individual sports.

All ES1K to Year 6 students participate in a Swimming program during Term 4.

WPS employs a specialist Physical Education Teacher whose role is as classroom teacher, and special events co-ordinator (e.g. Jump Rope for Heart, Healthy Bones Week, Athletics Carnival and Swimming Program)

Health
The main themes/concepts are:
- Emotional health-coping with the day-to-day aspects of life. Importance of a positive self esteem and taking responsibility for our own actions.
- Growth and Development examines the physical, social and emotional changes associated with growth and development as affected by age and sex.
- Society Issues – approaches to drug education are based on the personal development of the individual building self-esteem, identifying and managing feelings and relationships, developing skills in decision making, problem solving and communication. Students are taught about the value of their bodies and their health.
- Personal Safety – children are to be made aware of the need for them to be safe and the dangers that exist in their everyday activities both physical and emotional.