



# JUNIOR YEARS

Learning to Learn  
in Prep – Year 4

# The Arts

**WE BELIEVE THAT THE CURRICULUM SHOULD SUPPORT EACH STUDENT AS THEY DEVELOP AS A PERSON, A LEARNER, A COMMUNITY MEMBER AND A CONTRIBUTOR TO SOCIETY. MELBOURNE CITY SCHOOL HAS AN APPROACH TO CURRICULUM DEVELOPMENT WHICH IS FLEXIBLE AND RESPONSIVE TO THE NEEDS OF THE STUDENTS, THE SCHOOL, AND THE CHANGING WORLD. WE ENSURE THAT ALL STUDENTS WORK TOWARDS MEETING VELS STANDARDS AND BEYOND.**

## **OUTLINE**

The Arts are a means of expression and communication. Each area of the Arts develops a range of skills, ways of thinking and problem solving. Not all young people will grow up to be artists or musicians but the skills developed from exploring the Arts will enrich their lives and give them a larger repertoire of possibilities to express their feelings and ideas and to communicate with others.

Our arts program involves studio skill building sessions, further instruction and development of skills during integrated project based inquiries. All students will use their skills to communicate understandings and feelings.

Specific skills covered will include:

**VISUAL ARTS** Drawing, painting, sculpture, pottery, threads and textiles.

**PERFORMING ARTS** Dance, drama, music, physical theatre (circus).

**MEDIA ARTS** Animation, claymation, film, photography, audio.

Students share their work with others and respond to the work of fellow students. They are given exposure to 'great' works of art by master artisans and have the opportunity to respond to these works.

# English

## OUTLINE (ENGLISH)

Active and effective participation in society depends on the ability to speak, listen, read, view and write with confidence, purpose and enjoyment in a wide range of contexts.

In English, students are actively involved in reading, viewing, writing, comparing and talking about texts. Students are encouraged to explore and engage with a range of literature, everyday and media texts from their own and different cultures, to take pleasure in using texts to explore ideas and to think critically about their world and the global community. Knowledge about how language functions and how it both reflects and shapes social attitudes assists students to achieve a better understanding of themselves, their culture and the contemporary world. They are then able to use the texts they read and listen to as resources in creating and constructing their own.

In the foundation years of schooling weekly workshops for readers and writers focus on direct literacy instruction. Literacy instruction does not stand alone, it is an explicit part of our teaching in all subjects and is integrated into every part of the students' school day.

Our commitment to a continuum of support for literacy learning incorporates:

- Shared reading • Guided reading • Cooperative reading • Independent reading • Buddy reading
- Modelled writing • Shared/interactive writing • Independent writing • Viewing • Speaking.

Students use a Writer's Notebook and mini workshops to develop skill, creativity and engagement with the writing process.

# Health and Physical Education

## OUTLINE

We value the development of students' physical, cognitive and emotional selves, and seek to build social and emotional capacity within every member of our school community. Our program incorporates an exploration of healthy living practices and the development of positive social skills

Through integrated units of inquiry students will develop an understanding of what contributes to health and well-being of individuals and communities.

They:

- explore ways to establish and maintain the personal wellbeing
- understand basic human anatomy
- develop fine, gross and fundamental motor skills and apply and integrate these into physical activity, movements and game situations.
- develop the ability to participate successfully in a team environment.
- develop sensitivity to community health needs and contribute to the well-being of others.

At all levels the VELS Movement and Physical Activity standards are met by students through a weekly physical education program. Fitness and fun activities are a part of the regular daily program and all students participate in regular swimming lessons throughout the year.

A weekly games session (one hour), where playground, individual and team games and skills are taught, is offered at all levels.

An options program allows students to negotiate and choose from a range of offerings including creative movement, music/dance, Tai Chi, Karate, aerobics, orienteering, tennis, basketball, and football.

## LOTE: Mandarin Chinese

### OUTLINE

We believe that learning another language develops many valuable skills and understandings including:

- an awareness of the many ways in which we can communicate with each other
- increased tolerance and understanding of other cultures
- increased understanding and awareness of our own language.
- an understanding of the influence of language on the development of cultural identity
- problem solving, lateral thinking, creative thinking
- an increased awareness of a world bigger than our own sphere

Students learn Mandarin Chinese through an integrated curriculum. They listen to music, sing, role play, paint, draw, act, cook, use ICT tools, write, read, count and play games. They have opportunities to hear and use the language in 'real' contexts.

At levels 1, 2 and 3 Intercultural Investigations form a significant part of the program. As in all areas of the curriculum groupings are flexible to allow young people to converse with others who have similar proficiency in Mandarin Chinese.

## Maths

### OUTLINE

Our program incorporates the four strands of Number, Space, Measurement, Chance and Data, and Reasoning and Strategies and by 2011 will be in line with the new National Curriculum.

Students' understanding of numeracy is facilitated by the inclusion of hands-on activities and real life problem solving. Emphasis is placed on the development of confidence and the enjoyment of mathematics. Teaching programs build upon prior knowledge and are responsive to the demonstrated needs of individual students. Opportunities for remediation and extension will be provided to best suit the needs of the students. Several additional programs may be offered to students including UNSW Mathematics Competition, Maths Olympiad and Maths Challenge.

## Science

### OUTLINE

Knowledge of science is necessary for all young people in order for them to understand the world in which we live, to value the systems and processes that support life on Earth and beyond, and to take an active and informed role in our society. Students have opportunities each week to explore areas of interest, to plan and conduct experiments and to report on findings in relation to living and non-living things and events. They will develop knowledge of the inquiry process and skills specific to the discipline of science. By 2011 our Science curriculum will be in line with the new national curriculum requirements.

## SoSE

### OUTLINE

The Studies of Society and Environment (SoSE) curriculum expands students' knowledge and understanding of their own society, other societies, local and global environments and the relationships between environments and societies. Students develop knowledge about Melbourne, and Australia, the diversity of its people, its culture and natural heritage. They develop an appreciation of our political, economic and legal systems, and the place of Australia in the world.

Students cover significant topics such as civics and citizenship, ethics, social justice and ecological and sustainable development. They are actively involved in: gaining knowledge and skills, clarifying and articulating their attitudes, values and beliefs, understanding their place in society and the environment, and making decisions and choices.

The study of SoSE will be embedded in transdisciplinary inquiry projects.

# Technology

## OUTLINE

Our Design and Discovery program involves active application of knowledge, experience and resources to create processes and products that meet human needs. Students are given the opportunity to explore and develop understandings, knowledge and skills that will make them informed and effective citizens.

They:

- develop productive ways of working and solving problems individually and collaboratively
- present ideas to others
- access and use information technologies with confidence
- understand the role of science and technology in society
- demonstrate scientific and technological skills, using a range of tools and materials
- evaluate the effectiveness and appropriateness of designs on people and environments

