Table of Contents

INTRODUCTION .................................................. 1
ART ................................................................. 3
DRAMA ............................................................. 4
ENGLISH ............................................................ 5
INTEGRATED STUDIES ......................................... 6
HEALTH & PHYSICAL EDUCATION ...................... 7
LIBRARY ........................................................... 8
MATHEMATICS .................................................... 9
MUSIC ............................................................... 10
INTRODUCTION

Primary Curriculum Guide

This Curriculum Guide has been produced to enable parents to gain a better understanding of the curriculum areas covered throughout the Primary School.

It is the College’s aim to help each student understand the relationship between God and His Word in everything they are learning and doing in the classroom. Ruth Haycock, author of ‘Encyclopedia of Bible Truths for School Subjects’ writes:

“If we actually believe that the Bible is authoritative in every subject it addresses, in history and science as well as in Christian doctrine, we are obligated to find out what it says about every topic we teach. If we fail to present what God says but teach other aspects of a subject, we shelter pupils from the truth and give them only part of the story.

What we do teach may be purely humanistic and opposed to the truth found in the Bible, or it may be true as far as it goes, but incomplete. In either case, pupil thinking is being shaped according to the world’s pattern. God asked instead for transformed lives, not conformed to the world, but based on renewed minds, about to prove what is that good and acceptable and perfect will of God.”

We believe that all truth originates from God, and that all the truth He created was designed to lead people to know and respond to Him. Each academic subject is a part of the truth He created to help people know and understand Him better. We know more about God because of the truth revealed in science and mathematics. He made writing and reading an important part of His creation because He chose to reveal Himself to us in writing. We learn to think and express our thoughts in writing so that we can praise and glorify Him. We study history so that we can understand how He has directed the course of man through the years of time. Every academic truth in every academic area is a revelation of God.

All efforts to separate God and His truth from the school curriculum only serve to emasculate an academic education. It is not possible to truly understand any academic area apart from a knowledge of God.

The College endeavours to provide students with a stimulating and challenging curriculum, which will lead each student to realise the God-given potential within.

While curriculum is constantly being reviewed and updated, the ability of God to meet the students’ search for truth through His Word and the Holy Spirit never changes.

“The fear of the Lord is the beginning of knowledge. . . .” (Prov. 1:7)
TO BE EDUCATED

By Carolyn Caines

If I learn my alphabet, can read 600 words per minute, and can write with perfect handwriting, but have not been shown how to communicate with the Designer of all language,

I have not been educated.

If I can deliver an eloquent speech and persuade you with my stunning logic, but have not been instructed in God’s wisdom,

I have not been educated.

If I have read Shakespeare and John Locke and can discuss their writings with keen insight, but have not read the greatest of all books – the Bible – and have no knowledge of its personal importance,

I have not been educated.

If I have memorized addition facts, multiplication tables, and chemical formulas, but have never been disciplined to hide God’s Word in my heart,

I have not been educated.

If I can explain the law of gravity and Einstein’s theory of relativity, but have never been instructed in the unchangeable laws of the One who orders our universe,

I have not been educated.

If I can classify animals by their family, genus and species, and can write a lengthy scientific paper that wins an award, but have not been introduced to the Maker’s purpose for all creation,

I have not been educated.

If I can recite the Preamble to the Constitution, but have not been informed of the hand of God in the history of our country,

I have not been educated.

If I can play the piano, the violin, six other instruments, and can write music that moves men to tears, but have not been taught to listen to the Director of the universe and worship Him,

I have not been educated.

If I can run cross-country races, star in basketball and excel in physical fitness, but have never been shown how to bend my spirit to do God’s will,

I have not been educated.

If I can identify a Picasso, describe the style of da Vinci, and even paint a portrait that earns an A+, but have not learned that all harmony and beauty come from a relationship with God,

I have not been educated.

If I graduate with a perfect score and am accepted at the best university with a full scholarship, but have not been guided into a career of God’s choosing for me,

I have not been educated.

If I become a good citizen, voting at each election and fighting for what is normal and right, but have not been told of the sinfulness of man and his hopelessness without Christ,

I have not been educated.

However, if one day I see the world as God sees it, and come to know Him, Whom to know is life eternal, and glorify He by fulfilling His purpose for me,

Then, I have been educated.
Prep
ART

“If God made the flowers, they are worth painting and writing about. If God made the birds they are worth painting. If God made the sky, the sky is worth painting. If God made the ocean, indeed it’s worth writing poetry about. It is worth man’s while to create works upon the basis of the great works God has already created.”

- Francis A. Schaeffer

Brief Description of Course
The Prep Art course aims to build students’ confidence through free exploration within a structured class. Emphasis will be on developing skills and a knowledge of the basic elements of Art – line, shape, colour (emphasis on primary colours) technique and pattern.

General Aims and Objectives
• To promote an awareness of the aesthetics of Art through appreciation and understanding of their own art and the artwork of artists and others
• To become familiar with the primary colours
• To play and explore with media and tools to learn techniques
• To understand God is the supreme artist: Creation is God’s artwork

Topics
Fine Art: Drawing, Painting, Printing
2D and 3D Constructions and Craft: Construction, Collage, Textiles

Time Allocation
• 1 x 84 minutes per fortnight

Special Requirements
• WCC Art Smock or heavy duty plastic smock that covers well

Assessment
Each unit of work:
Checklist and/or observations on:
• Behaviour
• Classroom co-operation
• Effort
• Ability

“I am sending you Huram-Abi, a man of great skill. He is trained to work in gold and silver, bronze and iron, stone and wood, and with purple and blue and crimson yarn and fine linen. He is experienced in all kinds of engraving and can execute any design given to him.”

2 Chronicles 2:13-14
“You have to understand your best. Your best isn’t anyone else’s best, but your own. Every person has his own norm. And in that norm, every person is a star. A famous actor could stand on his hand and still not be as good as you! Because only you can be you! What a privilege! Nobody can achieve what you can if you do it... So do it! We need your best, your voice, your body. We don’t need for you to imitate anybody else, because that wouldn’t be your best. And if it isn’t your best then it may as well be your worst.”

- Stella Adler – The Art of Acting.

Brief Description of Course
Drama in Prep engages students in purposeful play and collaborative art opportunities which combine physical, verbal, visual and aural dimensions within structured activities to explore and represent the world around them. These activities aim to develop a strong sense of wellbeing through their connection with and contribution to this world and God’s purpose for them. They learn how to use their body, voice and space well, how to interact in and around other actors safely and begin to transition from role of artist to role as audience member. They are introduced to the elements of drama as they explore role, relationships and narrative structures through dramatic play, role-play, improvisation and process drama strategies. Students will be encouraged to engage in informal and spontaneous performances which explore meaning and to make simple evaluations of drama they create and view.

General Aims and Objectives
- To understand that the ability to speak, move and have our being is given to us by God and is therefore found in Him. He will direct our choice of words and actions as we permit Him to do so.
- To creatively explore personal interests, feelings, ideas and understandings and to express these within their own unique performance styles
- To equip students with foundational skills, knowledge and understanding of the various elements of drama and dramatic forms so that they are better positioned to interpret, explore, investigate, create, make and respond to the world around them
- To become increasingly confident in their ability to make meaning in movement and performance through the use of space, shape, pathways, dynamics, rhythm, levels and movement sequences
- To recognise that audience members can respond in different ways when watching and reflecting on drama works

Creating and Making

Dramatic Play
- Responds to stimulus material and creates ideas for dramatic play and/or role-play
- Actively participates in the creation of role and character

Improvisation
- Demonstrates a developing confidence in using drama skills, techniques and processes when creating spontaneously
- Takes turns in offering and accepting ideas and maintains character during short performances

Movement and Gesture
- Uses stimulus materials to plan, devise and safely participate in drama works which explore performance space and levels
- Confidently moves between body part and whole body exploration when creating shape and gesture

Voice
- Expressively uses their voice to convey meaning when performing role, situation and character
- Describes and discusses the content and context of their drama works and that of others
- Memorises simple short scripts from known literature and their own narrative structures

Key Focus Areas
- Creative exploration and expression
- Drama in Society
- Performance
- Personal and social development
- Reflection and Evaluation
- Technical competence and incorporation

Topics
- Group/partner games and purposeful play (Freeze frames, Tableaux tasks)
- Stage craft (playmaking, kinaesthetic learning, improvisation, Productions)
- Performance (formal and informal, mime, movement, dance)
- Creation and exploration (role, situation, character)

Time Allocation
- 1 x 42 minutes per week

Assessment
- Observations
- Rubrics
- Process-focused assessments and checklists
- Performance
- Journal/Reflection

“Having gifts that differ according to the grace given to us, let us use them”

Romans 12:6a
Prep
ENGLISH

“We must contemplate the import of ignoring the printed word.
If you cannot read, you can do only what you are told.”
- Joseph P. Bean.

Brief Description of Course
The Prep English curriculum has been designed around the three strands of Language, Literature and Literacy. Together, the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Prep English curriculum aims to develop students’ knowledge and understanding of the English Language through the LEM phonics program.

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 whole 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

Activities
- LEM Phonics Program
- Writing Experiences
- Shared Reading/Big Books
- Reading Comprehension
- Show and Tell
- Class Discussions
- Handwriting
- Library
- Computer Games/Activities
- Literacy Groups
- Listening Posts

Special Requirements
- Reader Plastic Wallet (supplied by the College)
- Safety Take Home Bag (supplied by the College)
- Library bag (supplied by the College)

Assessment
- Observation and checklists
- Anecdotal notes
- Oral Tests
- Writing portfolio
- Running Records
- Phonics written tests

“They read from the Book of the Law of God,
making it clear and giving the meaning so that the people could understand what was being read.”
Nehemiah 8:8
Prep
INTEGRATED STUDIES

“The world is a great book, of which those who never stir from home read only a page.”
- St. Augustine, died in 604

Brief Description of Course
The Prep Integrated Studies curriculum incorporates concepts from the learning areas of Science, History and Geography. Each learning area focuses on developing students’ knowledge and understanding as well as giving them the opportunity to develop practical skills. Integrated 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 identify similarities and differences between families
- To retell stories from the past and how important family events are celebrated
- To sequence familiar events in order
- To describe familiar places and recognise that places can be represented on maps
- To suggest ways they can care for a familiar place
- To describe the properties and behaviour of familiar objects
- To describe how the environment affects them and other living things
- To develop skills relevant to the fields of science, geography and history:
  - questioning
  - making predictions
  - participating in investigations
  - follow instructions
  - observing
  - recording observations
  - sorting information
  - share information with others

Topics
- God Made Me
- God Gave Me a Family
- God Placed Me in a Community
- God Created The World
- God Made the Animals

Assessment
- Observation
- Anecdotal Notes
- Samples of Work
- Oral Presentation
- Tests

“From one man He made every nation of men, that they should inhabit the whole earth; and He determined the times set for them and the exact places where they should live.”
Acts 17:26
Prep
HEALTH & PHYSICAL EDUCATION

“The world would have us believe that winning or success is measured by points on a scoreboard or by dollar signs. The Christian realises that winning or success is determined by whether or not a goal has been achieved, and that goal is to bring glory to God.”
- Thomas M. Bogdon

Brief Description of Course
Fitness training is the foundation of the Prep Health & Physical Education Program. Skill development in a number of sports and preparation for the House Athletics and Cross Country are other key areas of the subject. Teaching rhythm and movement through a choreographed Aerobics routine is another course focus.

General Aims and Objectives
- To enjoy exercising
- To develop the ability to move rhythmically
- To play co-operatively with other students
- To increase fitness levels
- Skill development

Topics
- Aquatics – basic water familiarisation and safety
- Aerobics
- Athletics
- Basketball
- Co-operative Games
- Fitness Training
- Football
- T-Ball
- Skipping
- Soccer

Time Allocation
- 2 x 42 minutes per week P.E.
- 8 x 50 minute lessons (1 term aquatics)

Special Requirements
- P.E. uniform as per College Handbook

Assessment
- Ongoing assessment during skill development sessions and in game situations
- Aquapass levels (Royal Lifesaving Society)
- Beep Test
- Performance of Aerobics Routine
- Cross Country

“Do you not know that in a race all the runners run, but only one gets the prize? Run in such a way as to get the prize. Everyone who competes in the games goes into strict training. They do it to get a crown that will not last; but we do it to get a crown that will last forever. Therefore I do not run like a man running aimlessly; I do not fight like a man beating the air. No, I beat my body and make it my slave so that after I have preached to others, I myself will not be disqualified for the prize.”
1 Corinthians 9:24-27
Prep
LIBRARY

“Libraries allow children to ask questions about the world and find the answers. And the wonderful thing is that once a child learns to use a library, the doors to learning are always open.”
- Laura Bush

Brief Description of Course
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 on different topics. Godly principles and values are highlighted.

General Aims and Objectives
• To provide a comprehensive orientation program to the library
• To stimulate the students to use the library and enjoy books
• To provide students with skills to find and use information

Topics
• Introduction to the library
• Stories of Teddy Bears followed by a picnic
• Picture Books including rhyme
• Alphabetical order
• Parts of a book
• Different text types
• Book Week
• Author and Illustrator study
• Celebrations

Time Allocation
• 1 x 42 minutes per week

Assessment
• Checklists
• Observation
• Class Activities
• Borrowing History

"Getting wisdom is the wisest thing you can do
And whatever else you do, develop good judgement."
Proverbs 4:7 NLT
 Prep
MATHEMATICS

“God uses mathematics in everything He makes. He makes things in multiples of sevens, elevens, and forties.
Everything that God does, He does according to mathematics:
the writing of His Bible, the making of Arcturus and establishing the circuit of the earth.
He imparts some of that wonderful knowledge to us that we may know something about His grace
and love for us in this respect.”
- Asa Sparks

Brief Description of Course
The Prep Mathematics curriculum focuses on providing students with essential mathematical skills and knowledge in the area of Number and Algebra, Measurement and Geometry, and Statistics and Probability. Mathematic lessons emphasise the importance of problem solving, the use of concrete materials and making Mathematics relevant to everyday situations so that children can understand its relationship to daily life.

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

Topics
- Number and Algebra: Counting, Order & Numeration, Addition to 20, Subtraction to 20, Multiplication (‘Groups of’), Division (‘Sharing’), Money
- Measurement and Geometry: Length, Capacity, Mass, Time, Shapes, Patterns
- Statistics and Probability: Chance, Collecting, Organising, Presenting, Interpreting Data

Special Requirements
- Maths Plus Student Book

Assessment
- Anecdotal Notes
- Checklists
- Diagnostic Tests
- Observation
- Practical Class
- Samples of Work
- Tests

“He determines the number of the stars and calls them each by name.” Psalm 147:4
“Indeed, the very hairs of your head are all numbered.
Don’t be afraid; you are worth more than many sparrows.” Luke 12:7
Prep MUSIC

“The aim and final reason of all music should be nothing else but the glory of God and the refreshment of the spirit.”
- Johann Sebastian Bach (1685 – 1750).

Brief Description of Course
The Prep Music Course aims to introduce children to Music by developing their musical ability through games, singing, listening and percussion. Areas covered and developed throughout the year include beat, rhythm, singing, pitch and movement. Scriptural songs are taught to help facilitate the students’ love of God.

General Aims and Objectives
- To develop students’ musical ability
- To develop students’ ability to sing with correct intonation
- To develop the ability to recognise basic rhythm notation
- To develop the ability to identify pitch
- To develop listening skills
- To foster appreciation of music
- To introduce students to performance
- To understand music is God’s gift to us and is everywhere in the universe to praise God

Topics
- Beat and Rhythm
- Singing
- Pitch
- Aural Training
- Performance
- Music Appreciation

Time Allocation
- 3 x 42 minutes per fortnight

Requirements
- Music Folder
- Music Workbook
- Music Accessories

Assessment
- Tests
- Observation and checklists
- Participation in practical work
- Attentiveness and behaviour

“Praise the Lord.
Praise God in His sanctuary; praise Him in His mighty heavens.
Praise Him for His acts of power; praise Him for His surpassing greatness.
Praise Him with the sounding of the trumpet; praise Him with the harp and lyre,
Praise Him with tambourine and dancing, praise Him with the strings and flute,
Praise Him with the clash of cymbals, praise Him with resounding cymbals.
Let everything that has breath praise the Lord. Praise the Lord.”
Psalm 150