Waverley Christian College
WANTIRNA SOUTH CAMPUS
CURRICULUM GUIDE
YEAR 1 2017
Table of Contents

INTRODUCTION.................................................................1
ART .........................................................................................3
COMPUTER ........................................................................4
DRAMA ................................................................................5
ENGLISH .............................................................................6
HEALTH & PHYSICAL EDUCATION .....................................7
INTEGRATED STUDIES ......................................................8
LIBRARY ...............................................................................9
MATHEMATICS ..............................................................10
MUSIC ........................................................---------------11
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 God by fulfilling His purpose for me,

_Then, I have been educated._
“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, Art and the Bible, p.60.

Brief Description of Course
In Year One, students will continue to learn techniques through exploration, experience and practice in all areas of the visual arts curriculum. Skills in using the basic elements of art are to be developed as students use them to communicate their observations, ideas and feelings.

General Aims and Objectives
- To play and explore with media and tools to give special effects
- To develop an awareness that their work is a valuable and important means of communication
- To develop an understanding and appreciation of the visual art works of others
- To become familiar with the primary colours
- 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:
Observation/Checklist on:
- Behaviour
- Classroom co-operation
- Effort
- Ability

“| 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
Year 1

COMPUTER

“Never before in human history have we had so much information to process. A weekday edition of The New York Times now carries more information than the average person in the 17th century would digest in a lifetime. One thousand books are published every day. The total of all printed information doubles every five years. More information has been generated in the last three decades than in all the previous 5000 put together. We are in the midst of an information explosion.”
- Wilson da Silva

Brief Description of Course
The Year 1 Computer course introduces students to the computer and develops their computer awareness and capability in two main platforms, Apple Macintosh and Windows. The program aims to get them comfortable with using technology to create content and express their individuality and creativity. Exposing them to the content-rich media age of today, the program motivates them to explore different domains of computing as they move to higher grades.

General Aims and Objectives
• To introduce students to basic computer components (external), port interfaces, human-computer interface devices, software and computer peripherals
• To effectively navigate the Graphical User Interface (GUI) of Mac OS X and Windows 10, manipulating elements within each operating system to achieve basic objectives of the study domain
• To develop an ability to effectively and safely use computers both independently and creatively - using a wide range of educational software.
• To develop awareness of the place of computers in the home and in the networked-setting of the school

Topics
• Computer Awareness—Parts of a computer (external), port interfaces and human-computer interface devices, logging into the school network, maintaining and saving data
• Emails- good email etiquette and email security (basic level)
• Good sitting and work posture
• Domains of Study:
  • OS: Mac OS X 10.11 El Capitan and Windows 10
  • Emailing: Microsoft Outlook for Mac 2016
  • Digital Art: Artrage 2 Starter Edition

Time Allocation
• 1 x 42 minutes per week

Assessment
• Folio of tasks assigned in class
• Observations

“Intelligent people are always ready to learn. Their ears are open for knowledge.”
Proverbs 18:15.”
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 Year One continues to build on the Foundation level skills. Students will experience theatre and be offered opportunities to share their drama with their peers. Activities are structured to foster a strong sense of wellbeing and confidence as they move around the stage and interact with other actors. They will listen and respond as fictional characters while exploring voice, movement and role. They will begin to learn about focus and how to identify the main idea of a drama as actor-in-role and as an audience member.

**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.

<table>
<thead>
<tr>
<th>Creating and Making</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dramatic Play</strong></td>
</tr>
<tr>
<td>Explores drama conventions, skills, techniques and processes to convey meaning to an audience</td>
</tr>
<tr>
<td><strong>Improvisation</strong></td>
</tr>
<tr>
<td>Plans and shares imagined ideas using an emerging knowledge of all drama conventions, skills and forms.</td>
</tr>
<tr>
<td>Collaborates well with others to create and perform spontaneous drama works from stimulus material and/or their imagination</td>
</tr>
<tr>
<td><strong>Movement and Gesture</strong></td>
</tr>
<tr>
<td>Actively participates in whole group dramatic play, small group improvisations and storytelling using expressive qualities, symbols, mood and gesture to establish role and develop character</td>
</tr>
<tr>
<td>Transitions confidently and safely between body part and whole body movements when creating shape and meaning</td>
</tr>
<tr>
<td><strong>Voice</strong></td>
</tr>
<tr>
<td>Expressively uses their voice to convey meaning when performing role, situation and character</td>
</tr>
<tr>
<td>Incorporates and identifies ways dramatic elements, skills, techniques and forms have been used</td>
</tr>
<tr>
<td>Describes and discusses the content and context of their drama works and that of others</td>
</tr>
</tbody>
</table>

**Topics Explored**

- Group/partner games and purposeful play (Freeze frames, Tableaux tasks)
- Stage craft (playbuilding, kinaesthetic learning, stage grid)
- Performance (informal, mime, movement, improvisation, dance, audience engagement)
- Creation and exploration (role, situation, character, cultural influences)

**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_
Year 1
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 Year 1 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. The Year 1 English curriculum aims to develop students’ knowledge and understanding of the English Language through spelling, comprehension, grammar, reading and writing.

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 to recall key ideas and recognise literal and implied meaning in texts
- To respond to a variety of texts
- 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 use of punctuation and correctly formed letters when writing

Topics
- Grammar
- Handwriting
- LEM Phonics: spelling, reading strategies and word study
- Library Sessions
- Literature
- Oral Language
- Reading & Comprehension
- Reading using Take Home Readers
- Written Expression

Special Requirements
- Library Bag
- WCC Safety Take Home Book Bag

Assessment
- Open-ended questions
- Anecdotal records
- Diagnostic tests
- Samples of work
- Class 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

Page 6
“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. Boqdon

**Year 1**

**HEALTH & PHYSICAL EDUCATION**

Fitness Training is one of the key areas of focus in Year One Health & Physical Education. Major sports are also taught including the rules of the game and skill development. Students also prepare for the House Athletics and Cross Country learning all of the events required for these carnivals. Teaching rhythm and movement through a choreographed Aerobics routine is another course focus.

**General Aims and Objectives**

- To experience new sports
- To improve the skills of eye-hand and eye-foot coordination
- To develop the ability to move rhythmically
- To increase fitness levels
- To enjoy exercising
- To play co-operatively with other students
- To learn rules of major sports
- To enhance skill development

**Topics**

- Aerobics
- Aquatics
- Athletics
- Basketball
- Fitness Training
- Football
- Skipping
- Soccer
- Tennis

**Time Allocation**

- 2 x 42 minutes per week P.E.
- 8 x 50 minutes lessons (1 term Aquatics)

**Special Requirements**

- P.E. uniform as per College Handbook

**Assessment**

- Beep Test
- Ongoing assessment during skill development sessions and in game situations
- Aquapass levels (Royal Lifesaving Society)
- 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
Year 1
INTEGRATED STUDIES

“The Christian faith of the early scientists gave them more than presuppositions; it also gave them motivation. They believed that in studying nature they were discovering the wisdom and power of the Creator and were thus honoring Him.”
- James F. Jekel

(Note: This may change due to Victorian Curriculum - TBA)

Brief Description of Course
The Year 1 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 understand and describe how God is the creator of all living and natural things
- To describe objects and events that they encounter in their everyday lives
- To identify and describe their local environment and a range of habitats
- To describe how science helps people care for environments
- To explain similarities and differences between daily life in the past, present and future
- To order events, using everyday terms about the passing of time
- To describe the purposes of different places
- To begin to read and use maps
- To develop skills relevant to the fields of science, geography and history:
  - questioning
  - making predictions
  - participating in investigation
  - following instructions
  - observing
  - recording observations
  - sorting information
  - sharing information with others

Topics
- How Does Your Garden Grow?
- Light and Sound is All Around
- This is Where I Belong
- Look Up and Around
- Happy Habitats
- Yummy, Yummy for My Tummy
- A Walk in the Past
- Let’s Celebrate!

Assessment
- Class tests
- Anecdotal records
- Samples of work
- Class discussions and open-ended questions
- Rich Assessment Tasks
- Presentations

“In the beginning God created the heavens and the earth.”
Genesis 1:1
Year 1
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 library course commenced in Prep is developed in Year 1 with a greater variety of resources. Students are encouraged to read and borrow books appropriate for their reading level and interests. Godly principles and values are reinforced at all times.

General Aims and Objectives
- To help students use library facilities for enjoyment and research
- To introduce students to a wide variety of literature
- To develop personal and interpersonal skills in using library materials and respect for the rights and property of others

Topics
- Library procedures
- Alphabetical order
- Literary forms
- Parts of a book
- Character study
- Book Week
- Author and illustrator study
- Celebrations

Time Allocation
- 1 x 42 minutes per week

Assessment
- Checklists
- Observation
- Class Activities
- Borrowing History
- Tests

“Getting wisdom is the wisest thing you can do
And whatever else you do, develop good judgement.”
Proverbs 4:7 NLT
Year 1
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 Year 1 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 students can understand its relationship to daily life.

General Aims and Objectives
- To order number and count by 1s, 2s, 5s and 10s to 100
- To identify 2D and 3D shapes and their properties
- To recognise Australian coins according to their value
- To recognise and explain time durations to the hour and tell time to the half hour
- To collect, represent and describe data
- To develop strategies to carry out simple addition and subtraction problems
- To partition numbers using place value
- To continue simple patterns using numbers and objects
- To order and measure objects based on length, capacity and mass
- To use mathematical language to explain their understanding and to give directions
- To classify outcomes of simple familiar events
- To recognise one half as one of two equal parts of a whole
- To share a set of objects equally and recognise remainder

Topics:
Number and Algebra:
- Counting and skip counting to 100 (2s, 5s and 10s); Order & Numeration; Place value; Addition to 20; Subtraction to 20; Division (Sharing); Money; Fractions (one half of a whole or group)

Measurement and Geometry:
- Length (informal units); Capacity (informal units); Mass (informal units); Time (o’clock & half-past); Shapes (2D & 3D); Patterns; Space and Location

Statistics and Probability:
- Chance, Questioning, Collecting, Organising and Representing Data, Presenting, Interpreting Data

Special Requirements
- Maths Plus Student Book
- Think Mentals

Assessment
- Assessment checklist
- Open-ended questions
- Practical class project
- Tests
- Samples of work
- Anecdotal records
- Diagnostic

“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
Year 1
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 Year One Course is designed to build on the foundations of the previous year. The course aims to develop the students’ musical ability through games, singing, listening and percussion. Areas covered and developed throughout the year include beat, rhythm, singing, pitch and movement. Basic theory knowledge is introduced. Aural activities are used to improve the student's ability to identify pitch and rhythm. Scriptural songs are taught to help facilitate the students’ love of God.

General Aims and Objectives
- To develop students’ musical ability
- To further develop student’s ability to sing with correct intonation
- To continue to develop the ability to recognise basic rhythm notation
- To develop the ability to identify pitch
- To develop listening skills
- To give opportunity for performance
- To foster appreciation of music
- 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
- Basic Theory
- Performance
- Music Appreciation

Time Allocation
- 3 x 42 minutes per fortnight

Requirements
- Music Bag
- 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