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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.
Year 2
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, Art and the Bible, p.60.

Brief Description of Course
The Year Two Course aims to give students experience in developing their techniques in all areas of the visual arts curriculum - drawing, painting, print-making, textiles, collage, modelling and construction. Skills in using the basic elements of Art are to be developed as children use them to communicate their observations, ideas and feelings. The children will be encouraged to develop their knowledge and understanding of their own and other students’ visual art works, as they share their outcomes with each other. They will be encouraged to recognise a range of art works and name the media and tool used.

General Aims and Objectives
- To play and explore with media and tools to learn techniques – 2D and 3D.
- To play and invent images, forms and constructions encountering visual concepts of space, contrast and form.
- 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 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
- Behaviour
- Classroom co-operation
- Effort
- Ability
- Responsibility for looking after equipment

“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
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 2 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 (internal and 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 to intermediate level).
- Good sitting and work posture.
- Domains of Study:
  - OS: Mac OS X 10.11.6 El Capitan and Windows 10
  - Touch-typing: Mavis Beacon
  - Emailing: Microsoft Outlook for Mac 2016
  - Word Processing: Microsoft Word for Mac 2016/Pages 6
  - Digital Art: ArtRage 2 Starter Edition
  - Programming and Coding: Programming with iOS apps

Time Allocation
- 1 x 42 minutes per week (4 Terms)

Assessment
- Folio of tasks assigned in class
- Touch-typing scores on Mavis Beacon
- 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 head and still not be you! 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 Two continues to build on the Foundation and Year One level skills. Students explore, depict and celebrate drama through live enactment. They begin to develop a greater understanding of the performer-audience relationship through situations, characters and behaviours as they engage in dramatic play, role-play and improvisation strategies.

**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>
<th>Improvisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dramatic Play</td>
<td></td>
</tr>
<tr>
<td>• Explores drama conventions, skills, techniques and processes to convey meaning to an audience</td>
<td>• Plans and shares imagined ideas using an emerging knowledge of all drama conventions, skills and forms</td>
</tr>
<tr>
<td>Movement and Gesture</td>
<td></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>
<td>• Collaborates well with others to create and perform spontaneous drama works from stimulus material and/or their imagination</td>
</tr>
<tr>
<td>Voice</td>
<td></td>
</tr>
<tr>
<td>• Expressively uses their voice to convey meaning when performing role, situation and character</td>
<td>• Incorporates and identifies ways dramatic elements, skills, techniques and forms have been used</td>
</tr>
<tr>
<td></td>
<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
“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 2 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.

General Aims and Objectives
- To identify the characteristics, structure and language features of different texts
- To read unfamiliar texts with developing fluency, monitor meaning and self-correct
- To identify literal and implied meaning, main ideas and supporting detail when reading
- To listen for and manipulate sound combinations and rhythmic sound patterns
- To create imaginative and informative texts with supporting images
- To attempt to spell less familiar words, drawing on their knowledge of the phonograms
- To use a variety of strategies to participate in group and whole class discussion or presentations
- To legibly write unjoined upper- and lower-case Modern Victorian Cursive letters

Areas Covered
- Comprehension
- Creative Writing
- Factual Writing
- Drama
- Grammar
- Handwriting
- LEM Phonics
- Library
- Literature
- Oral Language
- Speaking and listening
- Spelling
- Take home reading
- ICT

Requirements
- Reader Folder
- Library bag
- iPad mini

Assessment
- Class Tests
- Writing Samples
- Observation
- Oral Presentations
- Reading Fluency and Comprehension Testing

“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
Year 2
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. Boqdon

Brief Description of Course
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 increase fitness levels.
- To increase skill development.
- To develop the skills to control and manage the body.
- To play co-operatively in small and larger groups.
- To learn major sports
- To recognise the value of physical achievement and fitness.
- To enjoy exercising

Topics
- Aerobics
- Athletics
- Basketball
- Cricket
- Fitness Training
- Football
- Soccer
- Tennis

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
- Beep Test (Fitness)
- On-going assessment during skill development sessions and in game situations
- Performance of Aerobic 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 2

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 the Course
The Year 2 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 gain an understanding of local history and how this has changed over the years.
- To describe changes to objects, materials and living things
- To identify how materials and resources are used in people’s daily lives
- To describe how places have changed or remained the same over time and compare objects from the past and present
- To sequence events in order, using a range of terms related to time
- To use a variety of sources (physical, visual, oral) to answer questions and collect information
- To identify features that define places and recognise that places can be described at different scales.
- To describe how people are connected to each other
- To recognise that the world can be divided into major geographical divisions
- To explain why places are important to people
- To develop skills relevant to the fields of science, geography and history:
  - questioning
  - making predictions
  - participating in investigation
  - observing
  - collecting and representing data
  - sorting information
  - reflecting, analysing, making conclusions and responding to findings
  - share information with others

Topics
- Push and Pull
- People and Places
- A Long Time Ago
- Growth and Change
- Mixing Matter
- Earth’s Resources
- Digital Citizenship
- Christmas

Assessment
- Individual and Group Tasks/Models
- Class Work
- Oral Presentations

“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
Year 2
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 Year 2 course continues to build on the skills from the previous year. Further skills will be developed in identifying and using different categories of books, fiction and non-fiction. There will be an introduction to eBooks and how to use the library catalogue. Godly principles and values are reinforced at all times.

General Aims and Objectives
- To develop an enjoyment of language used in a broad range of contexts
- To encourage students to have a love of reading
- To help students to select appropriate resources for their needs
- To provide opportunities for students to locate information using iPad’s and to borrow eBooks

Topics
- Library resources
- Text types
- Blurb
- Author study
- Book Week
- eBooks and audio books
- Library Catalogue
- Celebrations

Time Allocation
- 1 x 42 minutes per week

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

“Getting wisdom is the wisest thing you can do
And whatever else you do, develop good judgement.”
Proverbs 4:7 NLT
Year 2
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 so that we may know something about His grace and love for us in this respect.”
- Asa Sparks

Brief Description of Course
The Year 2 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. Mathematical 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 recognise increasing and decreasing number sequences involving 2s, 3s and 5s and count to and from 1000
- To represent multiplication and division by grouping into sets
- To associate collections of Australian coins with their value
- To recognise and describe the features of three-dimensional objects and draw two-dimensional shapes
- To explain the effects of one-step transformations
- To perform simple addition and subtraction calculations using a range of strategies
- To divide collections and shapes into halves, quarters and eighths
- To order shapes and objects using informal units
- To tell time to the quarter hour and use a calendar
- To describe outcomes for everyday events
- To collect data from relevant questions to create lists, tables and picture graphs
- To interpret simple maps

Topics:

Number and Algebra:
- Counting and skip counting to 100 (2s, 5s & 10s), Ordinal, Place value, Addition to 20, Subtraction to 20, Multiplication, Division, Money, Fractions (half, quarter and thirds)

Measurement and Geometry:
- Length, Capacity & Mass (informal and common units), Time (to the minute), Shapes (2D & 3D), Patterns, Space and Location

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

Special Requirements
- MathsPlus 2 Student Book
- Mathematics Journal
- Think Mentals 2
- iPad Mini

Assessment
- Tests
- Classwork

“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 2
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 Two Course is designed to build on the foundations of the previous year’s learning through games, singing, listening and percussion. Areas covered and developed throughout the year include rhythm, singing, pitch, music appreciation, composition and improvisation. Basic theory knowledge is continued to be built on. 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 students’ ability to sing with correct intonation.
- To build on the knowledge of music theory.
- To develop listening skills.
- To develop the ability to identify pitch.
- To develop the ability to recognise rhythm notation.
- To foster appreciation of music.
- To give opportunity for 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
- Theory
- Performance
- Music Appreciation

Time Allocation
- 2 x 42 minutes per week

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