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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.

“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 3
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 Three course aims to continue 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. Emphasis will continue to be on developing skills in using the basic elements of Art as children manipulate a broad range of media and tools. The children will be encouraged to develop an appreciation of their own work and the work of others by discussing, presenting and displaying them. They will be encouraged to recognise and name art works, elements and media.

General Aims and Objectives
- To learn through experience and practice to manipulate a broad range of media and tools
- 2D and 3D
- To communicate experiences, observations and imagination into 2D and 3D
- To develop ideas using imaginations of experiences
- To use and combine different media
- To explore and arrange images for different effects
- To develop secondary colours
  - orange, green and purple
  - by mixing the primary colours
  - red, yellow and blue
- To experience a balanced range of activities in the main areas of the Visual Arts Curriculum: drawing, painting, printing, textiles, collage, modelling and construction
- To improve the quality of the use of basic art elements – line, shape, pattern, colour and texture
- To encourage children to look more closely at their own work and the work of others and respond to their meaning and expressive qualities
- To understand the importance of past and present artists
- To begin to understand the value of art to society
- To understand God is the supreme artist : Creation is God’s artwork
- To allow children to recognise and develop their own God-given creativity

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

Time Allocation
- 1 x 84 minutes per fortnight

Special requirements
- WCC Art Smock
- Classroom iPad

Assessment
- Each unit of work
- Improvement in drawn work
- Effort
- Ability to work with others, to share and assist
- Attitude to work of others
- Responsible for looking after equipment etc.
- Behaviour
- Assistance given in cleaning up and packing up after activities

“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
Year 3
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 3 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 (intermediate level)
- Good sitting and work posture
- Domains of Study:
  - OS: Mac OS X 10.11 El Capitan and Windows 10
  - Touch-typing: Mavis Beacon
  - Emailing: Microsoft Outlook for Mac 2016
  - Research & Presentation: Microsoft PowerPoint for Mac 2016/ Keynote 6
  - Music Making: GarageBand 6.0
  - 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

“... and knowledge shall be increased.”
Daniel 12:4
Year 3
DRAMA

“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 Three involves students making and responding to drama independently and collaboratively as they extend their understanding of role and situation. They offer, accept and extend their ideas, vary voice and movement to create role, focus, tension, space and time and they shape dramatic action. They step in and out of role to respond as artist and audience.

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
- Plans and responds to increasingly varied stimulus materials as sources for ideas, mood and symbol.
- Selects and combines dramatic elements such as focus and conflict to enact character and transform role.

Improvisation
- Effectively uses elements of stagecraft to present works for different purposes and audiences.
- Actively participates in games, in-class activities and drama works which focus on role and prop transformation.

Movement and Gesture
- Defines space and demonstrates spatial awareness when moving in and around others during group individual, small group and whole class presentations.
- Demonstrates the ability to establish scenes, character, settings, causes and consequences through play-building, process drama and performance.

Voice
- Selects and combines dramatic elements such as sound effects, language, vocalisation techniques and expression to create meaning, characterisation and sequence.

Exploring and Responding

Fundamental Engagement
- Plans, creates, builds, presents and reflects on their own dramatic works and that of others by exploring multiple roles such as expert-in-role, character transformation, audience member and drama critic.

Refine and Respond
- Describes the purpose and content of dramatic works.
- Adjusts elements of the performance after receiving feedback or completing a self-evaluation.
- With guidance, comments on the use of dramatic elements, stagecraft techniques and expressive skills as used or seen in a performance.

Topics
- Group/partner games and purposeful play (Freeze frames, Tableaux tasks, scripted works).
- Stage craft (playmaking, character development, kinaesthetic learning, stage grid, props, set design).
- Performance and drama forms (formal and informal, mime, movement, improvisation, dance, audience engagement, script memorisation, productions).
- Creation and exploration (role, situation, character, moral responses, cultural influences).

Time Allocation
- 1 x 42 minutes per week.

Assessment
- Observations
- Rubrics
- Process-focused assessments and checklists
- Select response Test and Quizzes
- Performance
- Journal/Reflection

“Having gifts that differ according to the grace given to us, let us use them”
Romans 12:6a
**Year 3**

**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.

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**Brief Description of Course**

The Year 3 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. Students experience a range of written and multimodal texts, in order to enjoy, inform and develop their understanding. Students express their own thoughts and feelings through a range of written exercises. Oral communication is developed through questioning, answering and sharing experiences.

**General Aims and Objectives**

- To develop basic language skills in reading, writing, speaking and listening
- To develop reading comprehension skills: auditory and written
- To develop language mechanics, spelling skills and handwriting skills
- To write creatively for different purposes in a variety of ways
- To understand God is a communicating God: He wants us to know His thoughts

**Areas Covered**

- Author Study
- Book Review
- Cloze exercises
- Comprehension
- Dictionary skills
- Grammar
- LEM Phonics
- Letter Writing
- Library
- Literature
- Oral Presentation
- Poetry
- Text genres
- Strategies Reading
- Spelling activities

**Time Allocation**

- Approximately 546 minutes per week

**Requirements**

- Library Bag
- Handwriting Book
- Dictionary
- iPad Resources

**Assessment**

- Class Participation
- Oral Presentations
- Samples of Work
- Class Tests/Digital Assessments

“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 3
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
Skill development forms the basis of the Year Three program. Skills are taught and practiced within the context of small and large group drills and minor games. Emphasis is on co-operation and learning through a variety of fun activities.

General Aims and Objectives
- To develop good levels of fitness
- To develop the skills needed to handle sports equipment
- To develop the skills to control and manage the body
- To play co-operatively in small and larger groups

Topics
- Aquatics
- Athletics
- Dance
- Fitness
- Gymnastics
- Ball skills
  - ball control
  - throwing
  - tracking/trapping
  - kicking
  - striking

Time Allocation
- 2 x 42 minutes per week P.E.
- 4 x 80 minute aquatic lessons per year

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

Assessment
- Class performance

“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 3**

**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

“The world is a great book, of which those who never stir from home read only a page.”

- St Augustine, died in 604.

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**Brief Description of Course**
The Year 3 Integrated Studies curriculum combines three key learning areas of Science, History and Geography. The curriculum is designed to develop students’ understanding of local, national and global issues and the interconnectedness of the past, present and future. Students pose questions, gather evidence, conduct experiments, analyse data, draw conclusions and effectively communicate their ideas. 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 develop the skills of scientific investigation, reasoning and analysis
- To develop the ability to gain information from a range of resources
- To develop sound scientific attitudes such as curiosity, respect for God’s creation and critical reflection through journaling
- To focus on other countries, people and cultures as part of the whole world

**Topics**
- Me, My World and My God
- Community, Change and Continuity
- Animal Classification
- A Rotating Earth
- Celebrations and Remembrance
- Heated Matter
- Mapping of Places and Spaces
- Jesus is the reason for the season

**Time Allocation**
- Approximately 168 minutes (4 periods) per week

**Assessment**
- Co-operative Learning Skills
- Participation in Class
- Questioning
- Class Tests
- Projects
- Science Experiment Write-Ups
- Digital Presentations/Assessments

**Special Requirements**
- iPad resources

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“In the beginning God created the heavens and the earth.”

*Genesis 1:1*
Year 3
LANGUAGES OTHER THAN ENGLISH (L.O.T.E.)

“A man who is ignorant of foreign languages is ignorant of his own.”
- Johann Goethe.

Brief Description of Course
The LOTE course endeavours to provide students with opportunities to speak and listen to two languages that are well-suited to enhancing future educational and career opportunities.

In 2013 Year 3 students will study French and Chinese for a semester each throughout the year thus developing a broader understanding of other cultures and values and a greater understanding of the multilingual and multicultural aspects of our Australian Society.

General Aims and Objectives
• The students will be able to
  - appropriately and confidently use language in various situations such as role-plays, songs and other class-room activities.
  - have cultural awareness of various Chinese and French customs and ways of life.
• To give students a Christian and Biblical perspective of foreign languages and to understand that God originated languages and in Heaven, all nations and languages will be represented.

Topics for French
• Greetings and Introductions
• Pets and Animals
• Colours
• Numbers (0-10)

Topics for Chinese
• Greetings and Classroom Routine Expressions
• Myself
• My Family
• Colours (5 colours)
• Food
• Animals

Time allocation
• 1 x 42 minutes per week

Assessment
• Class observation
• Vocabulary tests
• Oral and aural tests
• Role plays
• Participation in class activities
• Written and verbal tasks
• Minor topic assessments

The Lord said, “If as one people speaking the same language they have begun to do this, then nothing they plan to do will be impossible for them. Come, let us go down and confuse their language so they will not understand each other.”

“That is why it was called Babel – because there the Lord confused the language of the whole world. From there the Lord scattered them over the face of the whole earth.”
- Genesis 11:6, 7 & 9
Year 3
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 3 course continues to build on the skills from the previous year. Research skills will be further developed using a variety of information sources. 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
- To help apply skills and knowledge gained through research

Topics
- Library resources
- Text types
- Book reports
- Author and Illustrator study
- Book Week
- eBooks
- Library Catalogue
- Research skills: questioning, note taking, keyword searching using the online encyclopedia
- Databases: World Book Online, A to Z of World Cultures

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 3
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 3 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 using concrete materials and making Mathematics relevant to everyday situations, in order to understand its relationship to daily life.

General Aims and Objectives
- For the students to develop the ability to measure, estimate, make, investigate and calculate
- To recognise ways in which numbers and the concept of measurement are used in everyday life
- To develop speed and accuracy in basic number facts
- To understand number concepts begin with God

Topics
- Number and Algebra
  - Place value
  - Ordinal numbers
  - Fractions
  - Mental computation strategies
  - Addition and subtraction with regrouping
  - Basic number facts
  - Multiplication and Division

- Problem-Solving

- Statistics and Probability
  - Graphs
  - Recording data
  - Chance

- Measurement and Geometry
  - Time
  - Length
  - Mass
  - Money
  - Area
  - Volume
  - Capacity
  - Perimeter

- Shapes
- Position and location
- Symmetry
- Graphs

Time Allocation
- Approximately 240 minutes per week

Special Requirements
- Oxford Maths Student Workbook
- Enrichematics (for acceleration) - specific students

Assessment
- Basic Number facts: timed and recorded
- Module Tests
- Mental Arithmetic
- Class Participation
- Class Tests
- Practical Investigations
- Digital Assessments

“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 3
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 Three Music course is constructed to develop skills in practical areas. The students will commence keyboard, and basic theory of music. They will play music games and use percussion instruments such as timbrels and drums.

**General Aims and Objectives**
- To give students an opportunity to play and enjoy creating and playing songs
- To present musical works for a familiar audience
- To provide activities that reinforce learning
- To understand music is God’s gift to us and is everywhere in the universe to praise God.

**Topics**
- Aural
- Keyboard
- Music appreciation
- Percussion
- Singing
- Theory

**Time Allocation**
- 2 x 42 minutes per week

**Requirements**
- Kids on Keyboard book
- Pencils
- Display book
- Music practice

**Assessment**
- Observation and Checklists
- Effort and Ability on the Keyboard
- Participation
- Tests
- Attitude and Behaviour
- Practice Habits
- Performance
- Self-Assessment and Peer-Assessment

“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