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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.
Brief Description of Course
Children work individually and collaboratively in the areas of drawing, painting, modelling, collage, printmaking, textiles and pottery. They will apply their skills and knowledge to communicate feelings and understandings of themselves and other people. They will combine and manipulate visual arts elements to produce 2D and 3D works. They will learn to accept and value other people’s visual creations and images, and identify distinguishing features of visual art works that locate them in a particular time, place or culture.

General Aims and Objectives
- To manipulate forms on a 2D surface to explore visual challenges of size, position, scale and perspective
- To use primary, secondary and tertiary colours to express mood through shade and shadow in painting, printmaking and collage techniques
- To use 3D malleable and hard media to construct forms designed to suit an idea, interest or function
- To use a range of presentation skills to plan and display their work
- To discuss their own work and respond to content and ideas in the work of others. To speculate about artistic intentions
- To describe and discuss art qualities – textural, colour and tonal – to describe how they create visual messages of balance, harmony and contrast
- To find clues to place visual art works in a particular place, time or culture by discovering the country, culture, religious purpose and historical period of those works
- 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
- **Constructions and Craft**: Constructions, Textiles, Collage

Time Allocation
- 1 x 124 minutes alternating each fortnight
- 1 x 42 minutes alternating each fortnight

Assessment
Each unit of work will be assessed on:
- Effort put into work unit
- Progress made in each unit
- Ability to work with others, to share
- Attitude towards the work of others
- Care and responsibility taken for equipment and facilities
- Behaviour
- Assistance given in cleaning up and packing up after activities

Special Requirements
- WCC Art Smock
- Classroom iPad

“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 6

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 6 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 (advanced 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
  - Stop-Motion Videography: iStopMotion 3
  - 3D Modelling and Visualisation: SketchUp Make
  - Programming and Coding: Lego Mindstorms

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
### Year 6

**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.

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**Brief Description of Course**

Drama in Year Six continues to build on the skills developed in earlier years. Students are given increased opportunities to devise and script drama independently and collaboratively. They utilise language conventions and ideas to create dramatic action and explore mood and atmosphere in performance. Students incorporate dramatic symbol to communicate meaning, shape and sustain drama for audiences.

**General Aims and Objectives**

<table>
<thead>
<tr>
<th>Creating and Making</th>
<th>Exploring and Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dramatic Play</strong></td>
<td><strong>Improvisation</strong></td>
</tr>
<tr>
<td>Explores manipulates and applies dramatic elements and stagecraft techniques to enhance their drama works</td>
<td>Investigates sources, generates ideas and manipulates nominated elements individually and collaboratively</td>
</tr>
<tr>
<td>Collaborates with others to devise and perform sequential narratives in response to given and/or chosen stimuli which explores and resolves conflict and moral dilemmas</td>
<td>Explores dramatic action, character motivation and tension spontaneously in order to present alternative perspectives and ideas to the audience</td>
</tr>
<tr>
<td>Draws on personal and learned experiences, cultural influences and historical events to shape and add depth to their performances</td>
<td>Engages the audience by establishing and maintaining the actor-audience relationship through the use of audience participation</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th><strong>Movement and Gesture</strong></th>
<th><strong>Voice</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Independently and collaboratively explores and incorporates expressive qualities, transitions, transformations and use of space and time to create and sustain belief in character, situation and fictional settings</td>
<td>Experiments and manipulates the use of expressive skills in order to enhance performance and convey meaning</td>
</tr>
<tr>
<td>Investigates and refines big ideas through the use of drama conventions and develops an understanding about themselves and others using a range of drama forms</td>
<td>Incorporates a range of expressive vocal skills, sound effects and character voices to portray mood, atmosphere and focus during a performance or task</td>
</tr>
<tr>
<td>Considers the purpose and suitability of a drama work for presentation to a variety of audiences</td>
<td>Actively engages the audience by varying characterisations, clarity, pitch, rate, tone and volume</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Fundamental Engagement</strong></th>
<th><strong>Refine and Respond</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Develops their own scripts and performances to reflect the inclusion of stagecraft elements, dramatic forms, dramatic elements, techniques and processes</td>
<td>Compares drama works from different times, places and cultures and describes influences on their own works and that of others</td>
</tr>
<tr>
<td>Uses appropriate language to describe, discuss and evaluate the various elements of their own performances and that of others</td>
<td>Gives and receives constructive feedback to or from peers about the drama works they are developing, including the use of dramatic elements, stagecraft capabilities and expressive skills</td>
</tr>
<tr>
<td>Accurately selects and presents content, stories and themes which reflect historical and cultural contexts within each drama form</td>
<td></td>
</tr>
</tbody>
</table>

**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

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

“We must contemplate the importance 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 6 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 interpret and evaluate the spoken and written word
- To appreciate, critically study and evaluate fiction texts.
- To develop skills to acquire knowledge by reading
- To write effectively to communicate thoughts, feelings and record information
- To develop good public speaking and oral communication skills and techniques
- To understand that God is a communicating God; He wants us to know His thoughts

Topics
- Vocabulary building
- Comprehension – oral/written
- Public Speaking
- Spelling
- Reading
- Writing – Various Genres
- Listening skills
- Grammar and punctuation
- Literature – Author and Novel Studies

Time Allocation
- Approximately 532 minutes per week

Requirements
- Dictionary
- Exercise Book
- Parvana
- The Lion, the Witch and the Wardrobe

Assessment
- Book reports and reviews
- Creative and functional writing
- Oral presentations
- Weekly spelling tests
- Reading (fluency/expression and comprehension)

“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 6
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
Sport Education is a major component of the program in Year Six. Skills are practiced within the context of different sports. Rules and game strategies (still modified) are developed. The program aims to provide positive, enjoyable sporting experiences that will encourage sports participation in later life.

General Aims and Objectives
- To understand the importance and benefits of physical fitness and learn ways to improve and maintain fitness
- To build on the basic ball skills and locomotor skills developed in earlier years
- To improve social confidence and competence in small and large group activities
- To develop teamwork and sportsmanship in a competitive environment
- To develop sports-specific skills, game skills and knowledge in a range of team competitive sports

Topics
- Aquatics
- Fitness
- Athletics
- Sports Covered
  - Australian Rules Football
  - Softball
  - Netball
  - Basketball
  - Soccer
  - Volleyball
- Cricket
- Bat Tennis
- Badminton
- Hockey
- Rounders
- Sofcrosse (lacrosse)

Time Allocation
- 1 x 42 minutes per week P.E.
- 4 x 80 minute aquatics lessons per year
- 2 x 42 minutes per week Inter-School Sports

Assessment
- Performance in class

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

“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 6
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

Brief Description of Course
The Year 6 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 knowledge and skills central to biological, earth, physical and chemical sciences
- To develop skills of scientific investigation
- To respect and care for the physical world entrusted to us by God
- To gain an understanding of the levels and functions of government
- To gain an understanding as to how we can become better stewards of God’s world
- To understand that God is interested in all nations and all people

Topics
- Survival of plants and animals in different environments
- Migration and hibernation
- Natural disasters
- Electricity, circuits and renewable energy
- Government – democracy, voting, levels and functions of government
- Immigration and citizenship
- Marvellous Micro-organisms

Time Allocation
- 168 minutes per week

Requirements
- Atlas
- Display books

Assessment
- Group and individual projects – research skills, oral presentation
- Class Participation – discussion, group tasks
- Quizzes
- Topic tests
- Practical reports on experiments

“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 6

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.

Year 6 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 classroom 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
- Describing Myself
- Weather
- Food
- Animals
- Sports and Hobbies

Topics for Chinese
- Myself and Family
- Chinese Culture
- Leisure Activities

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

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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
Brief Description of Course
The Year 6 course continues to build on the skills from the previous year. As students develop their research skills, the concepts of cyber safety will be extended. 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 and a desire to borrow books
- 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 educate students about the concepts of digital citizenship
- 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: locating, selecting, analyzing, organising, creating and presenting
- Cyber safety

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 6  
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 6 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. Throughout the curriculum, students are provided with the language and strategies needed to build their understanding of mathematical concepts and solve problems using all four operations.

General Aims and Objectives  
- To develop confidence and competence in using Mathematics in commonly occurring situations  
- To develop the capacity to use mathematics in solving problems individually and collaboratively  
- To learn to communicate mathematically  
- To learn techniques and tools which reflect modern mathematics  
- To give students the opportunity to experience the process through which Mathematics develops  
- To understand that number concepts begin with God

Topics  
- Place Value  
- Basic operations  
- Fractions  
- Decimals  
- Percentages  
- Graphing  
- Geometry  
- Angles  
- Problem-solving  
- Puzzles/Games  
- Probability  
- Measurement  
- Time  
- Length  
- Area/Perimeter  
- Mass  
- Capacity/Volume  
- Money  
- Temperature

Time Allocation  
- 220 minutes

Requirements  
- Big Ideas Student Book  
- Protractor  
- Compass  
- Calculator  
- Maths Mentals Homework Book

Assessment  
- Topic tests  
- Mental Arithmetic  
- Problem solving tasks  
- Class projects

“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
Brief Description of Course
The Year Six Music Course will continue to develop and build on the foundation laid in previous year levels. Keyboard studies will include chord tuition and basic accompaniment skills. Students are encouraged in areas of practical music and aural tests are given to improve students’ ability to identify pitch. Students will study a musical work and composition in small groups.

General Aims and Objectives
- To develop the students’ musical ability
- To foster an appreciation of music
- To build on the knowledge of music theory
- To achieve fluency on the recorder
- To extend keyboard knowledge and ability
- To give opportunity for performance
- To understand music is God’s gift to us and is everywhere in the universe to praise God.

Topics
- Keyboard
- Aural Training
- Theory
- Music Appreciation/Composition
- Singing
- Percussion

Time Allocation
- 2 x 42 minutes per week

Requirements
- Introducing Music work book
- Chord keyboard book
- Pencils
- Music practice

Assessment
- Observation and checklists
- Effort
- Fluency
- Ability
- Performance
- Attitude and behaviour
- Tests
- Practice habits
- Work book
- Self & Peer assessments

“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