

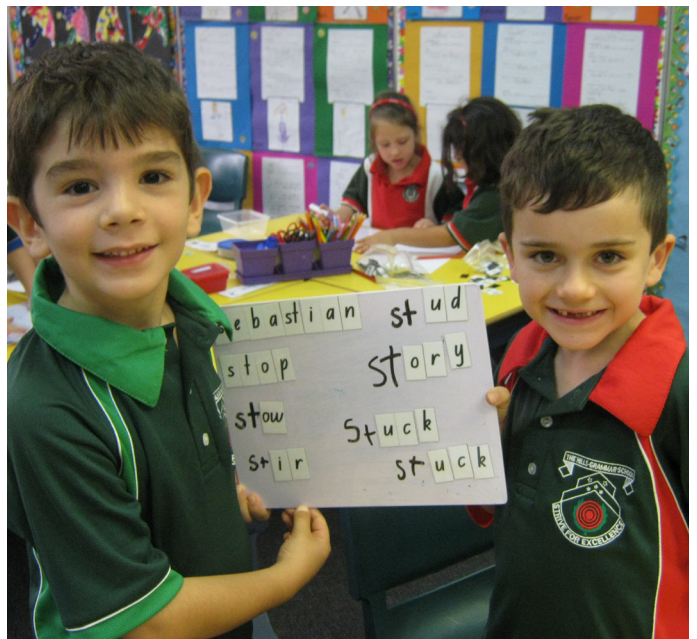


Founded 1982

THE HILLS
GRAMMAR SCHOOL



ACADEMIC
PROGRAM:
YEARS 1 & 2 2012



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INTRODUCTION

The Hills Grammar School aims to provide a broad education of the highest possible standard in order to develop each student's academic, cultural, social and physical potential.

The Infant Years covers students in Year One and Year Two. Learning for children in these years revolves around family, school and the students themselves. Students learn the conventions of school and to follow simple instructions whilst learning to adhere to rules. They understand and experience their place in 'their' world. They mix, talk, explore, investigate, recognise, identify, play, listen, manipulate and respond. They will acquire knowledge through the many learning experiences available to them.

THE ACADEMIC PROGRAM

CURRICULUM STATEMENT

It is recognised that students learn at different rates in accordance with recognisable stages of development.

In Years One & Two we provide a balanced sequential program catering for individual needs and differences through the six Key Learning Areas (KLAs).

The Key Learning Areas are:

- English
- Mathematics
- Science and Technology (including Information and Communication Technology)
- Human Society and Its Environment (including the study of French)
- Creative Arts
- Personal Development, Health and Physical Education.

The teaching and learning within each Key Learning Area contains knowledge, skills, understandings, values and attitudes that are relevant and appropriate for each developmental stage of learning.

The management of your child's learning needs is primarily the responsibility of the classroom teacher and specialist staff along with support from the Head of Stage, and the Gifted & Talented and PYP co-ordinator. The Directors of Learning and Teaching and Student Wellbeing, Learning Enrichment staff and, where applicable, the Head of Scholars and Psychologist (referral required) may also provide advice and support.

FOUNDATION STATEMENTS

Foundation Statements have been written by the NSW Board of Studies to help teachers manage curriculum more effectively by describing clearly the statewide common curriculum requirements and prioritising what needs to be taught in all primary schools.

The Board's syllabuses in the six Key Learning Areas provide the framework for teaching program development.

The Foundation Statements

- set out a clear picture of the knowledge, skills and understanding that each student should develop at each stage of primary school. They encompass, at a level broader than syllabus outcomes, the nature (key concepts and content) and scope (breadth, depth and rigour) of learning in Kindergarten to Year 6. They do not add new content or concepts to the K-6 curriculum.
- provide an answer to the question 'What must be taught?' in all schools. Teachers can be confident that they are delivering the most important learning for students. They place an emphasis on the fundamental skills needed to succeed at and beyond school, particularly in the areas of literacy and numeracy.
- give teachers the freedom to focus on the diverse learning needs of students. Describing what must be taught in this way will ensure that important concepts and content such as Australian history and democracy, scientific investigation, cultural diversity, Aboriginal history and culture, and safe and healthy lifestyle are included in teaching and learning programs. By focusing on the statements teachers can be sure that they are meeting the common curriculum requirements in each Key Learning Area
- guide teachers in planning to meet the needs of students with varying ability levels and learning needs. Teachers can select and use the syllabus outcomes and content that best suits the learning needs of their students.

ENGLISH AND LITERACY

Talking and Listening • Reading • Writing

In meeting English syllabus outcomes students:

- communicate with a wide range of people on familiar and introduced topics to achieve a variety of purposes. They interact effectively, adopting new speaking skills, in order to give confident oral presentations. They listen to instructions and share ideas with peers to complete tasks.
- recognise that spoken language has a range of purposes and audiences and use this knowledge when attempting to communicate effectively with others. They investigate the different types and organisational patterns of common spoken texts and recognise features within them.
- read and view short literary and factual texts, using an increasing variety of skills and strategies including context, grammar, word usage and phonics to make connections between their own experiences and information in texts. They read, interpret and discuss texts, including visual and multimedia texts, using a range of skills and strategies.
- explore and identify ways texts differ according to purpose, audience and subject and understand that people produce texts. They recognise the basic structure and grammatical features of a limited range of text types.
- write simple literary and factual texts on familiar topics for known readers by planning and reviewing their writing. They write using basic grammatical features and conventions of punctuation, showing awareness of different purposes, audiences and subject matter.
- spell using knowledge of sight words, letter-sound correspondence and other strategies.

Literacy teaching at The Hills Grammar School takes an integrated approach incorporating Reading, Writing, Talking & Listening with all other Key Learning Areas. Children are engaged in lessons targeted at developing specific skills including phonemic awareness, comprehension, text-type writing and reading. Through the Zoo-Phonics and Ants in the Apple programs, children learn their basic foundation skills and begin to read, write and spell.

Teachers place emphasis on developing students' communication skills and provide opportunities for students to interact with others, through oral presentations such as 'News' and 'Topic Talks' as well as more formal debate structures. Students develop an understanding of the importance of purpose and audience and identify organisational patterns and features of both spoken and written texts.

Through explicit instruction, students develop their ability to read an increasingly complex range of text types, responding to themes and issues and developing their ability to justify interpretations and critically analyse the work of others. Children in Year One and Year Two participate in Home Reading and sight words programs designed to support developing literacy skills.

Students learn to write well-structured literary and factual texts, incorporating complex sentences and appropriate grammatical features. Students learn strategies to spell words accurately and use both computer technology and NSW Foundation style handwriting to produce their work.

MATHEMATICS

Working Mathematically • Number • Patterns and Algebra • Measurement and Data

• Space and Geometry

The practice of learning and teaching Mathematics at The Hills Grammar School is based on the latest mathematical research and pedagogical developments. The Learning In Early Numeracy and Learning In Numeracy (LIEN and LIN) programs have been designed to improve student learning outcomes in Mathematics. The LIEN and LIN programs support teachers to develop learning and teaching approaches which place the development of conceptual understanding at the forefront. Teachers use a series of student interviews to identify what each student understands, and apply this information to further develop students' mathematical thinking and dialogue.

The LIEN and LIN Programs assist students to build and extend their knowledge of Mathematics and give teachers a better understanding of how students learn Mathematics. Teachers plan learning experiences that build upon what students already know and understand. This develops students' confidence as users of mathematical ideas. Emphasis is placed on the key role that discussion plays in the learning of Mathematics, and students are encouraged to use mathematical terms and concepts to help describe their own understanding.

The LIEN and LIN programs are designed to address the requirements of the Number, and Patterns & Algebra content strands, and the process strand of Working Mathematically, of the NSW Board of Studies Mathematics K-10 Syllabus (2002).

In the classroom students:

- ask questions and use objects, diagrams and technology to explore mathematical problems. They link mathematical ideas and use everyday language, some mathematical language and diagrams to explain how answers were obtained.
- count, order, read and write numbers up to 999 and use a range of mental strategies, informal recording methods and materials to add, subtract, multiply and divide. They model and describe objects and collections divided into halves and quarters.
- sort, order and count money and recognise and describe the element of chance in familiar activities, and describe, create and continue a variety of number patterns and relate addition and subtraction facts to at least 20.
- estimate, measure, compare and record using informal units for length, area, volume, capacity and mass. They recognise the need for formal units of length and use the metre and centimetre to measure length and distance.
- use a calendar to identify the date and name and order the months and the seasons of the year. They use informal units to compare and order the duration of events and tell the time on the half-hour.
- gather, organise, display and interpret data using column and picture graphs.
- identify, describe, sort and model particular 3D objects and 2D shapes. They represent and describe the position of objects.

SCIENCE AND TECHNOLOGY

Investigating Scientifically • Designing and Making • The Natural Environment • The Made Environment

Students conduct guided investigations by following a series of steps that include questioning, making and testing predictions, collecting and recording data, observing patterns and suggesting possible explanations. They select and safely use a range of equipment, computer-based technology and other resources to investigate and explore.

Students follow a guided design process to create products, including information products, services and built environments. They draw and model design ideas using accepted methods and practices. They select and safely use a range of equipment, computer-based technology and other resources when designing and making.

Students identify and describe ways in which living things grow and change. They identify a variety of energy forms and describe their use in the community. Students describe ways in which living things depend on the Earth and its environment.

They identify how the properties of natural and made materials relate to their use.

Students identify the difference between natural and built environments and model built environments designed to suit the needs of users. They communicate messages using a variety of media and technologies. Students describe and apply production processes using a range of materials and techniques to grow, make or process products.

HUMAN SOCIETY AND ITS ENVIRONMENT

Change and Continuity • Cultures • Environments • Social Systems and Structures

Students recount important family and community traditions and practices. They sequence events in the past and explain changes in their lives, in their communities and in other communities. Students explore the composition of a number of groups, including Aboriginal peoples, in their community and recognise that groups have specific identifying features, customs, practices, symbols, religion, language and traditions. They acquire information about their local community by direct and indirect experience and communicate with others using various forms of electronic media. Students make comparisons between natural, heritage and built features of the local area and examine the human interaction with these features. They investigate the relationship between people and environments including the relationship between Aboriginal peoples and the land. Students use the language of location in relative terms and construct and use pictorial maps and models of familiar areas. Students identify roles, responsibilities and rules within the family, school and community and explore their interaction. They describe how people and technologies link to produce goods and services to satisfy needs and wants.

THE INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAM

The Hills Grammar School is a Candidate School for the International Baccalaureate Primary Years Program. This program focuses on the development of the whole child as an inquirer and global citizen. The International Baccalaureate has at its heart a commitment to fostering international mindedness in its students and in a rapidly globalising world it is a good fit with the philosophy of The Hills Grammar School.

Our **Science and Technology** and **Human Society and Its Environment** outcomes are taught through the International Baccalaureate Primary Years Program. These Key Learning Areas provide the scaffolding for our Units of Inquiry- in depth studies around a Central Idea, although a Unit of Inquiry may have outcomes across many Key Learning Areas, including English and Mathematics as well as specialist subjects.

Central Ideas are the starting points for in-depth investigations. They are developed by the teaching staff and last for several weeks. The Central Ideas fall into one of the six transdisciplinary themes explored in each grade each year: Who we are; Where we are in place and time; How the world works; How we express ourselves; How we organise ourselves and Sharing the planet.

All students know that the Unit of Inquiry involves questioning, experimenting, reflecting, hypothesising, researching, making connections and working co-operatively. They know teachers will be collecting evidence as to how well they have understood the Central Idea and they can demonstrate their learning in increasingly creative ways through the use of ICT programs.

Students have a greater ownership over their learning as they pose questions to satisfy elements of the Central Idea. Students strive to embody the attributes of the International Baccalaureate Learner Profile as they become inquirers, open-minded, risk-takers, knowledgeable, reflective, principled, caring, balanced, thinkers, and communicators.

An inquiries based philosophy caters to all learning styles and is a fully differentiated program allowing students to learn at their own pace and inquire at various depths into the Central Ideas. Students are highly engaged with each new inquiry unit and make connections between what they already know and what they want to find out as each unit progresses.

CREATIVE ARTS

Visual Arts • Music • Drama • Dance

Students make artworks representing both real and imagined situations exploring a range of techniques and media. They discuss qualities of artworks such as subject matter and technique, recognising that artists create artworks for different audiences. Students sing, play and move to music, demonstrating an awareness of their own capability in using voice and other sound sources. They organise sounds into simple structures and begin representing creative ideas symbolically. Students listen to, and identify, simple features of music and make judgements about musical effectiveness and preference. Students explore and convey stories, events and feelings through roles and they work collaboratively to communicate and express feelings about the action of the drama. They experience and respond to a range of drama forms and elements by making, performing and appreciating drama. Students perform dances with some understanding of body movement and expression, exploring a range of movements to make choices in order to convey ideas, feelings and moods. They describe the ideas, feelings and moods conveyed by dances.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Fundamental Movement and Physical Activity • Healthy Choices • Self and Relationships

Students participate and perform in dance, gymnastics, minor games and sports. They complete simple movement sequences that show an understanding of dynamics, spatial awareness, relationships, timing and rhythm of movement. They demonstrate fair play and cooperation in small groups. Students develop proficiency in the fundamental movement skills of the hop, side gallop, skip, overhand throw, kick and two-handed strike. They participate in physical activities that promote enjoyment and recognise the importance of these for health and lifestyle balance. Students describe ways to keep healthy and safe and explore choices relating to food, sun protection and personal safety. They identify the appropriate use, administration and storage of medicines. Students describe strategies to stay safe at home, on and near roads, when travelling to and from school, and near water. They recognise safe and unsafe environments and situations and suggest a range of protective strategies for dealing with unsafe situations. Students describe similarities and differences between themselves and others. They describe different body parts and how the body grows and changes. Students explore different types of relationships and describe the skills needed to develop and maintain positive relationships. They identify the effects of bullying.

LEARNING EXPERIENCES

The Key Learning Areas are taught by classroom teachers and specialist teachers.

Specialist programs are integrated into the six Key Learning Areas.

Infants staff are committed to providing the students in Years One & Two with a wide variety of learning experiences which focus on the development of the whole child and are congruent with the NSW Board of Studies requirements.

Class teachers are supported by specialist teachers in Languages, Physical Education, Music and Visual Arts.

Teachers differentiate their teaching to assist student learning. Assistance in Literacy and Numeracy is available to students who are experiencing difficulty through a range of strategies. Similarly, students who are working beyond their age cohort are catered for through ability based groups and through a range of extension and enrichment activities and opportunities provided by their teachers.

The management of your child's learning needs is primarily the responsibility of the classroom teacher and specialist staff along with support from the Head of Infants. The Directors of Learning and Teaching and Wellbeing K-12, Learning Enrichment staff and, where applicable, the Head of Scholars and School Psychologist (referral required) may also provide advice and support.

INFORMATION AND COMMUNICATIONS TECHNOLOGIES

Information and Communications Technologies (ICTs) will be used authentically to enhance the learning experience of our school community. Students will be prepared for the future, critical users of information and committed to lifelong learning. ICT will be used to inspire students to collaborate, create, analyse and evaluate their own learning.

Integrating technology into classroom practice is vital if we wish to engage the students of today and prepare them for the future of tomorrow.

Research has shown that technology enhances learning which leads to improved learning outcomes for students. Effective integration of Information and Communication Technologies (ICTs) must happen across the curriculum in order to deepen and enhance the learning process, providing relevance and engagement to all students. ICT tools add value and provide a rich range of opportunities that facilitate open-ended learning experiences. Integrating technology increases engagement, provides instant feedback, dynamic representations, investigative opportunities not available with paper and pencil and enables differentiation for all learners. Through integrating technology into the classrooms at The Hills Grammar School, students will be taught to think, create and innovate, ultimately providing students with the skills to adapt to technological and occupational change in the future.

HOMEWORK

All children are encouraged to complete homework on a regular basis. In Years One & Two this typically involves nightly reading, spelling and Mathematics exercises set by the class teacher. Teachers recognise the wide range of after school activities and encourage relaxed time for children to pursue their own learning whilst encouraging positive family interactions.

The amount of homework weekly/nightly varies according to the needs and ages of students. Year One & Two students are encouraged to spend approximately twenty minutes most school days on their homework. Should your child be unable to complete their homework on any particular night, a note of explanation in the Red Book from parents would be appreciated.

ASSESSMENT

Infants staff recognise that there are differences between learners and that individual students have different styles of learning. Each student in Years One & Two is assessed throughout the year on their level of achievement and application in each area of learning.

Assessing and reporting involves the consideration of the individual learning needs of all students and the creation of a learning environment that assists students to achieve the outcomes of the syllabus to the best of their ability.

Student achievement of syllabus outcomes is the goal of teacher's planning, programming and assessing. The sequence of learning experiences that teachers provide build on what students already know and are designed to ensure that students will progress through the stages identified in the syllabus. As students participate in a range of learning experiences, teachers make judgements about student progress. Student work samples are collected by class and specialist teachers and provide information about what students know and understand.

Students also participate in an annual program of standardised testing in the key areas of Mathematics, Reading, Spelling, Developed Ability and Written Expression. The results are used by classroom teachers as a means of identifying current strengths, as well as areas of the curriculum requiring extra attention for the following year. This information is extremely useful as a means of fashioning a learning program that provides an appropriate level of challenge and support for each student.

REPORTING

Reporting is the communication of student achievement as measured against syllabus outcomes for each Key Learning Area. Reporting to parents occurs by means of formal written reports sent home at the end of Term Two and Term Four.

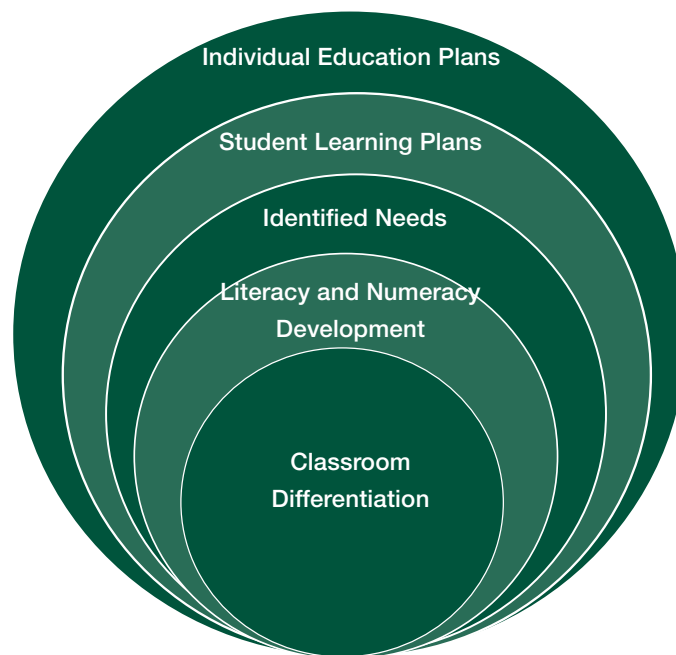
LEARNING ENRICHMENT IN THE INFANT YEARS

The Hills Grammar School recognises that students learn in a variety of ways and at different rates. Further the school acknowledges the ethical, professional and legislative responsibility to provide and create an inclusive learning environment in which students who can benefit from the programs offered by The Hills Grammar School can access the academic curriculum and other learning programs, including both the wellbeing and co-curricular activities provided within the school.

The Learning Enrichment Model endeavours to capture and describe the various ways the school's caters and accommodates student learning needs.

The Model identifies five approaches to accommodating student need

- Differentiation – the foundation upon which all learning experiences are built
- Literacy and Numeracy Development – the basics of learning
- Recommended Learning Plans – acknowledging individual learning style
- Student Learning Plans – responding to identified learning requirements
- Individual Education Plans – responding to specific learning requirements.





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