

# BEAM

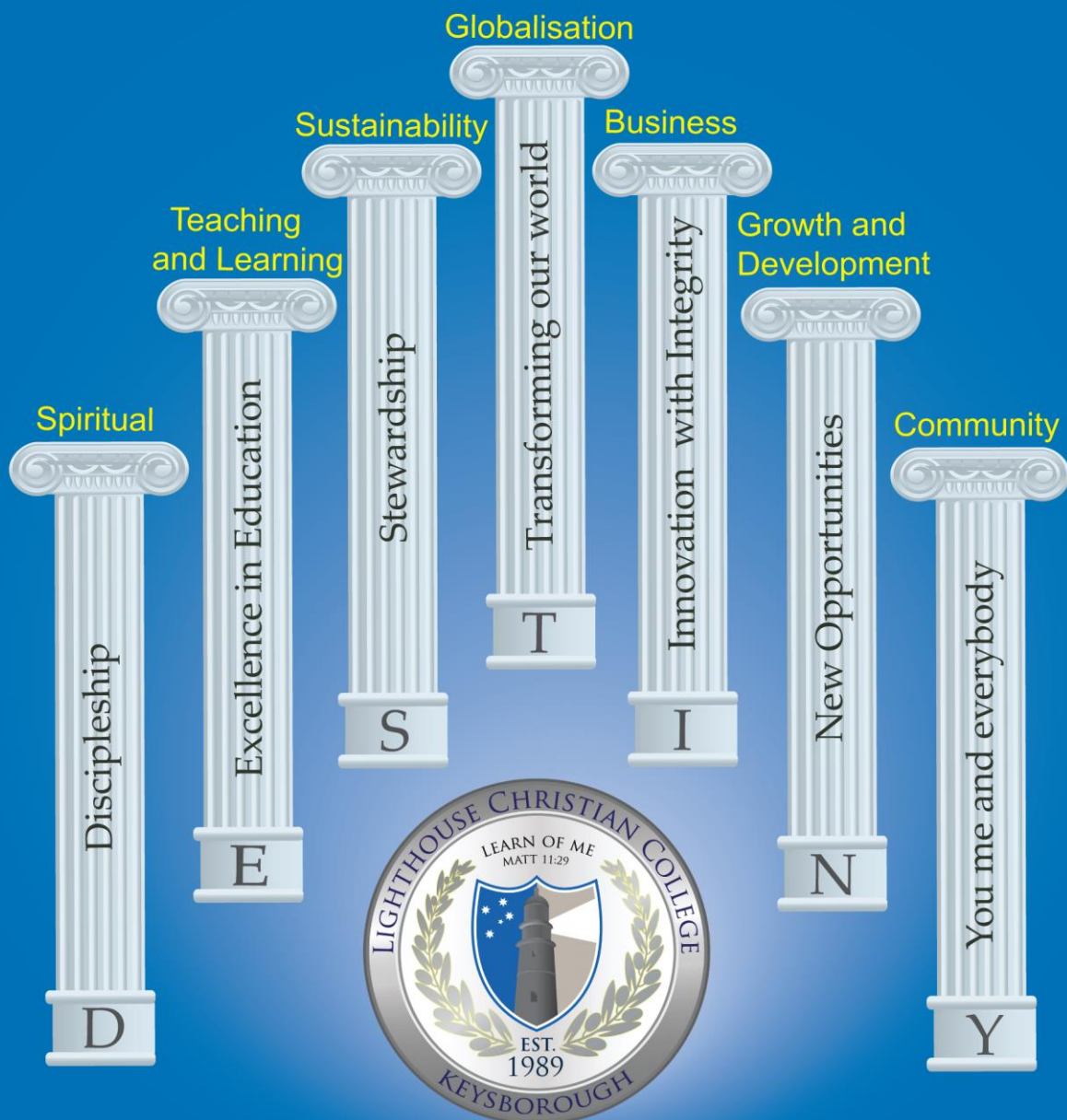
PREP - 4



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# Raising Students with Purpose



## The Seven Pillars

Proverbs 9:1 Wisdom has built her house; she has set out her seven pillars.

# MISSION OF LIGHTHOUSE CHRISTIAN COLLEGE



*The Christian Choice for Excellence in Education*

## **Our Mission and Values**

To assist Christian parents to teach and train their children in a Christian environment, so that they will fulfil God's purposes in their lives and bring an uncompromising Christian influence to our society.

### **Our Values:**

- Integrity
- Community
- Love
- Excellence
- Responsibility
- Respect
- Friendship
- Compassion
- Courage
- Humility

## **BEAM (YEARS PREP-4) LEADERSHIP TEAM**

- College Principal Mrs Avril Howard
- Deputy Principal Mr Vernon Clark
- Deputy Principal Academic Mr David Lepileo
- Beam Leader Mrs Venlo Sage
- Beam Curriculum Leader Mrs Vivienne Andrew
- Beam Curriculum Coordinator Mrs Monique Annetta
- Chaplain Mrs Cherrie Marshall



## A MESSAGE FROM THE PRINCIPAL

I wish to extend a very warm welcome to you and your child as they enter BEAM sub-school (Years Prep to 4) at Lighthouse Christian College. I trust their learning experience will be both enjoyable and challenging.

Years Prep to 4 are important years of new learning experiences, new friends and personal growth, and it is the intention of the sub-school leader for Beam (Mrs V. Andrew) and Teaching and Learning Team to ensure that they provide a nurturing and caring Christian learning environment in which your child can flourish. We therefore proudly present you with the Beam Handbook.

The scripture the Lord impressed on the founders as they pioneered the school into being and which remains an anchor for future years is the words spoken by Jesus: “. . . Learn of Me . . .” (Matthew 11:29). It is therefore the goal of Lighthouse Christian College to guide each student towards their God-given destiny and purpose in Him. All alumni (Lightkeepers) comment on how much they enjoyed the community atmosphere at the College and the excellent support they received from the staff during their years of schooling. Many of our alumni (Lightkeepers) now occupy leading positions in society. We believe this can be true for your children too as we partner together for their success.

It is indeed our privilege to be able to partner with you as parents in the Christian educational journey of your child. The staff team and I are committed to praying for your child and seeing them excel in the gifts and talents God has blessed them with. Please refer to our LCC graduate attributes on p 8.

Please do not hesitate to contact us on any educational needs you may have. We are here to assist your child on the road to success and raise young Christian leaders with purpose!

**Avril Howard**  
**Principal**



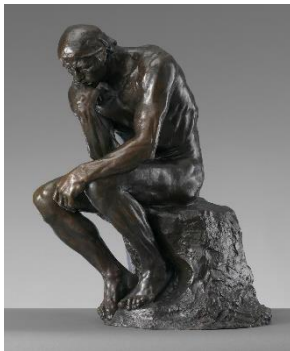
# A LIGHTHOUSE GRADUATE

- Is a confident dedicated and passionate disciple of Jesus Christ, empowered by the Holy Spirit, who knows who they are, what they are about and how God has called them to serve Him in His Kingdom.
- Is a uniquely gifted young adult with a strong work ethic and a pathway and a purpose equipped to influence the next generation.
- Is well prepared in the academic disciplines and committed to life-long learning.
- Is an effective written and verbal communicator applying such skills in a confident, persuasive and respectful manner.
- Is self motivated about their future and keen to apply their knowledge and skills to make a tangible difference in the world.
- Is entrepreneurial, flexible, motivated and innovative.
- Is an autonomous learner, resilient, persistent and reflective with their faith grounded both in their experience of God and in the Word of God.
- Is an analytical problem solver who effectively synthesises, initiates, and self manages.
- Is a creative thinker prepared to take risks when learning.
- Is an ethical digital citizen and a confident and competent user of digital technologies.
- Is empathetic with highly developed interpersonal and intrapersonal skills, demonstrating Christ-like love for everyone.
- Is able to articulate the Christian worldview and has apologetic skills to defend their faith.



# MESSAGE FROM THE DEPUTY PRINCIPAL – ACADEMIC

What is the Thinker, thinking? One of the most well-known statues ever crafted was the bronze 19th century man, The Thinker (originally known as the Poet). The statue represents a person 'lost in thought' and is often used as an image of great intellectual ability and creativity. Yet, I don't think that this was the intention behind its creation. One interpretation is that Auguste Rodin was hoping to express was the energy and commitment that is involved in thinking.



More than that, the one thing I love about this statue is the fact that it portrays the image of a human, using everything he has, to this one task, Rodin himself described his statue: "What makes my Thinker, think, is that he thinks not only with his brain, with his knitted brow, his distended nostrils and compressed lips, but with every muscle of his arms, back, and legs, with his clenched fist and gripping toes."

I wonder what The Thinker was thinking? Whatever it was, I would have loved to have seen what he accomplished next. Likewise, we look forward to seeing the fruit of your life in the years ahead.

**David Lepileo**

***Deputy Principal- Academic***

## TEACHING AND LEARNING IN THE 21ST CENTURY



## **1. Developing a biblical worldview.**

Underpinning all learning will be an explicitly articulated biblical worldview and moral purpose. This will be facilitated by learning experiences which enable students to:

- Think about, discuss and write about biblical applications.
- Think about, discuss and write about ethical and moral themes and issues
- Explore topics which have a link to the world outside the classroom enabling the development of values and ethics.
- Understand a code of behavior for responsible and safe use of digital resources
- Be active Digital Citizens by applying their biblical moral compass to: digital commerce, digital communication, digital literacy, digital etiquette, digital law, digital health and wellness and digital security.
- Understand how to create a positive presence online in order to optimize employment opportunities.

## **2. Skills and Thinking.**

### **• Becoming Independent Learners and Thinkers.**

Students will take responsibility for their own learning by practicing independent decision-making. This will be facilitated by learning experiences that enable students to:

- Acquire the skills to ask open-ended questions helping them to build the capacity to view the world critically.
- Make choices about their learning.
- Become aware of and monitor their own learning. Students will know how they are progressing through formative assessment measures.
- Listen seriously to other students in the classroom enabling them to value others' thoughts and ideas.

### **• Developing transferable skills**

Students are encouraged to make links between studies and to see the big picture. This will be facilitated by learning experiences which enable students to:

- Read regularly, often and widely.
- Continually refine and develop critical literacy, language and numeracy skills.
- Apply their knowledge to contexts that are different.
- Engage in activities and classroom discussions that are exploratory.
- Refine their research skills through inquiry-based learning.

## **3. Understanding Concepts and Ideas**

Learning opportunities built around big ideas can facilitate the development of a deep understanding of complex concepts. This will be facilitated by learning experiences which enable students to:

- Accommodate new knowledge by connecting it with prior knowledge and experience.
- Develop information literacy skills and routinely evaluate the relevance, accuracy and significance of digital and printed source material.
- Demonstrate understanding by selecting from and practicing a variety of presentation styles.
- Test their understanding by challenging or questioning self and others

## **4. Attitude and Outlook**

### **• Developing a Sense of Self**

Students learn in different ways. This will be facilitated by learning experiences which enable students to:

- Understand their unique place in God’s plan.
  - Learn in an environment where there is mutual trust and respect between students and between students and their teachers.
  - Value excellence and find satisfaction in doing their ‘personal best’.
- **Engaged and Motivated to Learn**  
Learning experiences should allow students to find scope for creativity and imagination. This will be facilitated by learning experiences which enable students to:
    - Take ownership of their learning experiences.
    - Connect their own experiences and prior learning to challenging tasks.
- **Encouraging Lifelong Learners**  
This will be facilitated by learning experiences which enable students to:
    - See that challenges are achievable
    - Reflect on learning, set personal learning goals and reflect on learning.
    - Experience success in a variety of endeavors.
    - Experience success with unfamiliar problems and content.
- **Becoming Flexible and Collaborative Learners.**  
This will be facilitated by learning experiences which enable students to:
    - Work in groups which necessitate the sharing of ideas and an acceptance of the views of others.
    - Use learning technologies which encourage initiative, innovation and responsibility.
- **Supporting Reflection**  
Students will become aware of and monitor their own learning if regular, explicit reflection is factored into learning experiences; the ‘how’, ‘what’ and ‘why’ of learning. This will be facilitated by learning experiences that enable students to:
    - Explore and justify own thoughts.
    - Actively participate in discussions and other opportunities to become aware of the attitudes of others as compared to others.
    - Use working journals to articulate thoughts about the way they have worked and to reflect on learning.
    - Use the writing process to draft and edit work.
    - Become aware of their preferred learning style while practicing those less preferred styles.
- 5. Developing an International Outlook**  
Students will develop an awareness of, and knowledge of the world. This will be facilitated by learning experiences which enable students to:
- Develop an appreciation of the ways in which language and culture interact and of the structural differences between languages.
  - Analyze why attitudes have changed by examining key events in world history and by assessing their impact on people and environments.
  - Understand cultures and develop relationships in Asia.

# COMMUNICATION WITH PARENTS

## Introduction

Teachers in Beam are very keen to maintain a good flow of communication with the parents of the students they teach. We are very well aware of the benefits to parents, students and teachers of ensuring that we are informed about students' needs and parent concerns, and that parents are also informed about issues relating to their child.

## Diaries and Notes

The student diary is a very useful method of communication between home and school. Please ensure that your child's diary is returned each day, as it can be difficult when it is not brought and the teacher wants to write a note to you. Please feel free to write notes to the teacher about matters such as:

- Medical appointments that you will be collecting your child for during the day.
- Questions you may have about any matter relating to school including excursions, homework and readers.

Any notes of a more confidential nature should be written on other paper, enclosed in an envelope with the teacher's name on it, and given directly to the teacher by your child (or placed in the appropriate class container where the class teacher has these available.)

Please note: A phone call to the office is necessary if your child is absent from school and the reason for the absence. The office staff will enter this onto SEQTA and the class teacher will be notified.

## Assessment and Reporting

Teachers assess the students on a continual basis, using a wide range of measures, including class tests, checklists e.g. of sight word knowledge, and informal observations of many aspects of a student's behaviour and achievement. Each semester, teachers will also make use of online testing such as ACER tests. These tests allow for comparison of each student's achievement in core areas such as Reading, Spelling, and Mathematics, against other students at the same level across Australia. NAPLAN tests conducted for all Australian students in Year 3 also provide teachers and parents with an objective view of the student's achievement.

Formal reports are provided to parents on 3 main occasions each year, which allow the parents to see a summary of their child's achievement for a particular period. These are intended to give parents information which may then be discussed further with the teacher, for example in the parent teacher conferences, or by making an appointment with the teacher at any time.

The reporting schedule is as follows:

- End of Term 1: Interim Reports
- End of Term 2: Semester 1 Reports
- End of Term 4: Semester 2 Reports

## Parent Teacher Conferences / Parent Student Teacher Conferences

Parents are invited to attend parent teacher conferences each year as scheduled in the school calendar. Year 4 students are also expected to attend these conferences, wearing full school uniform. These are wonderful opportunities for you to get to know the teacher, to hear their comments and feedback on your child and their work, to share information about your child with the teacher, and to discuss solutions to problems. Almost all parent teacher conferences produce some benefit for the student, and produce better understanding between the parents and the class teacher. If you have any problems with the on-line process for booking into parent teacher conferences, please do contact the College office and the office staff will make the appointment for you.

### **Other Appointments with the Class Teacher**

If you have any matters to discuss with the teacher (other than very brief ones) you are always welcome to write a note in your child's diary to request an appointment with the teacher. The best time for this would usually be after school, but if you require a day time appointment, give your preferred times and the teacher will try to make a time for you in your preferred time slot. (This may take a few days.) It would be useful to the teacher if you could state the amount of time required.

### **Appointments or Phone Meetings with the Beam Leader**

Please ring the office if you require an appointment with the Beam Leader. This can usually be arranged within a couple of days. Alternatively, you may want the Beam Leader to ring you for a phone conversation. This can also be organised through the office.

### **Other Discussions**

Brief discussions with the class teacher may be held after school if the teacher is not attending another appointment. Please be aware that the classroom teacher will need to escort their students to the waiting area on the Hub veranda first.

Please avoid discussions with the class teacher in the mornings, as the teacher needs to settle their class in order to begin the day in a smooth and efficient way.

### **Complaints, Unresolved Issues or Suggestions**

The College offers parents with further suggestions or unresolved issues the opportunity to:

- Contact the Enrolment and Promotions Officer, who will usually be able to listen to their concerns at short notice.
- Make an appointment with the Deputy Principal (Operations), or the Deputy Principal (Academic), in order to seek further assistance with an unresolved issue.

## **CLASSROOM ALLOCATION**

Classes for the next year are generally worked out shortly before the end of the school year. This is to allow for both current and newly enrolling students to have an opportunity to visit their new classroom and teacher for an orientation lesson in the last week of school. We would appreciate it if you would avoid asking for your child to be placed with a specific teacher, as we organise our classes according to many educational and social factors, and may not be able to accommodate parental preferences in our decision making. Requests for your child to be with or separated from particular students at their next year level may however be accommodated in exceptional circumstances, after making an appointment with the Beam Leader early in Term 4 to discuss the circumstances leading to this request. We appreciate your understanding in this, as we believe we have excellent Christian teachers on our staff who all work hard to ensure that every child's best interests are at the centre of our practice.

# BEAM BEHAVIOUR MANAGEMENT

We desire to help Beam students to grow in every dimension of their lives, including in their development of Godly character, which is shown by their increasing self-control and care and respect towards others. To achieve this, we will try to teach and model biblical values in our classes. All motivational and discipline methods used are designed to be respectful and to encourage the child to grow in their understanding of God's love and forgiveness towards them, and of His desire for them to demonstrate Christian character in their relationship with those around them.

## **Level 1 – Classroom**

Each Beam teacher will have a number of strategies to manage students' behaviour in their class. These will include both incentives for co-operative behaviour and consequences for inappropriate behaviour. Examples might include (but are not limited to) the following:

### Incentives for good behaviour

- Co-operation as a class might result in a certain number of minutes of free time on Friday afternoon.
- Students can earn points as a group or individually for working quietly, being quick to obey, or walking to another area in the school in an orderly manner. Points can then be exchanged for small prizes after a certain number are collected.
- Co-operative behaviour is also recognised with occasional certificates, and character awards being presented at various times in the year.

### Consequences of inappropriate behaviour

- Use of a "sad face" or a "happy face" icon displayed prominently, and under which students' names are placed appropriately, according to the behaviour they have demonstrated that day.
- Use of loss of break time, either individually or as a class.
- Being required to write out the rule that is broken

## **Level 2 – Discussion with Beam Leader**

Students who do not change their behaviour and have had two consecutive warnings within a two period block are sent to the Beam Leader to discuss the inappropriate behaviour being displayed. If this patterns continues the student is moved to the next level of behaviour management.

## **Level 3 – Detention with Beam Leader**

Misbehaviour which involves a more significant breach of school rules such as fighting, repeated physical mistreatment of another student, repeated or significant use of unkind language, swearing, or behaviour which involves deliberately damaging or tampering with school property, will result in the student attending a lunchtime detention with the Beam Leader. This detention will involve the student in discussion / writing about why the behaviour was inappropriate, exploration of what would have been or would be a more appropriate way to behave, and carrying out of any relevant reconciliation measures e.g. writing an apology note. Scriptures may also be used to remind the student about relevant positive behaviours.

All detentions with the Beam Leader result in a sticker being placed in the student's diary to advise the parents of the behaviour which has caused the student to earn a detention. This sticker is signed by the parent, teacher and Beam Leader. The detention will also be recorded on SEQTA by the classroom teacher.

## **Level 4 – Involvement of the parents, the Deputy Principal or the well-being team**

Repeated occurrences of Level 3 behaviour will result in the student's parents being asked to meet with the student's teacher and the Beam Leader, or possibly the Deputy Principal.

In cases where it is felt that the student would benefit from ongoing counselling and support regarding the behaviour being demonstrated, the well-being team will be called on to provide additional assistance, via the College Chaplain.

At Levels 1, 2, 3 or 4, a Behaviour Chart/Plan may also be used to provide the student with regular, prompt feedback on his or her behaviour, and also to keep the parents performed about the behaviour of their child.

## **BEAM ATTENDANCE FOLLOW UP**

As a College, we strongly believe that students achieve better results when they attend school on a regular basis. We would prefer that parents organise their family holidays for the school holiday periods, whenever possible, and send their child to school on time every day unless they are sick. In order to monitor students' attendance and to comply with our legal requirements, we follow these procedures:

1. Beam (Prep – 4) teachers will mark their roll on the school's software system (SEQTA) used for this purpose. They will also ensure reasons for absence are recorded. Late arrivals will also be noted.
2. Students whose parents have not provided any reason for their absence by the day of their return to school will receive a sticker in their diary giving the date(s) of absence and requesting a reason.
3. When the parents complete this sticker, the reason will noted in the school records.
4. Continued failure to provide a reason for absences, or unsatisfactory attendance by the student, will be followed up with a phone call to the parents from the Beam Leader.
5. Ongoing problems with a student's attendance will be discussed with the Deputy Principal, and the parents may be asked to attend a meeting with the Deputy Principal and the Beam Leader to further discuss these issues.

Please note: If you are intending to take your child overseas for an extended holiday, please notify the Principal in writing, in advance of your holiday, including the appropriate dates. As noted above, extended holidays impact significantly on student learning, and are discouraged.

## **DISMISSAL OF BEAM STUDENTS**

1. Beam students are dismissed at 3:15 pm each day except Thursday when they are dismissed at 3:00pm
2. All Beam students will need to be collected by their parents, another adult asked to collect them by their parents, or by a sibling who is in Year 5 or above. Students may be collected from the courtyard as they leave their classrooms, or from the waiting area on the Exploration Hub veranda. Please do not ask your students to go to your car by themselves, unless you are parking in the 3 minute parking area next to the Hub, or the parking spots adjacent to these.
3. Beam students are supervised in the waiting area until 3:45 pm Monday – Wednesday and Friday. The students are supervised in the waiting area on Thursday until 3:30pm. After this time, any remaining students will be taken to the office, and their parents will be contacted. Please do book your students into After School Care if you know you are going to be later than 3:45 pm or 3:30 pm on Thursday.

## TOYS AT SCHOOL

Toys (except for named, inexpensive balls) are not permitted at school unless they are brought to share in Show and Tell or for a specific purpose requested by the teacher. This is to prevent loss of or damage to toys, and the arguments which can develop over them. Toys brought to school for Show and Tell may not be taken outside. Please do not send expensive toys or electronic items. Occasionally, a creative or educational fashion occurs, such as loom bands or the Woolworths animal cards, and we may choose to allow the students to play with these outside. However, cards series such as “Pokemon” are not consistent with our College’s Christian philosophy and should not be brought to school.

## BEAM HEALTHY EATING POLICY

### 1. Healthy lunches and snacks

We do encourage our students to be aware of and to adopt healthy eating practices. We appreciate your cooperation in sending your child with a packed lunch and healthy snacks, or a lunch order on canteen days. We do ask that parents do not bring take away food such as McDonalds to their child at lunch time. This allows classes to work without being interrupted, and helps to raise the standard of healthy food being provided to the children.

### 2. Fruit break

Beam teachers in Prep – Year 2 classes will provide students with time to eat a piece of fresh fruit (or vegetables such as celery), at approximately 9:55 am. We feel this provides a needed “brain break” for these young students, and also encourages them to try a range of tasty fruits. To ensure that students don’t become tempted to bring alternative snacks at this time, we only allow fruit or vegetables to be eaten at this time. Students with no fruit break snack will continue working or may read a book, depending on their teacher’s instructions. Teachers of Year 3 and 4 classes may also provide their students with a “fruit break” when time permits, but in any case we still encourage students at these year levels to bring a piece of fruit each day.

### 3. Birthdays and healthy eating

As part of our goal to encourage the children to practise healthy eating habits, we request that parents do not send their child with treats to share with their class on their birthday. While we appreciate the generosity of the parents in sending these treats, they encourage the children to eat more lollies and cakes, and take quite a lot of time to distribute. Many parents also experience pressure from the practice of other families providing treats on their child’s birthday. Instead, we would like to focus on each child’s birthday by singing to them and giving them a colourful birthday badge to wear for the day. This will enable other teachers and students to also wish them a happy birthday. **Please do not send either food or non-food treats with your child, as the class teacher will need to send them home to be shared with your family instead.** Each class will however enjoy an occasional class party at which treats such as cakes will be allowed.

## HATS AND SUNSCREEN POLICY

### 1. Hat policy

Students are required to wear their school hat during break times in Terms 1 and 4. If they do not have a hat, they will be sent to sit in a designated seating area in the Playground B. You will be advised with a sticker in your child's diary if your child does not have a hat (or if it has gone missing, as sometimes occurs.) We recommend you buy a spare one, as they are inexpensive but vital items of your child's uniform in the hot summer weather.

## 2. Sunscreen

If you would like your child to have sunscreen on for school, please put on a long lasting sunscreen on them in the mornings and if they need to put any more on in school, please provide them with a **roll on** sunscreen for them to put on themselves. We would ask you to show your child how to apply it correctly as it will be difficult for the teachers to find time to help all the students put on sunscreen each lunch time.

# USE OF LEARNING TECHNOLOGIES (COMPUTERS)

## **Introduction**

Lighthouse Christian College is committed to an extensive increase in the number of electronic devices available to Beam students. This increase will enable us to integrate Information Technology (Computing) into every area of our curriculum. This will greatly benefit students in the following ways:

- By allowing them to further develop their skills in Information Technology; skills which will be essential for them to be able to function effectively in the 21<sup>st</sup> Century world.
- By ensuring that students are taught to use technology in a responsible and ethical way, in accordance with our desire to produce digital citizens who choose to behave according to Christian and biblical values.
- By providing many opportunities for students to receive extra assistance in consolidating basic skills in Mathematics and English, or to engage in extension work, for more advanced students.
- By providing a highly engaging medium for teaching, which will ensure all students are able to remain focused on their learning.

However, it is important to state that Information Technology will form only part of a student's learning at this foundational stage of their education. Students will still be provided with many opportunities to develop their handwriting, to be instructed by the teacher as a whole class, to work cooperatively with others in groups, and to read books, use concrete materials and to complete text book activities. These are also essential parts of the overall development of the child at this age.

## **Specific Opportunities**

Students in Beam will be provided with the following opportunities to engage with Information Technology in their learning. (This list is not exhaustive – many other planned and incidental opportunities should also be available to the students.)

- Individual subscriptions for each child to the Mathletics program, which provides opportunities for students to engage in appropriate Mathematics activities both at school and at home.



- Individual subscriptions for each child to the Literacy Planet program, which provides opportunities for students to engage in many English activities suitable for their level, both at school and at home.
- A College subscription to Sunshine Online, (for Years Prep – 2) which enables students to engage in reading activities both at school and at home.
- Individual subscriptions to Wushca (Years 2-4), an online home reading program
- Opportunities for students to draft and publish some of their writing, across many areas of the curriculum.
- Use of other appropriate websites in class to supplement teaching in particular areas. (This will be closely supervised by the teacher, and may be done as a whole class activity.)
- Opportunities to learn to touch type.
- Opportunities to learn and apply basic skills in Information Technology, such as the use of Word, Power Point and Publisher programs.

## **Primary STEM**

STEM education is an interdisciplinary approach to 21<sup>st</sup> century learning. The student's focus is to teach the specific knowledge and skills required in the disciplines of Science, Technology, Engineering and Mathematics using practical project-based activities, to children beginning in Prep. Students will engage in this subject for one lesson per week and are given the opportunity to develop key skills that

are transferrable to other learning areas, through the integration of the 5C's of learning (Christian character, creativity, collaboration, communication and critical thinking). Knowledge and innovation skills acquired through STEM education are a priority for students to develop today, and are increasingly recognised as those that students will require to be prepared for more complex life and work environments in the 21<sup>st</sup> century. It is important that we provide our students with opportunities to develop these fundamental skills in innovation, thinking and design so that they may explore their God given gifts and talents and discover the path that may lead them towards the plan and purpose God has designed for them, both within and beyond our ever changing society, in order to positively shape the future of Australia. STEM subjects encourage students to apply these skills to solve problem-based scenarios in order to find a well-designed solution.

## **Primary Robotics**

Incorporating technology into the curriculum is an important strategy for students to gain 21st century skills. The use of robots in the classroom introduces students to possible career paths they may have never considered, as students will graduate into a modern technologically skilled workforce. Students will engage in Robotics beginning in Year One and participate in this subject for one lesson per fortnight. Coding and Robotics education teaches students important skills, as the use of robots enhances creative problem solving techniques, encourages collaboration and provides students with the opportunity to communicate complex ideas with their peers. The use of IT and engineering in the classroom helps abstract ideas become real and practical. Robotics is a cross curricular activity that can be used to teach Mathematics, Design and Technology, ICT (computer programming) and scientific principles. Students will learn to engage in Robotics and Technologies with a Biblical lens as teachers disciple students to become responsible and ethical digital citizens by making positive choices online, emphasizing Godly character in order to glorify God.

# HOMework

## Introduction

Homework is set for Beam students in order to provide an opportunity for students to revise concepts which have been taught at school, and also to receive extra practice in their reading with the individual assistance which a parent is able to provide. Homework gives parents the opportunity to see what their child has been learning and to give their child extra assistance and encouragement in their learning, as appropriate. It also assists the students to develop good routines in completing homework from an early age, which will be of great benefit to them in their later studies.

## Prep Homework

Prep students are usually expected to complete some homework each night. This includes the reading of a take-home reader at their level, plus an additional task from a homework booklet which is sent home with Prep students each month. This might consist of a simple maths activity, a letter sounds revision activity, or a simple handwriting task.

## Year 1 – Year 4 Homework

Year 1 – Year 4 students are usually expected to complete some homework each night, including the following:

- Writing out and learning the weekly memory verse for their year level.
- Writing out and learning spelling words in preparation for their weekly spelling test.
- Reading a take-home reader at their level (Years 1 and 2) or reading part of a “Lexile” library book appropriate for their reading level.
- Other work as set by their teacher, which might include a Mathematics worksheet, a reading comprehension worksheet, a grammar worksheet, a writing task, or part of an Integrated Studies project.

## Homework Assessment and Feedback

Teachers will provide some form of feedback for homework, in the form of a letter grade, sticker or brief comment. Teachers will keep a record of their feedback and of whether homework is complete, incomplete or not submitted.



# INCURSIONS, EXCURSIONS AND CAMPS

## Introduction

At Lighthouse Christian College, we believe that it is important to give the students opportunities to learn in environments outside of the College, and sometimes to receive the benefit of visitors to the school who provide other enriching activities. These opportunities enable the development of both additional subject-related knowledge, and additional social and emotional skills, to occur in an enjoyable and memorable way. Students greatly look forward to excursion and camp opportunities. The staff members organising excursions and camps have strict procedures to follow, and the safety and well-being of the students on excursions and camps is of great importance to us. To this end, we may request a number of parent volunteers to accompany classes on an excursion, in order to provide a higher adult-student ratio.

**Possible incursions, excursions and camps** – these may be subject to change. Additional excursions and incursions may also be added. Physical education excursions (Swimming) and incursions (Gymnastics) are also listed in the Curriculum Guide in the relevant section.

## Prep – Year 4 Drama Incursion

A suitable dramatic incursion will also provide a highlight for Prep – Year 4 students, as they are engaged by visiting dramatic artists, who will present a relevant, entertaining and thought-provoking performance suitable for their age group. (The actual performance will change from year to year, according to what is being currently offered.)



## Prep

- Excursion to the Melbourne Zoo
- Excursion to the Melbourne Aquarium

## Year 1

- Reptile Encounters incursion
- Excursion to Moonlit Sanctuary
- Excursion to Ballam Park Homestead and Frankston Primary School Historical School

## Year 2

- Excursion to Casey Safety Village
- Excursion to Edithvale Wetlands
- Excursion to Polly Woodside and Science Works

## Year 3

- Excursion to Imax and Melbourne Museum
- Excursion to Cranbourne Botanical Gardens

## Year 4

- Excursion to the Melbourne Zoo
- Excursion to CERES environmental Park
- Overnight Camp at Mill Valley Ranch

The Year 4 Camp at Mill Valley Ranch provides the Year 4 students with a wonderful introduction to school camping, in a Christian environment. The students are given the opportunity to experience two days with their peers, including the adventure of sleeping overnight in an away-from-home environment. Activities include horse riding, hikes, camp fires, lively Chapels, and many other interesting outdoor learning experiences.



The Mill Valley Ranch campsite



Children learn about horse grooming at Mill Valley Ranch.

# OTHER CO-CURRICULAR ACTIVITIES

## Introduction

While we aim to have a comprehensive program which meets the needs of every student, and ensures they have many opportunities to develop academically, socially, physically and spiritually, we do provide additional extracurricular opportunities which may be accessed by some or all students. In some cases, these activities incur an extra fee, but in others, they are part of the normal College program provided to every student.

## Chess Club

Students in Years 1 – 4 are given the opportunity to attend a Chess Club during one lunch break and or after school one afternoon a week. This Club is coached by a qualified Chess coach from the company Chess Kids. Involvement in this Club incurs an extra fee, payable for each term that the student is enrolled. Students are taught modified versions of the game at first, and are quickly engaged and able to play competitive games with peers at a similar level to them. Some opportunities are also provided from time to time for more advanced players to compete against students from other schools at Interschool Chess Tournaments.



## Extra Musical Tuition

Students in Prep – Year 4 are also given the opportunity to be given private tuition in a musical instrument or singing by a range of qualified Music teachers who visit the College in school hours. These lessons will involve the student missing half an hour of class time, and incur an extra fee. Students who are coping well at their year level often benefit from the opportunity to learn a musical instrument, and can usually manage to make up the work missed while they are out of the class. Tuition is currently being offered for keyboard, but tuition for other instruments may be offered in the future.

## Dramatic or Musical Production / Beam's Got Talent / Beam Speaks

As part of our provision for students to develop in every area of their lives, we also offer them the opportunity to participate in performances designed to help them gain experience in acting, singing, dancing or playing a musical instrument in front of a supportive audience. In different years, Beam students may be involved in a Beam Dramatic or Musical Production. Participation in Beam's Got Talent is entirely voluntary and allows students to showcase their individual talents and skills, which have been developed outside of the College program. The Beam Dramatic or Musical Production is intended to involve all students in Beam, and each class will rehearse and present one segment of the Production. Beam Speaks provides students with the opportunity to compete in School House Elocution. These events rotate on a yearly basis. More information on which opportunity is being offered for a given year will be offered in the yearly calendar which is sent to all families.



## Lunch Time Clubs

The College is seeking to widen the range of activities offered to the students in lunch times, and so other activities such as a supervised sport, craft activities, dancing, or Chess may be offered at different times. This is dependent on having suitable and available leaders, who may include parents or older students.

# BEAM CHRISTIAN STUDIES

## Introduction

The Beam Christian Studies program is designed to help students to understand and accept that the Bible is God's revelation, and to teach students the truths and values of the Bible and apply these to their lives. The need for students to make an individual choice to follow Jesus as Lord and Saviour is presented from time to time, and on these occasions students may be given the opportunity to come to a saving knowledge of Jesus Christ if they have not already done so. Students are also helped to develop a biblical Christian worldview that will equip them to successfully face the challenges of life in this world and to be a light in the community. In addition, the Christian Studies program is designed to help students to explore ways and to develop confidence in relating to God and worshipping him.

## Course content

- A systematic study of Old and New Testament Bible passages and stories.
- An outline of key doctrines including sin, the Trinity and baptism.
- A focus on the attributes of God.
- Development of the students' understanding of Christian values and character traits and how these should be demonstrated in our daily lives.
- Opportunities to pray to and worship God.



## Teaching Methods

- Daily devotional sessions which can include teaching, prayer and worship.
- Study of particular Bible passages and stories, together with a variety of written worksheets or practical activities which reinforce the key teaching.
- A weekly Chapel program which further develops the students' understandings of key teaching and Christian practices in an interactive, age appropriate, and enjoyable setting.
- Opportunities for students to present devotions or Chapel segments.
- Opportunities for students to attend lunch time prayer sessions with other students of a similar age.
- Use of drama, audio and video clips, visiting speakers, and the whole school devotional material which focuses each week on one of the Lighthouse values and our yearly theme.
- A weekly scripture verse for each year level which forms part of the class homework and relates to the concepts and themes being studied. (Preps learn one passage each term.)

## Assessment

- Memorisation of weekly Scripture verses.
- Performance in knowledge tests each term which are based on the key material taught.
- Participation in class activities.
- Completion of worksheets and other bookwork.

# PREP DETAILED ACADEMIC PROGRAM

## ENGLISH

### PREP

#### Introduction

The Prep English course is designed to give the students a good foundational knowledge of letter and sound relationships in the English language, and to help them to learn to read a range of basic words, to begin to produce their own written texts, and to develop confidence in speaking and understanding the English language in familiar and less familiar situations. The English program is delivered through a Biblical Christian Worldview.

#### Course content

- **Reading**  
Students learn to read short, predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters. They identify the letters of the English alphabet and recognise the sounds represented by these letters. They identify rhyme, letter patterns and sounds in words.  
Students learn to use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They begin to understand that there are different types of texts which are written for different purposes. They identify connections between texts and their personal experience.
- **Writing**  
Students learn to produce their own written texts which reflect their own experiences. When writing, students learn to use familiar words and phrases and pictures to tell their ideas. They learn to use their knowledge of sounds and letters to produce written texts. They begin to experiment with using capital letters and full stops. They learn to use rhyme, letter patterns and sounds in words. They correctly form known upper- and lower-case letters.
- **Literature**  
Students learn to identify and describe likes and dislikes about familiar texts, objects, characters and events.
- **Speaking and listening**  
In informal group and whole class settings, the students learn to communicate clearly. They retell events and experiences with peers and known adults. They learn to use appropriate language features to respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.



### Teaching Methods

Prep students are taught the English curriculum using a variety of methods including the “Letterland” program, a wide range of books, student text books, relevant video clips, Show and Tell sessions, a range of on-line interactive educational programs, and library borrowing sessions. Many activities are linked to each particular child’s stage of development.

### Assessment

Students are assessed regularly for their development in the following skills:

- Knowledge of sound and letter relationships
- Ability to read basic words
- Ability to read basic English texts, according to their reading level
- Ability to write lower case and upper case letters correctly
- Ability to use their knowledge of letters and sounds, together with their Prep dictionaries, to write simple sentences
- Ability to speak clearly and confidently in various situations



# INTEGRATED STUDIES

## PREP

### Introduction

The Prep Integrated Studies course is designed to stimulate the students' interest in Science and the world around them, and to develop their understanding of God's creation and changes in history over time. Topics are taught from a biblical perspective, and students are encouraged to seek answers to questions about the world we live in from the Bible.

### Course content

#### Unit Themes

**Term 1:** God made me special; God made families

**Term 2:** Healthy me; Materials

**Term 3:** Living and non-living (including animals and plants)

**Term 4:** Movement; Oceans



#### Science Knowledge, Understanding and Skills

Students learn to describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things. Students share their observations of familiar objects and events.

#### History Knowledge, Understanding and Skills

Students learn to identify similarities and differences between families, and to recognise how important family events are celebrated and remembered. Students learn to sequence familiar events in order. They ask questions about their past. Students relate a story about their past using a range of methods.

#### Geography Knowledge, Understanding and Skills

Students learn to describe the features of familiar places and to recognise why some places are special to people. They learn that places can be represented on maps and a globe. They observe features of places and record their observations by drawing and modelling. They use everyday language to describe direction and location. Students reflect on their learning to suggest ways they can care for a familiar place.

#### Teaching Methods

Students are given many opportunities to observe, question, explore and to report on their learning for each topic. Resources used include practical materials, charts and pictures relating to each topic, a wide range of books, and relevant and appropriate video material and websites. Students also participate in excursions to support their learning for some topics studied.

#### Assessment

Students are assessed on their learning in Integrated Studies through simple written tests, minor projects, and by teacher observations of their participation in class activities.

# MATHEMATICS

## PREP

### Introduction

Prep Mathematics is a practical and hands on course which is designed to expose the students to a wide range of Mathematical concepts and activities throughout the year. The Mathematics program is delivered through a Biblical Christian Worldview.

### Course content

Students learn to make connections between number names, numerals and quantities up to 10. They compare objects using language about mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location.

Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information and represent this in simple graphs.

### Teaching Methods

Prep students are taught the Mathematics curriculum using a variety of methods, including manipulation of concrete materials, and the use of textbooks, songs and chants, video clips, and interactive computer programs.

### Assessment

Informal assessment – teacher observations will take place throughout the term.

Formal assessment – students are given formal assessments at the end of each term and semester.



# YEAR 1 DETAILED ACADEMIC PROGRAM

## ENGLISH

### YEAR 1

#### **Introduction**

The Year 1 English course is designed to build on the foundational skills of reading, writing, speaking and listening that students have attained in Prep to give them greater independence in these key skills. We believe that reading, writing, speaking and listening, are all vital God given ways in which we communicate. To cater for the individual stages and abilities of the students, the students are assessed and taught at their ability level in reading, writing and spelling. The English program is delivered through a Biblical Christian Worldview.

#### **Course content**

##### **Reading**

Students learn to understand the different purposes of texts. They practise reading aloud some short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. They learn to develop in the fluency and intonation of their reading. When reading, they use their knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning. They learn to recall key ideas and to recognise literal and implied meaning in texts.

##### **Writing**

Students create short texts in the text-types of recounts, letters, descriptions, procedures, information reports and narratives. When writing, students provide details about ideas or events. They learn to accurately spell words with regular spelling patterns and to use capital letters and full stops. They practise correctly forming all upper- and lower-case letters.

##### **Literature**

Students develop more understanding about how characters in texts are developed and give reasons for their personal preferences about texts.

##### **Speaking and Listening**

Students further develop their ability to listen to others when taking part in conversations, and to use appropriate language features. They listen for and reproduce letter patterns and letter clusters. They interact in pair, group and class discussions, taking turns when responding. They make short presentations of a few connected sentences on familiar and learned topics.

### Teaching Methods

Year 1 students are taught the English curriculum using a variety of methods including teacher demonstrations and explicit instruction, text books, a wide range of literature, discussions, group guided reading activities, writing activities, individual take home readers, relevant video clips, a range of on-line interactive educational programs, Show and Tell sessions, and library borrowing sessions. Many activities are linked to each particular child's stage of development.

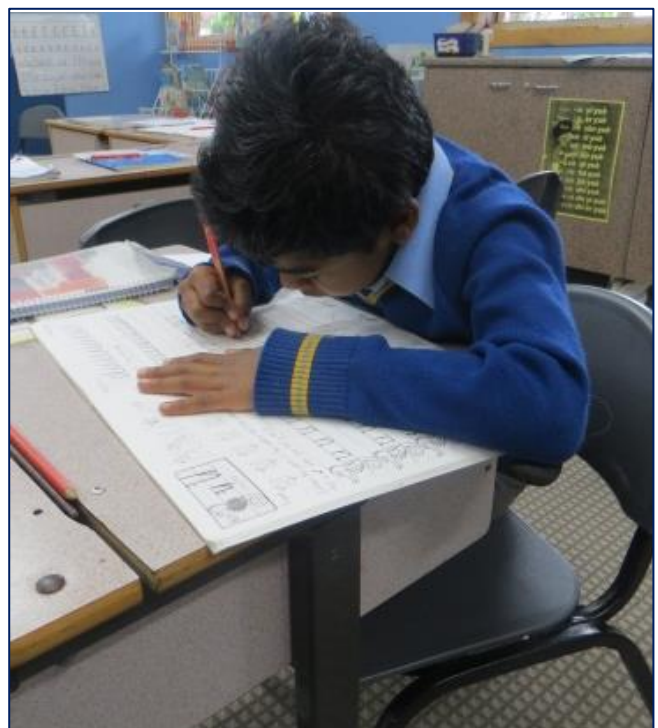
### Assessment

A number of assessment strategies are used to assess students' progress, including teacher observations, formal tests, and evaluation of the student's class work.

For reading, tests include both oral reading and written comprehension assessments.

Spelling is assessed via a weekly spelling test.

Reading, writing, speaking and listening are also formally assessed at the end of each term and semester.



# INTEGRATED STUDIES

## YEAR 1

### Introduction

The Year 1 Integrated Studies course is designed to further develop the students' interest in Science and the world around them, and to increase their understanding of God's creation and changes in history over time. Topics are taught from a biblical perspective, and students are encouraged to seek answers to questions about the world we live in from the Bible.

### Course content

#### Unit Themes

**Term 1: Communication, Light and Sound**

**Term 2: Countries and Cultures, Healthy Living**

**Term 3: Australian Animals and Plants, Features of places**

**Term 4: Time and Change**

### Science Knowledge, Understanding and Skills

Students learn to describe objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects. They identify a range of habitats. They describe changes to things in their local environment and suggest how science helps people care for environments.

Students learn to make predictions, and investigate everyday phenomena. They follow instructions to

record and sort their observations and share their observations with others.



### History Knowledge, Understanding and Skills

Students investigate differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications. They investigate family structures e.g size of families, generational relationships, and roles of family members e.g. working and caregiving, and discuss how these have changed or remained the same over time. They describe personal and family events that have significance to them.

Students practice sequencing events in order, and using everyday terms about the passing of time. They ask questions about the past and consult sources (physical, visual and personal,) to suggest answers to these questions. Students relate stories about life in the past, using a range of texts.

### Geography Knowledge, Understanding and Skills

Students investigate the natural, managed and constructed features of places, including their location, how they change and how they can be cared for. They investigate the ways the purpose of a place contributes to its distinctive features. Students investigate the weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them.

Students respond to questions about familiar and unfamiliar places by collecting, recording and sorting information from sources provided. They represent the location of different places and their features on pictorial maps and present findings in a range of texts.

### Teaching Methods

Students are given many opportunities to observe, question, explore and to report on their learning for each topic. Resources used include practical materials, charts and pictures relating to each topic, a wide range of books, and relevant and appropriate video material and websites. Students also participate in excursions to support their learning for some topics studied.

### Assessment

Students are assessed on their learning in Integrated Studies through simple written tests, minor projects, and by teacher observations of their participation in class activities.



# MATHEMATICS

## YEAR 1

### Introduction

The Year 1 Mathematics course is designed to assist students to be able to learn and apply Mathematical concepts that they will require in everyday life. It also enables them to develop their God-given gifts and abilities in logical thought, discovering, and problem solving. The Mathematics program is delivered through a Biblical Christian Worldview.

### Course content

Students learn to produce number sequences resulting from counting by 1's 2s, 5s and 10s. They count to and from 100 and locate numbers on a number line. They practise carrying out simple additions and subtractions using counting strategies. They are introduced to multiplication and division through grouping and sharing. They learn to represent numbers as having a given number of tens and ones. They continue simple patterns involving numbers and objects. They learn to recognise representations of one half. They are taught to identify Australian coins according to their value.

Students gain understanding of time durations, such as days, weeks and months, and learn to tell time to the half hour. Students order objects based on lengths and capacities using informal units. They learn to describe two-dimensional shapes and three-dimensional objects. They use the language of location to identify the relationship of objects, and the language of direction to describe the movement of objects from place to place.

Students collect data by asking questions and draw simple data displays. They also learn to interpret various ways of showing data. Students learn to classify outcomes of simple familiar events, using terms such as possible, impossible, certain or unlikely.

### Teaching Methods

Year 1 students are taught the Mathematics curriculum using a variety of methods, including manipulation of concrete materials, completion of text book activities, Mathematical games, participation in individual and group work, and the use of computer technology.

### Assessment

Informal assessment – teacher observations will take place throughout the term.

Formal assessment – students are given formal assessments at the end of each term and semester.





# YEAR 2 DETAILED ACADEMIC PROGRAM

## ENGLISH

### YEAR 2

#### **Introduction**

The Year 2 English course is designed to help the students to further develop their skills in reading, writing, speaking and listening, and to provide them with a wider range of strategies, knowledge and opportunities in these areas. We believe that reading, writing, speaking and listening, are all vital God given ways in which we communicate. We seek to link the English course to other areas of the curriculum, such as Integrated Studies, and to the students' own interests and experiences. The English program is delivered through a Biblical Christian Worldview.

#### **Course content**

##### **Reading**

Students practise reading texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They learn to monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They learn to identify literal and implied meaning, main ideas and supporting details. Students make connections between texts by comparing content.

##### **Writing**

Students create texts, drawing on their own experiences, (Recounts and Descriptions), their imagination (Narratives), and information they have learned (Procedures, Reports, Expositions). They learn to accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They practise legibly writing unjoined upper- and lower-case letters.

##### **Literature**

Students learn to appreciate how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events. They explain their preferences for aspects of texts using other texts as comparisons. They create their own texts that show how images support the meaning of the text.

##### **Speaking and Listening**

Students learn to listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns. When discussing their ideas and experiences, students learn to use everyday language features and topic-specific vocabulary. They use a variety of strategies to engage in group and class discussions and make presentations.

##### **Teaching Methods**

Year 2 students are taught the English curriculum using a variety of methods including teacher demonstrations and explicit instruction, text books, a wide range of literature, discussions, writing activities, group guided reading activities, individual take home readers, relevant video clips, a range of on-line interactive educational programs, and library borrowing sessions. Many activities are linked to each particular child's stage of development.

### Assessment

A number of assessment strategies are used to assess students' progress, including teacher observations, formal tests, and evaluation of the student's class work.

For reading, tests include both oral reading and written comprehension assessments.

Spelling is assessed via a weekly spelling test.

Reading, writing, speaking and listening are also formally assessed at the end of each term and semester.



# INTEGRATED STUDIES

## YEAR 2

### **Introduction**

The Year 2 Integrated Studies course is designed to continue to stimulate the students' interest in Science and the world around them, and to further develop their understanding of God's creation and changes in history over time. Topics are taught from a biblical perspective, and students are encouraged to seek answers to questions about the world we live in from the Bible.

### **Course content**

#### **Unit Themes**

**Term 1: Transport, Physical Forces**

**Term 2: Growth and Change, Healthy Me**

**Term 3: Our Communities**

**Term 4: Using God's Resources, Materials**

### **Science Knowledge, Understanding and Skills**

Students investigate how a push or a pull affects how an object moves or changes shape. They investigate how living things grow, change and have offspring similar to themselves. Students investigate how Earth's resources, including water, are used in a variety of ways. They investigate how different materials can be combined, including by mixing, for a particular purpose. Students describe examples of where science is used in people's daily lives.

Students ask questions about their experiences and predict outcomes of investigations. They use informal measurements to make and compare observations. They learn to follow instructions to record and represent their observations and to communicate their ideas to others.

### **History Knowledge, Understanding and Skills**

Students analyse aspects of daily life e.g transport and shops, to identify how some features have changed over time while other characteristics have remained the same. Students explore, recognise and appreciate the history of their local area. They are given information which enables them to describe the significance of people, places and events in the history of their local community of Lighthouse Christian College.

Students practise sequencing events in order, such as the development of the car, using a range of terms related to time. They ask questions about the past and use sources provided (physical, visual, oral) to answer these questions. They compare objects from the past and present. Students develop a narrative about the past using a range of media, including written, visual and audio.

### **Geography Knowledge, Understanding and Skills**

Students learn about the location of the major geographical divisions of the world in relation to Australia. They learn to describe how people in different places are connected to each other and identify factors that influence these connections. They investigate the influence of purpose, distance and accessibility on the frequency with which people visit places. They increase their understanding of why places are important to people.

Students ask questions about familiar and unfamiliar places and collect information to answer these questions. They learn to represent data and the location of places and their features in tables, plans and on labelled maps. They practise interpreting geographical information to draw conclusions.

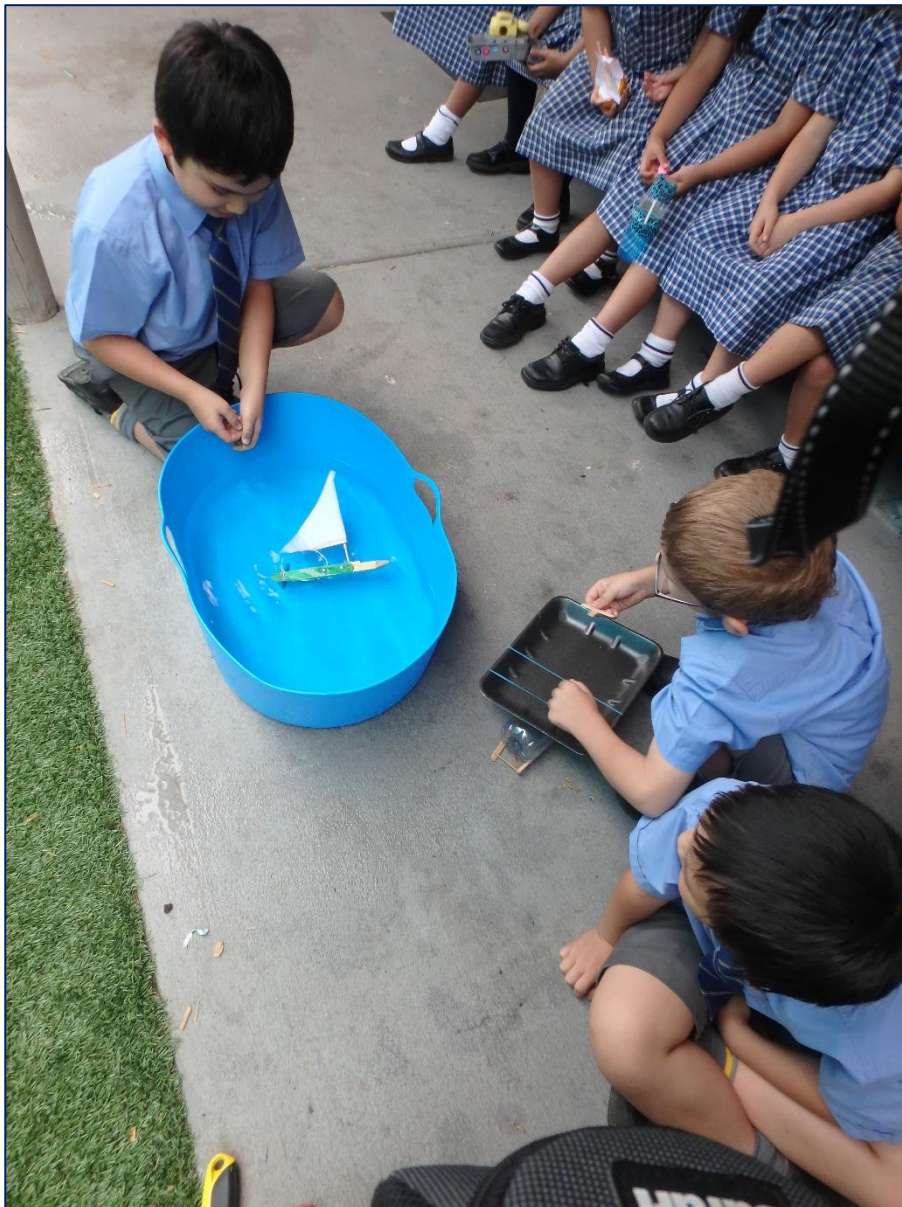
Students present findings in a range of texts and use simple geographical terms to describe the direction and location of places. They suggest action in response to the findings of their inquiry.

### **Teaching Methods**

Students are given many opportunities to observe, question, explore and to report on their learning for each topic. Resources used include practical materials, charts and pictures relating to each topic, a wide range of books, and relevant and appropriate video material and websites. Students also participate in excursions to support their learning for some topics studied.

### **Assessment**

Students are assessed on their learning in Integrated Studies through simple written tests, minor projects, and by teacher observations of their participation in and completion of class activities.



# MATHEMATICS

## YEAR 2

### Introduction

The Year 2 Mathematics course is designed to assist students to continue to develop and apply Mathematical concepts that they will require in everyday life. It also enables them to extend and use their God-given gifts and abilities in logical thought, discovering, and problem solving. The Mathematics program is delivered through a Biblical Christian Worldview. The program at Year 2 is personalised for your child's learning by placing them with other students of equal abilities. Mathematics is timetabled to be at the start of the day, so as to capture your child's full concentration.

### Course content

Year 2 students learn to recognise and complete increasing and decreasing number sequences involving 2s, 3s and 5s, including identifying the missing element in a number sequence. Students practise counting to and from 1000. They perform simple addition and subtraction calculations using a range of strategies. They learn to represent multiplication and division by grouping objects. They divide collections and shapes into halves, quarters and eighths. They learn to calculate the value of collections of Australian coins.

Students learn to recognise the features of three-dimensional objects. They learn to draw two-dimensional shapes. Students practise ordering shapes and objects using informal and formal units relating to length, mass and capacity. They practise interpreting simple maps. They explain the effects of one-step transformations, such as flips, slides and turns. They learn to tell time to the quarter hour and to use a calendar to identify the date, the months included in seasons, and to complete simple calculations.

Students learn to make sense of collected information shown in simple graphs. They collect data from relevant questions to create their own lists, tallies, tables and graphs. They describe outcomes for everyday events, using terms such as likely, unlikely, certain and impossible.



### Teaching Methods

Year 2 students are taught the Mathematics curriculum using a variety of methods, including manipulation of concrete materials, completion of text book activities, Mathematical games, participation in individual and group work, and the use of computer technology.

### Assessment

Informal assessment – teacher observations will take place throughout the term.

Formal assessment – students are given formal assessments at the end of each topic.

# YEAR 3 DETAILED ACADEMIC PROGRAM

## ENGLISH

### YEAR 3

#### **Introduction**

The Year 3 English course is designed to extend the students' ability to use a wide range of texts, including fiction and non-fiction. The students are encouraged to develop excellence in their oral and written English, to communicate effectively with both God and others, and to learn to use language to think, learn and responsively exercise dominion over the created world.

#### **Course content**

##### **Reading**

Students practise reading texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They further develop their skills in identifying literal and implied meanings in a text, and in connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They explore how language features, for example, sentence structure, noun groups and phrases, vocabulary, punctuation, figurative language, images and vocabulary choices are used for different effects. Students increase their understanding of how language features are used to link and sequence ideas.

##### **Writing**

Students create a range of texts for familiar and unfamiliar audiences. They practise writing texts which include writing and images to express and develop in some detail experiences, events, information, opinions, ideas and characters. Students learn more about how content can be organised using different text structures depending on the purpose of the text.

They increase their understanding of grammar and practise choosing a range of vocabulary and punctuation appropriate to the purpose and context of their writing. They practise using their knowledge of sounds and high frequency words to spell words accurately, and checking their work for meaning. They learn to write using joined letters that are accurately formed and consistent in size.

##### **Literature**

Students discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons. They practise drawing connections between personal experiences and the worlds of texts, and share their responses with others. They discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including the use of rhythm and onomatopoeia (words which represent sounds) in poetry and prose.

##### **Speaking and Listening**

Students listen to others' views and practise responding appropriately. They are given opportunities to contribute actively to class and group discussions, and to ask questions, provide useful feedback and make presentations. They learn to communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume.

### Teaching Methods

Year 3 students are taught the English curriculum using a variety of methods including teacher demonstrations and explicit instruction, text books, a wide range of literature, discussions, group guided reading activities, drama activities, retelling stories, writing activities, relevant video clips, a range of on-line interactive educational programs, and library borrowing sessions. Many activities are linked to each particular child's stage of development.

### Assessment

A number of assessment strategies are used to assess students' progress. These include teacher observations, formal tests in spelling, reading comprehension and grammar, and regular evaluation of the student's written work, oral reading and oral presentations against given criteria.



# INTEGRATED STUDIES

## YEAR 3

### **Introduction**

The Year 3 Integrated Studies course is designed to further stimulate the students' interest in Science and the world around them, and to continue to develop their understanding of God's creation and changes in history over time. Topics are taught from a biblical perspective, and students are encouraged to seek answers to questions about the world we live in from the Bible.

### **Course content**

#### **Unit Themes**

**Term 1: Australia Our Home**

**Term 2: Earth and Beyond; Hot, Hot, Hot**

**Term 3: God's Amazing Garden**

**Term 4: Where in the World am I?**

### **Science Knowledge, Understanding and Skills**

Students develop their understanding of the movement of the Earth, the characteristics of materials and the behaviour of heat to suggest explanations for everyday observations. They develop their skills in describing features common to living things. They practise describing how they can use science investigations to respond to questions about everyday life. They identify where people use science knowledge in their lives.

Students use their experiences to ask questions and to predict the outcomes of investigations. They make formal measurements and follow procedures to collect and present observations in a way that helps to answer the investigation questions. Students suggest possible reasons for their findings. They describe how safety and fairness were considered in their investigations. They practise using diagrams and other representations to communicate their ideas.

### **History Knowledge, Understanding and Skills**

Students investigate how their community has changed, and stayed the same, over time. They investigate the role that people of diverse backgrounds have played in the development and character of the local community. They investigate days and weeks celebrated or commemorated in Australia, and the importance of symbols and emblems. Students also research celebrations and commemorations in other places around the world.

Students practise sequencing events and people in chronological order, with reference to key dates. They ask questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions. Students develop texts, including narratives, using terms denoting time.

### **Geography Knowledge, Understanding and Skills**

Students investigate the representation of Australia as states and territories, and identify Australia's major natural and human features. They investigate the connection of Aboriginal and Torres Strait Islander Peoples with places throughout Australia. Students investigate the location of Australia's neighbouring countries and the diverse characteristics of these countries. They discuss the main climate types of the world and the similarities and differences between the climates of different places. Students investigate the similarities and differences between places in terms of their type of settlement, population characteristics and the lives of the people who live there.

Students ask simple geographical questions and collect information from different sources to answer these questions. They represent data in tables and simple graphs and the location of places and their



characteristics on labelled maps that use the mapping conventions of legend, title, and north point. They practise describing the location of places and their features using simple grid references and compass points. Students interpret geographical data and present their findings using simple geographical terminology in a range of texts. They suggest action in response to a geographical challenge.

### **Teaching Methods**

Students are given many opportunities to observe, question, explore and to report on their learning for each topic. Resources used include practical materials, charts and pictures relating to each topic, a wide range of books, and relevant and appropriate video material and websites. Students also participate in excursions to support their learning for some topics studied.

### **Assessment**

Students are assessed on their learning in Integrated Studies through written tests, projects and project presentations, and by teacher observations of their participation in and completion of class activities.



# MATHEMATICS

## YEAR 3

### Introduction

The Year 3 Mathematics course is designed to present the application of Mathematics in many situations, using a variety of materials, and to encourage students to discuss the strategies used. It also enables them to continue to extend and use their God-given gifts and abilities in logical thought, discovering, and problem solving. The Mathematics program at Year 3 is personalised for your child's learning by placing them with other students of equal abilities. Mathematics is timetabled to be at the start of the day, so as to capture your child's full concentration.

### Course content

Year 3 students practise counting to and from 10 000, and classifying numbers as either odd or even. They practise identifying the connection between addition and subtraction and solving problems using efficient strategies for multiplication. They practise continuing number patterns involving addition and subtraction. They further develop their skills in recalling addition and multiplication facts for single digit numbers. They practise solving division problems involving sharing, dividing into groups, and using the division sign. They model and represent unit fractions. They learn to represent money values in various ways, and to correctly count out change from financial transactions.

Students make models of three-dimensional objects. They learn to identify symmetry in the environment. They practise matching positions on maps with given information. Students learn to recognise angles in real situations. Students practise using metric units for length, mass and capacity. They learn to tell time to the nearest minute. Students conduct chance experiments and list possible outcomes. They carry out simple data investigations and construct graphs to show their results. They practise interpreting and comparing data displays.



### Teaching Methods

Year 3 students are taught the Mathematics curriculum using a variety of methods, including manipulation of concrete materials, completion of text book activities, Mathematical games, participation in individual and group work, and the use of computer technology.

### Assessment

Informal assessment – teacher observations will take place throughout the term.

Formal assessment – students are given formal assessments at the end of each topic.

# YEAR 4 DETAILED ACADEMIC PROGRAM

## ENGLISH

### YEAR 4

#### **Introduction**

The Year 4 English course is designed to continue to extend the students' ability to use a wide range of texts, including fiction and non-fiction. The students are encouraged to further develop excellence in their use of oral and written English, to communicate effectively with both God and others, and to learn to use language to think, learn and responsively exercise dominion over the created world.

#### **Course content**

##### **Reading**

Students practise reading different types of texts by combining contextual, semantic, grammatical and phonic knowledge and using text processing strategies such as monitoring meaning, cross checking and reviewing. They learn to identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text. They practise explaining how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meanings and the connection of ideas in different texts.

##### **Writing**

Students continue to plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences. They practise using language features to create coherence and add detail to their texts. They increase their understanding of grammar. They practise selecting vocabulary from a range of resources, using accurate spelling and punctuation, and editing their work to improve meaning.

##### **Literature**

Students express their preferences for particular texts, and practise responding to others' viewpoints. Students discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension.

##### **Speaking and Listening**

They make presentations and contribute actively to class and group discussions, varying language according to context. They practise using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently. They learn to listen for key points in discussions and use interaction skills such as acknowledging another's point of view.

##### **Teaching Methods**

Year 4 students are taught the English curriculum using a variety of methods including teacher demonstrations and explicit instruction, text books, a wide range of literature, discussions, group guided reading activities, drama activities, retelling stories, writing activities, relevant video clips, a range of on-line interactive educational programs, and library borrowing sessions. Many activities are linked to each particular child's stage of development.

## Assessment

A number of assessment strategies are used to assess students' progress. These include teacher observations, formal tests in spelling, reading comprehension and grammar, and regular evaluation of the student's written work, oral reading and oral presentations against given criteria.



# INTEGRATED STUDIES

## YEAR 4

### **Introduction**

The Year 4 Integrated Studies course is designed to further stimulate the students' interest in Science and the world around them, and to continue to increase their understanding of God's creation and changes in history over time. Topics are taught from a biblical perspective, and students are encouraged to seek answers to questions about the world we live in from the Bible.

### **Course content**

#### **Unit Themes**

**Term 1: Mini-Beasts**

**Term 2: Healthy Humans, First Contacts**

**Term 3: The Earth and its Structure: Landforms and Mapping**

**Term 4: Moving Forces, Physical Properties of Materials**

### **Science Knowledge, Understanding and Skills**

Students learn to sequence key stages in the life cycle of an animal. They use information provided to describe relationships that assist the survival of living things, and to discuss how natural and human processes cause changes to the Earth's surface. They use observations of contact and non-contact forces to help them describe interactions between objects. They develop their understanding of the observable properties of materials and use this to explain how objects and materials can be used. Students describe situations where understanding of Science, together with their Christian beliefs, can influence their own and others' actions.

Students follow instructions to identify investigable questions about familiar processes and situations, and to predict likely outcomes from investigations. They discuss ways to conduct investigations and safely use equipment to make and record observations. They use provided tables and simple column graphs to organise their data and identify patterns in data. Students suggest explanations for observations and compare their findings with their predictions. They suggest reasons why their methods were fair or not. They complete simple reports to communicate their methods and findings.

### **History Knowledge, Understanding and Skills**

Students investigate the diversity of Australia's first peoples and the implications of the connection of Aboriginal and Torres Strait Islander Peoples to particular places. They investigate one or more journeys of at least one world navigator, explorer or trader up to the late eighteenth century. Students investigate aspects of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following their arrival. They investigate the nature of contact between Aboriginal people and Torres Strait Islanders Peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example, their families and the environment.

Students sequence events and people (their lifetime) in chronological order to identify key dates. They ask a range of questions about the past. They identify sources (written, physical, visual, oral), and locate information to answer these questions. They recognise different points of view. Students develop and present texts, including narratives, using historical terms.

### **Geography Knowledge, Understanding and Skills**

Students investigate the location of the major countries of Africa and South America in relation to Australia, and their main characteristics, including the types of natural vegetation and native animals in selected countries from both continents. They investigate the significance of vegetation to the environment and to people, the importance of environments to animals and people, and different

views on how they can be protected. They investigate the natural resources provided by the environment, and different views on how they could be used sustainably. They also investigate the sustainable management of waste from production and consumption.

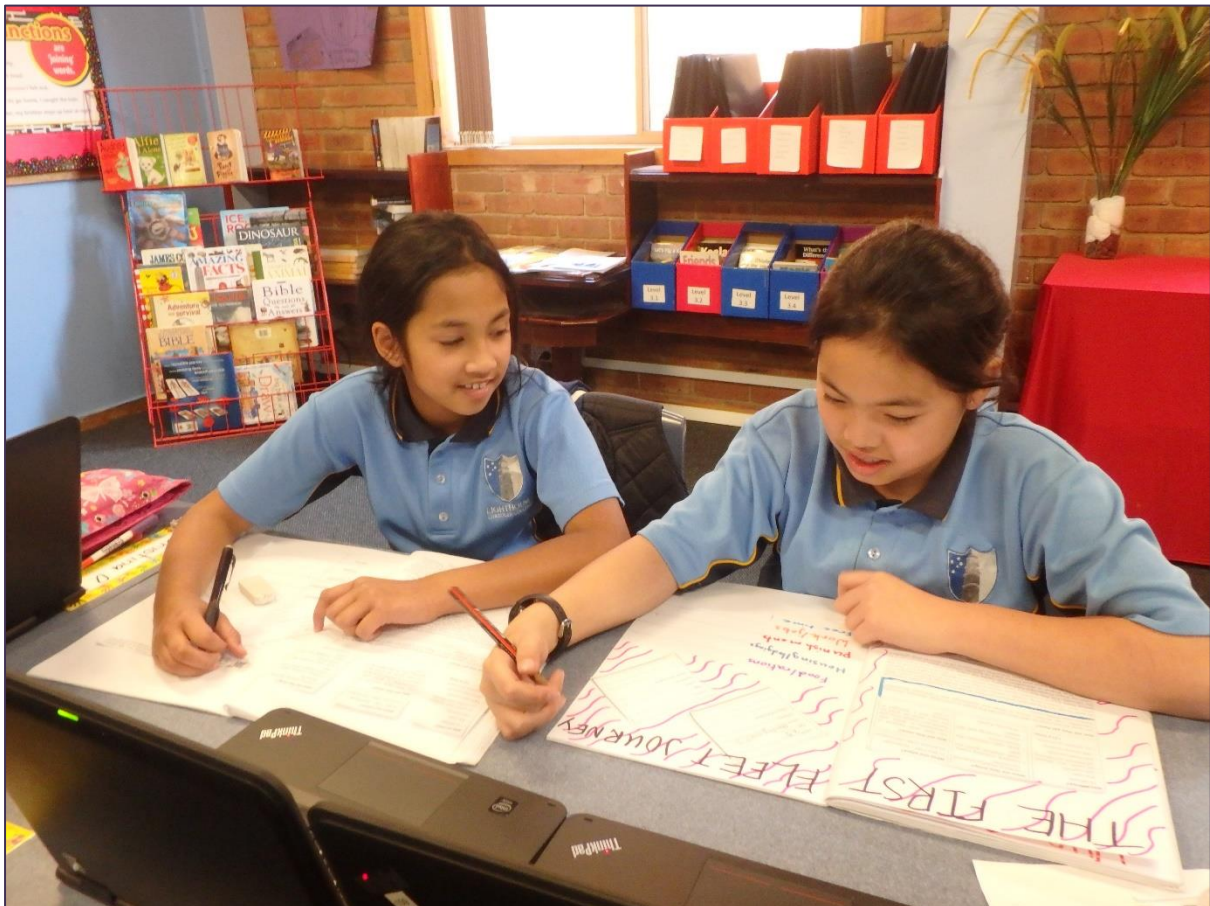
Students develop geographical questions to investigate and collect and record information and data from different sources to answer these questions. They represent data and the location of places and their characteristics in simple graphic forms, including large-scale maps that use the mapping conventions of scale, legend, title and north point. They describe the location of places and their features using simple grid references, compass direction and distance. Students interpret data about geographical statistics, and draw conclusions. They present findings using geographical terminology in a range of forms. They propose individual action in response to a local geographical challenge and identify the expected effects of their proposed action.

### Teaching Methods

Students are given many opportunities to observe, question, explore and to report on their learning for each topic. Resources used include practical materials, charts and pictures relating to each topic, a wide range of books, and relevant and appropriate video material and websites. Students also participate in excursions to support their learning for some topics studied.

### Assessment

Students are assessed on their learning in Integrated Studies through written tests, projects and project presentations, and by teacher observations of their participation in and completion of class activities.



# MATHEMATICS

## YEAR 4

### Introduction

The Year 4 Mathematics course is designed to present the application of Mathematics in many situations, using a variety of materials, and to encourage students to discuss the strategies used. It also enables them to continue to extend and use their God-given gifts and abilities in logical thought, discovering, and problem solving. The Mathematics program at Year 4 is personalised for your child's learning by placing them with other students of equal abilities. Mathematics is timetabled to be at the start of the day, so as to capture your child's full concentration.

### Course content

Year 4 students describe and use the properties of odd and even numbers. They practise their recall of multiplication facts to  $10 \times 10$  and related division facts. They practise continuing number sequences involving multiples of single digit numbers. They identify unknown quantities in number sentences. They practise choosing and using appropriate strategies for calculations involving multiplication and division. Students practise locating familiar fractions on a number line. They learn to recognise common equivalent fractions and to make connections between fraction and decimal notations with up to two decimal places. Students practise solving simple purchasing problems.

Students practise using scaled instruments to measure temperatures

and the lengths, mass or capacity of various objects. They practise comparing the areas and volumes of regular and irregular shapes using informal units. They learn to solve problems involving time duration and to convert between units of time. They practice interpreting information contained in maps. Students create symmetrical shapes and patterns. They learn to classify angles in relation to a right angle.

Students learn to list the probabilities of everyday events and to identify dependent and independent events. They practise constructing data displays from given or collected data. They describe different methods for data collection and representation, and evaluate their effectiveness.

### Teaching Methods

Year 4 students are taught the Mathematics curriculum using a variety of methods, including manipulation of concrete materials, completion of text book activities, Mathematical games, participation in individual and group work, and the use of computer technology.

### Assessment

Informal assessment – teacher observations will take place throughout the term.

Formal assessment – students are given formal assessments at the end of each topic.



# **BEAM ART**

## **Introduction**

In the Beam Art program, students will be encouraged to look at Art as an enjoyable way to appreciate God's creation and to explore their own God-given creative talents. Art lessons are designed to be times which are interesting, valuable and satisfying for the students. They will be introduced to, and gain experience in, the elements and principles of Art. At times they will be given opportunities to share in small groups about how to solve visual problems and to complete group projects. They will be introduced to various artists and their artworks, and be encouraged to appreciate works from different styles and cultures. The Art curriculum is delivered through a Biblical Christian worldview.

## **PREP – YEAR 2**

### **Course content**

- Experimenting with a variety of materials and techniques to make a visual representation of their ideas, experiences, observations and imagination. These materials and techniques would include both 2D (drawing, painting, tracing, cutting and pasting, card making, print making) and 3D (crafts, construction, collage, basic sculpture) activities.
- Sharing their artwork with their peers, family and in public places such as in their classroom and on windows facing the courtyard.
- Responding to visual artworks made by others, and considering where and why people make visual artworks.
- Exploring some basic Art concepts such as the importance of Primary colours, the use of shapes, the value of texture, and the construction and effects of patterns in Art.

## **YEAR 3 – YEAR 4**

### **Course content**

As well as continuing to develop skills built in Prep to Year 2, students in Years 3 and 4 will also be involved in

- Collaborating with others to plan and make artworks which are inspired by artworks they experience.
- Identifying the intended purposes and meanings of artworks using visual arts terminology to compare artworks.
- Exploring more advanced Art concepts such as the representation of perspective, the use of shading, the depiction of movement, and the use of different tools.

### **Teaching Methods**

Art lessons will be mainly practical, although brief demonstrations and explanations of concepts and relevant content will be included.



### Assessment

Assessment in Art will be based on the teacher's observations of each student's

- Attitude and effort
- Willingness to experiment
- Ability to follow and obey instructions
- Participation
- Development of skills
- Responsibility shown in cleaning up
- Individual level of artistic expression



# BEAM LANGUAGE OTHER THAN ENGLISH (MANDARIN)

## Introduction

In the Beam Mandarin course, students learn to recognise that Chinese Mandarin is a major language in Australia. They are introduced to the spoken and written conventions of the Chinese Mandarin language. Students are helped to appreciate the relationship we have as a nation with Chinese people both within and beyond our own culture, and of the value of learning Chinese Mandarin in order to foster relationships with others who speak this language, both now and in the future. They participate in an interactive and stimulating learning and teaching environment, which allows them to enjoy the opportunity provided to learn another language, and to appreciate the richness of the Chinese culture. The Chinese Mandarin program is taught from a Biblical Christian worldview.

## Course content

- Learning to reproduce the four tones of Chinese Mandarin and to recognise how they can change the meaning of words.
- Introduction to the distinctive systems of writing Chinese Mandarin (i.e. Pinyin, as the spelled out sounds of Chinese words, and the use of strokes to form characters as another form of writing.)
- Learning to say basic words and phrases in Chinese Mandarin, including greeting phrases, numbers, introduction of self and others, simple verbs, locations, and emotions.
- Learning to match characters to the meanings and sounds of familiar words, including numbers (八...), colours (红...) and family members (爸爸...)
- Tracing, copying and practising using individual characters, such as the numbers 1–10 (一, 二, 三, 四, 五...)
- Learning to locate information about family and familiar events from spoken and visual sources and to convey this information in simple visual and oral forms.
- Learning to use strategies such as imitation and basic contextual cues for comprehension of basic texts and oral sentences.
- Learning to create simple informative and imaginative texts by selecting and practising learnt characters and familiar words and phrases to describe, list, label and add captions.
- Learning to participate in structured and routine interactions, using learnt sounds, formulaic phrases, and verbal and non-verbal responses.
- Learning to respond to and receive information, for example, 你好, 你好吗?
- Learning to follow simple instructions, including 排队, 请坐, 不要说话...
- Learning to respond to short and predictable imaginative and informative texts, expressing simple likes and dislikes (喜欢, 不喜欢).
- Learning that Chinese Mandarin is a major community language in Australia.
- Responding to and creating simple Chinese stories, songs and rhymes, reproducing rhythm and sound patterns to express feelings.
- Learning to notice aspects of Chinese language and culture that are 'new' or 'interesting'.
- Learning to recognise the similarities and differences between Chinese and Australian contexts, language and culture.

### Teaching Methods

- Student participation in class routines, structured conversations and activities involving listening to and imitating teacher-modelled tones and rhythms.
- Copying, tracing and matching to meanings of basic characters in Chinese Mandarin.
- Extensive use of stories, music, crafts, video clips and traditional Chinese Art

### Assessment

- Completion of worksheets and other written tasks
- Completion of verbal tasks
- Class participation, including in role plays and team work



# BEAM MUSIC

## Introduction

The Beam Music course enables students to pursue practical music making on a range of instruments, whilst beginning to develop their theoretical understanding of musical concepts. Students are taught rhythm using the Kodaly method, as well as basic rhythm notation. Students are also exposed to creative techniques for composition and have the opportunity to listen to a range of musical styles. Students will also have focused time in lessons to experience worship and praise of God with music.

## PREP – YEAR 2

### Course content

In Prep to Year 2, students are helped to:

- Develop aural skills in Music by exploring and imitating sounds, pitch and rhythm patterns, (including the Kodaly method), and by using their voice, movement and body percussion.
- Stay in tune and keep in time when they sing and play.
- Sing and play instruments to improvise and practise a repertoire of chants, rounds, vocal waves, songs and rhymes, including worship songs.
- Read basic Kodaly method notation.
- Recognise the C major musical scale.
- Create compositions and perform music to communicate ideas to an audience.
- Respond to, analyse and describe music and consider where and why people make music.

### Teaching Methods

Music lessons are primarily practical, although time is given for teacher demonstrations and explanations. A variety of audio and audio visual resources will be used to help in the presentation of the lessons. This includes the following use of ICT:

In Prep – 2 Music classes, the use of an interactive whiteboard helps to engage students in the music program. They can select, drag and play instruments on the screen as well as watching video clips and animations to music.

### Assessment

- Participation in class lessons
- Performance of required elements
- Completion of required bookwork



## YEAR 3 – YEAR 4

### Course content

In Years 3 and 4, in addition to the skills introduced in Prep – Year 2, students will:

- Read basic standard musical notation.
- Recognise and understand 3-4 and 4-4 time signatures.
- Recognise the D minor, D minor pentatonic, and E minor pentatonic scales.
- Recognise more difficult rhythms including syncopation, and rhythms involving the use of dotted quavers and semi-quavers.
- Describe and discuss similarities and differences between music they listen to, compose and perform.
- Discuss how they and others use the elements of music in performance and composition.
- Collaborate to improvise, compose and arrange the elements of sound, silence, tempo and volume in music that communicates ideas.
- Demonstrate aural skills by singing and playing non-tuned and tuned instruments with accurate pitch, rhythm and expression.

### Teaching Methods

Music lessons are primarily practical, although time is given for teacher demonstrations and explanations. A variety of audio and audio visual resources will be used to help in the presentation of the lessons. This includes the following use of ICT:

In Years 3 and 4, the use of ICT is a strong focus in Music classes. This involves video clips, animations, iPad resources and audio pieces.

### Assessment

- Participation in class lessons
- Performance of required elements
- Completion of required bookwork



# BEAM PHYSICAL EDUCATION

## Introduction

The aim of the Beam Physical Education course is to provide a positive and enjoyable environment for the learning of all fundamental motor skills whilst encouraging team work, sportsmanship and healthy lifestyle habits for the future. The students are encouraged to realise that God has given us the responsibility to take care of our physical body as well as our mind and spirit.

## Prep

### Course content

- Students practise basic movement skills and sequences using different body parts.
- Students participate in games with and without equipment.
- Students test possible solutions to movement challenges through trial and error.
- Students learn to follow rules when participating in physical activities.
- Students learn to cooperate with others when participating in physical activities.
- Students explore how regular physical activity keeps individuals healthy and well.

The Prep Physical Education program also includes 6 swimming lessons at Toby Haenen Swim Centre, and 7 gymnastics lessons run by a qualified gymnastics teacher. Students also participate in a “Cross Country” event run in the school grounds, and a Beam Athletics Carnival.

## Year 1 – Year 2

### Course content

- Students perform basic movement skills for different purposes e.g shooting a goal, retaining possession of a ball.
- Students construct and perform imaginative and original movement sequences in response to stimuli, such as a game of “Poison ball”.
- Students create and participate in games.
- Students compare effort required for different movements, perform movements under, over, through and between objects, people and equipment, and use different body parts for balancing.
- Students learn and practise strategies to work in group situations when participating in physical activities.
- Students propose a range of alternatives and test their effectiveness when solving movement challenges individually or in groups.
- Students learn to identify rules and play fairly when participating in physical activities.



The Year 1 and 2 Physical Education program also includes 6 swimming lessons at Toby Haenen Swim Centre, and 7 gymnastics lessons run by a qualified gymnastics teacher. Students also participate in a “Cross Country” event run in the school grounds, and a Beam Athletics Carnival.

## Year 3 – Year 4

### Course content

- Students practise and refine fundamental movement skills e.g. exploring and practising different techniques to propel objects towards a target.
- Students perform movement sequences which link fundamental movement skills, such as tumbling routines using rolling actions, weight transfer, flight and balances.
- Students practise and apply movement concepts and strategies such as planning and performing strategies to be successful in tag and dodge games.
- Students consider the use of effort, space, time, objects and people when performing movement sequences, such as by demonstrating different levels and movement pathways in a game.
- Students adopt inclusive practices when participating in physical activities with others.
- Students learn to apply innovative and creative thinking in solving movement challenges.
- Students learn to apply basic rules and scoring systems, and demonstrate fair play when participating in games.

The Year 3 and 4 Physical Education program also includes 6 swimming lessons at Toby Haenen Swim Centre, and 7 gymnastics lessons run by a qualified gymnastics teacher. Students also participate in a “Cross Country” event run in the school grounds, and a Beam Athletics Carnival.

### Teaching Methods

Physical Education lessons are primarily practical, although teacher demonstrations and explanations will form part of most lessons.



### Assessment

- Skill development
- Ability to work as part of a team
- Participation
- Attitude and effort

