

The Kindergarten Curriculum

Our plan for the Kindergarten Academic Curriculum is to create an environment where children learn through play and through doing. Our Kindy students will be provided with an environment that allows them to develop a strong love of learning without pressure or competition. This will provide a strong foundation as they move through their schooling and allow them to develop into life long learners.

In every primary school class, teachers must dedicate time to different subjects during the week. With 20 hours of teaching and learning time during a week, Kindy students have plenty of time to cover the mandatory content.

The Board of Studies issued the following mandated time to teachers. As a guide, 6%-10% is approximately 1.5 to 2.5 hours in a typical teaching week.

Key Learning Area	Proportion of Time
English	25% - 35%
Mathematics	20%
Science and Technology	6 % - 10%
PDHPE	6 % - 10%
HSIE	6 % - 10%
Creative Arts	6 % - 10%
Additional activities	up to 20%

What about homework, readers, sight words, home projects etc?

We have a No Homework Policy, which is influenced by the research of Alfie Kohn, Ian Lillico and research into the effectiveness of homework practices in Victorian schools.

Current research indicated that there is NO academic benefit in homework other than preparing students for their final years of study.

Our teachers will not set homework as students have a great deal to learn in the school day and being part of a family is home work. Unless a child needs extra learning support, please do not expect our teachers to set home work.

How will I know where my child is performing academically?

We use a management system called EDUMATE. Parents have access to EDUMATE and can download information regarding their child's academic progress. Teachers call home during the term for updates and we hold parent/teacher meetings so that you can meet with your child's teacher to discuss their progress. It is important to note that when teachers assess students in their first year of school, student achievement is described as Beginning/Developing/Competent.

What will my child learn?

Following is a summary of what your child is expected to have learnt in their first year of school. Kindergarten is referred to as Early Stage 1 by the Board of Studies.

For further information visit <http://syllabus.bos.nsw.edu.au/stages/early-stage-1/>

ENGLISH



By the end of Early Stage 1:

- Respond to a range of spoken, written and multimodal texts from familiar contexts.
- Students mix and communicate informally with peers, teachers and known adults in informal and structured classroom settings.
- Students develop reading, viewing and comprehension skills and strategies using context, grammar, word usage and phonics to make meaning from short, predictable printed texts on familiar topics.
- Students engage in writing with an increasing awareness of the nature, purpose and conventions of written language.
- They know and use letters and sounds of the alphabet to attempt to spell known words. Students write most lower and upper case letters appropriately, using the NSW Foundation Style as appropriate.
- Students become aware of how to reflect on and assess their own and others' learning.

MATHEMATICS



By the end of Early Stage 1:

- Students ask questions and use known facts to explore mathematical problems and develop fluency with mathematical ideas.
- Students count to 30 and represent numbers to 20 with objects, pictures, numerals and words.
- They use the language of money and recognise the coins and notes of the Australian monetary system.

- Students identify length, area, volume, capacity and mass, and compare and arrange objects according to these attributes.
- They connect events and the days of the week and explain the order and duration of events, telling the time on the hour.
- Students answer simple questions to collect information. They use objects to create a data display and interpret data.

SCIENCE



By the end of Early Stage 1:

- Students' sense of wonder and curiosity about the Natural Environment and the Made Environment is fostered through purposeful play, observing, questioning and exploring ideas.
- They learn about and use the processes of Working Scientifically and Working Technologically in a holistic way and they often work in situations where these aspects occur at the same time.
- Students recognise that science involves them exploring their immediate surroundings using their senses. They identify that living things have basic needs and suggest how daily and seasonal changes in the environment affect them and other living things.
- Through active participation in the processes of Working Scientifically and Working Technologically, students show a growing awareness of the appropriate use of a range of classroom equipment and work safely when using resources and materials.
- They communicate their observations and ideas about familiar objects, events, places, spaces and products.
- Students share their findings and ideas about what they already knew, what they observed, what they did, how they felt about it and the usefulness of their final solutions.

HISTORY



By the end of Early Stage 1:

- Students communicate stories of their own family heritage and the heritage of others.
- They identify similarities and differences between families and recognise how important family events are commemorated.
- Students sequence familiar events in order and pose questions about their own and their family's past.
- Students acquire information by direct observation, talking to others and by viewing, reading and/or listening to texts.

GEOGRAPHY



By the end of Early Stage 1:

- Students identify familiar places and recognise why some places are special or important to people and how they care for them.
- They recognise that places can be represented on maps.
- They use geographical tools and communicate geographical information in a range of forms.
- Students reflect on their learning from the findings of their inquiry.

CREATIVE ARTS: Visual Arts ■ Music ■ Drama ■ Dance



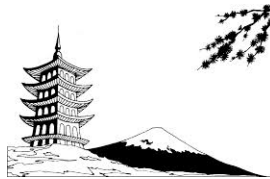
Students make pictures and other artworks using the media and materials given, representing both real and imagined situations. They appreciate that artists make artworks and they begin to describe some aspects of artworks.

Students sing, play and move to a range of music. They experiment with sounds and begin to organise them into basic structures. Students listen and respond to a variety of music.

Students engage in roles through imaginative play and dramatic situations. They use movement, spaces and objects to dramatise personal experiences. They respond to different forms of dramatic experiences.

Students perform dances with some control over body movement and expression. They respond to a range of stimuli, drawing from experience and imagination, exploring the notion that dance is about moving the body to express ideas. Students watch dance performances and begin to recognise some basic components of dance.

LANGUAGES: Japanese



Students in will be introduced to Japanese and begin their journey of learning Japanese throughout Primary School and into High School.