

HILLCREST CHRISTIAN COLLEGE



YEARS 1-2 HANDBOOK

TABLE OF CONTENTS

JUNIOR SCHOOL CURRICULUM	1
THE FIRST YEAR OF SCHOOL	1
PREP TRANSITION PROGRAM	Error! Bookmark not defined.
THE ARTS - PREP-YEAR 2	2
CHRISTIAN STUDIES	4
DIGITAL TECHNOLOGIES - PREP-YEAR 2	5
ENGLISH	6
HEALTH AND PHYSICAL EDUCATION	7
HUMANITIES AND SOCIAL SCIENCES	8
LANGUAGES - GERMAN PREP-YEAR 2	9
MATHEMATICS	10
PERSONAL AND SOCIAL LEARNING	11
SCIENCE	12

JUNIOR SCHOOL CURRICULUM

The development of the whole child is important, in terms of academic, social, physical, emotional and spiritual growth.

The Junior School curriculum is broad and balanced. It caters for a range of student needs and abilities. In order to cater for different learning styles and maximize student learning, teachers use a variety of teaching strategies together with a range of dynamic student groupings. Junior School students benefit from the care of dedicated, professional teachers who bring a commitment to teaching Christian values within a curriculum designed to lay the foundations for future learning. Four key values are particularly modelled and instilled in students: respect, kindness, honesty and excellence.

There is a particular emphasis on Literacy and Numeracy during these important foundation years. Literacy sessions are carefully planned to ensure students learn to use language effectively, developing the skills to form and convey ideas, inform, discuss, persuade and entertain. The numeracy program addresses concepts in the areas of number and algebra; measurement and geometry; statistics and probability. All other subjects are also guided by the Australian Curriculum.

Students in the Junior School are encouraged to inquire about their world through participating in meaningful topics which draw upon their personal experiences, interests, knowledge and skills and allow them to make connections about concepts.

Student progress is closely monitored throughout the year and data collected from assessments is used to plan and develop the curriculum, as well as to review and reflect upon classroom practice.

YEARS 1-2

In Years 1-2 priority is given to the important areas of literacy and numeracy development. English and Mathematics are the core subjects for this, however, literacy and numeracy are found in all subjects. By the end of Year 2, students have a much stronger understanding of themselves and have begun to connect with the wider community.

From ACARA Information for Parents The Australian Curriculum – Years 1 and 2

THE ARTS - PREP-YEAR 2

Each person is made in God's image with a unique set of talents and interests. The Arts subjects in the Australian Curriculum provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences. They have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their God given creative and expressive potential.

Subjects

Music

Visual Arts

Music Achievement Standard

By the end of Prep - Year 2, students will

- communicate about the music they listen to, make and perform
- communicate about where and why people make music
- improvise, compose, arrange and perform music
- demonstrate aural skills by staying in tune and keeping in time when they sing and play

Music Areas of Study

Aural Skills	Explore and imitate sound, pitch and rhythm patterns using voice, movement and body percussion
Perform	Sing and play instruments to improvise Practise a repertoire of chants, songs and rhymes including songs used by cultural groups in the community
Compose	Create compositions and perform music to communicate ideas to an audience
Respond	Listen to and talk about music Consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples

Music Assessment

A range of assessment tasks are designed to produce authentic work samples which provide evidence of student learning in relation to Aural Skills, Performing, Composing and Responding. Assessment provides information for teachers to use in planning for student learning, for students to use in improving their learning and for teachers to use in reporting to parents on student progress in relation to the achievement standard.

Visual Arts Achievement Standard

By the end of Prep - Year 2, students will

- describe artworks they make and those to which they respond
- consider where and why people make artworks
- use the elements and processes of arts subjects to make and share artworks that represent ideas

Visual Arts Areas of Study

Explore	Ideas, experiences, observations and imagination to create visual artworks and design including considering ideas in artworks by Aboriginal and Torres Strait Islander artists
Use	Experiment with different materials, techniques, technologies and processes to make artworks
Create	Make and display artworks to communicate ideas to an audience
Respond	Talk about visual artworks Consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples

Visual Arts Assessment

A range of assessment tasks are designed to produce authentic work samples which provide evidence of student learning in relation to Exploring, Using, Creating and Responding. Assessment provides information for teachers to use in planning for student learning, for students to use in improving their learning and for teachers to use in reporting to parents on student progress in relation to the achievement standard.

CHRISTIAN STUDIES - YEARS 1-4

The mission of Hillcrest Christian College is to partner with parents and the wider community to help develop within each student the ability and desire to find and fulfil the will of God for their lives. Each student will be encouraged to develop Christian faith and character as they pursue excellence at an academic, creative and practical level, all of which are valuable.

Christian Studies in Years 1-4 is based on the Connect resources published by Christian Education Publications. Built on a three-year cycle, Connect resources introduce students to the key components and themes of the Bible and Christian belief while encouraging them to apply the learning to their own lives.

Three Year Cycle

Cycle A	Students will become familiar with God who made us, who loves us and saves us from the consequences of turning against him. They will learn how God is always faithful to his people and what it means for people to have faith in God.
Cycle B	Students will learn about people who received promises from God and will come to understand that God's promises can be trusted. They will learn how Jesus fulfils God's promises and why people continue to trust Jesus today.
Cycle C	Students will learn about God the King and how he calls people to live under his leadership. They will understand that although people reject God's kingship and experience the consequences of their rejection, God's kingdom plan continues. Students will consider how Jesus reveals God's kingdom and how, by trusting Jesus as King, people can be part of God's kingdom forever.

Areas of Study

Cycle A			
Introduces students to God and his Word	Old Testament focus	Term 1	God our creator who loves us and saves us
		Term 2	Trusting God who is faithful
	New Testament focus	Term 3	Jesus' teaching about having faith in God
		Term 4	Trusting and following Jesus

Cycle B			
Explores how God makes and keeps His promises	Old and New Testament focus	Term 1	Who is Jesus? Luke's Gospel
		Term 2	God's big promises: Abraham to Joseph
		Term 3	God keeps His promises: Moses to the Promised Land
		Term 4	God's promises to the whole world: the book of Romans

Cycle C			
God's kingdom is eternal and because of Jesus we can be part of it	Old Testament focus	Term 1	God's great kingdom plan: Part 1 Samuel to David
		Term 2	God's great kingdom plan: Part 2 Solomon to Nehemiah
	New Testament Focus	Term 3	Jesus is the King of God's Kingdom: John's Gospel
		Term 4	Living in God's Kingdom: Being a King's kid

Assessment

There is no formal assessment undertaken in Christian Studies. Students are encouraged to consider how to respond in their own lives to the person of Jesus and to God's communication to them through the Bible.

DIGITAL TECHNOLOGIES - PREP-YEAR 2

As digital technologies have increasing potential to shape the world in which we live, it is critical to the wellbeing and sustainability of society and the environment that the benefits of information systems are exploited ethically. The Australian Curriculum: Digital Technologies enables students to be creative and discerning decision-makers when working with traditional, contemporary and emerging technologies.

Australian Curriculum Strands

Digital Technologies knowledge and understanding

Digital Technologies processes and production skills

Achievement Standard

By the end of Prep - Year 2, students will

- identify how common digital systems (hardware and software) are used to meet specific purposes
- use digital systems to represent simple patterns in data in different ways
- design solutions to simple problems using a sequence of steps and decisions
- collect familiar data and display them to convey meaning
- create and organise ideas and information using information systems
- share information in safe online environments

Areas of Study

Knowledge and understanding	Processes and production skills
Digital systems <ul style="list-style-type: none">• the components of digital systems: hardware, software and networks and their use Representation of Data <ul style="list-style-type: none">• how data are represented and structured symbolically	Collecting, managing and analysing data <ul style="list-style-type: none">• creating digital solutions by• investigating and defining• generating and designing• producing and implementing• evaluating• collaborating and managing

Assessment

A range of assessment tasks are designed to produce authentic work samples which provide evidence of student learning in relation Digital Technologies knowledge and understanding and Digital Technologies processes and production skills. Assessment provides information for teachers to use in planning for student learning, for students to use in improving their learning and for teachers to use in reporting to parents on student progress in relation to the achievement standard.

ENGLISH

Language in all its forms enables the individual to communicate effectively and build relationship with God and others in society. Australian Curriculum: English develops confident communicators, imaginative thinkers and informed citizens. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and develop these as needed.

Australian Curriculum Strands

Language
Literature
Literacy

Achievement Standard

By the end of Years 1 - 2, students will

Listening, Reading and Viewing

- understand how similar texts share characteristics
- identify text structures and language features used to describe characters and events, or to communicate factual information
- read texts that contain varied sentence structures, some unfamiliar vocabulary and images that provide extra information
- monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context
- use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency
- identify literal and implied meaning, main ideas and supporting detail
- make connections between texts by comparing content
- listen for particular purposes
- listen for and manipulate sound combinations and rhythmic sound patterns

Speaking, Writing and Creating

- use everyday language features and topic-specific vocabulary to discuss ideas and experiences
- explain their preferences for aspects of texts using other texts as comparisons
- create texts that show how images support the meaning of the text
- create texts by drawing on their own experiences, their imagination and information they have learnt
- use a variety of strategies to engage in group and class discussions and make presentations
- accurately spell words with regular spelling patterns and spell words with less common long vowel patterns
- use punctuation accurately, and write words and sentences legibly using unjoined upper and lower-case letters

Areas of Study

Language	Literature	Literacy
Knowing about the English language	Understanding, appreciating, responding to, analysing and creating literary texts	Expanding the repertoire of English usage

Assessment

A range of assessment tasks are designed to produce authentic work samples which provide evidence of student learning in relation to Listening, Reading and Viewing and Speaking, Writing and Creating. In addition, standardised tests in the form of the PAT Reading and the PROBE 2 Reading Comprehension Assessment are used to measure and track student achievement in reading comprehension, word knowledge and spelling. Assessment provides information for teachers to use in planning for student learning, for students to use in improving their learning and for teachers to use in reporting to parents on student progress in relation to the achievement standard.

HEALTH AND PHYSICAL EDUCATION

Developing respect for self and others is an expression of the belief that each person is made in God's image. In Australian Curriculum: Health and Physical Education students start to learn more about themselves and explore how to be actively engaged in their own and others' wellbeing, using health, safety and physical activity resources for the benefit of themselves and their communities. They develop skills to not only cope with life's challenges but to flourish as healthy, safe and active individuals.

Australian Curriculum Strands

Personal, Social and Community Health
Movement and Physical Activity

Achievement Standard

By the end of Years 1 - 2, students will

- describe changes that occur as they grow older
- recognise how strengths and achievements contribute to identities
- identify how emotional responses impact on others' feelings
- examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active
- identify areas where they can be active and how the body reacts to different physical activities
- demonstrate positive ways to interact with others
- select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems
- demonstrate fundamental movement skills in a variety of movement sequences and situations
- test alternatives to solve movement challenges
- perform movement sequences that incorporate the elements of movement

Areas of Study

Personal, Social and Community Health	Being healthy, safe and active	Movement and Physical Activity	Moving our body
	Communicating and interacting for health and wellbeing		Understanding movement
	Contributing to healthy and active communities		Learning through movement

Assessment

A range of assessment tasks and activities are designed to produce authentic work samples which provide evidence of student learning in relation to Personal, Social and Community Health and to Movement and Physical Activity. Assessment provides information for teachers to use in planning for student learning, for students to use in improving their learning and for teachers to use in reporting to parents on student progress in relation to the achievement standard.

HUMANITIES AND SOCIAL SCIENCES

The Humanities and Social Science subjects provide a broad understanding of the world in which we live, and provide the context to explore how we can be God's people in social, cultural, environmental, economic and political contexts. In the Australian Curriculum, the Humanities and Social Sciences learning area for Years 1-2 includes a study of history, geography and civics and citizenship.

Australian Curriculum Strands

Inquiry and Skills

Knowledge and Understanding History

Knowledge and Understanding Geography

Achievement Standard

By the end of Years 1 - 2 students will

- describe a person, site and/or event of significance in the local community
- explain why places are important to people
- identify how and why the lives of people have changed over time while others have remained the same
- recognise that the world is divided into geographic divisions and that places can be described at different scales
- describe how people in different places are connected to each other and identify factors that influence these connections
- recognise that places have different meanings for different people
- recognise why the significant features of places should be preserved
- pose questions about the past and familiar and unfamiliar objects and places
- locate information from observations and from sources provided
- compare objects from the past and present
- interpret information and data to identify a point of view and draw simple conclusions
- sequence familiar objects and events in order
- sort and record data in tables, plans and on labelled maps
- reflect on their learning to suggest ways to care for places and sites of significance
- develop narratives about the past
- communicate findings in a range of texts using language to describe direction, location and the passing of time

Areas of Study

	Year 1	Year 2
History Inquiry Questions	How has family life changed or remained the same over time? How can we show that the present is different from or similar to the past?	What aspects of the past can you see today? What do they tell us? What remains of the past are important to the local community? Why? How have changes in technology shaped our daily life?
Geography Inquiry Questions	What are the different features of places? How can we care for places? How have the features of places changed?	What is a place? How are people connected to their place and other places? What factors affect my connection to places?

Assessment

A range of assessment tasks are designed to produce authentic work samples which provide evidence of student learning in relation to the History and Geography inquiry questions and the achievement standard. Assessment provides information for teachers to use in planning for student learning, for students to use in improving their learning and for teachers to use in reporting to parents on student progress in relation to the achievement standard.

LANGUAGES - GERMAN PREP-YEAR 2

Language in all its forms enables the individual to communicate effectively and build relationship with God and with others. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Australian Curriculum: Languages, Foundation to Year 10 – German is pitched to second language learners; that is, to the dominant cohort of learners of the language in the current Australian context.

Australian Curriculum Strands

Communicating
Understanding

Achievement Standard

By the end of Prep to Year 2, students will

- use repetitive language and respond to simple instructions when participating in games, shared activities and classroom routines
- use visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning
- reproduce some distinctive sounds and rhythms of spoken German
- identify specific words and information, such as names of people, places or objects, in simple shared texts related to personal worlds
- convey factual information about self, family and possessions at word and simple sentence level
- respond to and create simple spoken and written texts, using modelled examples and formulaic language
- use short phrases and simple sentences to identify and describe people and objects in the family and school domains
- explain the meaning and use of different German words and expressions
- create texts in German and English for their immediate learning environment
- identify similarities and differences between German and their own language(s) and culture(s), noticing that using a language involves behaviours as well as words
- identify ways that German sounds different to English but recognise that it uses the same alphabet
- make connections between the languages people use and who they are and where they live

Areas of Study

Communicating	Socialising	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action
	Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge
	Creating	Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music
	Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others
	Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity
Understanding	Systems of Language	Understanding language as a system, including sound, writing, grammatical and textual conventions
	Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place
	The role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning

Assessment

A range of assessment tasks are designed to produce authentic work samples which provide evidence of student learning in relation to Communicating and Understanding. Assessment provides information for teachers to use in planning for student learning, for students to use in improving their learning and for teachers to use in reporting to parents on student progress in relation to the achievement standard.

MATHEMATICS

Mathematics has its own value and beauty as part of God's order and design. Australian Curriculum: Mathematics develops the numeracy capabilities that all students need in their personal, work and civic life. It also instils an appreciation of the elegance and power of mathematical reasoning.

Australian Curriculum Strands

Number and Algebra

Measurement and Geometry

Statistics and Probability

Achievement Standard

By the end of Years 1 - 2, students will

- recognise increasing and decreasing number sequences involving 2s, 3s and 5s
- represent multiplication and division by grouping into sets
- associate collections of Australian coins with their value
- identify the missing element in a number sequence
- recognise the features of three-dimensional objects
- interpret simple maps of familiar locations
- explain the effects of one-step transformations
- make sense of collected information
- count to and from 1000
- perform simple addition and subtraction calculations using a range of strategies
- divide collections and shapes into halves, quarters and eighths
- order shapes and objects using informal units
- tell time to the quarter-hour
- use a calendar to identify the date and the months included in seasons
- draw two-dimensional shapes describe outcomes for everyday events
- collect, organise and represent data to make simple inferences

Areas of Study

Number and Algebra	Measurement and Geometry	Statistics and Probability
Number and place value	Using units of measurement	Chance
Patterns and algebra	Shape	Data representation and interpretation
Fractions and decimals	Location and transformation	
Money and financial mathematics		

Assessment

A range of assessment tasks are designed to produce authentic work samples which provide evidence of student learning in relation to Number and Algebra, Measurement and Geometry and to Statistics and Probability. In addition, standardised tests in the form of the PAT Maths are used to measure and track student achievement. Assessment provides information for teachers to use in planning for student learning, for students to use in improving their learning and for teachers to use in reporting to parents on student progress in relation to the achievement standard.

PERSONAL AND SOCIAL LEARNING

Personal and social capability supports students in becoming creative and confident individuals who manage their emotional, mental, spiritual and physical wellbeing. In the Australian Curriculum, students develop personal and social capability as they learn to understand themselves and others, and to effectively manage their relationships and learning.

Australian Curriculum Key Ideas

Self-Awareness

Self-Management

Social Awareness

Social Management

Achievement Standard

By the end of Years 1 - 2 students

- identify and describe personal interests, skills and achievements and explain how these contribute to family and school life
- reflect on what they have learnt about themselves from a range of experiences at home and school
- work independently on routine tasks and experiment with strategies to complete other tasks where appropriate
- compare their emotional responses with those of their peers
- describe similarities and differences in points of view between themselves and people in their communities
- identify cooperative behaviours in a range of group activities
- discuss ways in which they can take responsibility for their own actions
- practise solving simple interpersonal problems, recognising there are many ways to solve conflict

Areas of Study

Self-awareness	Self-management
Recognise emotions Recognise personal qualities and achievements Understand themselves as learners Identify their abilities, talents and interests as learners	Express emotions appropriately Develop self-discipline and goals Work independently and show initiative Become confident, resilient and adaptable
Social Awareness	Social Management
Appreciate diverse perspectives Contribute to civil society Understand relationships	Communicate effectively Work collaboratively Make decisions Negotiate and resolve conflict Develop leadership skills

Assessment

A range of assessment activities and teacher observations are designed to produce authentic evidence of student learning in relation to Self-awareness, Self-management, Social Awareness and Social Management. Assessment provides information for teachers to use in planning for student learning, for students to use in improving their learning and for teachers to use in reporting to parents on student progress in relation to the achievement standard.

SCIENCE

Science is a dynamic, collaborative and creative human endeavour arising from our desire to explore the world God has created through investigating, making predictions and solving problems. Science knowledge is contestable and is revised, refined and extended as new evidence arises

Australian Curriculum Strands

Science Understanding

Science Inquiry Skills

Science as Human Endeavour

Achievement Standard

By the end of Years 1 - 2, students will

- describe objects and events that they encounter in their everyday lives
- describe the effects of interacting with materials and objects
- describe changes in their local environment and how different places meet the needs of living things
- describe changes to objects, materials and living things
- identify that certain materials and resources have different uses
- describe examples of where science is used in people's daily lives
- pose and respond to questions about their experiences
- predict outcomes of investigations
- use informal measurements to make and compare observations
- record and represent observations
- communicate ideas in a variety of ways

Areas of Study

	Year 1	Year 2
Biological Sciences	Living things have a variety of external features Living things live in different places where their needs are met	Living things grow, change and have offspring similar to themselves
Chemical Sciences	Everyday materials can be physically changed in a variety of ways	Different materials can be combined for a particular purpose
Earth and Space Sciences	Observable changes occur in the sky and landscape	Earth's resources are used in a variety of ways
Physical Sciences	Light and sound are produced by a range of sources and can be sensed	A push or a pull affects how an object moves or changes shape

Assessment

A range of assessment tasks are designed to produce authentic work samples which provide evidence of student learning in relation to Biological Sciences, Chemical Sciences, Earth and Space Sciences and Physical Sciences. Assessment provides information for teachers to use in planning for student learning, for students to use in improving their learning and for teachers to use in reporting to parents on student progress in relation to the achievement standard.