

Curriculum Outline

Strand	Domain	Dimension/ Focus
<p>Physical, Personal & Social Learning</p>	<p>Health & Physical Education</p>	<p>Movement and Physical Activity Students</p> <ul style="list-style-type: none"> • engage in a variety of physical activities on their own and with their peers, with and without equipment and in a range of environments (indoor, outdoor and aquatic) • regularly engage in moderate to vigorous activity • develop basic motor skills, such as running, hopping, jumping • explore ways of moving and developing control through activities such as swimming, P.M.P. and games • learn rules and procedures for safe movement and follow instructions • learn to participate and cooperate in movement and physical activities • develop a movement vocabulary, including movement words and ways of describing the physical responses of their bodies to movement • recognise feelings associated with participation in physical activity <p>Areas of Learning Ball skills Gross Motor skills Perceptual Motor Program Bike Education Fine Motor skills Swimming Sports Programs Riding for the Disabled</p> <p>Health Knowledge and Promotion Students</p> <ul style="list-style-type: none"> • develop basic health and personal care skills that are necessary to maintain and promote their health and development • identify physical changes as people grow and develop • understand that good food choices and regular exercise contribute to an active and healthy life • develop food preparation skills to create healthy meals • identify the environments where they feel confident and safe and learn about who can help when they are afraid or concerned for their safety <p>Areas of Learning Human Development Human Relations Personal Care Independent Living skills Safety and First Aid Drug Education Healthy Eating and Food Preparation</p>

*The domains in this strand assist students to take increasing responsibility for their own physical wellbeing, learning, relationships with others and their role in the community.

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Physical, Personal & Social Learning <i>*The domains in this strand assist students to take increasing responsibility for their own physical wellbeing learning, relationships with others and their role in the community.</i>	Inter-personal Development	Students <ul style="list-style-type: none"> • interact with their peers, teachers and other adults in a range of contexts • learn to play constructively together and develop friendships with peers • develop the skills required to work together in a group, including taking turns, and sharing and caring for equipment and resources • manage and resolve conflicts • develop self esteem and skills for positive social relationships Areas of Learning Social Relationships Team Work You Can Do It Program
	Personal Learning	Students <ul style="list-style-type: none"> • are provided with opportunities to learn with peers • develop the view that learning is exploratory, fun, challenging and rewarding • manage their time and resources to complete short tasks • take some initiative as learners and seek assistance from peers and staff as needed • are encouraged to take risks and develop resilience
	Civics & Citizenship	Students <ul style="list-style-type: none"> • develop a sense of identity and their relationship with their family • develop a sense of belonging to the school community • learn about classroom rules • develop respect and concern for others • develop awareness of rights and responsibilities • celebrate special and cultural days • participate in class/school activities such as recycling and taking responsibility for class resources Areas of Learning Myself and My Family Communities Culture Rules Roles and Responsibilities Resource Management (recycling)

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Discipline based Learning <i>* The domains in this strand form bodies of knowledge.</i>	Science	Students <ul style="list-style-type: none"> • use their senses to observe, explore and describe the world around them • describe their activities and observations in both general and appropriate science specific language <p>Areas of Learning Living things- Characteristics of plants and animals Matter and Materials- Properties and functions of materials Energy and Movement- Forms and uses Earth and Space-Daily and seasonal changes and the environment</p>
	Numeracy	Students <ul style="list-style-type: none"> • manipulate concrete and visual materials to develop understanding of fundamental mathematical concepts of number, shape and location • learn fundamental concepts in situations where they need to measure and compare length, capacity, mass, time and temperature using descriptive terms • apply mathematical knowledge to practical situations <p>Areas of Learning Number Space Measurement Working Mathematically</p>
	Literacy	Students <ul style="list-style-type: none"> • enjoy, interpret and reflect upon written and visual print or non print texts • recognise that writing is used to convey meaning • learn to form letters correctly and to use a range of writing implements • compose simple texts • may use words, gestures (including body language and signing) and graphics in a variety of contexts • listen, interpret and respond to oral and or visual language <p>Areas of Learning Reading Writing Speaking and Listening</p>

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Discipline based Learning <i>* The domains in this strand form bodies of knowledge.</i>	The Arts	<p>Students</p> <ul style="list-style-type: none"> • use experience, exploration and imagination as they engage in learning • make Art works that communicate ideas about themselves and their world • engage in activities that focus on skills, techniques, processes, performances and presentations • explore and respond to works by other artists, and gain experience in identifying personal preferences <p>Areas of Learning Music Dance and Drama Visual Arts</p>
	Humanities	<p>Students</p> <ul style="list-style-type: none"> • explore, investigate and understand the world around them • learn about concepts of time, sequencing, change and continuity • develop spatial awareness through structured experiences with their environment • develop an awareness of environmental issues such as protection from the sun, saving energy and recycling <p>Areas of Learning All About Me All About My Family My School The Local Community Work Experience Contract Work Transition to Adult Options Recycling Australia The World</p>

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Interdisciplinary Learning <i>* The domains in this strand focus on ways of thinking, communicating, creating, producing and evaluating ideas processes and information.</i>	Communication	Students <ul style="list-style-type: none"> • identify basic communication conventions such as being attentive listeners, facing the speaker and taking turns • respond to a variety of stimuli eg aural written or visual text • make short oral presentations to groups or the whole class, communicating their ideas on a single topic or a personal experience, and make themselves understood
	Design, Creativity and Technology	Students <ul style="list-style-type: none"> • investigate, design, produce and evaluate materials and processes • develop skills in the safe use of basic tools and equipment (such as scissors, mixing bowls, staplers) to cut, join, shape, mix and construct
	Information Communication Technology	Students <ul style="list-style-type: none"> • learn the safe use of ICT tools (computer, camera, scanner etc) • use the correct terminology for ICT tools • work with different types of data (text photos, graphics) • create simple information products and share ideas
	Thinking	Students <ul style="list-style-type: none"> • develop an awareness of themselves in the context of their environment • practise using all of their senses to develop skills in making observations • develop simple explanations for the phenomena they observe • use a range of simple thinking tools (eg perceiving and interacting with their world), to gather and process information