

# Tumby Bay Area School



## Rec-Yr 5 Curriculum Information Handbook



*New School Buildings Tumby Bay*

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# **CURRICULUM HANDBOOK FOR REC-YR 5 PARENTS/CAREGIVERS**

## **INTRODUCTION**

Dear Parents/Caregivers,

*ON BEHALF OF THE STAFF,  
**WELCOME TO TUMBY BAY AREA SCHOOL.***

**AT TUMBY BAY AREA SCHOOL WE BELIEVE STUDENTS  
NEED  
TO BE WELL PREPARED FOR A CHANGING WORLD  
IN WHICH THEY VIEW LEARNING AS A MEANS OF  
CREATING BETTER OPPORTUNITIES.**

It is our firm belief that quality education is based on the strong relationship between parents, teachers and students and so we invite you to join us as part of the school community.

This Curriculum Information Handbook has been written to provide you with a statement of the aims of our curriculum and a brief resumé of the curriculum at Tumby Bay Area School from Reception to Year 5. It also covers information on a range of day-to-day matters. I hope you will look through it carefully and then keep the handbook as a ready reference.

The school provides a supportive environment for our students. We encourage and assist them to develop knowledge, skills and attitudes which will equip them with strategies to cope with our changing world. T.B.A.S. is a place where students are helped in their personal development and given individual attention in order to achieve their best.

Communication between home and school is very important to the success of your child's years at school. We will try to keep you fully informed but please do not hesitate to contact us with any concern. We look forward to working closely with your family.

Sincerely yours,

Children are expected to take an active part in their learning. They are provided with opportunities to experience a broad range of subjects in a balanced curriculum. Children are encouraged to express themselves in a positive way in lessons which foster both independent and co-operative learning skills.

As outlined in the SACSA documents there are eight required Learning Areas throughout the compulsory years of schooling. The eight Required Areas of Study are:-

*English*

*Mathematics*

*Society and Environment*

*Science*

*Design and Technology*

*Health and Physical Education :*

*Arts/Music*

*LOTE (Chinese)*

## **CURRICULUM AREAS**

### **ENGLISH**

- Listening and Speaking
- Reading and Viewing
- Writing

We aim to develop in students:

- a positive attitude towards their learning of English
- confidence in themselves as users of English
- the ability to reflect on and evaluate their progress in learning English
- a sense of enjoyment and challenge in learning tasks

## **READING**

Reading is considered a vital part of the curriculum. Teachers integrate reading in all subject areas to ensure the development of reading is emphasised. Reading schemes and reading homework are an important part of the reading program and parents are encouraged to listen to their children read as often as possible at home.

## **HANDWRITING**

Tumby Bay Area School is using the South Australian Modern Cursive style.

- Children learn a handwriting style based on their natural movements and scribblings;
- the transition from script to cursive is a natural development and occurs without the relearning of basic letter shapes;
- children acquire a relaxed technique which helps to develop speed and to maintain legibility;
- alternative styles can easily be adopted according to particular needs and individual preference.

The curriculum provides students with learning tasks and activities that include and integrate speaking, listening, reading, viewing and writing.

We provide teaching and learning programs which recognise the learning needs of individual students. Special programs exist in classrooms to support children with learning difficulties.

### ***South Australian Modern Cursive Example:***

a b c d e f g h i j k l m n o p q r s t u v w x y z

## **SPELLING AND WRITING**

Letter recognition and the sounds they make are important early skills for children to develop. Teachers will be following the 'Jolly Phonics' program to build this knowledge.

## **MATHEMATICS**

- Exploring, analysing and modelling data
- Measurement
- Number
- Pattern and algebraic reasoning
- Spatial sense and geometric reasoning

We aim to develop in students;

- confidence and competence in dealing with commonly occurring mathematical situations
- positive attitudes towards their involvement in Maths
- a capacity to use maths in solving problems individually and collaboratively
- an ability to communicate mathematically
- techniques and tools which reflect modern mathematics
- a knowledge of the processes through which mathematics develops

Mathematics is taught using a range of methodologies from the concrete to the abstract and from individual activities to group activities.

## **STUDIES OF SOCIETY & ENVIRONMENT**

- Time, Continuity and Change
- Place, Space and Environment
- Societies and Cultures
- Social Systems

We aim to develop student's knowledge and understanding:

- of their own society and other societies
- the relationship between environments and society
- of their natural surroundings eg; ecosystems and social surroundings
- about Australia, its people, its cultural and environmental heritage, its political, economic and legal systems, and its place in the world

- an appreciation of ethics, social justice and conservation
- about decision making and the need to be actively involved in making choices and decisions

This area of study promotes the knowledge, skills, attitudes and values that enable students to participate as active and informed citizens in a democratic society and within a global community. Research based learning and co-operative learning are important strategies used in this area of study.

## **SCIENCE**

- Earth and Space
- Energy Systems
- Life Systems
- Matter

We aim to develop student’s ability to:

- value new ideas and respond honestly and objectively to scientific ideas
- investigate, reflect, analyse, find solutions and pose questions
- communicate scientific ideas
- appreciate the evolution of scientific knowledge and it’s impact and contribution to society

Science lessons are activity based and may be integrated with other areas of study. Lessons are structured on the Primary Connections Program.

## **DESIGN & TECHNOLOGY**

- Critiquing
- Designing
- Making
- Computing

Technology programs aim to develop students;

- use of technology productively

- ability to combine theory with practice
- understanding of technological change and its social, economic and environmental impact
- ability to reflect on past practices and future opportunities

Technology lessons are often planned around a theme and the activities involve co-operative skills with the opportunity to be individually creative.

## **INFORMATION TECHNOLOGY**

Tumby Bay Area School has IBM compatible computers and printers set up in the Computer Room, Library , Design Technology, POD and all classrooms.

All year levels have access to a computer for at least one lesson per week. Students are introduced to; correct use of computers, word processing and typing techniques , research skills and cyber safety during their lessons.

We aim to give every child hands-on experience through R-5. Students are taught how to use a range of computer packages and the internet. They have the opportunity of accessing guest presenters through interactive white board technology. The programs ‘Clicker 5’, ‘Read and Write’ are accessible to students with learning difficulties across the campus. Interactive Whiteboards (IWBSs) are now in all classrooms.

## **HEALTH and PHYSICAL EDUCATION**

- Physical activity and participation
- Personal and social development
- Health of individuals and communities

The Health and P.E. program aims at:

- developing the child’s optimum personal fitness
- encouraging positive values towards physical activity

- developing students' understanding of the relationship of physical activity to fitness and health
- giving all children the opportunity to experience a variety of physical activities and to gain a mastery of at least some recreational skills and pursuits.

Regular P.E. lessons focusing on skills are given by class teachers who also conduct daily fitness.

Children are expected to attend all sporting events as they are a valued part of the curriculum.

Children are encouraged to wear suitable clothing and footwear for P.E. lessons.

Children with asthma or physical disabilities will be expected to participate to the best of their limitations. If your child cannot participate, please send a note because P.E. is an essential part of the school curriculum and all students are expected to participate.

In Term 4 each year, R-7 students have swimming, and participate in Tabloid Sports Day. Students in year 4-5

participate in the Swimming Carnival and the Eastern Eyre Peninsula's Area School Athletic Carnival in Term 1.

Health lessons are integrated and cover a range of issues in which children are encouraged to discuss their opinions and work co-operatively in group situations.

Teachers work with students on the Child Protection Curriculum.

## **ARTS**

- Arts practise
- Arts analysis and response
- Arts in contexts

We aim to develop in students;

- an appreciation of the arts - in ours and other cultures
- skill development

- thinking skills through participation
- a focus on the senses
- the ability to work in groups, to express themselves and to
- communicate through the arts

Learning in the arts occurs in many ways. Participation in each art form (dance, drama, visual art, music instrumental and general and media) involves the student in different approaches to learning.

Teachers will provide a range of 'arts forms' to enable students to develop an understanding of the nature of the 'arts'.

Students will be exposed to specialised and structured experiences of some art forms to develop their skills and knowledge.

Throughout their primary schooling children will explore a wide range of creative activities related to the arts that encourage self expression and creativity. Arts festivals and celebration days occur throughout the year to re-inforce the importance of the arts. Children are expected to attend all performances as they are seen as a valued part of the curriculum.

## **MUSIC**

In year 4 children are given the opportunity to learn the recorder (depending on the availability of a specialist music teacher).

In older primary, students who have shown interest and musical aptitude are offered tuition in several instruments (subject to staffing).

## **MIDDLE SCHOOL**

Students transition into the Middle School at the end of year 5. Year 6 and year 7 students may do lessons such as Art, Home Economics, Design and Technology and Music with specialist teachers.

## **HOME-WORK**

There is no set homework policy, however we believe developing good study habits is an important aspect of education and primary and middle school classes will have set homework on several nights a week. Reading, spelling, projects, surveys and learning tables are appropriate types of home learning activities.

## **SUN-SMART**

All children are expected to wear a broad brimmed hat during play in Term 1 and Term 4. If children do not wear a hat they will be asked to move to a designated shaded area.

## **UNIFORM**

All students are expected to wear school uniform and appropriate footwear. A note is expected from home if there is to be an exception made.

## **ASSEMBLIES**

R-5 assemblies are held twice a term in the activity hall. Parents are warmly invited to attend. The management of the assemblies rotates amongst the classes. Awards are presented to students in recognition of ‘special’ qualities they have displayed during their lessons.

## **REPORTS**

### **Term 1**

- Student Record Folders are sent home in which an assessment plan indicates the task and achievement of each child in a particular area of study.
- Parent/Teacher interviews are held late Term 1 to discuss children's progress and to identify joint home/school strategies to further enhance students' progress.

### **Term 2**

- In week 10 a detailed written report is sent home. This outlines strengths and areas of focus as well as features of student behaviour and organisation.

### **Term 3**

- Student Record Folders are sent home .
- Parent/Caregiver/Teacher interviews on request.

### **Term 4**

- End of year written report is sent home on the final day of school. Teachers are pleased to discuss student progress at interview times throughout the year. If you have a concern please do not hesitate to contact the school to discuss any issues.

## **STUDENT BEHAVIOUR MANAGEMENT**

All classes have displayed a negotiated set of rules and consequences which outline the rights and responsibilities of students and teachers in

- \*bullying
- \*communication
- \*movement
- \*treatment
- \*learning
- \*problem solving and
- \*safety.

Parents will be notified if their child does not manage his/her behaviour appropriately and a meeting will be set up to discuss a behaviour plan.

We hope this information has given you an insight into the way in which the staff of T.B.A.S. work and share with parents the responsibility of educating children for their future.