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Early Childhood (LG - Year 2) Handbook

2018

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INTRODUCTION

IMPORTANT INFORMATION

Address:	2 Hawker Approach, Busselton WA 6280
Principal:	Mr Ted Kosicki
Deputy Principal:	Ms Jo Burns
Head of Primary:	Mrs Kathryn Campbell
Assistant Head of Primary (Curriculum):	Ms Robyn Trewarn
Assistant Head of Primary (Pastoral Care):	Mr Conor Martin

For contact details please call Administration on 08 9752 525.

ABSENTEES

If your child is absent from school for whatever reason, please advise the teacher, if possible, or phone Student Services on 9752 5270 and they will direct the call to the Early Learning Centre.

ARRIVALS AND DEPARTURES

Please sign in using SEQTA Kiosk as soon as you arrive at Little Georgies. Our session begins at 9:00am, so parents are welcome to arrive any time before this, to allow your child time to unpack and settle. Parents or the authorised person are encouraged to sign the attendance book at the beginning and end of each session. If you need to take your child out for an appointment and then bring them back again, please remember to sign them out, and then in again. This is so we have a record of the number of children at Little Georgies in case of emergency.

ASSEMBLY & CHAPEL

Our Junior School Assemblies take place fortnightly on Tuesday afternoon in the MAC at 2.25pm every fortnight. Each class takes turns to present an item and notices, achievements and accolades are announced and celebrated at this time. Chapel is on every Friday for 30 minutes at 1:10pm in the Early Learning Centre.

CLOTHING

Kindergarten to Year 2 as per the GMAS Uniform Policy. Children in Little Georgies will need to wear clothing that is unrestrictive and easy for them to manage. Children will be involved in lots of messy activities, both inside and outside the classroom.

COMMUNICATION

Open communication between home and school is imperative. You are invited to come and speak with your teacher about any concerns or queries you may have regarding your child or the program. Any knowledge of changes in home situations and circumstances that you think may affect your child at school are always appreciated.

In order to keep parents informed of the class routines and expectations, a Parent Information Evening is held within the first two weeks of the first term. Parents meet with the teacher who will brief them on routines, expectations and proposed learning intentions and activities relevant to this year group.

A Homework Diary (Kindy to Year 2) is a daily source of communication between School and home. Parents are encouraged to read and sign it each night. Comments about your child's behaviour, performance or well-being can be noted in it. Teachers will sign the diary each day, too. Some calendared school events are also noted in the diary.

We will communicate formally with you in several ways during the year. There will be the opportunity for Parent/Teacher interviews in Term 1 and 2, plus end of Semester Reports (Kindy to Year 2). Student portfolios (Kindy to Year 1), which contain assessments and work samples will go home at the end of Term 3. Year 2 classes will conduct classroom learning journeys throughout the year. Early childhood classes are unique in the way that most parents are given an opportunity to communicate daily in an informal way during drop offs and pick ups.

DAILY REQUIREMENTS

- 1 X Piece of fruit / vegetable for fruit time.
- 1 X Packed lunch box (i.e. Sandwich, wrap, salad, fruit, yoghurt, no lollies or junk food please, as per our GMAS Healthy Eating Policy)
- 1 X Drink bottle (water only no juice/cordial)
- 1 X School bag (with a change of clothes in case of accidents)
- 1 X Hat (No Hat – No Play Policy Term 1 & 4)

EMERGENCY CONTACT

All families are encouraged to provide at least two emergency contact people and their phone numbers. It is essential that these details are accurate and up to date. If these contact people or numbers change, please advise staff as soon as possible.

EMERGENCY PROCEDURES

All staff will participate in regular emergency evacuation procedure practices.

ENROLMENT

Before a child can be admitted to Georgiana Molloy, an application form must be completed and submitted to the Registrar. After an interview your child may then receive a letter of offer and the enrolment process can begin. Little Georgies MUST be 3 years old before they commence.

HOUSE STRUCTURE

Each student is allocated to a House. The Houses are named after bays within the Busselton region. There are six Houses. They are as follows:

HOUSE	COLOUR
BUNKER	RED
EAGLE	GREEN
FLINDERS	LIGHT BLUE
GEOGRAPHE	YELLOW
HAMELIN	PURPLE
MEELUP	DARK BLUE

Each House includes students from each of the Years Kindergarten to Year 6. Students participate in the Early Childhood Beach Carnival, Early Childhood Cross Country Carnival and Early Childhood Athletic Carnival (Pre-Primary to Year 2)

ILLNESS

If children become ill at school, parents will be notified as soon as practical. Proper care will be taken of your child until he/she is able to be collected. If parents cannot be contacted, the emergency contact person will be notified. If children are on medication, staff must be notified and details recorded. When medication is given to a child, details of dosage, time administered and by whom will be recorded by the staff member.

If a child has an accident, staff will administer First Aid. A record of all accidents is kept and will be signed by a staff member and acknowledged by the person collecting the child. All staff at GMAS are 1st aid trained. Parents must advise GMAS if their child has an infectious disease. Children who have been vomiting or suffering diarrhoea must have at least 48 hours rest from school since the last attack. No sick child should be sent to school. A list of exclusion information is available on request at the Early Learning Centre and Student Services.

INFECTIOUS DISEASES

To prevent the spread of infectious diseases and H.I.V., children use their own eating and drinking utensils. Staff uses disposable gloves to treat all incidents that entail bodily fluids.

MATERIALS

A great deal of artwork which children are involved in requires recycled 'junk' materials and loose parts. At times we will request items to bring for the Recycle Box. Some of these items include:

- Cards
 - Boxes and packets (large and small)
 - Material scraps
 - Buttons and beads
 - Cardboard
 - Lace and ribbon
 - Foam meat trays
 - Wrapping paper
 - Tops (bottles, containers, spray cans)
 - Lids (ice cream, margarine)
 - Recycled materials (Plastic containers, cylinders – no toilet rolls please)
 - Soft wood for carpentry
 - Old saucepans, pots, pans for sand and water play
 - Paper suitable for painting/gluing/cutting
- (All items to be suitable and cleaned please)

MEDICATIONS

Prescribed medication will only be administered when the Early Learning Centre has precise written authorisation. All relevant sections of the Medication Record Book must be completed. All medication must be handed to a staff member and **NEVER** left in a child's bag.

Staff will only administer prescribed medication that is in the original container bearing the original label, in the child's name, and only the prescribed dosage. GMAS must receive clear and detailed written information about the need for and use of preventative and emergency medication (e.g. asthma). A special form is available for this purpose from the Early Learning Centre.

NEWSLETTERS

Newsletters are posted on the GMAS website every Friday afternoon during the term.

GEORGIANA MOLLOY FACEBOOK PAGE

Please like and follow our GMAS Facebook page - <http://www.facebook.com/georgianamolloyanglicanschool/>

PARENT INVOLVEMENT

Parent involvement is very important. All parents and special people in your child's life are invited to come along and participate. Parent Roster is the most common form of parent involvement. Your child loves to share their learning with you and an extra pair of hands enables us more time to work with individuals and small groups of children. Parent assistance during the morning and afternoon session is very much appreciated and a valuable part of your child's learning experience.

A roster is displayed in the classroom during each term. In order to give children time to settle into their new classroom routines, parent help will not begin until a few weeks into term.

When on roster you can help by:

- Interacting, playing and communicating with the children
- Assisting and guiding children during activities while encouraging their own creativity and independence
- Assisting with preparation for morning tea
- Assisting in setting up outside play
- Encouraging and helping children to clean up and pack away
- Assisting with the preparation of future activities

PHILOSOPHY

Early childhood is a time to foster children's learning through acknowledging each individual's characteristics of belonging, being and becoming in an intentional play-based and reflective environment. Strong collaborative relationships between a child's family, culture, educators, professionals and the community empowers a child to co-construct and further develop his or her own identity, voice and understanding of the world.

Children's learning and developmental outcomes should foster children to:

- ~ Have a strong sense of identity
- ~ be connected with and contribute to their world
- ~ Have a strong sense of wellbeing
- ~ be confident and involved learners
- ~ be effective communicators

We believe that play is an integral part of the Early Childhood setting. The children use intentional play, teacher directed play and free play to explore their world and to make sense of new concepts and ideas.

The curriculum is directed by the Australian Curriculum (AC) and Early Years Learning Framework (EYLF) and is driven by the children's needs and interests, allowing them to develop at their own pace. We believe in fostering independence, confidence and a sense of self by providing a supportive and nurturing classroom environment in which students feel safe to take risks with their learning.

SEPARATION ANXIETY

If your child has difficulties separating from you, you are welcome to stay until we begin our morning session. We like to work in partnership with you to build your child's confidence and to make them feel as comfortable as possible. It is necessary for you to leave after this initial time period, so we can begin this process. If your child remains upset, staff will contact you.

SPIRITUAL

As part of a Christian school, students are a part of a holistic approach to learning. They wonder at God our Creator through song and prayer. They begin to learn the meaning of the Church including why we go to Church and what we see inside. Children begin to thank God through their own (made up) prayers for things they are grateful for or ask God to help those in need. The children are encouraged to live the Gospel through their own actions and treat each other kindly as Jesus would. Students attend Chapel services lead by our Chaplain each Friday. Each class takes a turn to present prayers, read from the Bible and sing songs of praise.

STATIONERY REQUIREMENTS

All books and stationery items required for LG-2 classes are purchased and supplied by GMAS. This means savings for parents and the school, as we can purchase supplies at a discounted price in bulk. The only purchases required for the school year can be purchased from the GMAS Uniform Shop. Parents will be charged an amount to their school resource levy.

LEARNING GOALS

Little Georgies

Our framework is based on the Early Years Learning Framework (EYLF) created by the Melbourne Declaration of Educational Goals for Young Australians.

We will assist your child in developing:

- A strong sense of identity
- Connections with their world
- A strong sense of wellbeing
- Confidence and involvement in their learning; and
- Effective communication skills.

Little Georgies' staff will observe your child's learning, so they can build on it and plan the next steps. They will do this by listening, watching and talking to your child. We will keep in touch with you regularly to discuss your child's progress. By working together, parents and Little Georgies' staff can enhance your child's learning and wellbeing.

There is no formal assessment for the Little Georgies Program. This will begin in Kindergarten. Staff are always happy to discuss your child's progress at Little Georgies at any time.

Early Childhood learning offers a range of experiences that will:

- Assist in developing a positive self-image.
- Provide learning experiences, which will enable each child to develop at their own rate with small learning steps and recognise their individual needs.
- Promote oral language skills, which will help in understanding the different uses of language e.g. Communicating to others,
- learning to ask and answer questions, learning to choose and select.
- Assist each child to show respect for others and form Christian values for community living.
- Provide an organised, consistent daily routine offering security so children can make choices and be creative.
- Provide continuous evaluation of the program to ensure it is within each child's abilities and achievements.
- Ensure home and school is complementary where parent participation is encouraged.

Education in the Early Childhood years:

- Recognises the individual differences in each child.
- Provides a program, which promotes developmental learning integrating social, emotional, spiritual, physical and cognitive growth.
- Develops each child's natural curiosity and eagerness to learn.
- Realises that play-based learning is essential for all children.
- Provides opportunities to discover and explore through sensory material, as this is the basis for all areas of learning.
- Recognises that children must learn from each other, learn how to learn, experience achievement and responsibly, and respect themselves and each other.
- Develops independence and the ability for children to think for themselves.
- Realises that children need a safe, secure, stress-free environment knowing it is all right to make mistakes and show emotion.
- Offers no pressure for children to be working with symbols i.e. Letters and numbers, before experiencing and understanding 'hands on' activities.

CORRECT LETTER FORMATION

When your child is eager to start writing letters, it is always best to encourage them to use the correct form from the beginning. When printing, always use lower case letters and only use capitals at the beginning of names and sentences. E.g. write your child's name with a capital letter followed by lower case. GMAS currently uses the New South Wales Foundation Font when handwriting.



CURRICULUM LEARNING AREAS

Christian Religious Studies (CRS)

Bible - Students understand that the Bible and its teachings can influence people's viewpoints and how they live their lives. They investigate its central themes and are able to articulate its influence on their perspectives and belief.

Story of the Church - Students understand and evaluate the role of the Church and some of the issues it faces in contemporary society. They are able to investigate and analyse factors influencing the Church's growth and continuity and consider its future in Australian society.

Philosophy - Students evaluate a range of perspectives including scientific, social and the philosophy of religion when examining their sense of purpose and meaning. They are able to investigate and understand the key tenets of religious belief and their impact on the world around them.

World Religions - Students understand and evaluate the role of world religions and their contributions to contemporary society. They demonstrate their appreciation and understanding of a range of religious beliefs through comparative studies.

Meditation Prayer and Worship - Students are able to experience and understand a range of forms of stillness and silence, prayer, reflection and worship. They can evaluate and explain the role of these acts and their influence on their spiritual journeys.

Ethical Decision Making and Living - Students can formulate and justify personal viewpoints on a range of ethical issues and examine the relationship of these to their religious beliefs. They investigate and understand a range of ethical issues and theories and evaluate their influence on contemporary society.

Bible stories are a feature of the Christian Religious Studies for this age group, as well as learning about significant Church calendar events such as Easter and Christmas. Pre-primary – Year 2 students help to create a Nativity play at the end of the year.

ENGLISH

PRE-PRIMARY

- built around the three interrelated strands of Language, Literature and Literacy
- focus is on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating
- includes language experiences, phonological activities, language activities, print activities and oral language activities
- modelled and shared reading and writing
- guided reading and writing sessions using whole class and small group learning sessions
- oral discussions and oral language skills are promoted and modelled
- oral retells, assembly performances, barrier games and role-playing
- formal handwriting activities to develop correct letter formations in both upper and lower case
- explicit and intentional teaching of English is undertaken using a variety of resources including Diana Rigg, Magic 100 word list and SHARP Reading.

YEAR 1

- built around three strands; Language, Literature and Literacy
- focus is on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating
- builds on concepts, skills and processes developed in earlier years
- taught to communicate with adults, peers and teachers by participating in news telling, role-playing, assembly performances, story retells, listening games and barrier games
- engage with a variety of texts for enjoyment and create a variety of imaginative, informative and persuasive texts
- introduced to a range of comprehension strategies, take part in regular reading activities at an appropriate level, both at school and home
- participate in individual spelling programs which focus on alphabet sounds, phonemic awareness and word awareness

YEAR 2

- built around the three interrelated strands of Language, Literature and Literacy
- focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating
- students will learn about the English language; how it works and how to use it effectively
- develop an understanding of the ways in which language operates as a social process and how to use language in a variety of forms and situation
- provide students with an introduction to a range of text types in written, visual and multi-modal forms. Designed to extend students' oral language competence, develop fundamental reading, writing and viewing skills, and extend students' critical language skills and understandings
- introduced to a range of comprehension strategies, participate in individualised spelling programs and are exposed to a different range of traditional, classic and contemporary literature

- take part in regular reading activities at an appropriate level, both at school and home
- develop writing skills using a range of genres
- develop their oral language skills through weekly discussions, role-playing, assembly performances, story retells and listening games.
- where able, students are grouped according to ability, to work with students who are working at a similar level to them during Literacy Rotations
- emphasis is put on supporting each child at their own individual level, catering for their specific needs

MATHEMATICS

PRE-PRIMARY

- based on the three content strands: Number and Algebra, Measurement and Geometry and Statistics and Probability from the Australian Curriculum (AC)
- establish an understanding of the language and processes of counting by naming numbers in sequences up to 20, connecting number names, numerals and quantities, and by subitising small collections of objects
- will compare, order and make connections between collections and represent practical situations to model basic addition and sharing
- sort and classify familiar objects and copy, continue and create patterns using objects and drawings. Use direct and indirect comparisons when measuring length, weight and volume and compare and order everyday events, using the language of time
- sort, describe and name familiar 2D shapes and 3D objects in the environment
- activities are usually material and play based in small group rotations
- a variety of manipulatives and technologies, such as iPads, are used to teach concepts and skills at this level

YEAR 1

- based across three content strands; Number & Algebra, Measurement and Geometry, and Statistics and Probability
- understand whole numbers into the hundreds and learn strategies to count collections
- learn to read and make amounts of money using simple combinations of coins and learn about partitioning and how to share objects into equal parts with a focus on a whole and a half
- learn to solve simple number stories using pictures, materials and symbols using the four operations. Create and interpret different graph types and use the language of chance
- use language to describe attributes for length, mass, area, capacity and time and are exposed to a range of spatial concepts including orientation, different shape types and patterning

YEAR 2

- based across three content strands; Number & Algebra, Measurement and Geometry, and Statistics and Probability
- develop and investigate number sequences and explore the connection between addition and subtraction
- exposed to multiplication and division through play and visual activities
- learn to recognise and interpret common uses of simple fractions
- learn to describe patterns and solve word problems using addition and subtraction
- collect and organise data presenting it in a range of forms and then interpret the data presented. Discuss everyday events that involve chance and determine how likely it is that an event will occur based on their experience and experimentation
- participate in hands on learning activities aimed at developing their awareness of length, mass, capacity, area and time
- estimate and measure a variety of materials and look at them comparatively
- learn to describe and draw 2D shapes and describe the features of 3D shapes
- interpret simple maps of familiar locations and investigate the effect of flipping, sliding and turning shapes

HUMANITIES AND SOCIAL SCIENCES (HASS)

PRE-PRIMARY

- provides a study of personal and family histories
- learn about their own history and that of their family; this may include stories from different cultures and other parts of the world
- build on their knowledge and understanding of how the past is different from the present.
- develop historical understanding through key concepts including continuity and change, cause and effect, perspectives, empathy and significance
- explore, question and wonder about the world they live in
- encouraged to develop a sense of community, by learning about their environment
- begin to understand about the need to conserve, recycle, and care for the places, plants and animals that are near to them
- learn that conservation relies on teamwork and that together we can all make a difference

YEAR 1

- learn about History in the context of present and past family life
- are taught knowledge and understandings about their local community and environment and are provided with opportunities to compare their situation to that of others
- are taught that their past, present and future are connected to specific events in their lives and that life stories can be different
- learn all about themselves and their families
- learn about their school, home and community life and the importance of basic needs and wants to live a happy life

YEAR 2

- provides a study of local history
- explore, recognise and appreciate the history of their local area by examining remains of the past and considering why they should be preserved
- develop historical understanding through key concepts including continuity and change, cause and effect, perspectives, empathy and significance
- explores the relationship between places, people and environments
- learning about their own place, and building a connection with it also contributes to their sense of identity and belonging, and an understanding that places should be cared for
- learning about a local place may be the focus for learning, but students also become aware of and interested in more distant places
- spatial thinking starts by learning about direction and distance
- begin to form a mental map of the world and of where they are located in relation to other places.
- geographical skills include observing and describing the features of places, using a map, directional language, understanding distance and interviewing relatives
- develops students' understanding of how individuals and groups live together and interact with their environment. Students develop a respect for cultural heritage and a commitment to social justice, the democratic process and ecological sustainability
- are given the opportunity to investigate themselves, their relationships and their immediate experiences in family, school and community
- focus on the similarities and diversity of people, places, cultures and lifestyles
- taught to develop a respect for the needs and rights of others and are encouraged to develop cooperative attitudes and behaviours
- taught to use a range of media to investigate societies and environments in the world, including aspects of the past

SCIENCE

PRE-PRIMARY

- observe and describe the behaviours and properties of everyday objects, materials and living things
- explore change in the world around them, including changes that impact on them, such as the weather, and changes they can effect, such as making things move or change shape. Learn that seeking answers to questions and making observations is a core part of science
- learn how to record their findings using simple pictures and basic graphs
- encouraged to use all of their senses to develop the skills of observing, labelling, comparing, describing and sorting
- wonder about the differences and changes they observe in their everyday world

HEALTH / PHYSICAL EDUCATION

PRE-PRIMARY

- a developmental program, which provides students with an understanding of the skills needed for confident participation in sport and recreational activities
- make responsible decisions about health and physical activity and to promote their own and others' health and well-being
- focus is placed on learning the fundamental movement skills necessary for a child's development
- participate competently and confidently in physical activities such as play and games. Emphasis is placed on locomotion skills, body management and object control skills
- skills and strategies are teacher directed and students will learn the importance of playing fairly and sharing equipment
- participate in the Protective Behaviours program is also taught in Year 1

YEAR 1

- recognise what it means to be healthy and the actions they can take to have optimal personal health, safety and physical activity
- taught to use basic communication and cooperation skills when interacting with familiar people
- healthy choices for eating, as well as the need for cleanliness in daily activities is discussed, role played, sung and talked about
- awareness of our emotions and how to express them and use them effectively is developed in small and large group activities using the Challenges and Choices program, which teaches resilience, promotes self-esteem and encourages children to make appropriate choices when playing and working with others. The Protective Behaviours program is also taught in Year 1

YEAR 2

- taught about the stages and differences in human development, the factors, which influence choices of food, activities and friends, and about the responsibilities of family members. Learn how to keep themselves safe and to reduce risks to their health
- placed in situations where they can observe, develop and explore self-management skills as individuals, in a class and in friendship groups
- opportunity to learn and value the interpersonal skills required to communicate and cooperate with peers and others in play, games, school and social situations
- participate in a variety of programs including Kid Matters and the Protective Behaviours Program

TECHNOLOGY AND ENTERPRISE / DIGITAL TECHNOLOGIES

PRE-PRIMARY

- develop skills in basic tool and materials use
- includes, using scissors, glue, tape, recycled materials, and other products to make simple constructions that represent a basic design or thought
- use simple drawings to present their ideas and explain to others what they have done

- understand that collecting materials, cutting shapes and joining together, are steps that are needed to make something
- 1-to-1-iPad program has been introduced into Pre-primary to provide tools and resources for the 21st Century Learner

YEAR 1

- engages children in purposeful activities, which draw upon their existing understandings and skills and moves them to more sophisticated knowledge and critical reflection of technological processes and products
- learn to design, make and appraise in a fun, imaginative, interactive and hands on way
- learn to create using a variety of materials, following specific criteria and then learning to assess and reflect on their tasks to achieve the best possible outcome
- 1-to-1 iPad program has been introduced to provide tools and resources to the 21st Century Learner

YEAR 2

- follow the technology process to plan, create and evaluate a range of mediums using a variety of resources and materials
- allows children to participate in activities that are aimed at exposing students to a range of ICT software
- 1-to-1 iPad program has been introduced to provide tools and resources to the 21st Century Learner

THE ARTS

PRE-PRIMARY

- participate in a wide variety of art forms, including: Visual Arts, Drama, Dance, and Media. Encouraged to use their creativity and imagination to begin expressing themselves and responding to various stimuli
- introduced to the foundation skills necessary to develop their gross and fine motor skills, a basic understanding of The Arts' relevance to their lives and the ability to enjoy and participate with artistic self-expression

YEAR 1

- developmental program, in which concepts relating to elements and principles of art and design are explored through visual inquiry, design development, studio practice and are developed through Years PP - 6
- introduces students to a way of problem solving, understanding, interpreting and applying Visual Art for their own enjoyment
- designed to teach processes and technologies, which later become useful life skills
- studying Art movements in a historical context and viewing images, students are able to build their sense of identity and culture, which supports them in gaining a sense of place in their community and wider society.
- Visual Literacy is embedded in the program to ensure students have a language in which to discuss and respond to the Visual Arts.
- the Art program is a continuum, based upon a bi-yearly rotation of 6 focus areas of Art, such as; Drawing, Painting, Printmaking, Construction, Fibre/ Textiles and Sculpture/ 3D. There is also an Annual Exhibition, where artwork displaying creativity and excellence is celebrated

YEAR 2

- developmental program, in which concepts relating to elements and principles of art and design are explored through visual inquiry, design development, studio practice and are developed through Years PP - 6
- introduces students to a way of problem solving, understanding, interpreting and applying Visual Art for their own enjoyment
- designed to teach processes and technologies, which later become useful life skills
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The Early Childhood Music Program is designed to give students an introduction to the basic principles of music. It focuses on using play and imagination as a way to create their own music, use basic elements of sounds and movement, share music with others, respond to music in their own way and gain an awareness of music in everyday life. Beat, rhythm, pitch and dynamics are explored using voice and an assortment of percussion instruments. Dance and music games also help ensure that music is an enjoyable and engaging subject.

LIBRARY

PRE-PRIMARY

- encourages to enjoy books, care for them and use them respectfully
- learn how to re-shelve a book using shelf markers and will explore fiction books
- learn how to recognise the features of a book
- difference between authors and illustrators will also be taught
- concept of the alphabetical order of books in the library will be taught and they will practice shelving a book using this order
- exposed to a variety of literature activities to retell and reflect stories
- opportunity to borrow books for their enjoyment

YEAR 1

- learning to use books carefully, respectfully and for a purpose as well as enjoyment of reading
- explore the features of picture books, as well as learn about characters, authors and illustrators
- differences between fiction and non-fiction resources will be noted
- non-fiction books and their features will be taught
- will be lead through activities that show where these different types of books will be found in the library
- opportunity to borrow books for their enjoyment

YEAR 2

- using the library as a place to get pleasure from reading and locating information
- opportunity for children to borrow books for their own enjoyment
- care in holding, handling and carrying a book will be emphasised
- will be given direct instruction in the specific features of a book, in particular the spine label
- will be taught to alphabetise resources using the letters on it
- features of non – fiction books and the parts of them will be emphasised
- will practise locating information from sections of non – fiction books
- some samples of books from the reference section of the library will be analysed to show their purpose
- electronic examples of these resources will be noted
- some strategies to help locate and find information will be used in practical tasks

LOTE (Languages other than English)

Japanese in the GMAS Junior School focuses on many key vocabulary groups and is sequential in nature. Japanese uses the four macro skills of Listening, Speaking, Reading and Writing in order for students to become more confident with their knowledge about Japan, enabling students to use specific language learning strategies. Students learn about Japanese culture including geography, food, customs and art.

FURTHER INFORMATION

For further information you can visit the GMAS website

www.gmas.wa.edu.au

Visit our You Tube Channel for school videos

https://www.youtube.com/channel/UCanSQLTQpzA6I2o_G8bqUoq

Like our Facebook Page for photos and updates

<https://www.facebook.com/georgianamolloyanglicanschool/>

ELEMENTS OF THE EARLY YEARS LEARNING FRAMEWORK

