

# CURRICULUM IN THE EARLY YEARS (YEARS P – 3)

**Learning in the Early Years at Assisi is based on building continuity between children's prior experiences and their future learning in school contexts. There is a strong focus on Wholistic Education, whereby the whole child is nurtured and the development of reflective, self-directed learners is central.**

## **Continuity**

1. Building continuity through the curriculum, so as to link prior, current and future learnings
2. Building continuity through establishing positive relationships that are vital for active, cooperative learners
3. Building continuity by valuing and expanding children's diverse social and cultural understanding
4. Building continuity by managing transition processes between settings

## **Key Learning Areas**

Formal learning and teaching for students in Prep – Year Three occurs within ten learning areas.

These comprise:

1. Religious Education
2. English
3. Mathematics
4. Science
5. History
6. Geography
7. The Arts – Drama, Dance, Visual Arts, Media and Music
8. Languages – Italian
9. Design and Technology
10. Physical Education

These learning areas are undertaken with an emphasis on inquiry and play-based learning. These approaches assist learning by creating links between the familiar and the unfamiliar.

Students have lessons each week with specialist teachers in the areas of Physical Education, Music and Italian.

Planning for all learning areas is conducted collaboratively amongst teachers, so as to maintain consistency within, and continuity across year levels.

## **Assessment and Reporting**

Assessment in the Early Years at Assisi involves ongoing collection of samples that demonstrate achievement. In this way, assessment is a continually evolving process that is not limited to a single point in time.

Reporting occurs throughout the year by means of interaction between parents and teachers. Formal reporting takes the form of parent/teacher meetings in Term Two and Term Three, and written reports at the end of Semester One and Semester Two to provide a summative account of the child's progress.

All written reports are completed within a five-point scale and take into account academic progress as well as the development of life skills.