CURRICULUM IN THE EARLY YEARS
(YEARS P – 3)

Learning in the Early Years at Assisi is based around the idea of 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 which 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

Early Learning Areas
Learning and teaching for students in Prep and Year One are focused primarily around the Early Learning Areas.

These include:
1. Social and Personal Learning
2. Health and Physical Learning
3. Language Learning and Communication
4. Early Mathematical Understandings
5. Active Learning Processes

These are undertaken with an emphasis on play based learning and within the constructs of the negotiated curriculum. These again assist learning by creating links between the familiar and the unfamiliar. Religious Education is undertaken within the context of these Early Learning Areas.

Key Learning Areas

Students have lessons each week with specialist teachers and during the Early Years they are exposed to a variety of lessons which include Physical Education, Design Technology, Music, Food Technology and Italian. Planning for these 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 the continual collection of samples which demonstrates achievement. In this way assessment is a continually evolving process and is not limited to a single point in time.

Reporting should occur throughout the year by means of interaction between parents and teachers. Formal reporting takes the form of a written report at the end of Semester One which is discussed in a parent teacher meeting. There is also an end of year report which gives a summative account of the child’s progress.

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