

PROGRAMME FOR 6 YEAR OLD

ENGLISH

BROAD AIMS

1. To provide a good basis for reading and comprehension, writing and spelling skills.
2. To encourage confident oral communication, speech and listening.
3. To exercise imagination - storytelling and drama. This will be achieved through many experiences in everyday life as well as actual learning time.

MEANS

1. By reading to and giving parental example of reading as a recreation.
2. By encouraging with incentives, praise and examples of future applications e.g. "You'll be able to read your favourite Star Wars book soon."
3. To follow a phonic program (Spalding) to assist - in his speech, reading, writing and spelling.
4. By combining his English lessons with music and art.
5. By using some of the Shirley Bricknell & Peter Howard series of workbooks.

SPECIFIC MINIMUM GOALS

1. Recognise all letters of the alphabet, upper and lower case.
2. Know the sounds for the letters of the alphabet.
3. To identify the beginning, middle and ending sounds of words.
4. To listen and enjoy stories with increasing understanding.
5. Enthusiasm for and make efforts towards learning to read himself.
6. To read from left and right.
7. To write the letters of the alphabet, upper and lower case.
8. To write simple sentences and stories.
9. To improve his listening and comprehension skills-answer questions about stories read to him.
10. To expand his current vocabulary, grammar and comprehension of words for everyday use - verbal and written.



RESOURCES

See attached list of books being used.

CD Roms

Flashcards, puzzles, word games, card games

Local library.

Extensive private library of story books including poetry.

Blank paper, crayons, textas etc.

Roll 'n' Write

Alphabet and sound charts.

Sequencing Cards

Attending local drama group-Blue Mountains Youth Theatre Group.

Felt Board & Felt figures and scenes

Typewriters – electric and manual

Children's Encyclopedia

ENGLISH

Effective Pre-Reading Book 1 & 2 , Shirley Briknell

Getting Started Fine Motor Skills, Jack Pasley

Beginning to Write, Sue Buck

Kindergarten Colour Squares Book 1 & 2 , Greg Porich

Introducing the Alphabet, Sally Browne

Sounds Like This, Katie Kitching

Jolly Phonics & Finger Phonics Book 1-7, Sue Lloyd & Sara Wernham

The Writing Road to Reading, Romalda Bishop Spalding

Frank Schaffer Publication - Pre-school Activities, Teddy Bear Alphabet,

Kindergarten Vocabulary, Kindergarten Activities with Pen & Paper, Getting Ready for Writing and Alphabet workbook.

P.M. Early Readers

Effective Pre-Writing-Shirley Bricknell

Basic Skills First Reading, Peter Howard

Pre-School Activities 2 , Peter Howard

Pre-school Reading, Louise Dittberner

Starting School- The Alphabet, Ladybird publishers

CD ROMS

Sesame Street Learning Series-Letters, Creative Wonders

Sesame Street Learning Series-Search & Learn Adventures, Creative Wonders

I Want to Read, D K Learning

Now I'm Reading, D K Learning

MATHEMATICS**BROAD AIMS**

1. To lay the foundations of mathematics on which to build in the years to follow.To
2. introduce and ensure that has an understanding of the basic facts, processes
3. and functions of number (counting, sorting, addition, subtraction, division,



4. multiplication, fractions, decimals and money) space (2D and 3D space, positions,
5. graphs) and measurement (length, area, volume, mass, temperature, time). To familiarise with numbers and their uses in daily life.

MEANS

1. By progressing at own pace and level of understanding.
2. By referring to maths in other subjects and in daily chores e.g. English-reading written word and combining it with the numeral; Music-counting the beat; chores-counting, sorting, categorising.
3. Using the Signpost Maths system of workbooks.

SPECIFIC MINIMUM GOALS

1. To be able to count from 1-1000
2. To be able to recognise the numerals 1-1000
3. To write the numbers 1-1000
4. To be able to count in 1's, 2's, 5's, 10's & 25's, 100's and 1000's.
5. To be able to imitate basic geometrical shapes-square, circle, triangle etc.
6. To understand basic addition and subtraction, multiplication and division facts
7. To be able to identify whole objects and fractions of objects.
8. Recognise and be able to count money.
9. To understand some aspects of time-hours, minutes, days, weeks etc.
10. To be able to categorise objects into groups.
11. To understand some aspects of measurement - length, area, volume, mass, and temperature.

RESOURCES

See attached list of books.

CD Roms.

Flashcards, puzzles, games, card games.

Local library

Number, geometric, time, days of the week, money, and fractions charts.

Blank paper, crayons, textas etc.

Sequencing Cards.

Construction toys.

Scales and weighted objects.

Various clocks.

Fractions Tray.

Abacus.



Felt Board & felt numbers and figures for counting. Base Ten Blocks.
Geoboards, pentominoes, tangrams and patterns and shapes. Geometric solids.

MATHEMATICS

S R A Mathematics Learning System, S.J. Bezuska, H. Frehmeyer, M. Vere De Vault & H.J. Greenberg
Signpost Maths K-I, A Parker, A McSeveny & E Johnson
Introducing Money 1 & 2, David Boyd
Mathematics for the Very Young, Judy Tertini
Maths Games to Make & Play, Judy Tertini
The Maths Collection, Kathie Barrs & Paul Briten
Maths on Display, Barbara Hume & Kathie Barrs
Maths is a Special Occasion, Michael McLean
1.2.3. Math, Jean Warren
Kindergarten Colour Squares 1 & 2, Greg Porich
Three Bear Family Math Activities K-3, Carol A. Thornton & Judith K. Wells
Tangrams-Shapes and Puzzles, Pattern Block-Patterns and Shapes, Olga Gonzalez-Grant
Trangramables K-6 Judi Martschinke
Base Ten Blocks Activities, Sherry Nortman-Wolf
Geometry & Fractions with Pattern Blocks, Barbara Bando Irwin
Goemetry & Fractions with Tangrams, Barbara Bando Irwin
Maths Discoveries With Geoboards, Shirley Hoogeboom
Dots Maths, Linda Harvey & Ann Roper
Dots Math Too!, Linda Harvey & Ann Roper
Problems with Pentominoes, Alison Abrohms
Times Tables, Wendy & David Clemson

CD ROMS

Sesame Street Learning Series-Numbers, Creative Wonders
Counting & Sorting, D K Learning
Adding & Subtracting, D K Learning

SCIENCE AND TECHNOLOGY

BROAD AIMS

1. To encourage and foster natural curiosity and willingness to investigate the natural and man-made world around him.
2. To develop a knowledge and understanding of some of the basic laws that govern nature and to encourage an interest in technology (how things work). This will be through first hand experience, observation and some structured lessons.

MEANS

1. By observing nature-animal, plant and bird life; keeping a record of the change of the seasons/weather. By reading books on these subjects to
2. By growing our own vegetables.



3. Doing observational experiments e.g. air is invisible; it can move objects; it can slow moving objects etc.
4. Watching appropriate videos and T.V. programs e.g. Scientific Eye, National Geographic, Images of Nature etc.
5. Visiting various museums-Powerhouse Museum, Children's Museum, Australian Museum, Maritime Museum etc.
6. Linking this area to health and physical education where appropriate.
7. Using the Science & Technology Today workbooks.
8. By observing and using some machines (technology) in our house e.g. T.V., video recorder microwave, computer etc.

SPECIFIC MINIMUM GOALS

1. To look at growth and change-identify personal growth and comparing it to plant and animal growth.
2. To look at the basic requirements for life, growth and change-food, water and shelter-to compare these needs for people, plants and animals.
3. To identify and study the five senses and an introduction to the human body.
4. To study the living and non-living around us.
5. To look at food - what we need to survive; food groups; transport, packaging and preserving of foods.
6. Looking at hot/cold - the things around us, changing our environment, people, food and the dangers associated with hot and cold.
7. To look at verbal and non-verbal communication, modern and past forms of communication and animal communication.
8. To look at home and local environments and how we use the space around us.
9. To investigate forces that move things.
10. To look at simple machines that reduce the force needed.
11. To look at natural and man-made products, their sources and uses and recycling products.

RESOURCES

See attached list of books.
CD Roms
Puzzles and construction toys.
Backyard, local nursery and the bush.



Library, public and private.
 Nature, human body, the five senses, weather and the solar system charts.
 Sequencing Cards.
 Video and T.V. programs.
 Household materials for experiments.
 Various museums, wildlife parks and zoos.
 Attending homeschooling groups for science experiments.
 Demonstrations and shows at the local library.
 Felt Board & felt human body, ocean scene and creatures.
 Anatomy Apron.
 Spectra Awards
 National Geographic & Australian Geographic
 Magnifying glasses, bug catchers, telescopes, binoculars etc.
 Children's Encyclopaedia

SCIENCE AND TECHNOLOGY

Science and Technology Today, Tess & Tony Boyle
 1.2.3. Science, Gayle Bittinger
 Explore and Experiment, Jeannine Perez
 The Art of Science, Barbara Hume & Christine Galton
 101 Great Science Experiments, Neil Ardley
 101 Nature Experiments, David Burnie
 Golden Book Encyclopedia, Golden Press
 Encyclopedia of Australian Wildlife, Reader's Digest
 The Usborne Book of How Things Work, Martyn Bramwell & David Mostyn
 Let's Build an Invention, Jack Challoner, Dave King & Angela Wilkes
 Fun Science- Learn and Discover Book, David L. Drotar
 Basic Science Experiments for Homeschoolers, Valerie Marrett
 100 Science Experiments With Paper, Steven W. Moje
 Science Experiments, Chris Oxlade
 Space Encyclopedia, Heather Couper & Nigel Henbest

CD ROMS

Amazing Animals- D K Learning
 Amazing Human Body- D K Learning
 Eyewitness Children's Encyclopedia-D K Learning
 The New Way Things Work- D K Learning

HUMAN SOCIETY AND ITS ENVIRONMENT

BROAD AIMS

To introduce to different cultures and environments and to develop an appreciation and tolerance of cultural diversity. To introduce to the general physical form of the earth and its socio-political demarcations. To have an awareness of where lives with an emphasis on the study of Australia; its geography, flora and fauna, indigenous people, and some history.

MEANS

1. By looking at the Atlas/Globe, maps of the world and Australia in detail.
2. By looking at a simple street directory of the local area.



3. By observation of the local environment and excursions to some of the services - schools, police station, ambulance station and fire brigade etc.
4. By celebrating Australian Special Days e.g. Australia Day, Anzac Day, Clean-up Australia Day etc.
5. By celebrating multi-cultural holidays and being introduced to different religions, customs, food, national costumes, flags, music, art, language and folk tales.
6. By linking art to this subject- colouring pictures of people from other countries, animals, food etc.
7. Reading some history of Australia, especially its indigenous people.
8. Going on excursions to places of historical significance- Old Sydney Town, The Rocks, Museum of Fire, Hyde Park Barracks etc.
9. Talking to relatives who have lived in other countries, looking at photos, slides etc.

SPECIFIC MINIMUM GOALS

1. For to know his name, age and address.
2. To have a general idea of where his home is in relation to St Clair and where St Clair is in relation to the whole of Australia.
3. To have some knowledge of the local services in the area- police, fire-brigade, hospital etc
4. To have some knowledge of Australia's flora and fauna, flag, money, and important places.
5. An introduction to Australia's indigenous people, their history, culture, food, art, music, mythology.
6. An awareness of people living in other countries, their culture, food, costumes, music and religion etc.
7. Tolerance and consideration for others, especially for people who are different; whether by race, religion, physical or mental handicap etc.
8. An awareness of what is socially accepted behaviour (personal, others, property, manners etc.).

RESOURCES

See attached list of books.

CD Roms.

World Atlas.

Map of Australia.

Puzzles.

Local library and private library.

Excursions to local services, historical places, places of worship and museums.

T.V. programs-Bush Tucker Man etc.



Field trips to aboriginal art sites.
 Australian & National Geographic.
 Friends and relatives (uncle is an expert on aboriginal art and mythology).
 Children's encyclopaedia.

HUMAN SOCIETY AND ITS ENVIORNMENT

Social Studies Level 1, Ann Marie & Nancy Giglia-Ciccotosto
 Australian Society & Enviornment Book 1, Wendy Harris & Roslyn Kay
 Australia Special Days, R.I.C. Publications Australian
 Animals, R.I.C. Publications
 Aboriginal Studies Lower Primary, Jenni Harold & Joanne Whitby
 About Aboriginal People Book 1 Junior Primary, Hilaire Lyon & Richard Lyon
 Australian Birds Lower Primary , E & R Publications
 Australian Studies Lower Primary, R.I.C. Publications
 All About Me, Wendy Pfeffer
 Starting with Me, Barbara Humes & Annie Sevier
 Small World Celebrations, Jean Warren & Elizabeth McKinnon
 Special Occasions, Tony Ryan
 Multicultral Holidays, Julia Jasmine
 Celebrate Holidays Around the World, Laurie Rozakis
 Sense of Place, Barbara Hume, Frances James & Ann Ken-Children
 Just Like Me- Celebration, Barnabas & Anabel Kindersley
 The World and its People Encyclopedia, Bay Books Sydney
 Ladybird Picture Atlas, Ladybird
 The Usborne Book of Greek & Norse Legends, Rodney Mathews

CD ROMS

My First Amazing World Explorer, D K Learning
 Eyewitness Children's Encyclopedia - D K Learning

CREATIVE AND PRACTICAL ARTS

BROAD AIMS

1. To foster talent and interest in music and drama and to introduce him to other forms of art -visual, (painting, sculpture, photography and film), theatre, poetry and craft.
2. To expose him to unusual types of art- cooking and cake decorating, ice carving, kite making etc.
3. To provide opportunities for Cameron to participate in these as well as appreciate other people's works and to grow in understanding of how and why people use creative and practical arts.

MEANS

1. Drawing and colouring will combine this with English, Maths, Science and Technology, Human Society and its Enviornment and Personal Development, Health and Physical Education.
2. Painting- creative paintings in water colour, poster paints, acrylic and powder paints etc



3. Looking at other people's paintings- in books, galleries and exhibitions.
4. Creating collages using different materials-paper, leaves, bark, beads, glitter, material etc
5. Sculpture- using clay, playdoh, papier mache etc.
6. Theatre- wearing costumes, role playing, puppets etc.
7. Acting out stories form a book or from his own imagination.
8. Reading poetry and reciting simple poems.
9. Playing various musical instruments (private supply) and an introduction to the musical instrument families.
10. Singing both individual and group.
11. Listening to various types of music.
12. Dancing.
13. Craft-introduction to sewing, cooking, woodwork, decoupage, paper making, candle making etc.
14. Looking at examples in books, magazines and videos.

SPECIFIC MINIMUM GOALS

1. To improve artistic skills in painting and drawing.
2. To improve his fine motor skills, especially in cutting and glueing.
3. That enjoy music, singing, performing, and creating works of art.
4. That study a musical instrument.
5. To be able to recite poetry.
6. To compose and perform plays and dramas.

RESOURCES

See attached list of books.

CD Roms.

Card games.

Local and private library.

Blank paper, crayons, paint, textas, charcoal, sponges, brushes etc.

Clay, playdoh, Plaster of Paris.

Felt board and felt figures.

Puppets-hand, finger and string.

Attending the local drama group.

T.V. programs and videos- Art Attack.

Visiting art exihibitions and galleries

Recorded music- cassettes, radio & CDs.



Private supply of musical instruments- tambourines, drums, triangles, shakers, bells, recorders, xylophones, castanets, flutes etc.
 Attending concerts, plays and other productions.
 Kitchen-simple recipes.
 Scissors, glue and other craft materials.
 Children's encyclopaedia
 Musical instrument families chart & playing cards.
 Attending homeschool groups to do craft activities.

CREATIVE AND PRACTICAL ARTS

Movement and Drama, Imogen Forte & Joy MacKenzie
 Just Imagine, Robina Beckles Willson & Lyn Gray
 Music is for Young Children Too, Deidre Russell-Bowie
 Raps & Rhymes, selected by Susan Hill
 With Best Wishes, Moira Andrew
 Present Times, Heather Gaston
 Big Ideas for Little Hands, Kirn Letchford
 Look What I Made, Helen Moore
 Creature Crafts & Creative Ideas, Rosemarie Stevenson & Judy Endacott
 Handwork Skills & Themes, David E. Corney
 Fun With Paint, Moira Butterfield
 Fun with Paper, Hather Amery
 Power Pak, Claudette Gronski Judith Meeker
 Calender Craft, Vicki Crane
 Day by Day, Doreen Moyes
 100 Things for Kids to do and Make, Marion Elliot, Petre Boase & Cecilia Fitzsimons
 Day By Day 3, Amanda Hay & Chris Eddy
 Let's make Presents, Jack Challoner, Dave King, Dawn Sirett & Angela Wilkes
 Making Faces, Sian Ellis-Thomas
 Handwork Ideas, David E. Corney

CD ROMS

Sesame Street Learning Series-Art Workshop, Creative Wonders

PERSONAL DEVELOP., HEALTH & PHYSICAL EDUCATION

BROAD AIMS

1. To increase knowledge and depth of understanding of the benefits of an active and healthy lifestyle.
2. To provide opportunities for learning the rules of and participating in a range of sports.
3. To also gain knowledge about health risks, disease prevention, personal safety and hygiene.
4. To help master self-control, develop a sense of responsibility, have a respect for others and gain self-confidence.



MEANS

1. By participating in various sports - gymnastics, swimming, Little Athletics, ten-pin bowling etc.
2. Understanding and maintaining personal cleanliness.
3. By personal instruction, reminders and corrections in the area of personal hygiene, care of clothes, manners, respect for others etc.
4. By setting of household chores promoting responsibility.
5. By reading to and showing him pictures, watching videos and T.V. programs on the human body.
6. Interaction with family and extended family to promote respect for others.
7. By interaction with his own age group, when playing or attending lessons, promoting conflict resolution and sharing.
8. Instructing on better self-control and disciplining him when necessary.
9. Health and safety talks, correlated with games, songs and handwork.
10. Computer games to enhance co-ordination and thinking skills.
11. Observation of Safety First rules around the home, street and in cars.
12. By learning to cook simple recipes and understanding the importance of a good diet for a healthy lifestyle.

SPECIFIC MINIMUM GOALS

1. To maintain personal cleanliness - toileting, dressing, brushing his teeth etc., by himself.
2. To participate in various sports.
3. To have some understanding of the human body and the functions of the organs.
4. To study five food groups and the importance of a good diet.
5. To improve social skills.
6. To improve his self-control.

RESOURCES

See Attached list of books.

CD Roms.

Local and private library.

The human body and the five senses charts.

Sporting equipment - bats, balls, skipping ropes, bikes, hula hoops etc.

Attending sporting activities -Little Athletics, swimming lessons and gymnastics.

Backyard sport - bikes, roller skates, see-saw, cricket etc.



Home swimming pool.
Friends and relatives.
Excursions to the local hospital, fire brigade, police station etc.
Felt Board & felt human body.
Anatomy Apron.
Recipes and kitchen equipment.

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

Multicultural Snacks, Susan Hodges Kiddy Cooking, Toni Jones
A Health Workbook for Australian Schools, Ready-Ed Publications
The Body Book, Carol Bellin Doris McLaughlin

CD ROMS

Amazing Human Body, D K Learning
Sesame Street Learning Series - Elmo's Pre-school, Creative Wonders

