



Early Learning Centre (ELC)

# Curriculum Handbook 2019



CANBERRA GIRLS  
GRAMMAR SCHOOL

*Be yourself.*

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## CGGS Vision

Canberra Girls Grammar School aims to be an example of educational excellence by:

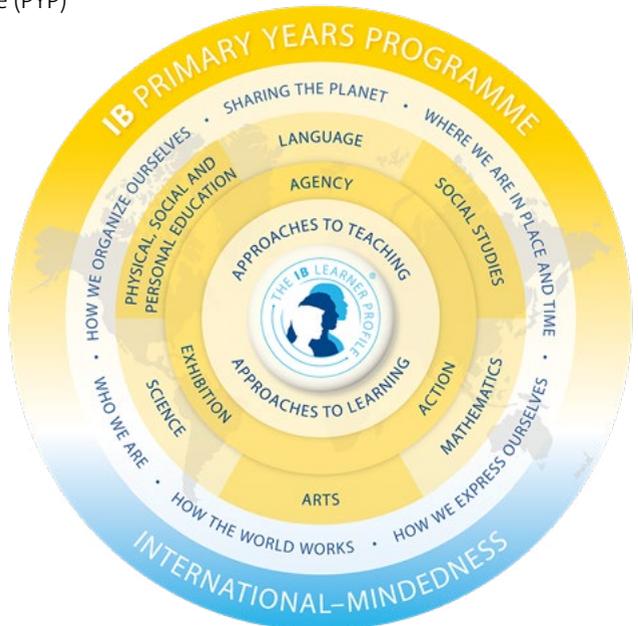
- delivering outstanding academic, pastoral and co-curricular programs
- recruiting, developing and retaining high quality staff
- building a caring, inclusive and nurturing school community
- providing new ways of learning in an innovative, progressive and responsive educational environment.

## What is the Primary Years Programme (PYP)?

The Primary Years Programme (PYP)

is a curriculum framework designed by the International Baccalaureate Organisation (IBO) for students aged 3 to 12. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. In the Early Learning Centre, four transdisciplinary themes of global significance are explored each year (one per term), with a powerful emphasis on inquiry-based learning.

The PYP intertwines beautifully with the Early Years Learning Framework. It draws on research and effective practice from a range of systems to create a relevant, engaging, challenging and significant educational framework for all children.



## IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## The Primary Years Programme at CGGS Junior School

In October 2007, CGGS became a candidate school for the Primary Years Programme.

This marked the beginning of the journey towards becoming an authorised IB World School. In August, 2010, CGGS underwent the pre-authorisation process and in August, 2011, the CGGS Junior School (including the ELC) became an authorised IB World School with the programme conducted from Reception to Year 6. In 2015 the School undertook a successful programme evaluation which is both a requirement and a service provided by the IB to IB World Schools. The aim of evaluation is for the IB to ensure that the standards and practices of the programmes are being maintained. The next evaluation process will occur in 2020.

As an authorised IB World School, all School leadership and teaching staff are required to undertake IB training and regularly attend professional learning workshops and events to ensure that teaching, learning and curriculum are aligned with current national and international standards.

Further information on all IBO programmes is available at [www.ibo.org](http://www.ibo.org)

## The CGGS Learner Profile

The philosophy of the Primary Years Programme, as it directly affects the child, is expressed in a series of desired attributes and traits. Learners at Canberra Girls Grammar School strive to be:

- **INQUIRERS:** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- **KNOWLEDGEABLE:** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
- **THINKERS:** We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- **COMMUNICATORS:** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
- **PRINCIPLED:** We act with integrity and honesty, with a strong sense of fairness, justice and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- **OPEN-MINDED:** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
- **CARING:** We show empathy, compassion and respect. We have commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
- **RISK-TAKERS:** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
- **BALANCED:** We understand the importance of balancing different aspects of our lives – intellectual, physical and emotional – to achieve well-being for ourselves

and others. We recognise our interdependence with other people and with the world in which we live.

- **REFLECTIVE:** We thoughtfully consider our world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

## Essential Components of the PYP

The PYP provides a comprehensive curriculum framework expressed through three interrelated questions:

- What do we want to learn?
- How best will we learn?
- How will we know what we have learned?

The programme comprises five key aspects which together provide the framework for structured and purposeful inquiry. These essential elements are knowledge, concepts, skills, attitudes and action.

### Knowledge: What do we want our students to know about?

Learning at CCGS is designed to encourage curiosity in a transdisciplinary way. Subject knowledge is integrated using six transdisciplinary themes which provide the framework for the exploration of knowledge and underpins our programme of inquiry. Teachers and students are guided by these themes, in conjunction with the EYLF, often in ways that transcend conventional subject boundaries. Students in Reception and Pre-Prep engage in four units of inquiry each year under selected transdisciplinary themes:

#### WHO WE ARE

Inquiry into the nature of the self; beliefs and values; person, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

#### WHERE WE ARE IN PLACE AND TIME

Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.

### HOW WE EXPRESS OURSELVES

Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

### HOW THE WORLD WORKS

Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

### HOW WE ORGANISE OURSELVES

Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.

### SHARING THE PLANET

Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.

## Concepts: What do we want our students to understand?

Eight fundamental concepts, expressed as key questions, propel the process of inquiry and help to encourage a transdisciplinary perspective. The eight concepts which drive the units of inquiry are:

- **FORM**                      What is it like?
- **FUNCTION**                How does it work?
- **CAUSATION**              Why is it like it is?
- **CHANGE**                    How is it changing?
- **CONNECTION**             How is it connected to other things?
- **PERSPECTIVE**            What are the points of view?
- **RESPONSIBILITY**        What is our responsibility?

## Approaches to Learning (ATLs): What do we want our students to be able to do?

Within their learning throughout the programme of inquiry, students acquire and apply a set of transdisciplinary skills: social skills, communication skills, thinking skills, research skills, and self-management skills. These skills are valuable, not only in the units of inquiry, but also for any teaching and learning that occurs within the school, and in life outside the school.

## Actions/Agency: How do we want our students to act?

Students are encouraged to reflect, to make informed choices and to take self initiated and voluntary action that will help their peers, families, school and the wider community.

## Parental Involvement

Parents are a significant and valued component of the teaching and learning process and are acknowledged as the prime educators of their children, a responsibility shared with teachers. The School encourages active involvement by parents in School life by providing numerous opportunities throughout the year to participate in events. Some of the ways parents can be involved in the classroom are:

- **Guest speaking:** you may be able to share your profession, special skills, interests and family cultures with our students during units of inquiry
- **Excursions:** helping with supervision on unit of inquiry related excursions where needed is a valuable help

Please note that a Working with Vulnerable People card must be held by all adults working or volunteering with children. The cards and background checks are free for volunteers and application forms can be found at [https://www.accesscanberra.act.gov.au/app/answers/detail/a\\_id/1804](https://www.accesscanberra.act.gov.au/app/answers/detail/a_id/1804)

## Social and Emotional Development

The early childhood phase of development is critical in promoting strong social and emotional skills and understandings. The development of social skills such as sharing, taking turns, resolving conflict, negotiating and cooperating are key learnings during this time. In addition, during early childhood, children are developing the ability to recognise and self-regulate their own emotions, respond appropriately to the feelings of others, develop a sense of empathy and develop resilience.

In the ELC, social and emotional development is central to the program and children are guided, both through explicit teaching and everyday interactions, to continually develop and enhance their skills and understandings. We draw upon a range of resources to support the children's development, including the PALS program, the Kimochis program, the Fun Friends program, the concept of a "growth mindset" and the Learner Profile attributes of being caring, principled, open-minded, a communicator and a risk-taker.

## Literacy in the ELC

The Early Learning Centre is committed to developing a strong foundation in literacy for all its students. We approach literacy development in a holistic way by incorporating literacy experiences into all aspects of the curriculum and everyday routines, including indoor and outdoor play, numeracy experiences and PYP units of inquiry, meal times and greeting and dismissal times.

In the context of the Early Learning Centre, literacy is promoted and developed through planned experiences, play-based activities and opportunities for hands-on exploration. The children participate in these activities and experiences in a variety of ways; independently, with the support of the teaching staff and with their peers. In addition, experiences may be undertaken individually, in small groups and in whole class settings.

At the Early Learning Centre, we seek to provide the children with opportunities to develop the basic, foundation literacy skills in the areas of reading, writing, listening, speaking and viewing. Research has indicated that development in these areas, at a

basic and foundational level, in the early years is positively correlated with academic success in the later years of schooling.

## Foundation skill areas

### Reading

The development of sound reading skills begins with an ability to listen to, explore, discuss and comprehend heard stories. In addition, skills in sequencing and an understanding of the conventions of print are essential for reading success.

At the ELC, we aim to foster a love of books and reading and to develop strong reading foundations which will enable the children to approach the more formal reading process (later in their schooling) with confidence and to experience success when they begin the more formal reading journey.

The “reading foundations” we aim to develop include:

- An understanding of the conventions of print – turning pages, the direction of text, the connection between pictures and text, the impact of the size and style of text, the parts of a book etc.
- An understanding of the components of stories (characters, plot, setting etc.) through play-based activities, discussion and questioning
- Exploring different text styles and modes such as fiction/non-fiction books, the Internet, books, newspapers etc.
- Skills in listening to stories and thinking critically about the content
- Skills in listening for repetition, rhyme, alliteration and known words
- An understanding that “reading” can occur in a variety of contexts, not just in books (eg. signs, newspapers, magazines etc.)
- A desire to read every day

### Writing

During the early years, children develop an understanding about the purpose and form of writing by seeing others write in context and having opportunities to write in contextual and meaningful ways. Through modelled writing and cooperative

writing experiences, children have opportunities to see writing occur and develop an awareness of the direction and form of written language.

In addition, through dramatic play scenarios and other play based activities, children have opportunities to experiment with writing, thus developing their skills and their understanding of the purpose of writing. A print rich environment also plays an important role in young children’s writing development. Seeing the real world application of text in posters, signs, books etc. helps children understand the purpose of writing and develop a desire to understand and create writing for themselves.

In combination with the development of writing itself, children require opportunities to develop their fine motor skills, which facilitate the writing process. Developing eye/hand coordination, appropriate strength and dexterity in the finger muscles, and strength in the forearm, arm and shoulder muscles, is imperative for children to be able to write legibly and for extended periods of time in the later years of school. Fine motor skills are also intrinsically related to a child’s ability to dress and feed themselves, which are important skills for developing a sense of independence.

The “writing foundations” we aim to develop include:

- Opportunities to see written language in a variety of forms
- Developing an understanding that written language carries meaning
- Opportunities for experimental writing through dramatic play scenarios and play-based activities – writing for a purpose and with meaning
- Participating in modelled writing experiences – being involved in creating written language
- Developing appropriate fine motor skills, including the pincer grip and tripod pencil grasp, through play-based activities
- Children learning to write their own name correctly, as well as other relevant and tangible words in their lives, such as the names of their friends and loved ones

## Listening

In the early years, it is important that children have opportunities to develop their auditory listening skills to enable them to effectively hear sounds in words which is an essential skill for successful decoding when learning to read. It has been stated that “the foundations of learning to read are set down from the moment a child first hears the sounds of people talking, the tunes of songs, and the rhythms and repetitions of rhymes and stories” (Fox, 2001, p. 13, cited in DEST, 2005, p. 8)

In the early years, opportunities for children to develop phonological awareness and sound discrimination skills (the ability to distinguish between the myriad of sounds heard in their everyday life) is imperative. This extends to developing an understanding of rhyme and alliteration and, when ready, listening for the phonemes (sound units) in words. In addition, young children require opportunities to develop their listening and comprehension skills with regard to stories. In particular, opportunities to listen to, discuss, engage with and respond to, stories on a regular basis are valuable. Experiences of this kind encourage children to develop their comprehension skills and engage with stories on a deep and meaningful level.

The “listening foundations” we aim to develop include:

- Listening effectively to stories, in whole group, small group and one-on-one situations
- Listening effectively to questions and responding appropriately
- Listening effectively to instructions and responding appropriately
- Identifying different sounds when heard eg. animals, instruments, environmental noises
- Identifying rhyming words
- Identifying words that begin with the same sound (alliteration)
- Identifying phonemes (sound units) in words (end of Pre Prep)

## Speaking

Research has indicated that language rich environments, in which children engage in conversation, questioning, discussion, negotiation and explanation, are advantageous for literacy development and future academic success. Through

environments like this, children are able to develop a rich and extensive vocabulary and develop skills in speaking for a variety of purposes, to a variety of audiences and in a variety of contexts. Language rich environments provide children with opportunities to hear language spoken in a variety of forms and contexts, and encourage them to express their thoughts and ideas through language. Play experiences also provide opportunities for children to speak with their peers and develop social and language skills simultaneously. Opportunities to negotiate, take turns and act out assigned roles are all essential in this process of language acquisition. Stories, songs, finger plays, rhymes and poems are valued ways of developing a language rich environment and we provide daily opportunities to share these experiences with children in the ELC.

We recognise the reciprocal relationship between language and literacy – developing language skills enable literacy skills to further develop, and progressing literacy skills promote further language development. As such, language and speaking plays a pivotal role in our literacy program.

The “speaking foundations” we aim to develop include:

- An ability to sing known songs
- An ability to recite poems, rhymes and action songs
- An ability to respond to questions
- An ability to ask appropriate questions to find out information
- Skills in using language to express needs, thoughts and feelings
- Confidence to share their own experiences and knowledge – one-on-one
- conversations, small group and large group discussions, News Time
- Developing a wide vocabulary by discussing and inquiring about a variety of topics that are of interest to the children
- An ability to speak clearly and with appropriate pace, volume and expression in a variety of contexts

## Viewing

In modern society, an ability to critically examine viewed materials is a valued skill. Viewing materials from a variety of sources, including books, magazines,

newspapers, television, video, Internet, and advertisements. Engaging in a meaningful way with such materials, enables children to identify the real world application of literacy skills, thus providing a context for their learning. In addition, they are able to understand that there are a variety of ways to communicate messages, including written language, visual modes, music and auditory methods and emotive expressions. In viewing material in this way, children are also able to learn to about the purpose of different materials, from the informative and educational, to the persuasive or emotive. Identifying and discussing the variety of purposes that materials can have also provides an opportunity to introduce and develop skills to think critically about viewed materials.

The “viewing foundations” we aim to develop include:

- Developing “symbolic skills” – an ability to understand the meaning attributed to various symbols, such as hand gestures, signs, pictures, words etc.
- Making observations about environmental print – signs etc.
- Identifying the differing purposes of various viewed materials
- Identifying the variety of ways of communication messages
- An understanding of the variety of modes of communication and sources of information

## Numeracy in the ELC

The Early Learning Centre is committed to developing a strong foundation in numeracy for all its students. We approach numeracy development in a holistic way by incorporating numeracy experiences into all aspects of the curriculum and everyday routines, including indoor and outdoor play, literacy experiences, PYP units of inquiry, meal times and greeting and dismissal times. Routine transition times are used to promote numeracy concepts as they provide unique opportunities for children to practice and use numeracy skills in an active and fun way.

At the Early Learning Centre, we seek to provide the children with opportunities to develop the basic, foundation numeracy skills in the areas of number, spatial awareness, measurement, patterning and problem solving. These numeracy concepts are promoted and developed through planned experiences, play-based activities and opportunities for hands-on exploration. Explicit teaching of numeracy

concepts is used on some occasions in an age-appropriate way. The children participate in these activities and experiences in a variety of ways; independently, with the support of the teaching staff and with their peers.

## Foundation skill areas

### Number

The acquisition of number skills is a primary foundation in numeracy development. It involves an understanding of numbers, numerals and counting. A sound knowledge of number is essential for further mathematical progression in the later years of school.

At the ELC, we aim to develop number knowledge through engaging activities including songs, action rhymes and stories. We encourage children to apply their knowledge of number to real world situations, through everyday activities such as counting the number of students present, identifying how many items in their lunchbox and alike.

The “number foundations” we aim to develop include:

- An ability to explore and identify how and where number/numerals are used in real life
- Skills in counting aloud
- An ability to recognise numerals
- Skills in counting concrete materials using one-to-one correspondence
- An ability to recognise how many are in a group of items, by both estimating the items in the group and directly counting the items
- An ability to order items in a variety of ways (big to small; first, second, third; beginning to end)
- Opportunities to develop an understanding of basic addition and subtraction concepts and use relevant language (in songs/games etc.)
- Experimenting with ways to document and record numbers

## Spatial Awareness

Spatial awareness involves the ability to recognise and identify shapes and spaces in the environment and the potential uses and transformations of these attributes. Sound spatial knowledge in the early years assists children as they move on to more formal geometry concepts in the later years of schooling.

At the ELC, spatial awareness is developed through play-based activities such as challenging puzzles and shape-based activities. Incidental learning opportunities are also harnessed to help develop these skills, for example, encouraging children to work out how to fit the wooden blocks into the shelves after playing with them.

The “spatial awareness foundations” we aim to develop include:

- Skills in identifying traditional basic shapes (circle, square, triangle etc.) and their main attributes (number of sides, corners, straight/curved edges)
- An ability to identify shapes seen in the environment
- An ability to use appropriate describing words for a variety of regular and irregular shapes (curved, round, zig zag etc.)
- Skills in identifying how shapes and spaces fit together (puzzles)
- Skills in identifying when transformations (turn, rotate, flip) are required to make shapes fit spaces and carrying out transformations to reach desired outcomes (puzzles)
- An understanding of position (where an object is - above, behind, next to) and direction (where an object goes - forward, back, left, right)
- An understanding of the purpose and use of maps and plans
- An ability to “read” and create simple maps and plans
- Experimenting with ways to document and record spatial understandings

## Measurement

Measurement involves quantifying an item or object using a particular scale. Developing a sound understanding of measurement concepts in the early years prepares children well for the more formal concept of using standard units of measurement (cm, m etc.) later in their schooling.

At the ELC, we aim to develop skills in measurement through activities such as sand and water play, block play and cooking experiences. These activities provide hands-on, sensory and meaningful opportunities for children to experiment with measurement.

The “measurement foundations” we aim to develop include:

- Skills in making direct comparisons between concrete objects across a variety of attributes including:
  - ▶ Length (long/short)
  - ▶ Mass (heavy/light)
  - ▶ Capacity (full/empty)
  - ▶ Temperature (hot/cold)
- Developing an understanding of time, relative to activities that the children participate in (morning, afternoon, night; yesterday, today, tomorrow)
- Developing an awareness of the days of the week, months of the year and seasons, in terms of relevant events/observations/activities
- Developing an understanding of the important conventions of measurement eg. common starting point, use of consistent units
- Using non-standard units (blocks, feet, hands etc.) to measure items of interest
- Using appropriate language (less than, more than, the same as) to describe the findings of measuring activities
- Experimenting with ways to document and record measurement

## Patterning

Patterning involves identifying when items which occur in a repetitious sequence. Developing skills in patterning at an early age promotes understandings which assist children to grasp algebraic concepts later in their schooling.

At the ELC, skills in patterning are promoted through multimodal activities where they have opportunities to experiment with patterns in a variety of ways. Such activities include music, dancing, drawing and fine motor activities such as threading.

The “patterning foundations” that we aim to develop include:

- Skills in identifying where patterns occur in the environment
- An ability to identify and describe viewed patterns
- An ability to copy patterns which are seen or heard (eg. counters, clapping)
- An ability to identify the missing items in a given pattern
- An ability to create simple patterns independently using concrete materials (AB, AABB)
- An ability to create and copy simple patterns independently in a multi-modal context (eg. clapping, stamping, hand movements)

## Data Handling

Data handling involves identifying relationships among objects, including similarities and differences, according to prescribed criteria. It also involves making decisions and explaining the reasons for grouping items together or separately. An understanding that items can be sorted or classified differently depending on the particular attribute being considered is a fundamental concept to explore. Data handling skills are used throughout mathematics and other curriculum areas, such as science. In a mathematical sense, data handling is particularly relevant to the concepts of probability and chance explored in later year levels.

At the ELC, data handling skills are developed through hands-on opportunities to sort and classify a range of items (people, counters, animals, pets, eye colour) using a variety of attributes (colour, size, frequency, number of sides). Sorting and classifying activities are often integrated into the unit of inquiry being studied, in order to make the learning relevant and meaningful.

The “data handling foundations” that we aim to develop include:

- An ability to identify real life situations in which sorting and/or classifying occurs
- Skills in sorting items according to defined attributes (colour, size etc.)
- An ability to classify objects according to defined attributes
- An ability to discuss reasons for sorting and classifying items in certain ways
- Experimenting with ways to document and record groupings that are made

## Problem solving

An ability to tackle problems in a logical and sequential manner is an important skill to develop in young children and is one which will assist them to cope effectively with such situations as they continue with their mathematical learning throughout their schooling.

At the ELC, we provide open ended experiences and challenges which enable the children to take an active role in the problem solving process and lead the learning journey. The children are given space and opportunities to discover effective strategies for themselves, through trial and error and collaborative effort. In this situation, the teacher is seen as a supportive facilitator of the process, rather than the director of the process.

The “problem solving foundations” that we aim to develop include:

- Viewing “problems” as solvable entities requiring thought, planning and action
- Identifying strategies to solve real-world problems involving numeracy eg. sharing items out equally
- Working collaboratively to solve problems
- Creating plans to guide problem solving
- Documenting and reflecting upon the problem solving process

## STEM

Through the play-based, and inquiry-based methods used throughout the ELC, children are given opportunities to develop skills and dispositions essential to future success in science, technology, engineering and maths. Through engaging with the world around them and being actively involved in learning about it, they develop skills in asking questions, finding out information, making and testing hypotheses, undertaking trial and error, and working with others to uncover new ways of doing things or approaching challenges.

Through opportunities to build and create with a variety of materials, including blocks, craft items, lego, recycled materials and alike, children have opportunities to explore how things come together and bring their thoughts and ideas to life.

Children are encouraged to plan and design items as they go, considering ways it could be changed or altered to create different outcomes.

As children play, explore, ask questions, and make sense of their world and all the things they find within it, they harness their sense of curiosity and wonder, and demonstrate their capability as the innovators and inventors of the future.

## Creativity

In the ELC, children are given opportunities to express their creativity and imagination every day in a variety of ways. From painting and drawing, to working with clay, playdough and a huge variety of art and craft materials; their creativity knows no bounds.

Children also have endless opportunities to explore their own imagination and express themselves and make sense of their world through pretend / role play. From carefully designed dramatic play areas such as home corners, hospitals, camp sites and alike, to opportunities for free expression using dress ups and everyday items, the children embrace imaginary play in all its forms, and benefit immensely from it.

## Music

Music is an integral part of daily experiences in the ELC. Songs are readily used to promote oral language, build social connections, explore topics and new ideas, and of course, to promote musical understandings.

Children are readily involved in singing and dancing to music, with recorded music and instruments part of their everyday experience.

Children in all ELC classes engage in a weekly music session with the Junior Primary Music Teacher.

## Physical Development

In the ELC, children have a wide range of opportunities to develop their fine and gross motor skills.

Through a range of fun, play based activities, such as threading, manipulating tweezers and tongs, playdough, working with small items, using construction

materials and alike, children are given opportunities to strengthen the small muscles of their fingers and hands, and develop dexterity and control.

Through outdoor experiences, such as riding bikes, running, climbing on obstacle courses and engaging in physical games with friends, the children build their gross motor skills, gaining strength and control over the muscles in their legs, arms and torso.

Teachers work from their understanding of the development of fundamental movement skills (running, jumping, leaping, throwing, kicking) and plan targeted activities to promote development in these important skills.

In Pre-Prep, each class attends a fortnightly Gross Motor Program. These sessions are designed and run by the Junior Primary Physical Education Teacher, and are intended to promote body awareness, coordination, balance and control.

## Religion and Philosophy

As an Anglican school, Christian values and teachings provide the foundation on which our educational programs are built. This is seen across all aspects of the school, and is expressed through the culture of the school, all the teaching and learning experiences, the worship program, and the pastoral care and behaviour management policies and practices.

A weekly Chapel service is held on Friday. All full-time Pre-Prep students attend this service.

All students participate in the spiritual program of the School, although many children have different faiths and spiritual backgrounds. Within the spiritual program and the overall life of the school, the different faiths and cultures represented in the school are acknowledged and celebrated.

## Library and Resource Centre

The Library and Resource Centre (LRC) is the hub of learning resources in the school. The implementation, maintenance and growth of all key learning areas and their transdisciplinary links as expressed through the units of inquiry, are supported by the LRC.

The Library and Resource Centre staff consult extensively with teachers to plan units of inquiry and provide suitable materials.

## Conclusion

In the CGGS ELC, we are highly cognisant of the important role of early education in the development of strong foundations in all areas in young children. At the ELC, we take our role in this process seriously and aim to provide engaging and child-centred experiences and activities to promote the holistic development of all our students.

We acknowledge the important role of culture and native-tongue languages in a child's development. While the ELC program is grounded in the English language, we support and encourage the ongoing development of a child's native-tongue language at home and where possible, we seek to incorporate children's native-tongue languages into the ELC environment.

We also acknowledge that learning and development in the early years is an intrinsically social process which involves reciprocity between the child and teacher, parents, siblings, peer group. As such, we encourage the participation of parents and families in all aspects of the ELC program.

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