



Junior Years Subject Book

—
All She Can Be®



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JUNIOR YEARS AT GLENNIE

We aim to nurture the girls in the fellowship of Christian care and to develop their skills on the foundation of respect, courage, integrity and compassion.

GUIDING PRINCIPLES:

- The Junior Years is based on Christian principles and values.
- Concern for others is encouraged, both within the School community and beyond.
- The School is sympathetic towards the spirit of ecumenism and is open to all children regardless of their ethnic or religious origins, in so far as they co-operate with the School's Anglican ethos.
- The School develops an environment which fosters the whole person, including the girls' spiritual, moral, intellectual, social, emotional, cultural and physical development.
- In all endeavours, the pursuit of excellence is encouraged, so that each girl strives to achieve her potential.
- An open spirit of enquiry and respect for the truth are important aspects of a child's pursuit of wisdom and knowledge.
- High priority is given to basic literacy, numeracy and verbal skills.
- Children are expected to participate, as much as possible, in the whole program of the School with the aim of enriching their lives through the development of character, initiative and personality.
- The School encourages the development of healthy minds and bodies.
- The development of self-discipline is an important aspect of the School's approach to education.
- High standards of such qualities as courtesy, consideration, behaviour, manners, punctuality, responsibility and accountability are expected of all children. An equally high standard of uniform and presentation is expected.
- The School recognises the important role parents play in the education of their children and provides opportunities of parental involvement accordingly.

WELCOME TO JUNIOR YEARS

Welcome to Glennie, and in particular, the Junior Years. This booklet is designed to give you a snapshot of our curriculum offerings and philosophy for Prep to Year 6.

Glennie Junior Years is where your daughter's educational journey begins. These are critical years that will form the basis of your daughter's future development and growth, both physically, socially and intellectually. The Junior Years' curriculum has been specifically designed for this and provides a strong basis for enhancing literacy, numeracy and thinking skills.

We want our girls to experience a progressive and enlightening educational program, that nurtures them in the fellowship of Christian care and develops their skills on the foundation of trust, integrity and social responsibility.

To provide this living education experience in the Junior Years, we seek to implement innovative learning programs, based on current research and best practice, provide contemporary resources and modern facilities, retain quality teachers and achieve an important balance in learning excellence.

Every girl from Years P to 6 is expected to give of her best. Emphasis is placed on the basic skills of literacy and numeracy. The Australian Curriculum and the Queensland Curriculum and Assessment Authority provide the guidance for us in relation to the programs of work that are developed for each year level. In addition to this, there are opportunities for our girls to participate in a broad range of other curricular and co-curricular offerings to enhance what we can offer your daughter to enable her to become All She Can Be®.

Our co-educational Kindergarten forms an important part of the Glennie Junior Years community. Housed in its own facility within our Early Childhood precinct, the Kindergarten provides a wonderful start to your child's educational experience.

Please feel free to contact me at any time if you have any questions about our programs.

We look forward to working in partnership with you to offer the very best to your daughter during her time at Glennie.

With very best wishes

Mrs Kim Cohen
Principal



INTRODUCTION

Glennie Junior Years has a long tradition of offering quality educational experiences from Kindergarten to Year 6. These early years of education are the foundation and pathway for successful further learning. The uniqueness of a K-12 setting allows for curriculum alignment from the earliest Kindergarten experience to the end of formal schooling.

Experienced teaching staff are committed to the development of our girls' knowledge through skills and understanding that maximise outcomes in measurable ways. Opportunities are explicitly planned and taught to enable growth in cognitive, physical, social, cultural and spiritual domains of learning. This, within a learning community that promotes and values compassion, integrity, courage and respect, enables every girl to be All She Can Be®.

The offerings of the Australian Curriculum are followed across the year levels together with differentiated opportunities to support and extend all students' learning outcomes. The curriculum supports the development of thinking skills from K-6 through the exploration of reasoning, processing and inquiry based learning opportunities. These opportunities are planned and taught to enable engagement in a rich and challenging environment that supports the learning development of all students. Girls are explicitly taught and encouraged to apply thinking skills and problem solving to all situations and curriculum areas.

The Glennie learning community is based on the premise that much is achieved through growing, learning, achieving and celebrating together.

We are committed to maintaining an environment that values the inherent worth and dignity of all students; fostering tolerance, sensitivity, understanding and mutual respect; and one which encourages children to strive to reach their potential.

The teachings of the Bridge Builders program together with the expression of the Anglican faith reinforces the social emotional skills needed to navigate a modern world free from intimidation, intolerance, bullying or harassment. Glennie inspires students to develop an awareness and depth of their world through a platform of faith, kindness and compassion.

We understand that learning communities function at their best when parents are aware of the teachings and supportive of this and their daughter's learning. Partnerships between parents is strengthened as we work together. We look forward to working with you to provide the best educational, social and emotional outcomes for your daughter.

Mrs Kate Harris
Head of Junior Years



ENRICHMENT

IDEASPLUS@GLENNIE

At Glennie, our IdeasPLUS@Glennie program provides a range of academic opportunities for Junior Years girls. Throughout the year we conduct Excellence Workshops, Year Level Workshops (for all girls), the High Performance Program (in which all girls participate), Science and Maths workshops, and various academic competitions. We seek to recognise and value students with varied academic abilities and provide suitable programs for them. The IdeasPLUS@Glennie philosophy is based on the Gagne Model of Giftedness.

IDEASPLUS@GLENNIE WORKSHOPS

A series of extension workshops are held throughout the year. Each workshop focuses on a different area of the curriculum. The workshops are designed to be complex, abstract, challenging, interesting, hands-on, motivating and multi-disciplinary. The content of our workshops is advanced, beyond the expectations of the year levels of the participants. The tasks stimulate higher order thinking, analysis and reflection.

Topics for workshops include visual arts, coding, engineering, robotics, writing, mathematics, science and strategic and lateral thinking.

We hope that the girls participating in the workshops enjoy:

- spending time exploring a complex topic in depth
- investigating an area of interest, in which they have demonstrated high ability
- participating in challenging activities with like-minded students
- sharing their ideas and thoughts in a positive, stimulating environment

Girls who are invited to participate in the IdeasPLUS@Glennie workshops have demonstrated a very high ability in classroom work. They are:

- capable of engaging with a task for an extended period
- reflective and able to understand thinking processes
- able to construct knowledge and understandings upon engaging with new concepts
- intrinsically motivated and interested
- motivated to self-direct learning

Girls are selected, using a variety of criteria, before each workshop. Teacher recommendation, in-class assessment results, and standardised testing results are some of the information sources used to identify girls for each workshop.

In addition to the Excellence Workshops, each year for all girls, there are IdeasPLUS@Glennie Year Level Workshops. The philosophy of the Year Level Workshops is aligned to that of the Excellence Workshops. The girls participate in activities related to STEAM (Science, Technology, Engineering, Arts, Mathematics). The activities aim to build the students' understanding of the topics covered as well as develop their communication and collaboration skills.

IDEASPLUS@GLENNIE

HIGH PERFORMANCE PROGRAM (HPP)

Based on research of pedagogical best practice, our HPP involves all the girls from Years 1 to 6. Each week, for 90 minutes, students are grouped based on their academic achievement. During HPP, these groups engage with STEM content while focussing on 21st Century skills.

This program aims for students to:

- engage with novel, complex problems with confidence and resilience
- be able to access a range of strategies to investigate and solve problems
- improve their ability to communicate their thinking and reasoning

Activities are designed to be appropriate for each girls' level of development. The HPP has personalised learning, problem-solving and critical and creative thinking at its core.

OTHER PROGRAMS

The IdeasPLUS@Glennie program also encompasses activities such as Opti-MINDS, ICAS English Competition, AMT Maths Competition, Darling Downs Mathematics Team Challenge and RoboCup.

OUTDOOR EDUCATION

The Glennie School realises the benefits that can be obtained from outdoor education and has initiated a program from Year 3. Outdoor Education provides creative educational experiences in co-operative group living. It utilises the resources of the natural surroundings to contribute significantly to the mental, physical, social and spiritual growth of our girls.

These experiences are not to be seen as optional extras, but as opening our education in areas of life, that cannot be dealt with effectively in the classroom or school situation. Lessons learnt at camp are reinforced in the classroom.

Aims of the program are mainly concerned with personal development, particularly the enhancement of individual girls' life skills and capacity to cope with modern society. Providing girls with opportunities to learn outdoor and adventure skills are also common goals, as is the idea of simply giving girls the experience of living outdoors. These goals include:

- development of community (school climate)
- relationships: between classmates and teacher
- understanding of ecosystems, environment and heritage
- spirituality, commitment, resilience, perseverance, self-confidence, self-awareness, teamwork, social skills, attitude, motivation, challenge
- having fun

Time away from the classroom is an important part of our program. It is expected that unless there are special reasons, all girls will participate in these activities.

YEAR 3 SLEEPOVER

Girls participate in a one night camp experience close to Toowoomba called the Year 3 Sleepover. The girls stay in dormitory style accommodation and complete a number of activities including initiative games, team building activities and art and craft activities. This camp is included in the School packaged fees.

For many, this is their first experience of staying away from family.

YEAR 4

Girls travel to Luther Heights on the Sunshine Coast for three days and two nights. Situated near Coolumb, this camp builds on the skills learnt in Year 3 and involves outdoor activities suited to the age level. This camp also includes some beach activities, orienteering, raft building and initiative and team challenge activities. Accommodation is in dormitories. Qualified leaders conduct these activities with Glennie teachers supporting them. This camp is included in the School packaged fees.

All girls are expected to attend this activity.

YEAR 5

Girls travel to an outdoor education facility and participate in a range of challenging activities during the three day two night camp. They are encouraged to think creatively to solve problems and support their team members to complete activities. Qualified leaders conduct these activities with Glennie teachers supporting them, including night time activities. This camp is always one of the highlights of the girls year.

In addition to this, girls will participate in a one day leadership experience at Emu Gully, Helidon, in Term 4. During this Anzac themed experience, girls use the values of mateship, teamwork and support to successfully navigate their way through a range of challenges.

All girls are expected to attend these experiences and they are included in the School packaged fees.

YEAR 6

Girls in Year 6 participate in a three night four day camp in the Sunshine Coast hinterland. Girls live in dormitory style accommodation. The main themes for this camp include teamwork and challenge by choice to assist the girls with their leadership and also to develop greater independence resilience and confidence. Activities include: swimming, archery, orienteering, canoeing, Eureka Stockade, abseiling, low and high ropes, bush skills and initiative and team games. Qualified leaders conduct these activities with Glennie teachers supporting them. This camp is included in the School packaged fees. All girls are expected to attend this activity.

Every year in Term 4, girls in Year 6 are given the opportunity to participate in a week long trip to Sydney and Canberra to support their units of work in early Australian History and Civics and Citizenship. This trip is not included in the school fees and is therefore an option for families to consider. Teaching staff and some parents accompany the girls on this trip which includes many of the highlights of both Sydney and Canberra.

Details of this trip are made available to Year 5 families in Term 4 each year.

LEARNING SUPPORT

Each girl is a unique individual, with diverse abilities.

Students have different learning styles and interests, and may learn at a different pace or in a different way to their peers. Some students have additional learning needs and require differentiated support to help them achieve success at their own level.

Small groups of students work with the support of a teacher aide, to participate in guided learning activities. This provides the girls with an opportunity to consolidate their understanding of core content, through discussions, hands on learning activities, engagement with interactive technology, and participation using many of our online learning programs. The girls not only develop their literacy and numeracy skills, but they improve in confidence and self-esteem, and become more willing to take risks with their learning.

IDENTIFICATION OF STUDENTS REQUIRING LEARNING SUPPORT

Throughout each school year, Glennie girls complete a series of assessments e.g. spelling, reading comprehension and mathematics. This gives the school a picture of each girl's ability and identifies any areas of concern. It is then compared with data from the previous year to determine which students are most in need of additional support. Learning support staff work in collaboration with classroom teachers, to discuss, monitor and design programs that meet the needs of individual groups.

DIFFERENTIATED INSTRUCTION

Assisting each girl to reach her potential through targeted learning initiatives is at the forefront of our delivery of differentiated instruction. Girls may be supported by group work facilitated by a teacher and connecting to curriculum concepts taught within the classroom. The girls are given the opportunity to learn at their pace, and experience achievement in their learning. Differentiated group work also ensures that all girls are challenged to grow in the learning areas of Literacy and Numeracy. These learning experiences may include use of real world connections, reading comprehension strategies, problem solving strategies and digital literacy.

NATIONALLY CONSISTENT COLLECTION OF DATA (NCCD)

All government and non-government schools in Australia are required to participate annually in the Nationally Consistent Collection of Data on School Students with Disability. This is a joint initiative of all Australian state, territory and federal governments and non-government education authorities. National data is collected annually to identify the number of school students with disabilities and the level of reasonable educational adjustment provided for them.

It is intended that this collection of data will assist schools and education systems to ensure that every child has the same opportunity to succeed within their ability at school. The aim of this data collection is to have better information about school students with disabilities in Australian schools. It is important to ensure the School has a copy of all medical and specialist reports concerning your daughter. This will assist us in understanding the way your daughter learns. It will also inform our teachers of how best to support her learning on a daily basis.

If you have any questions about the NCCD, or whether your daughter may meet the criteria to be included in the data collection, please do not hesitate to contact the Junior Years to speak to our Learning Support Teachers who oversee the NCCD data collection.

Further information can be obtained at www.education.gov.au/nationally-consistent-collection-data-school-students-disability

CURRICULUM OVERVIEW

KINDERGARTEN

The Glennie Community Kindergarten supports a play-based and child-centred approach to learning which is developed around the Early Years Learning Framework and the Kindergarten Learning Guideline and Continuuua.

The Key Learning Areas and their focus are as one:

- Identity
- Senses of security and trust
- Independence and perseverance
- Confident self-identity
- Connectedness
- Positive relationships with others
- Respect for diversity
- Respect for environments.
- Wellbeing
- Autonomy and wellbeing
- Care, concern and positive interactions
- Health and safety
- Physical wellbeing
- Active learning
- Positive dispositions and approaches towards learning
- Confidence and involvement in learning
- Being imaginative and creative
- Exploring tools, technologies and ICTs
- Communicating
- Exploring and expanding ways to use language
- Exploring literacy in personal meaningful ways
- Exploring numeracy in personal meaningful ways

An introduction to formal literacy development is via the Letterland program, which focuses on early phonics through adventures with the Letterland characters.

The facilities and specialist teachers of the Junior Years are also available to the Kindergarten and the children participate in different specialist lessons each term.

PREP TO YEAR 6

The Curriculum in the Glennie Junior Years is deliberately broad ranging and inclusive. All girls from Prep to Year 6 follow curriculum programs derived from the Australian Curriculum and these are then personalised to meet the needs of Glennie Junior Years girls, keeping in mind our own context.

Classroom teachers work with the girls in their own classrooms on English, Mathematics, Science, History, Geography, Technology and then the girls move to specialist teachers for other subject areas which include: Languages, Health and Physical Education, Library, Religious Education, Music, Art and Dance.

Additional activities and programs are available for those girls who require extension to the class program. These are provided both within the classroom, by the classroom teachers and in small group sessions.

SUBJECTS

ENGLISH

The English program at Glennie Junior Years is aligned with Australian Curriculum English, and taught in a way that encourages girls to become proficient, confident communicators. Our English programs comprise the three areas: reading and viewing, writing, and speaking and listening. These areas of English are often experienced together, as they are quite interrelated.

Each year level's English program is designed to extend and challenge our girls' skills in reading and viewing, writing and representing, speaking and listening, grammar, punctuation, vocabulary, spelling and handwriting. Girls learn to listen to, read, view, speak, write and reflect on increasingly complex and sophisticated texts, with accuracy, fluency and purpose.

Our reading and viewing programs have literature at their core. Students are encouraged to develop a love of reading through experiencing a wide variety of texts. Our programs focus on the application of the technical skills of reading so that students become fluent, expressive readers who comprehend text proficiently. As girls become skilled readers, we ask that they respond to texts using a critical lens.

Our writing programs involve students responding to multimodal texts, as well as creating their own texts. A range of texts are created across the Junior Years. These texts are sequenced in a way that requires girls to use appropriate sophistication and formality for the purpose of the text. Through these experiences, girls build an understanding of the purpose and intended audience of the texts they are writing.

Our English programs require girls to engage imaginatively and critically with literature, as well as create texts that inform, persuade and entertain the reader. At Glennie, we aim to encourage our girls to be confident, effective communicators, and creative and critical thinkers.

Opportunities are available for girls to participate in online English competitions.

MATHEMATICS

Girls engage with the Junior Years Mathematics program through investigations, problem-solving and focused skill acquisition sessions. The content of the mathematics program is organised into three strands: number and algebra, measurement and geometry, and statistics and probability. Understanding, fluency, problem-solving and reasoning are key proficiencies developed in conjunction with the content.

The Australian Curriculum underpins our Mathematics program. Through engaging with and experiencing this program, we aim for girls to be confident, fluent users and communicators of mathematical thinking. The activities in our program are designed to allow girls to investigate, represent and interpret mathematical concepts.

As students progress through the Junior Years, they develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes. We encourage girls to pose and solve problems and reason in number and algebra, measurement and geometry, and statistics and probability.

The use of technology is an integral part of the program. Girls subscribe to an interactive online computer program, which provides learning support so that the mathematical skills and concepts can be reinforced and checked by the girls.

Opportunities are available for girls to participate in online Mathematics competitions.

SCIENCE

Our Science program allows for the development of key scientific understandings and skills. Throughout the primary years, girls engage with concepts from biology, chemistry, earth and space sciences and physical sciences. Key scientific literacies are embedded throughout the program, to ensure that students build proficiency as they progress through the experiences.

Australian Curriculum Science provides the foundation for the Junior Years Science program. Students' learning experiences are taught through an inquiry-oriented learning model. In this model, teaching and learning progress through five phases: engage, explore, explain, elaborate and evaluate.

Through hands-on experiences, girls develop explanations of scientific phenomena. They engage actively in the learning process and throughout lessons have opportunities to represent their developing understanding. Girls develop investigation skills, communication skills and an understanding of our world through a scientific lens.

Access to the facilities and resources of the Middle and Senior Years Science Centre ensures all topics are covered and further enhances the programs we offer.

LIFE EDUCATION

The Life Education Van visits the Junior Years once each year and children from Kindergarten to Year 6 participate actively in a curriculum based program. Specially trained educators present vital health and safety messaging through tactile and multisensory activities. Joined by Life Education's lovable mascot Healthy Harold, the educators bring to life lessons that empower children to make safer and healthier choices, now and in the future. The Life Education program provides children with online resources and problem solving activities.

PERSONAL DEVELOPMENT

Personal Development sessions for girls in Years 4, 5 and 6 are conducted by a trainer from TRUE, (formerly known as Family Planning Queensland,) and take place once each year after school hours. Girls are accompanied by a parent or designated adult. Sessions are not compulsory and parents have the choice of attending whichever session or sessions they feel are most appropriate.

Topics include:

- Self protection
- Introduction to puberty
- Healthy puberty

All activities involve parent/daughter discussions as well as whole group discussions.

HUMANITIES AND SOCIAL SCIENCES (HASS)

Humanities and Social Science (HASS) is a combination of the subjects of History and Geography, and in upper primary, also includes Civics and Citizenship Studies and Economics and Business Studies. One semester is mainly devoted to History and the other to Geography, although there will be natural overlaps between both disciplines and also across other curricular programs.

HISTORY

In History, Prep to Year 2 girls build an understanding of change over time. They relate historical change to familiar things such as family life and technology. Girls compare and contrast the past with today, and begin to be able to describe and create texts showing sequences of time.

In Year 3, girls consider the importance of Country to Indigenous Australians. They also explore local and world celebrations. The Year 4 curriculum introduces world history and the movement of people. In Year 5, girls study colonial Australia in the 1800s. The Year 6 curriculum moves from colonial Australia to the development of Australia as a nation, particularly after 1900. Girls explore the factors that led to Federation and the different attitudes to Federation and citizenship at the time.

GEOGRAPHY

In Geography, girls study aspects of environmental and human interactions. In lower primary, girls investigate places that are close to them geographically. As students progress through the primary years, they examine regions of Australia and the World further away from them, with increasing levels of sophistication and geographical inquiry. Throughout the primary curriculum, girls are encouraged to ask questions about environments, and the way that humans interact with these environments. Girls develop proficiency in reading and creating maps, and other geography-related texts.

Both History and Geography are inquiry-centred studies, meaning that the girls are encouraged to investigate issues and to draw conclusions based on the evidence gained through research.

INFORMATION LITERACY SKILLS

All girls in Years Prep to 6 participate in a weekly lesson in the Junior Years Library. The role of the Teacher Librarian is one of an information and literature specialist. Lessons in the Library support and build upon classroom learning, in three main areas:

Information literacy

- Girls practise searching for information, using keywords and effective search strategies
- Girls locate information in books, online encyclopedias and websites. They learn to evaluate reliable and unreliable sources of information
- Note-taking skills are developed
- Girls practise skills of citation, and learn to avoid plagiarism

Literature appreciation

- Students are introduced to the very best of children's literature, appropriate to their level
- They learn to choose books that are a 'good fit', and that fulfill a purpose, for example, for entertainment, learning or interest
- Individual assistance is provided to support and extend their reading choices
- Authors, illustrators, poets and performers enhance the students' experience of literature

CYBERSAFETY EDUCATION

The Glennie School is an ESmart School, and endeavours to provide students with the skills to stay safe in digital environments. Our cybersafety lessons focus on the following areas of online safety.

- Keeping private information secure
- Managing digital footprint and reputation
- Responsible behaviour and positive communication to maintain good relationships
- Creative credit and copyright

Students in Year 6 complete the ESmart Digital Licence.

LANGUAGES

Australian society is culturally and linguistically diverse and functions increasingly within a wider global community. It is important that teachers acknowledge, value and accept the diverse linguistic and cultural perspectives that children bring to a learning context. They encourage all children to communicate with, understand and value those who come from different backgrounds. For young children, learning a language other than English significantly enriches their cognitive, cultural, educational and social development.

For Year 6 students, language classes are geared towards revealing key elements of French and Japanese such that when the girls move to Middle Years they are able to make a more informed decision as to which language to pursue.

FRENCH

In Prep to Year 2, emphasis is placed on listening to and understanding simple spoken French, including classroom instructions and vocabulary of topics like numbers, colours, classroom objects, parts of the body, family members and animals.

The use of action songs, rhymes, games, stories and dramatisation are used to reinforce learning and to enhance the girls' enjoyment of French. A puppet play from the *Histoires en action!* (Stories in action) program is introduced in Term 2.

In Years 3 to 5, girls follow the *Histoires en action!* program and consolidate vocabulary in class and at home with the use of an online program.

Year 6 students study French in Semester One and Japanese in Semester Two. They also follow the *Histoires en action!* program and consolidate vocabulary in class and at home with the use of related online programs.

The *Histoires en action!* program is a revolutionary approach to second language instruction. It is based upon the use of stories and music for the teaching of French. Specifically designed stories, which are written in the form of plays, become the focus for a range of motivating language activities that help students develop confidence and competence in the language as they progress through each story unit.

JAPANESE

Japanese is studied for one semester in Year 6. Students learn to write and say their name using katakanized phonetics. They also learn some basic greetings and introductory phrases. With the relatively complex writing system, they are expected to be able to differentiate between the three scripts: hiragana (rounder characters), katakana (sharper, more angular characters) and kanji (Chinese characters). When study groups visit from Japan, the girls are given an opportunity to not only interact with Japanese students, but reflect on what being 'Australian' is about.

RELIGIOUS EDUCATION

Each class participates in one lesson of Religious Education each week. They also attend a fortnightly Chapel service in the Chapel of St Alban on the Senior Campus.

The curriculum framework confirms the mission of the schools of the Anglican Church:

- To promote faith in Jesus Christ and the experience of the Christian community
- To provide opportunities for exploration of the Christian faith

Core content for Glennie Religious Education programs:

- The Gospel of Jesus Christ as it is recorded in the Gospels and Epistles of the New Testament: Stories about the friends of Jesus
- The story of God's people as it is recorded in the Old Testament: Heroes of God's people: stories through the Bible
- The life and worship of the Anglican Church: Living in the Kingdom – issues of social justice, Christian ethics
- Christian values, relationships and responsibility: Loving God, Loving others
- Other faiths and Christian responses to this diversity: Festivals in other lands
- Christian worship: stillness and praise: The Christian year

Special services are held for key festivals during the year.

HEALTH AND PHYSICAL EDUCATION

The Junior Years Health and Physical Education program provides a framework for developing active and informed members of society. It incorporates teaching approaches that are known to engage young learners, namely problem-based learning, differentiated instruction and authentic learning. The Junior Years Health and Physical Education program embraces topics that aim to inspire all children to develop and maintain healthy living skills and to equip them with the skills and abilities which enable them to participate and enjoy a wide variety of sports and activities into the future and adult life. Active engagement in physical activity is a major emphasis throughout the program. Girls are provided opportunities to develop knowledge, processes, skills and attitudes necessary for making informed decisions about: their health; the role of physical activity in their lives; their personal development.

Physical Education Overview

- Term 1: Swimming (Technique, Fitness, Survival)
- Term 2: Athletics (Athletic skills) and Ball Handling
- Term 3: Gymnastics
- Term 4: Lifesaving (Swim and Survive)

The in-class health program incorporates the areas of:

- Personal, Social and Community Health
- Movement and Physical Activity

Topics include:

- Food and nutrition
- Health benefits of physical activity
- Mental health and wellbeing
- Relationships and sexuality
- Safety
- Challenge and adventure

Many of these topics are integrated across other curriculum areas throughout the year.

SPORT – CURRICULUM

Inter-house Sport

Glennie's interhouse carnivals include cross country, ball games, athletics and swimming. The aim of these carnivals is to provide girls with the opportunity to participate in a friendly competitive atmosphere, to test their skill development and foster team House spirit.

Perceptual Motor Skills

Girls in Prep to Year 3 participate in weekly tabloid activities focusing on Perceptual Motor Skills. These are movement related skills that are an essential aspect of human development and growth. These skills support both cognitive and sensory-motor development, and are largely responsible for children's ability to engage in athletic activities and interact with their environment. These lessons are in addition to the girls' Physical Education lessons.

Interschool Sport

Girls in Year 4 are introduced to the skills of team sports played in Years 5 and 6. Throughout each term, they focus on a particular sport and have some joint sessions with other Toowoomba schools for social games.

Every Friday afternoon during Terms 1, 3 and 4, all Year 5 and 6 girls select from a variety of Sports and participate in a local interschool competition. Teams are nominated according to the numbers of girls wishing to participate.

Sports available include:

- Term 1: Tennis, Cricket, Touch
- Term 2: No interschool competition - Athletics
- Term 3: Hockey, Soccer, Netball
- Term 4: Softball, TeeBall, AFL

SPORT – EXTRA-CURRICULAR

Andrews Cup

Glennie is a member of the Queensland Girls' Primary Independent Schools Sports Association which allows us to participate in competitions throughout the year involving girls from Years 2 to 6.

Andrews Cup sports include: Swimming, Tennis, Touch, Netball, Athletics, Softball, Cross Country, Gymnastics, Soccer and Basketball and Cricket from 2020.

Representative Sport

Glennie girls participate in the Toowoomba Primary School West Zone Swimming, Athletics and Cross Country carnivals. Exceptional achievements in these carnivals, qualify students to participate in Darling Downs regional sports and state level representation.

Representative sport is for girls aged between 9 and 12 years. Years 5 to 6 girls are eligible to trial for representative team sports based on a nomination process.

Club G

Club G sports are club based sports played after school and on weekends at various locations throughout Toowoomba. Club G allows girls and their families to make personal connections with the local sporting community. Girls in Junior Years have the opportunity to play Touch Football and Netball as part of Glennie's Club G Sports program.

For more information about Glennie's Extra-Curricular Sports program, please visit the Sports website on the Portal.

TECHNOLOGIES

Glennie has always sought to be a leader in the area of Information Technology. All girls in Years 5 and 6 have their own Chromebook computer. Throughout the school, there are many devices for student use, including Chromebook computers and iPads. Interacting with computers is a seamless part of daily life at Glennie. The devices are a tool that allow students to locate information, organise their thoughts and create products of their learning.

Australian Curriculum Digital Technologies requires learners to, not only utilise technology for specific purposes, but to become developers of digital solutions. There is an emphasis on computational thinking.

At Glennie, girls work with computer and iPad apps, BeeBots, Ozobots, Lego NXT robots and electronics. The emphasis when working with these devices and programs is the thinking required to solve challenges and problems. A meta-awareness of logical, step-by-step thinking is an integral part of the process of learning.

Australian Curriculum Design and Technology requires students to use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities. Girls design solutions for real life and life-like problems using a design thinking approach. They identify and investigate a need or opportunity, then generate, plan and create solutions, and evaluate products and processes.

THE ARTS

The Arts at the Glennie Junior Years aim to empower every girl to explore and develop her creativity and musical talent. The Arts have the capacity to engage, inspire and excite the imagination. We provide girls with an exciting and comprehensive opportunity to develop, design and communicate their abilities in Music, Visual Art and Dance.

Music

The classroom music program provides the foundation for the many skills involved with learning an instrument. Every class has a lesson each week where the girls learn the basics of creating, presenting and responding to music and are taught in the Kodály style. In the early years, the girls work with the beat, soft/loud, fast/slow, high/low and start building upon rhythms, solfa, phrases, and tone colour. By the time they reach Year 6, they have a broad knowledge of rhythms, solfa, dynamics and create their own melodic and rhythmic compositions. As well, they start to investigate music from different countries and the instrument families of the orchestra.

Visual Arts

The Visual Arts program in the Junior Years includes art, craft and design. The students make and respond to artworks in the world around them as a source of inspiration. Aligned with the Elements of Art and Principles of Design they use knowledge of Visual Arts, develop skills, techniques and processes, and explore a wide variety of materials. They gain experience in drawing, printmaking, sculpture and painting through practical hands-on tasks.

Classes receive a Visual Arts lesson each week with a specialist teacher in our well equipped and modern Art and Design Studio.

Prep to Year 2

Girls make artworks that express ideas, observations and imagination based on modelled and practised techniques and processes. They are asked to describe the intention behind the art they create and other artworks.

Year 3 to Year 4

Students collaborate and plan artworks inspired by art from the world around them. They use techniques and processes to communicate their ideas. Students describe and discuss similarities and differences between artworks.

Year 5 to Year 6

Students express their personal view through their artworks, demonstrating different techniques and processes in planning and creating. They describe how the display of artworks enhances meaning for an audience.

Dance

Kindergarten students are introduced to Dance through a Creative Movement program, where a wide variety of props are incorporated. From Prep to Year 2, the girls participate in regular dance lessons. The Royal Academy of Dance (ballet) syllabus is closely followed.

Students from Years 1 to 6 may wish to attend after-school ballet classes to broaden their performance opportunities and participate in examinations. There is an additional charge for the after-school dance sessions.

Extra-Curricular Arts

For information about Glennie's Extra-curricular Arts Program, please refer to The Arts website within the Portal.

ASSEMBLIES

Assemblies are held for all girls from Prep to Year 6 on a regular basis throughout the school terms. Parents are welcome to join us for these events which are held in the Assembly Hall. These are advertised in the School Calendar.

These events are run by Year 6 students and presentations are given by student artists. Girls who receive awards outside of the school are encouraged to bring these in so that they can be presented in front of all of the girls.

CHAPEL SERVICES

As an Anglican school, our services follow the Anglican tradition of worship. All girls attend Chapel every fortnight and these services take place in the Chapel of St Alban on the Middle and Senior Years campus or in our Assembly Hall. Each service is designed for the age of the children in attendance. Girls in Prep to Year 3 attend one week and girls in Years 4 to 6 the next.

Special services are held for Anzac Day, Remembrance Day, Founder's Day, Easter Service and our Carols Service. At the end of each term, girls in Years 4 to 6 participate in a Eucharist Service. Grocery collections are held during the term to assist us in supporting our local Parish Larder.

Family Communion Services are held twice a term at 9:30am on Sundays in the School Chapel. These are advertised in the online calendar and in eNews. All families are invited to attend these services which are followed by morning tea.

CURRICULUM SUBJECTS

Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English						
Mathematics						
Science						
History						
Geography						
Technologies						
Visual Art						
Music						
Health and Physical Education						
Library						
French						
						Japanese
Religious Education						
Dance	Dance	Dance				
Perceptual Motor Skills	Perceptual Motor Skills	Perceptual Motor Skills	Perceptual Motor Skills			
			Instrumental Music (strings)	Instrumental Music (band)	Instrumental Music (band)	
				Sport	Sport	Sport

TIMETABLES

JUNIOR YEARS TIMETABLE

8:30am – 8:45am	Welcome, roll call, prayer, notices
8:45am – 9:25am	Lesson 1
9:25am – 10:05am	Lesson 2
10:05am – 10:35am	Recess (30 minutes)
10:35am – 11:15am	Lesson 3
11:15am – 11:55am	Lesson 4
11:55am – 12:35pm	Lesson 5
12:35pm – 1:15pm	Lunch (40 minutes)
1:15pm – 1:55pm	Lesson 6
1:55pm – 2:35pm	Lesson 7
2:35pm – 3:15pm	Lesson 8

KINDERGARTEN ROUTINE (SAMPLE)

EARLY MORNING

- Quiet play
- Gathering circle
 - Good morning song
 - Language/literacy numeracy experience
 - Letterland program
- Outdoor play

MID-MORNING TO LUNCH

- Tidy up
- Morning tea
- Indoor play
- Specialist lessons

EARLY AFTERNOON

- Tidy up
- Music group time
- Lunch
- Rest

LATE AFTERNOON

- Pack bags
- Home

CONTACT US

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